

## Home-School Collaboration Practices for Children with Special Needs in Selected Schools in Ilocos Norte



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**ABSTRACT:** The study aimed to evaluate home-school collaboration practices for children with special needs in selected elementary schools in the Schools Division of Ilocos Norte, City Schools Division of Laoag, and City Schools Division of Batac. It focused on factors such as inclusivity, parental involvement, communication, positive attitudes, support systems, collaborative planning and implementation, and well-being. Results of this study showed that the school's strategy to include children with special needs in activities were effective, but it was noted that consistent parent engagement in school activities would cause more improvement in student's social and academic performance. During the study, the observed communication practices of the schools emanated effective results. School faculty and staff demonstrated positive attitudes towards children with special needs. Thus, the support systems aspect was the highest-rated aspect as the respective schools provided adequate support services, specialized staff, and resources. Given the fact that this study revealed significant differences in perceptions based on sex, age, monthly family income, and type of employment of the parents, the school collaborated effectively with parents in setting educational goals and developing individualized education plans (IEPs). But behind these notable positive observations, the researcher observed that the consistency towards the implementation of these practices should be strengthened disregarding the differences of the learners' parents.

**KEYWORDS:** home-school collaboration practices, children with special needs, communication, support system

### I. INTRODUCTION

The education of children with special needs presents unique challenges and opportunities that require coordinated efforts from both home and school environments. Thus, home-school collaboration is essential in creating an inclusive, supportive, and effective educational experience for these children. This collaboration involves active parental involvement, effective communication, positive attitudes and mindsets, robust support systems, and collaborative planning and implementation.

Home-school collaboration is crucial in enhancing the educational outcomes and overall, the well-being of children with special needs. Research has shown that when parents were actively involved in their child's education, the child benefited from improved academic performance, better social integration, and enhanced emotional well-being (Bervar, 2017; Christovam & Cia, 2013). Furthermore, effective communication between parents and educators was fundamental in addressing the unique needs of these children and ensuring that appropriate accommodation and modifications were made (Sato et al., 2019).

Research indicated that effective teacher-parent collaboration was crucial for the development and implementation of educational programs for children with special needs (Nayor, 2016). This collaboration often involved shared decision-making, where both parties contributed to the planning and implementation of educational activities. However, Nayor (2016) also highlighted that while involvement was frequent, genuine collaboration—where there is shared responsibility—was less common. Similarly, Ionides (2016) pointed out that while there was a consensus on the importance of collaboration, differences in beliefs and values between teachers and parents could sometimes pose challenges.

Home-school partnerships have proven beneficial for students with special educational needs and disabilities. During the COVID-19 pandemic, positive relationships between families and schools were crucial. Family-centered planning, where parents and teachers co-functioned as educators, supported the unique needs of children with SEN. This collaborative approach reduced burden and fostered resilience, emphasizing the importance of partner with parents' strategies (MacCormack et al., 2022).

Parental involvement in educational settings significantly enhances outcomes for children with special needs. Ishak and Nordin (2023) found that active parental participation in decision-making processes, especially in specialized areas like sexual education, led to better educational outcomes. This involvement included helping with homework, attending meetings, and being part of the Individual Education Plan (IEP) process.

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Inclusivity and integration are foundational to an effective home-school collaboration. Research by Bervar (2017) emphasized that integrating children with special needs into social settings alongside their peers not only prevented social exclusion but also promoted significant developmental gains. Ensuring educational settings were inclusive and that educators maintained positive attitudes towards inclusivity is crucial.

Attitudinal and cultural considerations are also pivotal. Alaluf et al. (2016) highlighted that educators' positive attitudes towards parental involvement could significantly influence the effectiveness of collaboration. Open communication channels and a cooperative environment fostered better educational outcomes.

Culturally Responsive Family Engagement was a training program that equipped teachers with strategies to work empathetically with families, valuing their diverse backgrounds. It involved strengths-based approaches, case studies, vignettes, online communication, community engagement, and family suggestions. This approach aimed to create an inclusive learning environment, fostering positive relationships that benefited students' academic and social-emotional development (Grant & Ray, 2019).

The role of positive psychology in collaboration could not be overlooked. Conoley and Conoley (2010) suggested that collaboration underpinned by positive psychology principles, which focused on enhancing strengths and well-being, rather than merely addressing deficiencies, could lead to improved educational environments.

