

TEACHERS' PERSPECTIVE ON THE EFFECTS OF PARENTAL INVOLVEMENT IN STUDENTS WITH INTELLECTUAL DISABILITIES: BASIS FOR A PROPOSED SUSTAINABILITY PLAN

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ABSTRACT

Education thrives on collaboration, with teachers playing a vital role in shaping students' growth while parents provide essential support beyond the classroom. For students with intellectual disabilities, this partnership becomes even more crucial, as their learning and development often require tailored strategies and consistent encouragement from both educators and families. This study explored teachers' perceptions of parental involvement in the education of students with intellectual disabilities. Specifically, it examined how teachers view the influence of parental engagement on student outcomes, the forms it takes, and the obstacles they encounter in sustaining it. The findings showed that (1) localized studies are needed to attract experienced teachers, particularly as they approach expert levels in handling learners with intellectual disabilities, with findings suggesting that female educators are often preferred in classroom management and parent engagement. Schools providing special education for learners with intellectual disabilities need teachers who can enhance parental involvement and encourage broader engagement to meet learners' needs. Such efforts help sustain a supportive pedagogical environment even in challenging situations, promoting flexible approaches like extended or flipped classrooms. Ultimately, stronger parent-school collaboration ensures that family orientations are integrated with school-based practices to support learners with cognitive disabilities better. The primary goal of parents' efforts is to help special education teachers by actively participating in programs like the Individualized Education Program (IEP) and the Parent-Teacher Association. These initiatives offer effective avenues for schools to strengthen parental involvement, ensuring sustained engagement in children's learning with intellectual disabilities. Parents' desire to support their child's success and well-being includes the belief that their involvement has a positive impact on academic achievement, fosters a love of learning, and helps develop a well-rounded individual. Providing financial aid to both parents and children can motivate them if they are focused on achieving a financial breakthrough while patiently teaching their child in a flipped classroom, and Regular updates or concerns about students will encourage parents to share their thoughts and ideas through orientation or counseling.

1. Background of the Study

Education is widely recognized as a crucial foundation for individual growth, societal progress, and the development of a well-rounded and capable citizenry. In the educational process, the role of the teacher has always been central, as educators are responsible for shaping young minds and guiding them through their academic journeys (Teachers of Tomorrow, 2025). However, it has

become increasingly clear that learning extends beyond the classroom. The involvement of parents in their children's education has consistently been emphasized as an important factor in academic success and overall well-being. Research shows that when parents are actively involved in their children's educational experiences, students tend to perform better academically, exhibit positive behaviors, and develop a sense of belonging and motivation (Utami, 2022; Sharma, 2024). This partnership between home and school creates a strong support system that can enhance a student's development both inside and outside the classroom.

The significance of parent-teacher collaboration is especially vital when working with students who have special needs, including those with intellectual disabilities. These students face unique challenges in their academic, social, and emotional development. They often require more personalized attention, specialized teaching strategies, and greater involvement from both teachers and parents to address their specific needs (Aouad & Bento, 2019). Consequently, collaboration between educators and families becomes even more critical in creating an environment that supports the growth of students with intellectual disabilities. Strong communication and teamwork between parents and teachers can help ensure that these students receive the resources, encouragement, and customized learning experiences they need to thrive (Impact Teachers, 2025).

Despite the clear benefits of parental involvement, several challenges can hinder parents from engaging fully in their child's education. These may include logistical issues like time constraints and communication gaps, as well as more complex factors such as cultural differences and varying levels of parental education or understanding of the educational system (Oranga et al., 2022). Furthermore, teachers often find it difficult to effectively engage parents, especially when parents lack confidence or feel unprepared to participate in their child's learning (Graham-Clay, 2024). Therefore, teachers play a vital role in bridging these gaps, helping to create an inclusive and supportive environment for all students, especially those with intellectual disabilities (Saxena, 2024).

