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## Research Article

### The Role of Parental Involvement in the Social and Emotional Development (SED) of Learners with Special Needs (SNED) in Castillejos Elementary School

Jean E. Fastidio\*, Michael G. Albino

President Ramon Magsaysay State University, Iba, Zambales, Philippines

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#### \*Corresponding author:

E-mail:

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

#### ABSTRACT

This research explored the connection between parental engagement and the social and emotional development (SED) of students with special needs (SNED) at Castillejos Elementary School, filling a void in local studies regarding parental impact on learners' socio-emotional growth beyond educational assistance. A descriptive-correlational research design was utilized with a structured survey questionnaire distributed to 60 parent-respondents by means of total population sampling throughout the School Year 2025–2026. Data was examined through frequency, weighted mean, standard deviation, Analysis of Variance (ANOVA), and Pearson-r correlation to assess levels, differences, and correlations between variables. Results showed that parental engagement was typically strong in areas such as home support, interaction with teachers, school involvement, and educational advice. In the same way, students showed encouraging growth in social and emotional areas, including self-awareness, self-regulation, social awareness, and relationship abilities. No substantial differences were observed when categorized based on profile variables, suggesting consistency among respondents. Nonetheless, a notable positive correlation was found between parental participation and students' SED, affirming that greater parental involvement improves socio-emotional results. The research finds that parental engagement plays a vital role in the overall development of SNED students. Schools are advised to enhance organized parent involvement programs and offer ongoing assistance and training, while future investigators might broaden the research to wider settings and more variables.

**Keywords:** *Engagement, Parental Involvement, Social and Emotional, Special needs*

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#### Introduction

The education of learners with special needs has shifted toward a more holistic approach, recognizing that academic

achievement alone is not sufficient for their success. International studies emphasize the importance of fostering social and emotional development (SED), which includes self-

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awareness, emotional regulation, social interaction, and resilience (UNESCO, 2024). Research in the United States and Europe has consistently shown that active parental involvement significantly enhances both academic and socio-emotional outcomes among learners with disabilities (S. Wang et al., 2025). Despite these advancements, many countries still struggle to bridge the gap between policy and practice, particularly in ensuring that parents of special needs learners are empowered as genuine partners in the educational process.

In the Philippines, the Department of Education (DepEd) underscores the significance of inclusive education, where children with special needs are provided equal opportunities to grow and thrive academically and emotionally. The Enhanced Basic Education Act of 2013 and subsequent inclusive education policies highlight the importance of stakeholder participation, especially parents, in nurturing learners with special needs. Recent studies within the Philippine context (Pinatil et al., 2022) confirm that parental involvement positively impacts the behavior and emotional stability of learners. However, most research has largely focused on academic performance and teaching strategies, with less attention to the interplay between parental involvement and learners' social and emotional development (SED). This presents a critical research gap in the Philippine context.

At the local level, Castillejos Elementary School continues to uphold the commitment to inclusive education by accommodating learners with special needs (SNED). Teachers and school administrators acknowledge the crucial role of parents in reinforcing classroom-based interventions at home, especially in shaping the learners' social and emotional well-being. Yet, anecdotal observations from teachers suggest that the degree and quality of parental

**Table 1.**

*Demographic Profile of the Parent-respondents*

Profile Variables		Frequency (f)	Percentage (%)
Age	20-29 years old	8	13.3
	30-39 years old	45	75.0
	40-49 years old	7	11.7
Sex	Male	11	18.3
	Female	49	81.7

involvement vary significantly, which may influence the learners' ability to manage emotions, build peer relationships, and adapt to the school environment. Despite these realities, no formal study has been conducted within the school to examine how parental involvement specifically relates to the social and emotional development of SNED learners, creating a localized gap in knowledge.

This research sought to investigate the connection between parental engagement and the social and emotional growth of students with special needs at Castillejos Elementary School. It aims to identify the degree of parental engagement in the education of SNED students, evaluate their social and emotional growth, and examine the relationship between these two factors. By tackling this gap, the research aims to offer evidence-driven insights that could assist parents, educators, and administrators in enhancing home-school cooperation for the comprehensive growth of students with special needs.