A significant barrier to effective collaboration identified across several studies was the lack of training and resources for teachers and parents, which could lead to miscommunications and unmet educational needs (Njeri, 2012; Al Aqsha & Emilzoli, 2024). This was exacerbated by systemic issues such as inadequate policies or guidelines from educational authorities (Dor, 2022; Blackman & Mahon, 2016).

Moreover, cultural and socio-economic factors could influence nature and effectiveness of collaboration. For instance, studies conducted in various geographical locations, from Indonesia to Bhutan, highlighted how cultural contexts impact parent-teacher interactions and the overall collaborative process (Maufuriyah, 2018; Jigyel et al., 2018). In some cases, the differences in socio-economic backgrounds of families could affect how parents were able to contribute to their children's education, often leading to unequal participation among parents (Chang, 2001; Adams et al., 2010).

The motivation for this research stemmed from the need to understand and enhance home-school collaboration practices for children with special needs within the context of the Province of Ilocos Norte. As an educator and advocate of inclusive education, the researcher is driven by the desire to identify effective strategies that could be implemented to support these children. The study aims to provide insights into how current practices are improved and how schools and parents could more effectively work together to create an inclusive and supportive learning environment.

Thus, this study explores the current home-school collaboration practices for children with special needs in selected elementary schools in Ilocos Norte through examination of various aspects such as inclusivity, parental involvement, communication, attitudes, support systems, collaborative planning, and well-being. Furthermore, this study seeks to provide valuable insights that can enhance the educational experiences and outcomes for these children. The motivation behind this research is rooted in the belief that effective home-school collaboration is essential for creating an inclusive and supportive educational environment that caters to the unique needs of children with special needs.

## II. RESEARCH QUESTIONS

1. What is the profile of the respondents in terms of sex, age, monthly family income, and type of employment?
2. What are home-school collaboration practices for children with special needs in the selected school in terms of inclusivity and integration, parental involvement, communication, positive attitudes and mindsets, support systems, collaborative planning and implementation, and well-being?
3. Is there a significant difference in the home-school collaboration practices for children with special needs in the selected elementary school when profile is used a test factor?

## III. RESEARCH METHOD

This study employs a quantitative descriptive research design to investigate home-school collaboration practices in selected elementary schools in Ilocos Norte for children with special needs. This design is chosen to align with the study's objectives and research questions, ensuring an objective and systematic analysis of key variables such as inclusiveness, parental participation, communication styles, and attitudes toward collaborative support structures. The quantitative approach provides a reliable and standardized method for data collection and analysis, enabling consistent and valid results.

The population for this study consists of parents of children with special needs enrolled in selected elementary schools within the Ilocos Norte province, specifically those under the jurisdiction of the Schools Division of Ilocos Norte, the City Schools Division of Laoag, and the City Schools Division of Batac. Given the specific focus on parents of children with special needs, the study employs a total enumeration sampling technique. This approach ensures that every parent within the defined

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population is included in the study, providing a comprehensive and inclusive dataset. By using total enumeration, the study avoids the potential biases and limitations associated with sampling, thereby enhancing the accuracy and generalizability of the findings.

A researcher-made instrument is designed to gather comprehensive data on home-school collaboration practices for children with special needs. This instrument is divided into two main parts: the profile of respondents and the Home-School Collaboration Practices Questionnaire.

### IV. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of the data gathered in the study, focusing on home-school collaboration practices in selected elementary schools in Ilocos Norte for children with special needs. The results are organized according to key themes, including inclusivity and integration, parental involvement, communication, positive attitudes and mindsets, support systems, collaborative planning, and well-being. Additionally, the statistical differences based on demographic variables such as sex, age, monthly family income, and employment status are analyzed.

**Table 1. Profile of respondents**

Variable	Category	Frequency	Percentage
Sex	Male	19	37.3%
	Female	30	58.8%
Age	20-30	16	31.4%
	31-40	20	39.2%
	41-50	13	25.5%
Monthly Family Income	10,000-20,000	33	64.7%
	21,000-30,000	16	31.4%
Type of Employment	Full-time	24	47.1%
	Part-time	18	35.3%
	Self-Employed	7	13.7%

The demographic analysis revealed that majority of respondents were female (58.8%), with the largest age group being 31-40 years old (39.2%). Most respondents belonged to the lower to middle-income bracket, with 64.7% reporting a monthly family income between 10,000-20,000 pesos. In terms of employment, 47.1% were employed full-time, followed by 35.3% working part-time. These demographic factors provide context for understanding variations in home-school collaboration practices.