This study aims to explore teachers' perceptions of the role of parental involvement in the education of students with intellectual disabilities. By understanding teachers' views on how parental involvement impacts student outcomes, the study seeks to deepen knowledge of the dynamics within special education settings. Teachers are often the main facilitators of parent-teacher interactions and are well-positioned to provide insights into practical strategies, existing barriers, and potential solutions to enhance parental involvement in special education. This study will examine teachers' perspectives across several key areas: their demographic backgrounds; their perceptions of how parental involvement affects students' educational outcomes; the various forms of parental involvement; the barriers they encounter when engaging parents; the strategies they employ to promote parental involvement; the challenges teachers face in encouraging or maintaining parental involvement; and effective methods for fostering ongoing parental engagement. Ultimately, the study will develop a sustainability plan to support long-term parental involvement, ensuring continuous support for students with intellectual disabilities.

While there is substantial research on parental involvement in general education, a significant gap exists in the literature regarding teachers' perspectives on parental engagement in special education, especially for students with intellectual disabilities. Most studies have centered on general education settings, often missing the unique needs and challenges faced by special education teachers and their students. This study aims to address this gap by offering a thorough

examination of how teachers perceive and handle the complexities of parental involvement in educating students with intellectual disabilities. The results from this research will provide valuable insights that can help shape future educational practices and policies, ultimately proposing a sustainable framework to improve and sustain effective parental involvement for students with intellectual disabilities.

Research Questions

1. What is the demographic profile of the respondents?
2. What are the perspectives of teachers on the effects of parental involvement in the education of students with intellectual disabilities?
3. What forms of parental involvement do teachers observe among parents of students with intellectual disabilities?
4. How do teachers perceive the impact of parental involvement on students' academic performance and behavior?
5. What challenges do teachers encounter in promoting or sustaining parental involvement?
6. What strategies do teachers find effective in encouraging parents to participate in their child's education?
7. How do teachers view the long-term sustainability of parental involvement in special education?
8. What recommendations do teachers have for enhancing and sustaining parental involvement in the education of students with intellectual disabilities?

Methodology

This study used a descriptive survey design, which was suitable for systematically capturing and analyzing teachers' perceptions and experiences regarding parental involvement in the education of students with intellectual disabilities. As McCombe (2020) explains, descriptive research aims to provide a precise, accurate, and structured portrayal of a population, situation, or phenomenon. In this context, the design was employed to document and interpret the perspectives of Special Education (SPED) teachers assigned to the 15 Silahis Special Education Centers within the Manila City Schools Division.

Understanding how teachers perceive the role and impact of parental involvement on learners with intellectual disabilities' academic achievement is the main focus of this study, as well as behavioral development and overall educational progress. Specifically, it aimed to answer research questions related to the demographic characteristics of the teacher-respondents, their views on the effects of parental involvement, the barriers they face in engaging parents, the strategies they currently use to promote parental participation, and their insights into the sustainability of such involvement.

This study was conducted at 15 Silahis Special Education Centers within the Manila City Schools Division. These centers provide specialized support and educational services to students with intellectual disabilities and are key institutions for inclusive education in the Philippine public school system. The Silahis Centers were chosen as the study sites because they exemplify a pioneering model for integrating special education services into mainstream educational settings, offering both resource room instruction and itinerant support.

The main data collection tool for this study was a researcher-developed survey questionnaire specifically designed to assess SPED teachers' perceptions of parental involvement in the education of students with intellectual disabilities. The instrument was carefully crafted to include the key elements of the study, such as the perceived effects of parental involvement, common barriers to engagement, and strategies used by teachers to promote ongoing parental participation.

To ensure the instrument's validity, it underwent content validation by three PhD experts in inclusive or special education. These experts reviewed the questionnaire items for clarity, relevance, and consistency with the research objectives. Their feedback was used to improve the language, structure, and content, ensuring it accurately measures the constructs being studied. In addition to content validation, the reliability of the questionnaire was confirmed through a pilot test with a small group of SPED teachers from a different school division, not involved in the main study. The pilot test results were analyzed using Cronbach's alpha to assess internal consistency. A reliability coefficient of 0.70 or higher was considered acceptable for the instrument to proceed with full deployment.

In the statistical treatment of data, Parts II and III of the survey, which focused on parental involvement practices and perceived effects, the weighted mean was calculated for each item. This assessed the central tendency of responses and revealed general agreement or disagreement trends among teachers. The following interpretation scale will be used for the weighted mean (4.21–5.00 = Strongly Agree, 3.41–4.20 = Agree, 2.61–3.40 = Neutral, 1.81–2.60 = Disagree, 1.00–1.80 = Strongly Disagree). This statistical measure assessed the internal consistency or cohesiveness of the items within a scale. A Cronbach's Alpha coefficient of 0.70 or higher was considered acceptable, indicating that the items reliably measure the same underlying concept.

