

Parental Involvement and Motivation in Children with Special Needs Towards Inclusive Learning

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Abstract

This study aimed to determine the level of parental involvement and motivation in children with special needs towards inclusive learning in a particular school, Isulan Central School SPED Center Central, district of Isulan District located at Kalawag II, Isulan, Sultan Kudarat. This study utilized a descriptive design with eighty (80) SPED and receiving teachers as respondents using a purposive sampling technique. A researcher-made survey questionnaire was used to ethically gather relevant data. The study revealed that there is a high level of manifestation in the variables of parental involvement, such as financial support, attendance, collaboration, linkages, and school support, as well the parental motivation, such as rewards, emotional support, providing resources, encouragement, and academic monitoring. The study shows that the support and encouragement of the parents in the school have a great influence on the progress of their child's learning. Hence, a strong, sustainable relationship between parents and teachers promotes academic success and well-being, which enhances community involvement as well.

Keywords: Parental Involvement; Parental Motivation; Children with Special Needs; Inclusive Learning

1. Introduction

Parental involvement and motivation in the teaching of learners with special needs is a crucial and ever-evolving subject in the field of special education. Many people agree that one of the most important factors influencing academic success and general welfare is parental involvement in their child's educational progress when they have special needs. Parental attitudes, values, and behaviors that promote their children's learning and educational results are what define it and play a significant influence in the educational process of children. Several scholars acknowledge the significant influence that the strong positive association between the home and school environments has on children's education and growth (Cayak, 2021).

Furthermore, as noted by Alam (2021), parents are the most important, enduring, and prominent figures in the learning and development process. Modern research has recognized the critical role that parents play in a person's development. Parental involvement in school environments can take many different forms, including helping at home, working together with their kids, having educational conversations, getting involved in school administration, and encouraging collaborations between educators and parents (Epstein et al., 2014).

Concurrently, motivation significantly influences the formation of learning experiences and outcomes for these learners. Comprehending the complex relationship between parental involvement and motivation is crucial for creating successful educational programs that can address the diverse needs of this group of learners.

According to Open Society Foundations (2019), inclusive education emphasizes acknowledging and valuing the unique contributions made by every student. It also aims to create an atmosphere that fosters a feeling of security and belonging for all children. This is accomplished by the involvement of the larger community, which includes parents, in addition to what happens in the classroom. To create a cooperative and supportive learning environment, it is therefore advised that parents and children participate in the process of setting learning objectives and making decisions that affect the educational journey.

In Florida, parental support for the notion that parental involvement is important and positively correlated with school achievement has been discovered in Florida (Rolden, 2020).

According to research conducted in the Philippines (Barten et al., 2022), parents who take an active role in school-related activities and who are viewed favorably by their special needs learners demonstrate a significant commitment to their child's growth and success.

The purpose of this study is to investigate the different facets of parental motivation and involvement in the context of teaching special needs pupils. This study aims to explore the various ways in which parents can engage in their children's education, ranging from cooperating with teachers and school personnel to providing emotional support and advocacy. Furthermore, the study will determine how parental involvement can have a substantial impact on a child's willingness to learn, not only academically but also in terms of establishing self-determination and a good self-concept.

2. Review of Related Literature

Parental involvement in education helps to promote better grades, test scores, and student attendance (Epstein, 2018). Involving parents in their children's education not only helps to improve the academic performance of students but also helps parents to know the academic weaknesses of their children better through parent-teacher interaction. However, encourages parents to engage in greater discourse and engagement with their kids as well as to be more understanding of the social, emotional, and intellectual requirements of their young ones. (Mata, Pedro & Peixotoa, 2018).

Moreover, parents' involvement in children's school activities matters more than parents' financial status in uplifting the children's academic performance in school (Machebe, Ezegbe, & Onuoha, 2017). The parent should regularly be involved in academics irrespective of their financial support (Masabo, Muchopa, & Kuoth, 2017).

Parental encouragement and motivation of children are crucial, but parents' motivation is not always the reason why their children perform better in school. Parents providing proper motivation can help their students be productive in school. Students who are driven can be a source of joy and perseverance for their parents. They tend to give more effort which requires time in their studies. However, the way parents inspire their children determines how successful they end up being. Thus, the academic achievement of students can be greatly enhanced if parents give care and different encouragement and motivation across all areas of social life (Igbo, Odu, Onu, & Mezieobi, 2015).