**Table 2. Home-school collaboration practices for children with special needs in the selected school in terms of inclusivity and integration**

Indicator	Mean	Standard Deviation	Qualitative Description	Verbal Interpretation
1. The school actively includes children with special needs in all school activities.	3.22	.621	Agree	Practiced
2. My child participates in classroom activities alongside their peers without special needs.	3.22	.621	Agree	Practiced
3. Teachers make necessary modifications to include my child in academic activities.	3.12	.754	Agree	Practiced
4. The school provides resources to support the integration of children with special needs.	3.24	.560	Agree	Practiced
5. My child feels included and accepted by other students in the school.	3.22	.743	Agree	Practiced
6. The school offers extracurricular activities that accommodate children with special needs.	3.20	.735	Agree	Practiced
7. Inclusion policies at the school are effectively implemented and monitored.	3.06	.719	Agree	Practiced
8. The school promotes an inclusive culture that respects diversity.	3.14	.707	Agree	Practiced

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Overall Mean	3.181	.359	Agree	Practiced
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Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The overall mean score for inclusivity and integration was 3.181 (SD = 0.359), indicating that respondents generally agreed that inclusive practices were effectively implemented. The highest-rated indicator was the provision of resources to support children with special needs (M = 3.24, SD = 0.560), suggesting strong institutional support. However, the lowest-rated indicator was the effective monitoring of inclusion policies (M = 3.06, SD = 0.719), suggesting the need for more systematic evaluation and reinforcement of these policies to ensure consistent implementation.

**Table 3. Home-school collaboration practices for children with special needs in the selected schools in terms of parental involvement**

Indicator	Mean	Standard Deviation	Qualitative Description	Verbal Interpretation
1. I am regularly invited to participate in school meetings regarding my child's education.	2.86	.540	Agree	Practiced
2. The school values my input in making decisions about my child's educational plan.	3.04	.611	Agree	Practiced
3. I have opportunities to volunteer in the classroom or at school events.	2.98	.750	Agree	Practiced
4. The school provides training or workshops for parents on supporting children with special needs.	2.88	.634	Agree	Practiced
5. I feel welcomed by the school staff to discuss my child's progress.	3.14	.500	Agree	Practiced
6. The school encourages my involvement in developing my child's Individualized Education Plan (IEP).	3.18	.391	Agree	Practiced
7. I am kept informed about school activities and how I can support my child at home.	3.16	.426	Agree	Practiced
8. The school provides opportunities for parents to network and support each other.	2.98	.559	Agree	Practiced
Overall Mean	3.028	.305	Agree	Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The overall mean for parental involvement was 3.028 (SD = 0.305). The highest-rated practice was parents' involvement in developing Individualized Education Plans (IEPs) (M = 3.18, SD = 0.391), reflecting a collaborative approach. However, regular invitations to school meetings (M = 2.86, SD = 0.540) and the provision of parent training workshops (M = 2.88, SD = 0.634) were rated lower, suggesting that schools should enhance efforts to engage parents through more frequent communication and structured involvement opportunities.

**Table 4. Home-school collaboration practices for children with special needs in the selected schools in terms of communication**

Indicator	Mean	Standard Deviation	Qualitative Description	Verbal Interpretation
1. The school regularly communicates with me about my child's progress and needs.	3.24	.662	Agree	Practiced
2. Teachers are accessible and responsive to my concerns and questions.	3.22	.654	Agree	Practiced
3. I receive timely updates on any changes in my child's educational plan.	3.20	.735	Agree	Practiced
4. The school uses multiple channels (e.g., email, phone, meetings) to communicate with parents.	3.22	.743	Agree	Practiced
5. I feel comfortable approaching the school	3.22	.771	Agree	Practiced

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with any issues regarding my child.				
6. The school provides clear information about available resources and support services.	3.18	.808	Agree	Practiced
7. Communication from the school is clear, concise, and easy to understand.	3.12	.754	Agree	Practiced
8. I am informed about the goals and objectives of my child's education program.	3.12	.696	Agree	Practiced
<b>Overall Mean</b>	<b>3.19388</b>	<b>.330779</b>	<b>Agree</b>	<b>Practiced</b>

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

Communication between schools and parents was positively rated, with an overall mean of 3.193 (SD = 0.330). Regular communication about the child's progress (M = 3.24, SD = 0.662) was the highest-rated indicator. However, parents expressed a need for clearer communication regarding their child's educational goals (M = 3.12, SD = 0.696), highlighting the importance of refining communication strategies to ensure transparency and alignment between educators and parents.