Results and Discussion

Table 1 shows the distribution of the respondents' educational attainment. Most teachers working with learners who have intellectual disabilities are still in the process of completing their master's degree, while only a few are pursuing doctorates, and even fewer have already finished one. This points to the need for schools to actively support teachers' professional growth through advanced studies in inclusive education. At the same time, building stronger partnerships with parents is crucial to providing these learners with the full support they need to thrive.

Table 1: Education Attainment

Educational Attainment	<i>Frequency</i>	<i>Percentage</i>
Bachelor's Degree	61	36.00
With Master's Units	73	43.00
Master's Degree	19	11.00
With Doctoral Units	12	7.00
Doctoral Degree	5	3.00
Over – All	170	100.00

Table 2 presents the distribution of the total years of teaching experience. The results show that most of the teacher respondents have twenty-one or more years of teaching experience. The next most common group includes teachers with about 1 to 5 years of experience, who are relatively

new to the field. Following these are teachers with 6 to 10 years of experience, then those with 11 to 15 years, while the smallest group consists of teachers with 16 to 20 years of experience.

Table 2: Years of Teaching Experience

Years of Teaching Experience	<i>Frequency</i>	<i>Percentage</i>
1 – 5	41	24.10
6 – 10	35	20.60
11 – 15	27	15.90
16 – 20	25	14.70
21 and above	42	24.70
Over – All	170	100.00

Table 3 shows the Perspectives of the Teachers on the Effect of Parental Involvement in the Education of Students with Intellectual Disabilities. The implication clearly indicates that schools currently providing special education for learners with intellectual disabilities need teachers who can effectively promote parental involvement. This collaboration aims to address the core needs of the community, ensuring a supportive educational environment even in difficult situations. Cited support should primarily reference Brown et al. (2020), who argued about the processes for parents possessing a unique understanding of their children's abilities, constraints, and preferences. This thorough comprehension enables the development of tailored transition strategies and may uncover latent skills and interests that could lead to unexpected and rewarding work opportunities (Jones & Bailey, 2020).

Table 3: Perspectives of the Teachers on the Effect of Parental Involvement in the Education of Students with Intellectual Disabilities

Indicators	Weighted Mean	Verbal Interpretations
1. Parental involvement improves students' academic performance	4.36	Strongly Agree
2. Students with active parental support show better behavior in school	4.40	Strongly Agree
3. Parental involvement improves students' self-confidence	4.41	Strongly Agree
4. I feel more supported when parents are involved	4.50	Strongly Agree

5. Parental involvement leads to better collaboration between home and school	4.52	Strongly Agree
6. Parental involvement helps address students' emotional needs	4.51	Strongly Agree
7. Students show more interest in learning when their parents are engaged	4.38	Strongly Agree
8. IEP goals are achieved more effectively with parent support	4.38	Strongly Agree
9. Parent collaboration improves classroom management	4.37	Strongly Agree
10. Involved parents are more aware of their child's strengths and needs	4.47	Strongly Agree
Over – All	4.43	STRONGLY AGREE

Table 4: Forms Of Parental Involvement as Observed by the Teachers

According to the descriptive statistics on the assessment of parental involvement forms as observed by the teachers, the highest assessed indicator and the only one with strong agreement from teachers was that parents attend scheduled meetings such as the Individualized Education Program and the Parent Teacher Association which has 4.22 weighted mean. The conveyed implication was that the primary focus of the parents centered on the importance of special education teachers, emphasizing the need for energetic preferences in the Individualized Education Program and the Parent–Teacher Association as the best framework for schools to encourage parental involvement. A citation should be based on effective communication that is essentially approved for successful collaboration between schools and parents (White et al., 2020).