**Methodology**

This study employed a descriptive-correlational research design to determine the level of parental involvement and its relationship with the social and emotional development of learners with special needs (LSNs) at Castillejos Elementary School, Division of Zambales. Specifically, the study examined parental involvement in terms of home support, communication with teachers, school participation, and educational guidance, and assessed learners' social-emotional development in terms of self-awareness and self-confidence, self-regulation, social awareness, and relationship skills. The respondents consisted of 60 parents of learners with special needs selected through total population sampling. The respondent's demographic profile was shown in table 1.

<b>Civil Status</b>	Single	11	18.3
	Cohabitant	15	25.0
	Married	34	56.7
<b>No. of Children</b>	1-3	50	83.3
	4-6	7	11.7
	7-9	3	5.0
<b>Monthly Family Income</b>	P24,050 and below	33	55.0
	P24,051 to P84,170	25	41.7
	P84,171 to P219,999	2	3.3
<b>Highest Educational Attainment</b>	Elementary Graduate	3	5.0
	High School Graduate	30	50.0
	College Graduate	24	40.0
	Master's Graduate	3	5.0
	Doctorate Graduate	3	5.0
<b>Daily Teaching Hours at Home</b>	Less than 1.0 hour	36	60.0
	1.0 to 1.9 hours	14	23.3
	2.0 to 2.9 hours	6	10.0
	3.0 to 3.9 hours	4	6.7
<b>Total</b>		<b>60</b>	<b>100.0</b>

Data was collected using a modified-adopted survey questionnaire. The parental involvement instrument was based on the works of Epstein (2011), Hoover-Dempsey and Sandler (1997), and Turnbull et al. (2015), while the social and emotional development instrument was adapted from the frameworks of Denham (2006), the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020), and Sheridan and Kratochwill (2007). The instrument underwent expert validation to 3 experts in the field of study and reliability testing prior to administration to 20 public elementary school teachers in Castillejos District which garnered an overall combined Cronbach alpha coefficient of .918 interpreted as excellent. Ethical considerations, including voluntary participation, confidentiality, informed consent, and adherence to the Data Privacy Act of 2012, were strictly observed throughout the conduct of the study.

The Statistical Package for the Social Sciences (SPSS) Version 25 was utilized to analyze the data. Frequency and percentage indicated the profile of the respondents, whereas weighted mean and standard deviation assessed the levels of parental involvement and social-emotional growth. Analysis of Variance

(ANOVA) was utilized to identify meaningful differences in the study variables based on respondent characteristics, while Pearson's r correlation coefficient was applied to assess the connection between parental involvement and the social-emotional development of students with special needs. Statistical significance was evaluated at the 0.05 threshold.

### **Results and Discussion**

This section presents the findings of the study on the extent of parental involvement and the social and emotional development of learners with special needs (LSNs) at Castillejos Elementary School. The results are organized according to the objectives of the study and are presented using appropriate statistical analyses.

#### **Level of Parental Involvement**

The researchers assess the parents' level of parental involvement in terms of home support, communication with teachers, school participation, and educational guidance. Table 2 shows the parents' level of parental involvement in terms of home support, communication with teachers, school participation and educational guidance.