Financial support. It has an impact on learners' academic progress and self-esteem. As a result, Dojillo, Balandra, Lebuna, and Lopez (2017) discovered that supportive parents give material and moral support. According to Masabo, Muchopa, and Kuoth's (2017) research, teachers disagree that parental participation has little effect on students' academic progress.

Attendance. Parent-teacher meetings are another useful tool for teachers and parents to communicate with each other. In this meeting, both teachers and parents can share their ideas and concerns about the children while setting goals for their children's development. Based on the information in this meeting, parents can gain

a better image of the schoolwork, and teachers can have a better understanding of students' complex cultural backgrounds, needs, and interests Grace, M., & Gerdes, A. C. (2019).

Collaboration. Families and schools are two essential stakeholders in enabling the healthy development and educational success of children and adolescents. Therefore, a well-functioning collaboration between the two actors is essential. However, this is a rather new concern, as families and schools historically had distinct roles: The school oversaw the formal education of children, while the family was responsible for education in the extracurricular area (Vasarik Staub et al., 2018). School-family collaboration has been widely discussed in international scientific literature. The effects of a “good” school-family collaboration on students’ academic performance, motivation, and well-being have been demonstrated (Hampden-Thompson and Galindo, 2017).

Linkages. Collaboration between stakeholders in the education of students with disability has been argued to enhance children’s inclusion and academic success (Friend and Cook, 2017, Hargreaves et al., 2021, Heras Kisbu-Sakarya and Doenya, 2021; et al., 2021; Vlcek et al., 2020). Previous research shows that collaborative consultation has a positive impact on student's educational outcomes, resulting in greater acquisition of skills across different environments, student participation in the classroom, and putting into practice appropriate modifications (Asher and Nichols, 2016, Selanikyo et al., 2017)

Support to School. Epstein et.al (2018) articulates that parents should understand child and adolescent development to establish appropriate home environments. Murray et al. (2019) described a parent association as a group run by parents that aimed to establish channels of communication between parents and school administrators as well as a platform where parents could make suggestions. In addition, A parent association membership served as a point of connection that promoted best practices in children’s welfare at home, school, and the community through a parental involvement program.

Rewards. Learners at school are rewarded for academic achievement visibly, tangibly, and publicly. However, the nature of the encouragement is important. The promise of a reward leads to improvement in reading scores in the short term, but encouragement has more lasting effects on student performance (Cheo, 2017). Rewarding learners visibly and publicly motivates children to achieve a concept widely believed by many teachers (Akabor, 2019).

Emotional Support. According to Warnandi et al., (2017), the emotional and social abilities of children with special needs in inclusive schools are very low. However, Benassi et al., (2021) emphasized that the emotional well-being of these children seems to depend significantly on the resilience of their mothers. Few studies reported on positive emotional coping, mainly focused on families with ASD children. The positive emotional aspects referred to connectedness, resilience, satisfaction, and family cohesion. Several studies found that parents of children with ASD reported positive feelings, such as an enhanced sense of meaning, family connectedness, and empowerment (Bekhet, 2018),

Providing Resources. Warren et al., (2020) stated that resourced provision is a significant approach for inclusive education, potentially offering optimal benefits for students with Special Educational Needs. Usually, students divide their time between specialized and regular programs, providing a well-rounded support system that is greatly appreciated by parents.

The integration of normal classrooms and support services for students with special needs was deemed crucial for the consistent development of Individualized Education (IE). The provision of assistance to teaching staff and the implementation of inclusive education (IE) policies contribute to the promotion and advancement of IE and should be thoroughly examined and put into practice (van Kessel et al., 2021).

As well as technology-enhanced learning settings have significant potential to provide equal access to information dissemination, resource sharing, social engagement, and participation for those with disabilities in society. By leveraging technology, learners with special needs can access learning resources and enhance their

learning experience at any time and in any location. Research has indicated that children with special needs exhibit a reduced propensity to autonomously make decisions regarding their own lives (Aksal et al., 2016).