Indicators	Weighted Mean	Verbal Interpretations
1. Parents attend scheduled meetings (e.g., IEP, PTA).	4.22	Strongly Agree
2. Parents assist with schoolwork or home activities.	4.07	Agree
3. Parents communicate regularly with teachers.	4.16	Agree
4. Parents participate in school events or activities	4.01	Agree

5. Parents reinforce learning goals at home.	4.05	Agree
6. Parents follow through with recommendations from teachers	4.15	Agree
7. Parents participate in creating or reviewing the student's IEP	3.96	Agree
8. Parents seek help or guidance from teachers or professionals	4.14	Agree
9. Parents provide relevant background or behavioral information	4.18	Agree
10. Parents maintain consistent home routines that support school goals	4.08	Agree
Over – All	4.10	AGREE

Table 5: Teachers' Perceptions on the Impact of the Parental Involvement on Students' Academic Performance and Behavior

Indicative Statements	Weighted Mean	Verbal Interpretation
<i>1. The schools provide the appropriations on the conduct for the special education for the welfare of the learners with intellectual disabilities entailed to have those kinds of teachers.</i>	4.39	Strongly Agree
<i>2. There are some preferred manners to enhance parental involvement to engage widely to the foremost necessities of the common good for the learners to sustain their pedagogical atmosphere even in the most difficult academic atmospheres.</i>	4.34	Strongly Agree
<i>3. The encouragement had made some enthusiastic moments to have the simple simulacrum for the extended flipped classroom that extends the pedagogical continuum until to the</i>	4.58	Strongly Agree

<i>extent that the parents would do the betterment of collaborative and corroborative aspects between their family orientations and school – based educational approaches.</i>		
<i>4. For the learners with disabilities in cognitive aspect, there are times that negative repercussions are inevitable in utilizing parental involvement in their schools. However, the schools are still for airing the productions of the betterment on parental collaboration and corroborations pertaining to the improvisations for the classroom managements be robustious.</i>	4.29	Strongly Agree
<i>Accommodated parents are engaged gradually in the system of homework or assignment giving their children to honing a wide prefectural manner the guidance to be sustained and acquired explicitly for their learning children to establish positive outcomes.</i>	4.25	Strongly Agree
Over – All	4.37	Strongly Agree

Table 5 shows the Teachers' Perceptions on the Impact of the Parental Involvement on Students' Academic Performance and Behavior. The table reflects an over all weighted mean of 4.37 and indicated as strongly agree. The implication suggests that parents will significantly boost their child's ongoing development by engaging in interactive activities, which the school management consistently supports as part of pedagogical skills. Parents are driven by passion and compassion for their children's welfare, establishing fostered communication during family and teacher interactions, and reinforcing academic subjects at home as a form of flipped and shaped classrooms. This continuous support improves classroom instruction and fosters a unified learning environment that benefits children in many ways. Re-echoed by Rivera & Castillo (2022), it is noted that in any set of guidelines, various barriers hinder family engagement in special education across different contexts. They emphasize the importance of structured parental education initiatives, especially for families with children with disabilities, to reduce disparities in involvement.

Table 6: Challenges Encountered by the Teachers in Promoting or Sustaining Parental Involvement

Indicative Statements	Weighted Mean	Verbal Interpretation
1. The parents somehow gained some unanimity on the passage of their mayoral responses as they participated in the focused group discussions, enhancing to reverberate or re – echoed sound of their statements wherein that the lack of quality time or schedule for their children will always be their burdensome.	4.72	Strongly Agree
2. Contextually, the apparent lack of time will also be accompanied by the lack of financial breakthrough for the parents who are dealing with so many efforts just to sustain their children to cope with their pedagogical mechanisms.	4.37	Strongly Agree
3. Might as well, that the lack of limited communication became the utmost concern by the parents due to so many barriers such as the low confidence on both ends, namely their children with special needs and the parents, and even the previous or past experiences which are negatively repercussed during the school involvements.	4.48	Strongly Agree
Over – All	4.52	Strongly Agree

The data from the table above shows the Challenges Encountered by the Teachers in Promoting or Sustaining Parental Involvement and has an overall 4.25 weighted mean as reflected and indicated as strongly agree. The descriptive thematizations with exhaustiveness for the participating teachers who currently perceive the effects of parental involvement in students with intellectual disabilities such as the challenges faced by special education teachers will pave the way for symposiums, seminars, or training sessions attended by both parents and learners, as well as teachers. These findings led to the results, with the indicative statement recognized as strongly agreed and the highest assessed, revealed by parents who showed some unanimity in their responses during focused group discussions

Table 7: Strategies of Teachers in Encouraging Parents to Participate in Children's Education