**Table 5. Home-school collaboration practices for children with special needs in the selected schools in terms of positive attitudes and mindsets**

<b>Indicator</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Qualitative Description</b>	<b>Verbal Interpretation</b>
1. The school staff demonstrates a positive attitude towards children with special needs.	3.06	.689	Agree	Practiced
2. Teachers believe in my child's ability to succeed and encourage their progress.	3.06	.747	Agree	Practiced
3. The school promotes a positive and supportive environment for all students.	3.06	.747	Agree	Practiced
4. My child's teachers show understanding and empathy towards their challenges.	3.12	.726	Agree	Practiced
5. The school encourages a growth mindset in students with special needs.	3.04	.815	Agree	Practiced
6. Staff members are patient and supportive when working with my child.	3.16	.773	Agree	Practiced
7. The school recognizes and celebrates the achievements of children with special needs.	3.02	.661	Agree	Practiced
8. I feel that my child's unique strengths and abilities are valued by the school.	2.94	.659	Agree	Practiced
<b>Overall Mean</b>	<b>3.058</b>	<b>.298</b>	<b>Agree</b>	<b>Practiced</b>

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The mean score for this domain was 3.058 (SD = 0.298). The highest-rated practice was the patience and support provided by staff members (M = 3.16, SD = 0.773). However, parents felt that their child's unique strengths were not sufficiently recognized (M = 2.94, SD = 0.659), indicating the need for schools to adopt a more personalized approach in recognizing and fostering the individual capabilities of students with special needs.

**Table 6. Home-school collaboration practices for children with special needs in the selected schools in terms of support systems**

<b>Indicator</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Qualitative Description</b>	<b>Verbal Interpretation</b>
1. The school provides adequate support services for children with special needs.	3.35	.481	Agree	Practiced
2. My child has access to specialized staff, such as special education teachers and therapists.	3.14	1.000	Agree	Practiced

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3. The school offers counseling and psychological support for my child.	3.33	.851	Agree	Practiced
4. There are clear procedures in place for accessing additional support when needed.	3.27	.531	Agree	Practiced
5. My child's educational needs are regularly assessed and supported.	2.88	.881	Agree	Practiced
6. The school collaborates with external agencies to provide comprehensive support.	3.06	.944	Agree	Practiced
7. I am informed about the support services available for my child.	2.76	.630	Agree	Practiced
8. The school provides resources and materials to support my child's learning at home.	4.00	.000	Agree	Practiced
<b>Overall Mean</b>	3.221	.270	Agree	Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

Support systems received the highest overall rating, with a mean of 3.221 (SD = 0.270). The strongest indicator was the provision of at-home learning resources (M = 4.00, SD = 0.000), indicating unanimous agreement. However, communication regarding available support services (M = 2.76, SD = 0.630) was rated the lowest, suggesting a need for improved dissemination of information regarding the resources and services accessible to parents and students.

**Table 7. Home-school collaboration practices for children with special needs in the selected schools in terms of collaborative planning and implementation**

Indicator	Mean	Standard Deviation	Qualitative Description	Verbal Interpretation
1. I am involved in setting educational goals for my child.	3.37	.487	Agree	Practiced
2. The school works with me to develop and implement my child's IEP.	3.24	.751	Agree	Practiced
3. Teachers collaborate with parents to tailor educational strategies to my child's needs.	3.35	.855	Agree	Practiced
4. The school schedules regular meetings to review and update my child's progress.	3.33	.689	Agree	Practiced
5. There is a team approach to planning my child's education, involving all relevant stakeholders.	3.08	.759	Agree	Practiced
6. I feel that my contributions to the planning process are valued and considered.	2.98	.829	Agree	Practiced
7. The school ensures that the implementation of plans is consistent and effective.	2.84	.746	Agree	Practiced
8. There is a clear plan for addressing my child's future educational transitions.	3.02	.721	Agree	Practiced
<b>Overall Mean</b>	3.150	.3114	Agree	Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

This domain had an overall mean of 3.150 (SD = 0.311). Parents rated their involvement in setting educational goals the highest (M = 3.37, SD = 0.487). However, the consistency and effectiveness of implementing educational plans (M = 2.84, SD = 0.746) emerges as an area for improvement, indicating the need for more structured follow-through in executing agreed-upon plans.