Encouragement. Bariroh (2017) affirmed that parental participation has an impact on the educational achievement of children to improve the encouragement and academic performance of their children, particularly those with special needs. Furthermore, it was emphasized that parents should provide support that is more extensive, guidance, and assistance. To meet their needs and realize their potential, it is also advised that educators and schools work together more productively.

Additionally, Wieckert (2013) asserts that the encouragement of the development of a realistic self-concept of the children in their classes is an important challenge for schoolteachers. Children who possess self-awareness regarding their strengths and limitations can more efficiently focus on enhancing the competencies that require improvement.

On the other hand, father engagement was found to be significantly and adversely connected with mothers' discouraging behaviors but considerably and positively correlated with mothers' encouraging behaviors (Kiracci et al., 2023).

Academic Monitoring. Sluiter et al., (2020) demonstrated the potential benefits of a self-monitoring intervention for children exhibiting symptoms of ADHD.

According to Obi (2010), progress monitoring can be utilized in a non-discriminatory manner as part of a response-to-intervention approach for referring and identifying students in special education. Progress monitoring ensures that the goals and objectives of Individualized Education Programs for special education students are in line with their performance and progress in the general curriculum. This practice upholds the important principles of the Individuals with Disabilities Education Improvement Act.

Notably, Reilly et al., (2022) used a self-monitoring intervention to assess the effectiveness of employing a self-monitoring technique to enhance the kid's engagement in tasks, in the case of a 13-year-old child who had previously been institutionalized and was now attending a mainstream school. It was implemented in three classes using a multiple baseline design approach and it led to notable improvements in on-task conduct across all three classrooms.

On the contrary, before implementing self-monitoring and guided goal setting in the language arts class, training on self-monitoring occurred outside of the classroom in an inclusive educational setting was conducted by Xu et al., (2017). The findings indicated a rise in the student's level of academic involvement during the intervention and the student demonstrated consistent academic interest throughout 1-week follow-up sessions, even without the need for self-monitoring.

Inclusion schools function similarly to regular schools, but they admit students with special needs and offer a range of educational services that are customized to accommodate the requirements of both typical students and those with special needs. According to Arianti et al., (2022), these services include adapting the curriculum, implementing specific learning strategies or methods, conducting assessments, and making necessary infrastructure preparations.

3. Research Design and Methodology

This study used quantitative description and correlation.

3.1. Population/Respondents

The respondents of this study were eighty (80) SPED and Receiving Teachers from Isulan Central School SPED Center Central, Isulan District located at Kalawag II, Isulan, Sultan Kudarat. This study used a purposive sampling technique in choosing the teachers as respondents. The distribution of sampled teachers from the chosen school is summarized in Table 1. In total, there were 80 teacher-respondents involved in this study.

Table 1. Distribution of Respondents of the Study

School	Total Number Teachers	Number of Sampled Teachers
A	80	80
Total	80	80

3.2. Data Gathering Procedure

Data collection for this study started by sending a letter of request online to the Schools Division Superintendent (SDS) of Sultan Kudarat Division. Once approved, the researchers submitted a letter with endorsement from the SDS to the Public Schools District Supervisor (PSDS) Telie C. Bansuan of Sultan Kudarat District. Upon the approval of the PSDS, the researcher forwarded an endorsement letter from the PSDS to the School Head of the chosen Elementary School under the said district. Then, the researcher was allowed to administer the questionnaire to the teachers. Afterward, the researcher personally distributed the questionnaire to the respondents. The teachers are given a guarantee of the full confidentiality of their responses. Checking the box that suited their knowledge and experience as indicated for each topic was the way the respondents answered. Following the retrieval of every response, the researcher started encoding them using the Excel version of the Microsoft Office program. Then encoded data was then transferred to IBM SPSS 25 for statistical analysis.

3.3. Data Gathering Instrument

The researcher utilized a self-made questionnaire based on the perception of the SPED and receiving teachers. A Likert-type questionnaire was submitted for approval and validation by the panel of experts. The questionnaire contained ten (10) indicators about perceptions of the SPED and receiving teachers towards Parental Involvement and Motivation with two (2) statements on each subdomain in a total of 20 statements.

The survey questionnaire was sent to three (3) experts for validation. After the validity test, the survey questionnaire was conducted for eighty (80) teachers.