Indicative Statements	Weighted Mean	Verbal Interpretation
1. There are several teachers who are giving so many words of encouragement and praise to the learners just to boost parents' participation in their children's pedagogical vigor.	4.23	Strongly Agree
2. Teachers are well – made by fostering their learners' academic success that needs to be informed well for the parents to engage them thorough in so many academic involvements.	4.22	Strongly Agree
3. Open communication about their child's progress in all skills needed to develop and improve will always be in the bucket lists of the teachers just to motivate the parents to engage and to give in for the wholehearted rigorous activeness in the academic atmosphere.	4.32	Strongly Agree
4. Parents stay involved in their child's special education because they love their child and want to help them do their best. They want to make sure their child is understood, cared for, and included. Even small wins mean a lot to them. They also feel more involved when teachers listen to them and keep in touch.	4.31	Strongly Agree
5. Several personal opinions were made by parents that are often motivated to stay involved in their child's education because they want to see their child succeed and have a chance to learn and grow.	4.30	Strongly Agree

6. Parents choose to stay involved in their child's education because they recognize the significant impact their engagement has on the child's academic and personal growth. Through active participation, they gain a deeper understanding of their child's strengths and challenges, maintain open communication with educators, and help create a supportive learning environment.	4.37	Strongly Agree
7. Parents want the best for their children, one of the reasons for them being involved with their child's academics is their belief that it will lead to better academic outcomes, improved behaviors and to have a stronger foundation for future success.	4.27	Strongly Agree
8. Their involvement is driven by love, a desire for progress, and hope for their child's future development and independence.	4.48	Strongly Agree
9. The thought that children with intellectual disabilities shall be joining the regular class might be the motivational factor for the parents as it is a sign that their child can fully function within a regular set up with some accommodations.	4.48	Strongly Agree
OVER – ALL	4.33	STRONGLY AGREE

The table above shows that Strategies of Teachers in Encouraging Parents to Participate in Children's Education has an overall result of strongly agree and has 4.33 weighted mean. Special education teachers often highlight the value of encouraging parents to be actively involved in their children's learning, showing how important collaboration is in supporting learners with intellectual disabilities. This partnership works best when parents, teachers, and school leaders come together to create a nurturing environment. Parents are most motivated by love, hope, and the desire to see their children grow, with the idea of joining regular classes serving as an inspiration for many. On the other hand, some parents feel they need clearer guidance from teachers to be more involved in academic activities.

Table 8: Teachers' View on the Long-Term Sustainability of Parental Involvement in Special Education

Indicative Statements	Weighted Mean	Verbal Interpretation
1. Parents should be involved in work center/ transition subjects to have ideas for family entrepreneurs. In lower-level presentations, the IEP/ Educational Plan of each child has little motivation for parents to be involved for the progress of their children. And if inclusion has integrated parental involvement will be sustained.	4.25	Strongly Agree
2. Sustaining long-term parental involvement requires building strong, collaborative partnerships between parents and schools, fostering open communication, and creating a culture of shared responsibility for student success.	4.28	Strongly Agree
3. Parents have different schedules and resources. Offering a variety of ways to engage — in-person, virtual, after-hours, take-home projects — makes it easier for them to stay involved.	4.30	Strongly Agree
4. The sustainability of parental involvement can be achieved through working with them constantly, such as open communication with regards to the home learning process of the learners. Through this, they would feel that they're counted in.	4.32	Strongly Agree
5. Parental involvement can be sustained long-term by building strong, trusting relationships between families and schools, maintaining consistent and clear communication, and making parents feel valued as partners in their child's education. Providing ongoing	4.45	Strongly Agree

support, flexible opportunities for engagement, and involving parents in meaningful decision-making can also help keep them connected and committed over time.

OVER – ALL**4.32****Strongly Agree**

Teachers believe that sustaining long-term parental involvement in the education of children with intellectual disabilities is closely tied to financial stability and meaningful collaboration between families and schools. Strong relationships, consistent communication, and valuing parents as true partners are seen as the key to keeping parents engaged over time. Parents are also encouraged to take part in transition programs and work-related subjects, which can inspire family entrepreneurship and provide practical support for their children's future. Overall, the assessments strongly affirm that inclusion, ongoing support, and clear involvement in decision-making can sustain parental engagement, as reflected in the high agreement rating of 4.32.