**Table 2.**  
*Parents Level of Parental Involvement*

Dimensions		Overall Weighted Mean	SD	Descriptive Equivalent	Rank
1	Home Support	3.64	0.534	Highly Involved	2
2	Communication with Teachers	3.66	0.527	Highly Involved	1
3	School Participation	3.57	0.586	Highly Involved	3.5
4	Educational Guidance	3.57	0.557	Highly Involved	3.5
<b>OWM</b>		<b>3.61</b>	<b>0.551</b>	<b>Highly Involved</b>	

Legend: 3.25-4.00 (Highly Involved); 2.50-3.24 (Moderately Involved); 1.75-2.49 (Slightly Involved) 1.00-1.74 (Not Involved)

Parents were greatly engaged in communication with teachers, achieving the highest average of 3.66 (SD = .527), ranked 1st, signifying that they actively participate in fostering strong partnerships and regular interaction with teachers about their child's education. Subsequently, they were significantly engaged in home support, with an average of 3.64 (SD = .534), placing them 2nd, indicating that parents offer considerable help and encouragement for their child's learning at home. Conversely, school involvement and educational support received the lowest average of 3.57 (SD = .586; SD = .557), both ranked 3.5, yet still regarded as highly engaged. The composite or overall weighted mean of 3.61 (SD = .551), interpreted as "Highly Involved," suggests that parents generally show a high level of involvement across various dimensions.

The current results align with Jones and Palikara (2023), who discovered that efficient communication between parents and teachers is a crucial factor for successful parental engagement in the educational setting of the Philippines. Their research highlighted that regular and significant engagement between parents and teachers results in improved tracking of students' development and more attentive educational assistance, consistent with the top-rated aspect in the current study.

Mutangira et al. (2026) indicated that home support is an essential aspect of parental

engagement, as it directly affects students' academic outcomes and motivation. The research emphasized that Filipino parents frequently participate in educational support at home, confirming the second-highest result in the current findings.

Conversely, the comparatively lower ranking of school involvement and educational support aligns with Flores's (2023) findings, which indicated that although parents generally wish to engage, their participation in school-related activities and organized educational guidance is frequently affected by external factors including job obligations, time constraints, and the availability of programs. The research indicated that these limitations might restrict the level of parental participation in these domains despite generally strong involvement.

**Learners' Social and Emotional Development**

The researchers assessed the perceived learners' social and emotional development (SED) in terms of Self-Awareness and Self-Confidence, Self-Regulation, Social Awareness, and Relationship Skills. Table 3 shows the learner's social and emotional development as perceived by their parents in terms of self-awareness and self-confidence, self-regulation, social awareness and relationship skills.

**Table 3.**  
*Learner’s Social and Emotional Development*

Dimensions		Overall Weighted Mean	SD	Descriptive Equivalent	Rank
1	Self-Awareness and Self-Confidence	3.12	0.717	Agree	1
2	Self-Regulation	3.07	0.741	Agree	3
3	Social Awareness	3.06	0.722	Agree	4
4	Relationship Skills	3.09	0.675	Agree	2
<b>OWM</b>		<b>3.08</b>	<b>0.713</b>	<b>Agree</b>	

Legend: 3.25-4.00 (Strongly Agree); 2.50-3.24 (Agree); 1.75-2.49 (Disagree) 1.00-1.74 (Strongly Disagree)

Parents concurred that students exhibit self-awareness and self-confidence, which achieved the highest mean of 3.12 (SD = .717), positioned 1st, suggesting that students are comparatively more advanced in identifying their feelings, strengths, and individual abilities. Subsequently, parents concurred that students exhibit relationship skills, with an average of 3.09 (SD = .675), placing 2nd, indicating that students can create and sustain social interactions with peers. Conversely, social awareness received the lowest mean score of 3.06 (SD = .722), placing 4th, yet it is still viewed as agreeable. The overall weighted mean of 3.08 (SD = .713), interpreted as "Agree," suggests that, on the whole, learners show a moderate degree of social and emotional growth.

The current results are corroborated by Zhao and Sang (2025), who discovered that Filipino learners generally cultivate self-awareness sooner than other areas of social-emotional learning. Their research highlighted that understanding one's emotions and strengths acts as a fundamental skill that facilitates the gradual enhancement of interpersonal and regulatory abilities, corresponding with the top-ranked dimension in the current study.

Likewise, Rubab et al. (2024) found that learners frequently cultivate relationship skills through organized social interactions within school environments, where teacher support promotes constructive peer interactions. This reinforces the second-highest result, suggesting that students can build connections when given suitable assistance and chances.

