

Parental Involvement and Self-Efficacy in Helping Learners with Special Educational Needs Succeed in School

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ABSTRACT

This research study delved into the unique influence of parental involvement (PI) and self-efficacy (SE) on the educational success of learners with special needs (LSENs) which the scope that deviate from present research, which primarily concentrates on LSENs. Employing with the used of descriptive correlational design, it surveyed 116 parents from three different schools in Cebu: Sta. Lucia National Central School, the First High School for the Hearing Impaired, and the Naga SPED Center. The respondents, mostly women aged 32-34 with unique backgrounds using adapted questionnaires with a 5-point Likert scale to assess their PI and SE. These results clarified the need for targeted intervention programs to increase PI, raise SE, and amplify supportive system particularly for LSENs parents. Empowering these parents as proactive proponents for their children's educational success was imperative to unlock potential, validate meaningful inclusion and achievement of LSENs learning.

KEYWORDS: Parental Involvement, Parents Self-Efficacy, Learners with Special Needs, Special Education

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1. INTRODUCTION

Parental involvement (PI) has been connected consistently to positive academic results in inclusive education (IE) (Wilder, S. 2023). However, the diversity may differ for learners with special educational needs (LSENs) because of their unique learning needs and challenges. Comprehending how PI manifests in the context of supporting LSENs is crucial for creating targeted interventions and support

systems that successfully meet their needs. Through scrutinizing the specific techniques and behaviors, parents utilize them to assist their LSENs (Wahyuni & Mangunsong, 2022).

According to Stanford (2023) that PI as a main aspect in determining academic success across all student populations in the U.S. Highly industrialized states often point out the relevance of PI in the discipline of

education through policies, programs, and initiatives aimed at promoting collaboration between schools and families.

Parent's profound roles play crucial into educating their LSENs. Yet, findings show numerous barriers to enhance PI, factors like limited parental educational attainment, poor perceptions of teachers, limited resources, and prejudice, inadequate assistance, parental anxiety or depression, a lack of expertise, family size, mismatched expectations, absence of legal policies, poor communication channels, and the degree of disability that the child has. These barriers highlight the need for targeted strategies to enhance PI (Oranga et al., 2022).

In Asian countries, there is a growing emphasis on inclusive education and providing support for LSENs. However, cultural attitudes, societal norms, and educational policies regarding parental involvement may vary across different Asian countries. Some countries may place a strong emphasis on parental involvement in education, while others may have different priorities or challenges.

PI is significant for making improvements to a learner's academic performance in Pakistan and India, particularly in areas such as reading, mathematics and social-emotional development. Still, these insights cleared out a need for further research to comprehend the relationship between academic achievement and PI, concurrently leading to targeted interventions that create greater parental participation in the LSENs' learning journey (Siddiqui, et al., 2023).

In the Philippines, PI is highly valued, and parents frequently play a crucial role in their LSENs education. However, the range and nature of PI may vary, specifically for families with LSEN. Opposing factors such as living conditions, accessibility of services and cultural convictions about disability may contribute to parental attitudes and behaviors towards their LSENs schooling (Nillos, 2019).

In Middle School for Non-Special Students in Northern Mindanao, Philippines, the positively active parental involvement influence their motivation and enthusiasm to perform academically well. It discussed that parents' support and involvement in school settings boosted their, sense of self-worth, children's self-esteem feeling of worth and support. This inspired them to persevere and acknowledge their parents' expectations (Cepada & Grepon, 2020).

Thus, the significant role of families in the education of LSENs, such as with impairments, draws out various aspects of challenges stakeholders must face. It was vital to comprehend how Filipino parents of

LSENs view their responsibilities, negotiate the educational system, and speak up for their child's needs (Beduya et al., 2023). In addition, it brought up the responsibilities' parents play in their children's development. As part of a facilitator, helper and support network, regardless of this, these factors impede them from fulfilling such duties with this economic standing and support system (Miñoza & Elloran, 2023).