4. Results and Discussion

Table 2. Level of involvement of parents as perceived by teachers in terms of attendance.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
1. In school, our parents attend school functions with their children and encourage them to embrace school spirit.	4.50	0.50	Strongly Agree
2. In school, our parents are involved in school activities, clubs, etc. producing children who achieve academic success	4.46	0.50	Strongly Agree
Section Mean	4.48	0.49	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

The table above shows that the section mean is 4.48 with a standard deviation of 0.49. This is described as "Strongly Agree". In line with this, the teachers strongly believe that parents have good involvement, especially in their attendance. Moreover, the teachers perceived, that those parents are more on encouraging their children to develop a loving nature for school since the mean for this is 4.50 than my parents coming to school activities, and club events, which can mold their children for academic success with a mean of 4.46. Both perceptions of attendance of parents have a standard deviation of 0.50. As cited by Avvisate et al (2010), learners' achievement is what parents are concerned about, and parental participation is consequently essential to it. Consequently, children are typically used to test the impacts of parental participation. However, some stakeholders believe that parental participation benefits parents as well, or principally.

Table 3. Level of involvement of parents as perceived by teachers in terms of financial support.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
1. In school, our parents support by providing assistive tools for their child's needs.	4.40	0.60	Strongly Agree
2. In school, our parents support the financial needs to cover the expenses such as food, housing, clothes, medical care, or transportation of his/her child.	4.49	0.55	Strongly Agree
Section Mean	4.44	0.35	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

Table 3 shows that the section mean is 4.44 with a standard deviation of 0.35, interpreted as "Strongly Agree". Hence, the teachers perceived that parents are strongly involved in terms of financial support for their children. In this section, the indicative statement "In school, our parents support the financial needs to cover the expenses such as food, housing, clothes, medical care, or transportation of his/her child." obtain the greater mean of 4.49 with a 0.55 standard deviation, child. This means that parents focus and give good coverage on the basic needs of their children. Chohan and Khan (2010) support the result above that the parent's financial support affects the student's academic success and self-concept.

Table 4. Level of involvement of parents as perceived by teachers in terms of collaboration.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
1. In school, our parents give feedback and communicate with teachers to address their concerns.	4.55	0.50	Strongly Agree

2. In school, our parents work together with the teachers in creating a plan going forward for the development of their children.	4.44	0.52	Strongly Agree
Section Mean	4.49	0.24	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80 Strongly disagree

According to the data, the level of parental involvement as perceived by the teacher in terms of collaboration with (M=4.49, SD 0.24). This means that parents, who attend school functions with their children, help their children develop school spirit, and parents who are involved in school activities, clubs, and other school-related activities produce children who do well in school. Furthermore, parents who work together in creating a plan for their child moves forward for the development of their child, and as they give feedback and communicate with the teachers, it helps address their child's concerns in school.

Henderson et al. (2003) also confirmed that when parents and families actively participate in their children's education and schools, it has a notable advantage for the students, leading to enhanced academic performance. Collaboration across schools, families, and communities has been shown to positively impact children's academic performance, school retention, engagement, and overall school effectiveness.

Table 5. Level of involvement of parents as perceived by teachers in terms of linkages.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
1. In school, our parents establish strong partnerships with the school stakeholders.	4.46	0.50	Strongly Agree
2. In school, our parents extend support to every school activity or event.	4.45	0.14	Strongly Agree
Section Mean	4.46	0.52	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

The data indicated the level of parental involvement as perceived by the teacher in terms of linkages with a mean of 4.46, and a standard deviation of 0.52. This implies that parents establish a strong partnership with the school stakeholders as they extend support to all school activities or events.

The findings corroborate the assertion made by Tarczydlo et al. (2023) that the primary concern of stakeholders for involving events in school is to stimulate emotions, motivate and inspire participants, and strengthen relationships.

Table 6 portrays the mean distribution and verbal interpretation of the level of parental involvement as perceived by the teacher in terms of school support.