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**Table 8. Home-School Collaboration Practices for Children with Special Needs in the Selected Schools in terms of Well-Being**

Indicator	Mean	Standard Deviation	Qualitative Description	Verbal Interpretation
1. My child feels safe and supported at school.	3.29	.500	Agree	Practiced
2. The school promotes the emotional well-being of children with special needs.	3.22	.771	Agree	Practiced
3. My child receives positive reinforcement and encouragement from teachers.	3.33	.875	Agree	Practiced
4. The school addresses any behavioral issues in a supportive and constructive manner.	3.33	.689	Agree	Practiced
5. My child's physical health needs are met by the school.	3.02	.750	Agree	Practiced
6. The school fosters a sense of belonging and community for my child.	3.04	.865	Agree	Practiced
7. My child has friends and positive social interactions at school.	2.86	.736	Agree	Practiced
8. The school supports my child's overall well-being, including social, emotional, and academic aspects.	3.00	.764	Agree	Practiced
Overall Mean	3.135	.372	Agree	Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The overall mean for well-being was 3.135 (SD = 0.372). The highest-rated indicators included positive reinforcement from teachers (M = 3.33, SD = 0.875) and supportive handling of behavioral issues (M = 3.33, SD = 0.689). However, parents reported lower satisfaction regarding their child's social interactions at school (M = 2.86, SD = 0.736), emphasizing the need for schools to foster more opportunities for peer engagement and social integration.

**Table 9. Summary table on home-school collaboration practices for children with special needs in the selected schools**

Indicator	Mean	Standard Deviation	Qualitative Description	Verbal Interpretation
1. Inclusivity and Integration	3.181	.359	Agree	Practiced
2. Parental Involvement	3.028	.305	Agree	Practiced
3. Communication	3.193	.330	Agree	Practiced
4. Positive Attitudes and Mindsets	3.058	.298	Agree	Practiced
5. Support Systems	3.221	.270	Agree	Practiced
6. Collaborative Planning and Implementation	3.150	.311	Agree	Practiced
7. Well-Being	3.135	.372	Agree	Practiced
8. Overall	3.118	.145	Agree	Practiced

Legend: 3.51 – 4.00 (Strongly Agree-Highly Practiced); 2.51 – 3.50 (Agree- Practiced); 1.51 – 2.50 (Disagree-Slightly Practiced); 1.0-1.50 (Strongly Disagree-Not at all Practiced)

The results suggest that home-school collaboration in the selected schools is generally well-practiced, with notable strengths in support systems and communication. However, areas requiring improvement include parental engagement, monitoring of inclusion policies, and fostering social interactions among children with special needs.

**Table 10. Differences in home-school collaboration practices for children with special needs in the selected schools in terms of sex**

Indicator	Sex	Mean	T	Level of Sig.	Decision on Ho	Interpretation
1. inclusivity and integration	Male	3.111	1.841	.181	Accepted	Not Significant
	Female	3.225				
2. parental involvement	Male	3.013	5.264	.026	Failed to accept	Significant
	Female	3.037				

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3. communication	Male	3.131	.170	.682	Accepted	Not Significant
	Female	3.233				
4. positive attitudes and mindsets	Male	3.032	.006	.937	Accepted	Not Significant
	Female	3.075				
5. support systems	Male	3.256	.329	.569	Accepted	Not Significant
	Female	3.200				
6. collaborative planning and implementation	Male	3.092	.274	.603	Accepted	Not Significant
	Female	3.187				
7. well-being	Male	3.138	2.889	.096	Accepted	Not Significant
	Female	3.133				
Overall	Male	3.122	4.605	.037	Failed to accept	Significant
	Female	3.117				

There was a significant difference in parental involvement between male and female respondents ( $t = 5.264$ ,  $p = 0.026$ ), with female respondents perceiving these practices more favorably. However, no significant differences were observed in other domains. This finding aligns with existing research indicating that mothers often play a more active role in their children's education.

**Table 11. Differences in home-school collaboration practices for children with special needs in the selected schools in terms of age**

Indicator	Age	Mean	F	Level of Sig.	Decision on Ho	Interpretation
1. inclusivity and integration	20-30	3.140			Accepted	Not Significant
	31-40	3.187	.178	.837		
	41-50	3.221				
2. parental involvement	20-30	3.046			Accepted	Not Significant
	31-40	3.093	1.608	.211		
	41-50	2.903				
3. communication	20-30	3.242			Accepted	Not Significant
	31-40	3.075	2.517	.092		
	41-50	3.317				
4. positive attitudes and mindsets	20-30	2.953			Accepted	Not Significant
	31-40	3.118	1.539	.225		
	41-50	3.096				
5. support systems	20-30	3.171			Accepted	Not Significant
	31-40	3.268	.573	.568		
	41-50	3.211				
6. collaborative planning and implementation	20-30	3.179			Accepted	Not Significant
	31-40	3.118	.179	.837		
	41-50	3.163				
7. well-being	20-30	2.984			Accepted	Not Significant
	31-40	3.206	2.035	.142		
	41-50	3.211				
Overall	20-30	3.059			Failed to accept	Significant
	31-40	3.177	3.333	.044		
	41-50	3.104				