Therefore, developing tailored interventions and support mechanisms must address these constraints. Hence, this study tends to look into the impact of cultural practice, access to resources, and education system experiences on parental involvement and self-efficacy in supporting LSENs. It aimed to develop action plan strategies to empower parents and strengthen their capacity to guide their LSENs competently.

Literature Review

This research investigation acts in accordance with legal bases and theories like the Parental Involvement Theory of Joyce L. Epstein (1990's); the Social Cognitive Theory of Albert Bandura (1970's); and the Self-Determination Theory of Edward L. Deci and Richard M. Ryan (1980's). These legal laws, such as the Republic Act (RA) 11908 or "the Parent Effectiveness Service (PES) Program Act", Republic Act 11650, are also known as "Instituting A Policy of Inclusion and Services for Learners with Disabilities in Support of the Inclusive Education Act".

The importance of collaborative relationships between families, schools, and communities in fostering student achievement made abundantly evident by Joyce L. Epstein's theories, known as the Parental Involvement Theory. To empower parents to engage actively in their child's educational journey, schools could mold an atmosphere that values open communication, shared decision-making, and respect for one another. In the special education context, where parents may encounter obstacles and difficulties, fostering collaborative partnerships was even more crucial for fostering parental empowerment (Epstein & Sheldon, 2022).

Importantly, it has recognized how parents positively address various facets of their engagement, which include being a parent, communication, volunteering, home learning, decision-making, and community collaboration. Their sense of empowerment and efficacy can increase only if stakeholders provide them with the opportunities to interact in these areas in a meaningful way. Involving them in decision-making procedures, significantly those pertaining to their LSENs individual educational program (IEP) can help them promote and foster a sense of

ownership over their children's education (Alnajjar, 2021).

In addition, it is essential to equip parents with the knowledge, skills, materials, and assistance they need to steer successfully the special education system. A course in parenting education and training could develop their capacity to advocate clearly for appropriate accommodations, resources, and supports. In addition, the institutions empower these parents to increase self-efficacy by enhancing this advocacy of involvement and relationship between parents headed towards a positive child's academic path of improving performance in subsequent years (Wilmot et al., 2022).

The investigation presents the strong liberation between PI, SE, and student success in school, in a way that draws on the Parental Involvement Theory of Joyce L. Epstein. According to Epstein's concept, collaborative relationships occur through open communication, shared decision making, and respect between families and other stakeholders are crucial in promoting parental engagement. On top of that, the prospect of raising parents' self-efficacy and strengthening their capability to assist their LSEN's educational journey enables them to take an active role in their LSEN's education. This guiding theory stressed how vital it is to perceive and use the commitment of parents to advocate successful student outcomes, especially when it came to LSEs (Epstein & Sheldon, 2022).

Social Cognitive Theory (SCT) offers a detail structure for taking in the dynamics of parental participation and self-efficacy in supporting LSEs to achieve educational success. It discloses the importance of observational learning. Asserting merely viewed their parents' meaningful initiative wherein LSEs can pick up problem-solving techniques and abilities. This suggests that parents who actively support their LSEs could act as role models by showing effective methods for resolving academic difficulties, granting their children a sense of self-efficacy (De La Fuente, et al., 2023).

This theory states that self-efficacy has a significant way of influencing outcomes and directing actions. As derived from the research, the involvement of parents empowered learners' self-efficacy beliefs by allocating them the resources, encouragement, and genuine aid essential to succeeding academically. LSEN is more likely to participate in learning activities, persevere through challenges, and ultimately achieve beneficial academic goals when they accept, they could overcome hindrances with the help of their parents (De La Fuente, et al., 2023).

Based on the reciprocal determinism, parents are urge further to uphold enthusiasm for their children's education as they kept displaying supportive behaviors and saw their growth, which fueled the development loop of achievement and support. Although the data clearly explains that factors affecting how their parents behave, environmental forces, and personal attributes were all dependent upon one another. The parent's strong partnerships and strengthened parents' confidence in their capacity to provide them with effective support not only helped LSEN develop self-efficacy (Dirks & Szarkowski, 2022).