Table 9: The Recommendations for Enhancing and Sustaining Parental Involvement in the Education of Students with Intellectual Disabilities

Indicative Statements	Weighted Mean	Verbal Interpretation
<i>1. Parent orientation or training programs, Flexible scheduling of meetings, Regular and accessible communication, Recognition of parental contributions, Counseling or support services for parents.</i>	4.29	Strongly Agree
<i>2. With regular communications for updates or other concerns about the students. And sharing some ideas through orientation or counseling.</i>	4.78	Strongly Agree
Over – All	4.54	Strongly Agree

Teachers emphasized that the best way to strengthen parental involvement in the education of children with intellectual disabilities is through consistent and open communication. Regular updates whether quarterly or monthly help parents stay informed about their child's progress and provide opportunities for meaningful collaboration. Orientations, counseling, flexible meetings, and recognizing parents' contributions further support their active role in the learning process. Overall, the findings strongly affirmed these recommendations, reflected in the high agreement rating of 4.54.

Table 10: Proposed Sustainability Plan

Objectives	Strategies/ Activities	Persons Involved	Timeline	Resources Needed
1. Promote continuous parental involvement	<ul style="list-style-type: none"> - Conduct parent orientation and training sessions in supporting children with ID at home. - Develop take-home learning kits and guides. 	School heads, Sped Teachers, Parents, LGU representatives	Short-term (1 year) and ongoing	Training Modules, printed materials, digital resources, and venue
2. Strengthen home-school collaboration	<ul style="list-style-type: none"> -Establish a communication logbook or digital apps for parent-teacher updates. -Conduct monthly parent-teacher consultation. -Create parent support groups. 	Sped Teachers, Parents, ICT coordinators	Year 1 onwards	Logbooks, mobile apps, communication allowance, meeting space
3. Enhance student development through parental support	<ul style="list-style-type: none"> - Organize family learning days -Launch home-based activities -Encourage parents to volunteer in school programs 	Teachers, parents, students, school administrators	Year 2 onwards	Activity guide, instructional materials, volunteer program guidelines
4. Institutionalize support systems for parents and teachers	<ul style="list-style-type: none"> - Provide teacher workshops on effective parent engagement. - Create parent mentoring networks. - Partner with NGOs, LGUs, and universities for training and research. 	School Heads, Teachers, Parents, LGU/NGO/HEI partnership	Year 2 – 3	Training budget, external trainers, research support

5. Monitor and evaluate parental involvement and student outcomes	-Develop a tracking system for parental involvement -Use assessment tools to measure student progress -Conduct a survey/FGD for feedback	Teacher, Parents, School Heads, Monitoring team	Year 1 onwards (quarterly & annually)	Tracking forms, assessment tools, survey forms, and database
6. Sustain partnership and resource mobilization	-Secure support from LGUs and DepEd for funding -Establish Memoranda of Agreement (MOA) with Universities and NGOs – integrate sustainability into school policy	School Heads, LGUs, DepEd Officials, Community Stakeholders	Year 3-4 and beyond	MOAs, funding proposal, school policy documents

Explanation of the Proposed Sustainability Plan

Objective 1: Promote Continuous Parental Involvement

To sustain parental engagement, the plan highlights the importance of regular orientation and training sessions that equip parents with practical strategies to support learning at home. Take-home learning kits and guides will also be provided to ensure that support continues beyond the classroom. By giving parents the knowledge and tools they need, schools can strengthen their role as consistent partners in their children’s growth and development.

Objective 2: Strengthen Home-School Collaboration

To strengthen home-school collaboration, the plan focuses on building consistent and meaningful communication between teachers and parents. Communication logbooks or digital apps will be used to share regular updates, while monthly consultations will provide space to discuss challenges, track progress, and celebrate successes.

Objective 3: Enhance Student Development through Parental Support

The plan emphasizes the importance of strong home-school synergy to support students with intellectual disabilities. Family Learning Days, home-based activities, and volunteering opportunities will allow parents to take an active role in their children’s learning and development. Through these efforts, parents become true partners and stakeholders in their child’s education journey.

Objective 4: Institutionalize Support Systems for Parents and Teachers

Sustaining parental involvement means supporting both teachers and parents. The plan offers teacher workshops, parent mentoring networks, and partnerships with local groups and universities to provide guidance, skills, and resources. Together, these efforts build a stronger foundation for lasting collaboration and support for learners with intellectual disabilities.