Table 6. Level of involvement of parents as perceived by teachers in terms of school support.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
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1. In school, our parents participate in the Parent-Teacher Association (PTA).	4.55	0.50	Strongly Agree
2. In school, our parents volunteer for the school or activities.	4.50	0.52	Strongly Agree
Section Mean	4.53	0.34	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

The data indicated that the level of parental involvement as perceived by the teacher in terms of support to school with a mean of 4.53, and a standard deviation of 0.34. This implies that parents establish a strong partnership with the school stakeholders as they extend support to all school activities or events. The findings corroborate the assertion made by Tarczydlo et al. (2023) that the primary concern of stakeholders for involving events in school is to stimulate emotions, motivate and inspire participants, and strengthen relationships.

Table 7 portrays the mean distribution and verbal interpretation of the level of parental involvement as perceived by the teacher in terms of school support.

Table 7. Level of involvement of parents as perceived by teachers.

Indicators	Weighted Mean	Standard deviation	Verbal Description
Attendance	4.48	0.49	Strongly Agree
Financial support	4.44	0.35	Strongly Agree
Collaboration	4.49	0.24	Strongly Agree
Linkages	4.46	0.52	Strongly Agree
Support to school	4.53	0.34	Strongly Agree
Section Mean	4.48	0.13	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

This means that the respondents strongly agree that parents give their support to the school when they attend PTA meetings. On the other hand, they collaborate with the teachers and they build strong linkages with the school stakeholders. It also shows that parents provide for their children financially while they are in school. According to Fan et al. (2001), society and educators have viewed parental participation as a key component of the solution to many educational issues since it makes sense intuitively that parental involvement influences students' academic progress.

Table 8. Level of motivation of parents as perceived by teachers in terms of rewards.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
1. In school, our parents give verbal praise to encourage children to do better.	4.48	0.50	Strongly Agree

2. In school, our parents give small treats or toys to their children when achieving goals to be motivated to learn.	4.45	0.52	Strongly Agree
Section Mean	4.46	0.31	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

The level of motivation as perceived by the teacher in terms of reward with the ($M=4.446$, $SD= 0.31$). This means parents give verbal praise to encourage children to do better in school. Students can perform better if they are rewarded and appreciated for their good deeds in school (Srivastava, 2018).

Students who received regular rewards for completing simple tasks showed more passion and interest in their work than those who only received late awards after a lengthy assignment (Woolley, 2018).

Table 9. Level of motivation of parents as perceived by teachers in terms of emotional support.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
1. In school, our parents check in frequently with kids to see if they have the support, they need.	4.55	0.50	Strongly Agree
2. In school, our parents have daily conversations with children about what they learn at school	4.50	0.52	Strongly Agree
Section Mean	4.53	0.29	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

The level of motivation as perceived by the teacher in terms of emotional support is strongly agreed ($M=4.53$, $SD= 0.29$). This means parents check in frequently with kids to see if they have the support they need and talk at home about what their child learns at school, almost daily.

Inguglia et al. (2013) found evidence supporting the relationship between perceived emotional support from parents and peers, as well as self-concept. Results have also shown variations in the social functioning assessed by peers among adolescents belonging to different profiles. His research has demonstrated that a favorable self-perception, when coupled with substantial emotional support from parents, is associated with enhanced social competence, encompassing acceptance by peers and engagement in prosocial actions.

Table 10 illustrates the mean distribution and verbal interpretation of the level of motivation as perceived by the teacher in terms of providing resources.

Table 10. Level of Motivation as perceived by the teacher in terms of Providing Resources.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
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1. In school, our parents provide children with learning materials such as pencils or crayons.	4.53	0.57	Strongly Agree
2. In school, our parents provide nutritious food for their children.	4.46	0.52	Strongly Agree
Section Mean	4.49	0.46	Strongly Agree

*4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

As displayed in the result, with a mean of 4.49 and a standard deviation of 0.46, the level of motivation as perceived by the teacher is strongly agreed. It connotes that parents provide their children with learning materials such as pencils, and toys and most importantly provide nutritious food.

Masten et al. (2021), who asserted that when families can fulfil fundamental requirements such as nourishment, shelter, and healthcare, parents encounter reduced stress levels, supported the findings. Consequently, they have a greater ability to offer the essential assistance that children require to develop into well-functioning individuals.

The mean distribution and verbal interpretation for the level of motivation as perceived by the teacher in terms of encouragement is presented in Table 11.

Table 11. Level of Motivation as perceived by the teacher in terms of Encouragement.