Overall, the data shows and describes by Albert Bandura's social cognitive theory demonstrates how self-efficacy, parental participation, and academic performance interact among LSEs. According to Bandura's emphasis on Social Cognitive Theory, LSEs can learn strategies to solve problems by watching how their parents perform helpful actions. Instilling parental participation and self-efficacy helps children to become active in overpowering academic obstacles. This perspective accentuates the process by self-assurance influencing positive outcomes towards motivational behavior. Aside from that, it encourages learners' self-reliance, which in turn increases involvement and generates favorable academic outcomes. The relevance of parental upholding for LSEs emphasized by Bandura's notion of reciprocal determinism, which illustrates the reinforcing pattern between parental engagement, self-efficacy of the child, and educational achievement (De La Fuente, et al., 2023).

The Self-Determination Theory (SDT) illustrates the profound impact that parental engagement and self-efficacy have in navigating LSEs in excellent studies. SDT offers that when a person has behavioral norms or guidelines for affiliation, competence, and independence fulfill themselves, they progress promptly. Consequently, this concept implies that PI had a positive effect on learners' self-efficacy beliefs whenever parents inspired their autonomy by allowing them to be involved in educational decision-making, offering possibilities for competitive development that are appropriate to their needs, and harness a sense of connection and belonging (Legault, 2017).

Parental involvement, which is influence by SDT principles, has become essential for learners with unique educational needs. Parents could empower their children, for example, by letting they choose their own learning strategies, encouraging them to take responsibility for their own development, and involving them in the process of creating educational

goals. By acknowledging and appreciating their children's efforts and a successful outcome, parents not only promote self-determination but also help them feel skilled, which helps them develop self-efficacy in overcoming academic obstacles related to their special needs (Fang, et al., 2022).

Additionally, Tseng (2023) emphasizes it that the engagement of parents in the value of supportive relationships promotes both extrinsic and intrinsic reinforcement and wellbeing. The big impact on self-efficacy among LSENs can develop a nurturing atmosphere where they feel appreciated and understood for who they are. Hence, active involvement of parents in their children's academic journey communicate empathy and offer emotional support could build the fundamental basis for their self-efficacy. This will empower their children to overcome challenges and succeed.

This investigation heavily relies on parental participation and self-efficacy mainly to aid LSENs thrive in school, which supported SDT principles. It sheds light on how parental participation strengthens kids' self-efficacy beliefs by highlighting autonomy, competence, and relatedness. In addition, Mann & Gilmore (2024) point out how it drew attention to promoting the academic success of LSENs via fostering autonomy, recognizing children's efforts, and creating a supportive environment.

The Parent Effectiveness Service (PES) Program Act, otherwise known as Republic Act (RA) 11908, aims to safeguard and maintain the privileges of children, foster healthy early childhood progression, and help Filipino parents and parent substitutes enhance their knowledge and skills in executing their parental responsibilities. It valued for supporting their academic progress. The PES Program Act mandated to equip parents with the knowledge and skills they need to assist properly with their children's education (lawphil.net, 2022).

This law fosters a supportive home environment that encourages academic success through providing parents with the resources they need to become more involved in their kids' education. This law states it, programs compose of workshops, seminars, and counseling sessions, intend to satisfy the needs of parents of LSEN.

RA 11908 make it clear the significance of collaboration between schools and parents in handling the needs of special learners. Through the application of the PES Program, schools can proactively participate parents in the learning journey, nurturing a unified effort that extends beyond the classroom. This mutual effort allows parents to obtain knowledge of

their children's learning styles, strengths, and aspects require for development. By working alongside educators, parents could modify their support strategies to meet the diverse needs of their child, ultimately enhancing their academic performance and overall welfare (lawphil.net, 2022).