Objective 5: Monitor and Evaluate Parental Involvement and Student Outcomes

Sustaining parental involvement means keeping track of progress and making continuous improvements. A monitoring system will record parents' participation at school and at home, while assessments will track students' academic, social, and behavioral growth. Regular feedback through surveys and discussions will ensure the program stays responsive to the needs of learners, parents, and teachers alike.

Objective 6: Sustain Partnerships and Resource Mobilization

For long-term impact, external partnerships and resources are essential. The plan includes efforts to secure support from LGUs, DepEd, and other agencies for funding and technical assistance. Memoranda of Agreement (MOA) with local universities, NGOs, and community organizations will ensure ongoing collaboration in training, program development, and research support. Finally, sustainability measures will be integrated into school policies, making parental involvement an institutional priority rather than a temporary initiative.

This sustainability plan provides a structured roadmap to maintain and strengthen the positive effects of parental involvement in the education of students with intellectual disabilities. By focusing on capacity-building, collaboration, student development, institutional support, monitoring, and partnerships, the plan ensures that both short-term and long-term goals are addressed. Ultimately, this approach empowers parents, equips teachers, and promotes holistic growth for learners with intellectual disabilities, while ensuring that the program remains viable and effective over time.

Conclusions

Relaying the implication towards this age bracket sub-variant demography suggests that the current researcher is obligated to conduct localized studies to attract more experienced teachers, especially as they approach expert levels in handling learners with intellectual disabilities. Notably, there is increased parental involvement in their local schools, which indicates that female educators are often preferred for managing these special education variations, particularly in classroom setup, management, and engaging parents within the school environment. The implications indicate that schools participating in this study should emphasize the importance of continuous professional development, such as pursuing graduate studies, rather than maintaining mediocrity in their practice. This is especially relevant in specializing in inclusive education and working with learners with special needs or intellectual disabilities. Ongoing discussions with parents that promote greater parental engagement should be actively implemented in schools to foster optimum involvement of guardians of learners requiring special attention. Lastly, there is a need to prioritize and accommodate the professional growth of educators as they approach expert levels in managing learners with intellectual disabilities, especially considering the active parental

involvement in local schools. The years of teaching experience should be emphasized as they contribute to creating a knowledgeable environment where teachers can develop seasoned expertise in handling this specialized sector of education. This includes fostering strong collaboration with parents and guardians through holistic approaches, thereby enhancing teachers' perspectives and building a comprehensive pedagogy that effectively supports the development of learners in an appropriate and meaningful manner.

Irrevocably, schools currently providing special education for the welfare of learners with intellectual disabilities need to have those kinds of teachers, preferably, to enhance parental involvement and encourage broader engagement with the essential needs of the common good for the learners. This helps sustain their pedagogical environment even in the most challenging situations, keeping alive moments that promote simplicity and the possibilities of extended or flipped classrooms—similar to an academic atmosphere—until the point where parents can better collaborate and support the integration of family orientations with school-based educational approaches for learners with cognitive disabilities. The main goal of the best efforts of parents is to support special education teachers, emphasizing the need for energetic participation in the Individualized Education Program and the Parent–Teacher Association. These programs serve as the optimal means for schools to promote parental involvement, which helps sustain wide engagement from parents in their children's learning, despite their intellectual disabilities. However, the school should reinforce the importance of parental participation and encourage them to actively engage with the support schemes designed to assist their children under the Individualized Education Program. Regarding pedagogical models for special learners, let the school administration develop a set of comprehensive and wide-ranging guidelines for managing remarkable behaviors and attitudes of students with special needs. Standing rigidly by barriers will always hinder the pedagogical progress of all special learners. Parents should also work closely with teachers to collaborate and validate the psychological capacities involved in upcoming meetings to address these barriers. Parents' desire to support their child's success and well-being includes the belief that their involvement positively impacts academic achievement, fosters a love of learning, and helps develop a well-rounded individual. Providing financial aid to both parents and children can motivate them if they are focused on achieving a financial breakthrough while patiently teaching their child in a flipped classroom. Regular updates or concerns about students will encourage parents to share their thoughts and ideas through orientation or counseling.

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