Indicative statements	Weighted Mean	Standard deviation	Verbal Description
1. In school, our parents encourage their children to identify and participate in activities that help reduce stress like sports, games, or music.	4.53	0.50	Strongly Agree
2. In school, our parents work with their children to develop their strength and passion.	4.49	0.31	Strongly Agree
Section Mean	4.53	0.59	Strongly Agree

*4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

As indicated in the table, the level of motivation as perceived by the teacher in terms of encouragement is strongly agreed ($M=4.53$, $SD= .59$). This means that parents provide their children with learning materials such as pencils, toys, and most importantly nutritious food.

The results complemented the results of Vimal (2014) which revealed that there is a significant and positive relationship between parental encouragement and academic achievement of students. In addition, Atta et al. (2012) highlighted the significant impact of parental influence and motivation on enhancing students' educational achievements.

Table 12. Level of motivation of parents as perceived by teachers in terms of academic monitoring.

Indicative statements	Weighted Mean	Weighted Mean	Verbal Description
1. In school, our parents know how to help their children with schoolwork at home.	4.41	0.59	Strongly Agree
2. In school, our parents contact teachers to raise awareness of the importance of their child's education	4.49	0.52	Strongly Agree
Section Mean	4.45	0.30	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

Table 12 shows the level of motivation as perceived by the teachers in terms of Academic Monitoring having a total weighted mean of 4.45 and a standard deviation of 0.30 which is interpreted as "Strongly Agree".

Based on the data presented above the indicator that says Parents know how to help their children in school work at home has obtained a mean of 4.41 which means a teacher strongly agrees that they perceived this to the parents. The indicator that says parents contact teachers to raise awareness on the importance of their child's education obtained a mean of 4.49 which means that the teachers strongly agree to this as they perceived it.

Parents can be involved in monitoring the academic performance of their children by contacting the subject teachers of their children and finding out from them the problems that their children are facing academically. Parents can keep an eye on their children's academic progress in a variety of ways. These include; parenting, effective communication, supervision of students learning at home, decision-making, and collaboration of community and school (Seni & Onyango, 2021).

Table 13. Level of motivation of parents as perceived by teachers.

	Weighted Mean	Standard deviation	Verbal Description
Rewards	4.46	0.31	Strongly Agree
Emotional support	4.53	0.59	Strongly Agree
Providing resources	4.49	0.46	Strongly Agree
Encouragement	4.53	0.59	Strongly Agree
Attendance	4.45	0.30	Strongly Agree
Section Mean	4.49	0.13	Strongly Agree

* 4.21-5.00 – Strongly Agree; 3.21 – 4.20 – Agree; 2.61 – 3.20 – Neutral/Uncertain; 1.81-2.60- Disagree; 1.00 – 1.80- Strongly disagree

This means that the level of motivation of parents towards their children shows that emotional support is highly appreciated by the teachers toward the learning of their students. Thus, according to Moneva et al. (2020), parental motivation is when parents push their children to work harder or focus more on their studies, which

helps the kids perform better in the classroom.

Table 14. The significant relationship between parental involvement and motivation in student-inclusive learning.

Variables	Weighted Mean	Standard deviation	t_{computed}	t_{critical}	r^{**}	p-value	Decision
Parental involvement	4.48	0.13	2.04	1.99	0.229**	0.04	Significant
Parental motivation	4.49	0.13					

*0.05- level of significance

Table 14 shows that the t_{computed} is 2.04, the t_{critical} is 1.99 and the t_{computed} is greater than the t_{critical} . This means that there is a significant relationship between parental involvement and parental motivation as perceived by teachers. This is strongly supported by the p-value which is 0.04, since this is less than the level of significance that is 0.05. The relationship slightly affects the other.

5. Recommendations

Based on the findings of this study, the following were recommended for further consideration in future studies:

- It is recommended that teachers should strengthen the relationship between the parents and stakeholders.
- It is recommended that schools should also conduct a program or training in which parents could highly participate.
- It is also recommended that schools should coordinate with the parents to enhance community involvement.
- It is recommended that parents should also make other strategies to keep their children motivated in going to school.
- The Department of Education will make a monthly program that develops teacher parents' relationships.
- Future researchers may use this as a reference to further investigate parental involvement and motivation utilizing a quantitative approach.

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