Furthermore, RA 11908 addresses the enhancement of parental self-efficacy, which is crucial in supporting LSENs. The PES Program empowers parents by equipping them with alternative skills and knowledge, enabling them to confidently engage in their child's education. As parents gain confidence in their capacity to provide support, they are increasingly inclined to participate in constructive parenting practices and advocate effectively for their children's educational requirements. Optimal self-efficacy benefits individual households and fosters a more inclusive and supportive learning environment for learners with special educational needs (LSENs) nationwide (lawphil.net, 2022).

Therefore, this legal framework establishes a significant foundation that supports the study's aim: to assist Filipino parents in enhancing their understanding and abilities in fulfilling their obligations, protecting children's rights, promoting positive early childhood development, and improving educational outcomes. Integrating the principles of RA 11908 affirmed the vital robust outcome of parental involvement and empowerment with the major role of promoting positive outcomes. Utilizing that necessary measure of knowledge and skills, this law supported the overarching aim of enhancing parental involvement and self-efficacy in helping LSENs in school.

This legislation establishes a policy of inclusion and services for LSENs in support of inclusive education. This legislation emphasized the essential integration of learners with disabilities into inclusive education, resulting in their placement in mainstream educational environments. By promoting inclusive practices, this legal norm actively motivates those institutions to guide parents on the educational path with a range of educational planning, involvement, and partnership efforts by stakeholders in implementing appropriate support methods tailored to the LSENs (lawphil.net, 2022).

RA 11650 emphasizes that the program necessarily assists LSENs in ensuring that they receive accommodation and help work out in academic programs. In this context, parental involvement become crucial in backing for the rights and needs of their children. Parent's serves as powerful safeguards, support systems, and collaborators with educators and policymakers in making sure that appropriate

resources and the sustainability of services. Involving parents in the process of accessing and utilizing support services equipped them to become knowledgeable partners in their children's educational journey. Therefore, the law intends to empower parents and LSENs to achieve self-efficacy in navigating the challenging educational systems (lawphil.net, 2022).

Moreover, RA 11650 promotes a culture of collaboration and partnership between educational institutions and families in supporting students with disabilities. The impact puts focus on inclusive education, promote open communication channels between educators and parents, build mutual understanding and shared decision-making. This collaborative strategy not only enhanced PI but also strengthened the sense of efficacy among parents as they work alongside educators to address the diverse LSENs. Recognizing parents as key stakeholders in the educational process, RA 11650 provides a more inclusive and supportive educational environment where all learners, including those with special needs, can flourish (lawphil.net, 2022).

A separate study explains the broader understanding of PI and SE towards LSENs. In seeking this research, best practices must be built into the educational journey of these children, such as recognizing the vitality of both mothers and fathers in family-centered interventions, fostering a more inclusive and supportive educational environment (Dirks & Szarkowski, 2022).

A further crucial perspective provides on how parental involvement directly influence the self-efficacy of special children. With thorough examination, the relationship between involvement and the self-efficacy of parents facing a child with exceptionalities affected their child's belief in their self-awareness to achieve greatly in both academic and social ways. Parents must foster a conducive, supportive and welcoming environment where these children feel empowered to overcome challenges in achieving their full potential. The findings delve valuable evidence into the overall knowledge surrounding their involvement and self-enthusiasm, offering guidance for educators and policymakers to influence effectively these exceptional children (Tseng, et al., 2022).

Alongside other researchers' findings, higher levels of social support associated with increases parental self-efficacy and resulted in a healthy quality of family life. Highlighting the revitalizing external support systems, empowering parents to navigate the challenges of raising children with exceptionalities, fostering robust support networks for families facing

similar challenges. Thus, understanding these dynamics used to create smart intervention programs (Fang, et al., 2022).

In the study of Tianyu & Masnan (2023), the findings shows the need for empirical support of strategies in bolstering parental involvement and self-efficacy to provide guidance and promote their psychological well-being and academic success towards LSENs. That fosters parental involvement and enhance self-efficacy among caregivers of LSENs, not only directly and indirectly influencing their psychological resilience.