The overall perception of home-school collaboration practices varied significantly by age ( $F = 3.333$ ,  $p = 0.044$ ). The 31-40 age group reported the most positive experiences, suggesting that parents in this age group may be at a stage where they are more actively engaged in their child's education.



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**Table 12. Differences in home-school collaboration practices for children with special needs in the selected schools in terms of monthly family income**

Indicator	Monthly Family Income	Mean	F	Level of Sig.	Decision on Ho	Interpretation
1. inclusivity and integration	10,000-20,000 21,000-30,000	3.106 3.335	.079	.779	Accepted	Not Significant
2. parental involvement	10,000-20,000 21,000-30,000	2.996 3.093	.223	.639	Accepted	Not Significant
3. communication	10,000-20,000 21,000-30,000	3.227 3.125	.179	.674	Accepted	Not Significant
4. positive attitudes and mindsets	10,000-20,000 21,000-30,000	3.018 3.140	4.058	.050	Failed to accept	Significant
5. support systems	10,000-20,000 21,000-30,000	3.280 3.101	.325	.571	Accepted	Not Significant
6. collaborative planning and implementation	10,000-20,000 21,000-30,000	3.159 3.132	.913	.344	Accepted	Not Significant
7. well-being	10,000-20,000 21,000-30,000	3.136 3.132	.375	.543	Accepted	Not Significant
Overall	10,000-20,000 21,000-30,000	3.129 3.098	1.773	.189	Accepted	Not Significant

A significant difference was found in perceptions of positive attitudes and mindsets based on income levels ( $F = 4.058$ ,  $p = 0.050$ ). Higher-income families reported more positive experiences, indicating that socioeconomic factors may influence perceptions of school support.

**Table 13. Differences in home-school collaboration practices for children with special needs in the selected schools in terms of type of employment**

Indicator	Type of Employment	Mean	F	Level of Sig.	Decision on Ho	Interpretation
1. inclusivity and integration	Full-time	3.109	.944	.396	Accepted	Not Significant
	Part-time	3.243				
	Self-Employed	3.267				
2. parental involvement	Full-time	3.057	.807	.452	Accepted	Not Significant
	Part-time	3.041				
	Self-Employed	2.892				

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3. communication	Full-time	3.234				
	Part-time	3.159	.349	.707	Accepted	Not Significant
	Self-Employed	3.142				
4. positive attitudes and mindsets	Full-time	2.984				
	Part-time	3.138	1.515	.231	Accepted	Not Significant
	Self-Employed	3.107				
5. support systems	Full-time	3.296				
	Part-time	3.118	2.386	.103	Accepted	Not Significant
	Self-Employed	3.232				
6. collaborative planning and implementation	Full-time	3.114				
	Part-time	3.166	.414	.663	Accepted	Not Significant
	Self-Employed	3.232				
7. well-being	Full-time	3.250				
	Part-time	3.048	2.516	.092	Accepted	Not Significant
	Self-Employed	2.964				
<b>Overall</b>	Full-time	3.116				
	Part-time	3.131	.133	.875	Accepted	Not Significant
	Self-Employed	3.099				

No significant differences were found in home-school collaboration practices based on employment status, suggesting that working parents and non-working parents had similar experiences.

### CONCLUSIONS

The study analyzed parental perceptions and experiences regarding home-school collaboration practices for children with special needs in a diverse demographic. The respondents were predominantly female (58.8%), aged between 31-40 years (39.2%), and from lower to middle-income brackets (64.7% with an income of 10,000-20,000 pesos). The study found that home-school collaboration practices were generally effective, particularly in support systems, communication, and inclusivity. However, areas needing improvement include parental involvement, fostering positive attitudes, and enhancing social interactions among children.

The study also found that differences in home-school collaboration practices among children with special needs were based on sex, age, income level, and employment form. Females were more likely to report positive parental involvement and general collaboration practices, while individuals aged 31-40 were more positive about collaboration practices. The findings suggest that nuanced factors like gender and age should be considered when enhancing family-school cooperation, rather than socioeconomic factors like income and employment type.

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