Conversely, the reduced levels of social awareness and self-regulation align with the results of Lawson et al. (2019), which indicated that students frequently struggle to understand others' emotions and control their own actions, especially in inclusive educational settings. The research emphasized that these areas need more intricate cognitive and emotional processing, which evolves slowly over time and necessitates ongoing support.

**Test of Relationship Between Parents’ Level of Parental Involvement and Learners’ Social and Emotional Development (SED)**

Table 4 shows the Pearson product moment coefficient of correlation to test relationship between parents’ level of parental involvement and learners’ social and emotional development (SED).

**Table 4.**

*Pearson Product Moment Coefficient of Correlation to test Relationship Between Parents' Level of Parental Involvement and Learners' Social and Emotional Development (SED)*

Sources of Correlations		Parents' Level of Parental Involvement	Learners' Social and Emotional Development (SED)	Decision/ Interpretation
Parents' Level of Parental Involvement	Pearson Correlation	1	.575**	<b>High Positive Correlation, Significant relationship (Reject H<sub>0</sub>)</b>
	Sig. (2-tailed)		.000	
	N	60	60	
Learners' Social and Emotional Development (SED)	Pearson Correlation	.575**	1	
	Sig. (2-tailed)	.000		
	N	60	60	
**. Correlation is significant at the 0.01 level (2-tailed).				

The calculated Pearson r value of 0.575 indicates a strong positive correlation between the degree of parental involvement and the social and emotional development (SED) of learners. The calculated p-value of 0.000 is lower than (<) the 0.05 alpha significance level; hence, the null hypothesis is rejected. Therefore, a noteworthy connection exists between the degree of parental involvement and the social and emotional growth of learners.

The results show that the degree of parents' involvement significantly correlates with students' social and emotional growth. The strong positive correlation indicates that greater parental engagement is highly linked to elevated social and emotional skills in students. This indicates that parents who are involved in their child's education play a crucial role in fostering self-awareness, emotional control, social comprehension, and interpersonal abilities.

The current results are backed by Buenconsejo et al. (2025), who discovered that elevated parental involvement significantly boosts students' social and emotional growth in the context of the Philippines. The research highlighted that regular involvement of parents promotes emotional stability, self-assurance, and healthy relationships among students.

In a similar vein, William et al. (2025) found that students with very engaged parents exhibit enhanced social skills and emotional management. The study emphasized that parental involvement, oversight, and communication are crucial elements in cultivating learners' socio-emotional abilities.

Moreover, Gozon and Linx (2026) discovered a strong positive correlation between parental engagement and students' social and emotional skills, especially regarding empathy, self-awareness, and the ability to form relationships. The research highlighted that cooperative involvement between parents and schools greatly improves students' overall growth.

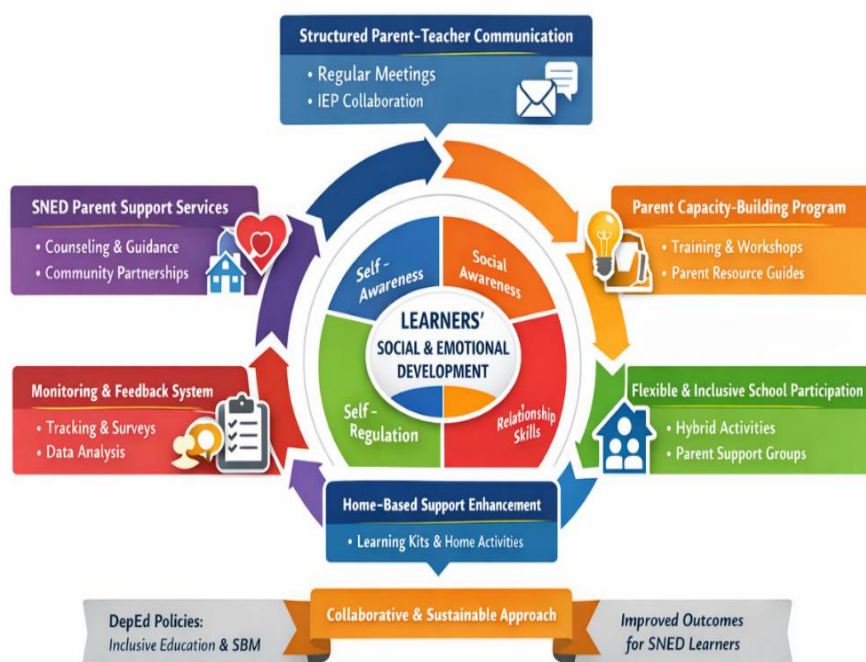
**Proposed Policy Recommendation to strengthen the School-parent Partnership on SNED implementation**