The Liu & Su (2022) investigation supports and sheds light on important aspects about the association between parental attitudes, parental SE, and learning effectiveness. The data mediates the role of parental SE in how parental attitudes influence and illuminate learning outcomes indirectly through the lens of parental confidence in their ability to support their children's education. Addressing the specific needs, concerns and displaying support of both parents and LSENs contributed to parents feeling empowered and confident to work actively in their children's educational journey, thus ultimately improving positive outcomes (Abed & Shackelford, 2023).

In the study, Alnajar (2021) highlights the significance of fostering robust partnerships between educators and parents, along with establishing continuous support for families and students, both within and outside the educational setting. For LSENs, PI and SE were crucial components, so they succeed in overall wellbeing. Nurturing strong collaborative relationships ensures active participation of parents in the education of their children; their open communication contributes unique insights and perspectives to the educational process. Another, by giving assistance to families and students beyond the confines of school, educators could provide parents with essential tools and resources that empower them to effectively support and enrich their children's learning experiences at home. This holistic approach not only strengthened parental involvement and self-efficacy but also hold a collaborative and student-centered learning community.

The targeted action plan aims at promoting parental involvement and self-efficacy in LSENs through smart interventions and strategies involving institutions and other stakeholders with a pivotal role. Collaborating with school administrators, implementing frameworks for fostering parental involvement, including regular communication channels with parent-teacher associations, structured teacher training and resources to engage effectively

with parents. Organizing educational sessions and support groups conducted by experienced educators to empower parents with the essential knowledge and skills required to advocate effectively for their children. Leveraging technology, such as online platforms, the main objective was to facilitate communication and collaboration within the school-family partnership. By fostering a collaborative and supportive environment, the outcome was to enhance parental involvement and self-efficacy, and ultimately a growth result for LSENs.

The results of this study were employed to create a detailed Proposed Action Plan, establishing a robust basis for formulating effective strategies and interventions to tackle the identified gap.

2. Purpose of the Study

This study assesses the extent of parental engagement and self-efficacy in aiding learners with special educational needs (LSENs) at chosen public elementary schools in Cebu City, Philippines, throughout the 2023-2024 academic year. This study specifically seeks to tackle the following inquiry:

1. To assess the level of parental engagement in the school activities of students with special educational needs.
2. To assess the level of self-efficacy in supporting learners with special educational needs to achieve success in their educational environment.
3. To examine the connection between parental engagement and the self-efficacy of supporting students with special educational needs in achieving success in their academic environment.

3. Materials and Methods

This section outlines the methodology, participant demographics, instruments for data gathering, the procedure for data collection, and the analytical approach employed.

3.1. Research Design

The study employed a descriptive-correlational design, as outlined by Os, to explore and validate the presence of relationships or interactions among different components within a specific context. The focus was to investigate the relationship between two important factors: the extent of parental engagement in school activities and the level of self-efficacy in assisting learners with special educational needs (LSENs). The data collection process utilized a comprehensive enumeration approach, focusing on all educators engaged in inclusive classroom environments.

Research Participants

The respondents of this study were the parents of learners with special educational needs enrolled at

Lucia National Central School in Sta. Lucia, Asturias, Cebu; First High School for Hearing Impaired in Basak, Cebu City and Naga SPED Center in Naga City, Cebu for the school year 2023-2024. With its diverse student body and dedicated faculty, Sta. Lucia Central School served as an ideal setting for investigating the dynamics of parental involvement and self-efficacy in supporting LSENs. The study objective was to explore the experiences and perspectives of these parents in navigating their children's educational journey. The thirty parents, who enrolled their children in this school establishes the respondents for this research. This breakdown ensured representation across different grade levels, reflecting the diverse range of LSENs within the school community.

Table 1. Profile of the respondents

| Profile | f | % |
|---------------------------------------|------------|---------------|
| Age | | |
| >52 | 15 | 12.93 |
| 42-52 | 40 | 34.48 |
| 32-41 | 53 | 45.69 |
| 22-31 | 8 | 6.90 |
| Total | 116 | 100.00 |
| Gender | | |
| Female | 96 | 82.76 |
| Male | 20 | 17.24 |
| Total | 116 | 100.00 |
| Highest Educational Attainment | | |
| With Master's Units | 2 | 1.72 |
| College Graduate | 28 | 24.14 |
| College Level | 30 | 25.86 |
| High School Graduate | 33 | 28.45 |
| High School Level | 10 | 8.62 |
| Elementary Graduate | 3 | 2.59 |
| Elementary Level | 7 | 6.03 |
| No Formal Education | 3 | 2.59 |
| Total | 116 | 100.00 |
| Number of Children | | |
| >4 | 23 | 19.83 |
| 3-4 | 48 | 41.38 |
| 1-2 | 45 | 38.79 |
| Total | 116 | 100.00 |

3.2. Data Collection Tools

In this study, a revised version of the questionnaire developed by Hoover-Dempsey, et al., (2005) was being employ. This adapted questionnaire was aim at gathering data pertinent to the current issue. Specifically, it will gauge the knowledge and competencies of participants concerning parents' involvement in the school activities of the LSENs, and extent of self-efficacy in helping LSENs succeed in school.

The revised survey questionnaire focused on three main sections: (1) the Parent's Profile which collected information on the respondent's demographic details including name, age, gender, educational attainment, and number of children, combined family monthly income; (2) questions contained 16 statements tailored to assess on parents' perceptions on parental involvement; and (3) questions contained 7 statements crafted to gauge on parents' perceptions on parental self-efficacy.

Respondents tasked to select one of five options for each statement, utilizing a 5-point Likert scale with responses ranging from strongly agree to strongly disagree. The objective was to ascertain the parents' perception on the benefits of helping their LSENs succeed in school, perceived by the level of agreement towards the parental involvement and self-efficacy.

These survey questionnaires were distributed in printed form or through google forms for those respondents who are living away from Sta. Lucia Central School. The link was sent through messenger. All collected data strictly complied with the provisions of the Data Privacy Act, guaranteeing the utmost confidentiality of gathered information.

3.3. Data Collection Process

A letter of transmittal was sent to the school administrators of each respective institution, requesting permission to conduct the study. Upon receiving the school administrator's approval of the transmittal letter, the study moved forward.

The parents were provided with the questionnaire and asked to give truthful answers concerning their personal information, their participation in the school activities of the LSENs, and their confidence in supporting LSENs to achieve success in school.

Responses and scores from each participant were systematically collected and documented. A comprehensive summary sheet has been compiled, containing all relevant information related to the variables specified in the problem statement. Following this, the data was subjected to statistical analysis, organized into tables, and interpreted in accordance with the outcomes derived from the applied statistical techniques. Every data point is analyzed in conjunction with the framework presented in the problem statement. Furthermore, pertinent studies were cited to bolster the analysis of each data point.

3.4. Data Analysis

The information in this study was systematically arranged, condensed, and examined using descriptive correlational design to address the research problems. Frequency counts were utilized to identify the occurrences of specific variables, while simple percentages calculated to summarize parent responses to their profiles. The weighted mean used to evaluate the connection between PI and SE in aiding LSENs was effective in academic achievement. The Pearson R correlation coefficient was employed to assess the significance of the relationship between PI and SE.

4. Results

This section presented the collected data that tested the aspects PI in the education of LSENs, SE, and the relationship between the two.

Table 2 shown that the extent of parents' involvement in their children's education was generally high, with an Aggregate Weighted Mean (WM) of 4.34 and an Aggregate Standard Deviation (SD) of 0.72, placing them in the "Highly Involved" category.