Consistent with the study's findings, which indicated a strong degree of parental engagement and a noteworthy connection between parental involvement and students' social and emotional growth, there is a clear necessity to enhance and maintain school-parent collaborations, especially in the execution of Special Needs Education (SNED). Although parents are involved, differences in some demographic factors and the moderate level of students' social and emotional skills highlight

areas needing organized assistance and intervention. Figure 1 showcases the visual representation of the suggested policy recommendation framework.

Rooted in the Department of Education’s policies regarding Inclusive Education and School-Based Management, this proposed policy seeks to establish a systematic, collaborative, and sustainable framework that improves parental involvement, develops capacity, and

guarantees consistency between home and school practices. This initiative allows schools to offer more adaptable and inclusive support systems that will enhance the overall development of students with special needs. Moreover, table 22 illustrates the suggested policy recommendation to enhance the collaboration between schools and parents regarding SNED implementation.



**Figure 1.** Policy Recommendation Framework in Strengthening the School-Parent Partnership in SNED Implementation

The proposed policy framework for strengthening school–parent partnerships in the implementation of Special Needs Education (SNED) is anchored on the principle that inclusive education is a shared responsibility among schools, families, and communities. The framework was developed based on the study findings, which revealed high parental involvement and a significant relationship between parental engagement and the social and emotional development (SED) of learners with special needs. It adopts a multi-dimensional approach that integrates communication, parent

capacity-building, school participation, home support, monitoring, and support services to create a structured and sustainable system of collaboration.

The framework aligns with key Department of Education policies, including DepEd Order No. 72, s. 2009 on Inclusive Education, DepEd Order No. 42, s. 2017 on the Philippine Professional Standards for Teachers, and DepEd Order No. 44, s. 2015 on School-Based Management. Through parent training programs, flexible participation mechanisms, and home-based support initiatives, the framework empowers parents to actively contribute to

their children's learning and social-emotional development while ensuring accessibility and inclusivity across diverse family contexts.

Furthermore, the framework incorporates a monitoring and evaluation system to assess implementation and guide continuous improvement. Supported by existing school resources and stakeholder partnerships, it is designed to be practical, sustainable, and outcome oriented. By institutionalizing collaborative practices between schools and families, the framework promotes a more inclusive educational environment that supports the holistic development of learners with special needs.

### Conclusion and Recommendations

The research indicated that parents of students with special needs showed significant engagement in areas such as home support, teacher communication, school involvement, and educational guidance, whereas students displayed a moderate degree of social and emotional growth. Notable disparities in parental engagement were found across chosen demographic factors, especially age, marital status, number of children, and daily home teaching hours; nonetheless, students' social and emotional growth did not significantly vary according to parental demographics. The results further validated that parental engagement is crucial in aiding the social and emotional growth of students with special needs, emphasizing the significance of robust school-parent collaborations.

In light of these findings, schools could enhance parent involvement programs via organized communication, skill-development activities, and at-home support initiatives. The suggested framework can be utilized to improve cooperation between schools and families, offering uniform assistance for students with special needs. Subsequent research could investigate more factors affecting learner growth to enhance inclusive teaching methods further.

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