Table 2. Extent of parents' involvement

| S/N | Indicators | WM | SD | Verbal Description |
|-----|--|------|------|---|
| | I receive information on what I can do at | | | |
| 1. | home to help my child improve or advance | 4.28 | 0.74 | Highly Involved his/her learning. |
| | My child's teacher asks to meet with me | | | |
| 2. | face to face at least once a year to talk | 4.20 | 0.92 | Involved about how my child is doing. |
| | My child's school is very good about staying | | | |
| 3. | in touch with me | 4.35 | 0.76 | Highly Involved |
| | (e.g., letters, phone calls or e-mails). | | | |
| 4. | I can talk openly with my child's teachers. | 4.42 | 0.69 | Highly Involved |
| 5. | I can talk openly with my child's principal. | 4.01 | 0.96 | Involved I feel that teachers need to be aware of |
| 6. | | 4.16 | 0.92 | Involved home problems that may affect my child. |
| | When my child's school communicates with | | | |
| 7. | | 4.42 | 0.61 | Highly Involved me, it is easy for me to read or understand. If I have a question, concern or comment |
| | About my child the teacher, principal or | | | |

8. 4.42 0.62 Highly Involved guidance counselor gets back to me right away.
I am invited to meetings so that I can learn
9. about what is going on in the school (e.g., 4.47 0.65 Highly Involved issues or policies).
I receive regular updates from the teacher
10. 4.48 0.65 Highly Involved on my child's progress.
I receive information on what my child
11. should learn and be able to do in each grade 4.50 0.61 Highly Involved in school.
I believe my child challenged by the school's
12. 4.25 0.80 Highly Involved academic curriculum.
My child's teacher(s) hold high expectations
13. 4.32 0.79 Highly Involved for my child.
My child receives the academic support
14. 4.32 0.64 Highly Involved needed to meet his/her individual needs. I am given information about
services to support my child's learning and behavior
15. needs and enhance his or her talents 4.41 0.61 Highly Involved
(tutoring, mentoring, camps, and career exploration).
My involvement in my child's education is
16. 4.40 0.56 Highly Involved valued at my school.

Aggregate Weighted Mean 4.34 Aggregate Standard Deviation 0.72
Highly Involved

Legend: 4.21-5.00-Highly Involved; 3.41-4.20- Involved ; 2.61-3.40-Moderately Involved;
1.81-2.60- Less Involved; 1.00-1.80- Not Involved

The 3rd table illustrates the degree of parents' self-efficacy evaluated through diverse indicators that signify their confidence and effectiveness in enhancing their child's academic performance. The analysis revealed an aggregate weighted mean of 3.36 and an aggregate standard deviation of 0.94, classifying the overall parental self-efficacy as Moderately Effective.

Table 3. Extent of parents' self-efficacy

| S/N | Indicators | WM | SD | Verbal Description |
|--|--|--|------|----------------------|
| 1 | I know how to help my child do well in school. | 4.18 | 0.79 | Effective |
| 2 | I don't know if I'm getting through to my child. | 3.02 | 1.05 | Moderately Effective |
| 3 | I don't know how to help my child make good grades in school. | 2.84 | 0.97 | Moderately Effective |
| 4 | I feel successful about my efforts to help my child learn. | 4.12 | 0.88 | Effective |
| 5 | Other children have more influence on my child's grades than I do. | 3.25 | 0.94 | Moderately Effective |
| 6 | I don't know how to help my child learn. | 2.49 | 1.03 | Less Effective |
| 7 | I make a significant difference in my child's school performance. | 3.65 | 0.93 | Effective |
| Aggregate Weighted Mean 3.36 Moderately | | Aggregate Standard Deviation 0.94 | | Effective |

Legend: 4.21-5.00-Highly Effective; 3.41-4.20- Effective; 2.61-3.40-Moderately Effective;
1.81-2.60- Less Effective; 1.00-1.80- Not Effective

The 4th table presents the findings of a correlation analysis examining the relationship between PI and SE. The r-value of 0.190 indicated a negligible positive correlation between parental involvement and self-efficacy. A slight positive correlation was present, but it was weak. The p-value, falling below 0.05, signifies statistical significance, leading to the rejection of the null hypothesis. This suggested a significant, albeit fragile, positive correlation between PI and SE.

Table 4. Correlation Analysis

| Variables | r-value | Strength of Correlation | p - value | Decision | Remarks |
|--|---------|-------------------------|-----------|-----------|-------------|
| Parents' involvement and Self-efficacy | 0.190* | Negligible Positive | 0.041 | Reject Ho | Significant |

*significant at $p < 0.05$ (two-tailed)

5. Discussion

This study's findings disclosed significant insights regarding PI and SE among parents of LSENs. The significant degree of PI indicated the substantial engagement of parents in their children's education, suggesting that parents should recognize their active role. This encompasses Epstein's Parental Involvement Theory, which emphasizes the collaborative interconnectedness between parents and schools to promote favorable student outcomes. Significant engagement noted in aspects such as monitoring their child's development, obtaining consistent updates, and participating in school meetings. These results corroborate the findings of Beduya (2023), which highlighted that active PI enhances a child's emotional and academic resilience, particularly in special education settings. Parental consistency in involvement improves both the academic performance and emotional well-being of LSENs, especially when parents establish a robust partnership with other stakeholders (Anierobi, et al., 2024). Moreover, Dirks & Szarkowski (2022) observed that this engagement establishes a systematic support network, thereby augmenting student motivation and academic achievement, even in difficult educational contexts.

However, parental self-efficacy finds out to be moderately effective. Although parents generally felt capable of supporting the education of their children, certain areas, assisting with academic performance, understanding academic expectations, and present difficulties. This may be attributed to barriers such as limited resources or a lack of specialized knowledge in supporting LSENs, as reported by Oranga & Boinnet, (2022). Ma, et al., (2024) demonstrated that strong self-efficacy enables parents to build better relationships with teachers. However, when parents had insufficient knowledge, this weakens the connection, creating a barrier to effective collaboration and may impede their involvement in decision-making processes for their LSEN's education. In addition, Kumas & Yildirim (2024) highlighted the importance of digital tools in modern parenting. With inadequate training or awareness of these resources, parents felt ill equipped to assist their child's unique learning needs, which directly reduces their self-efficacy and built a technological barrier to effective involvement.

Bandura's Social Cognitive Theory contextualizes these findings, emphasizing that SE influenced by observed behaviors and reciprocal experiences, which may be limited for parents without adequate support. Rahayu, & Mangunsong, (2020) similarly observed that parental SE in special education settings often

shaped by parents' own educational experiences and social support systems. Therefore, parents with moderate SE might benefit from targeted programs aimed at building their confidence and skills to aid effectively the academic journey of their children.

The research revealed an inadequate but statistically significant positive relationship amongst PI and SE. This indicates that although these two variables are positively correlated, the strength of this correlation is negligible. Elevated involvement does not necessarily correlate with heightened SE, suggesting that other variables, including socioeconomic status, educational background, or availability of support services, may affect parental confidence, as observed by Siddique et al. (2023). Tianyu, Z. & Masnan (2023) also discovered that socioeconomic and cultural contexts influence the efficacy of PI in their children's education. These findings highlight the necessity for schools to offer both engagement opportunities and resources that enhance parental efficacy. A comprehensive support system—including educational workshops, access to resources, and consistent communication—can better empower parents in supporting their LSEN.

6. Conclusion and Recommendation

In conclusion, this study highlights the high level of PI in the educational activities of LSENs and reveals that parents exhibit a moderate sense of SE in supporting the academic success of their children. Although the correlation between PI and SE is relatively weak, its significance suggests that parents could benefit from tailored intervention plans designed to strengthen their confidence and capability in supporting the special educational needs of their children.

These findings underscore the critical role that structured support, and targeted interventions play in empowering parents to become effective advocates and contributors to their children-learning journey. Schools can implement intervention plans that provide parents with resources, workshops, and ongoing guidance to address specific challenges faced by families of LSEN. By enhancing parental self-efficacy through these interventions, schools establish a more inclusive and collaborative educational atmosphere. This approach not only positively affected LSEN students but also strengthens the broader school community, fostering an atmosphere where all learners can thrive.

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