

PARENTAL ENGAGEMENT IN SPECIAL EDUCATION AND STUDENT'S LEARNING STYLES TOWARD A TAILORED INTERVENTION PROGRAM

Lovelyn E. Narvaja

luvnarvja@gmail.com

Abstract

Education is a significant part of the development of children with special needs, as it equips them with the skills and knowledge to live their lives productively. One of the important factors that affect their academic success is parental engagement, which plays a big role in shaping their educational journey. This research explores the relationship between parental engagement and the learning styles of students in special education programs at Paaralan ng Pag-Ibig at Pag-asa. This research examines the extent of parental engagement in academic and non-academic aspects of their children's education and inspects how different learning styles influence students' development. The study also focuses to find out whether there is a significant difference in parental engagement when assessed based on demographic factors such as educational attainment, family income, employment status, and marital status.

A quantitative research approach was conducted, using a descriptive-correlational research design to investigate patterns and relationships between parental engagement and students' learning styles. Data collection was conducted through a structured survey questionnaire, which was given to parents of students enrolled in special education. The questionnaire was developed to measure the level of parental engagement across four aspects: academic support, non-academic support, personal initiative, and school involvement frequency. The reliability of the instrument was assessed using Cronbach's Alpha, securing internal consistency and validity in the responses.

The findings revealed that parents showed a high level of engagement, particularly in terms of academic support. Most parents communicated with teachers, helped their children with homework, and actively joined school-related activities. However, non-academic support, such as fostering emotional resilience and social skills, was found to be slightly lower, suggesting the need for additional parental training in these areas. Furthermore, the study found that students with special needs favored visual and kinesthetic learning styles, responding well to images, hands-on activities, charts and diagrams. Auditory learning was moderately effective, particularly in students whose parents were highly engaged in school activities; while reading and writing were the least favored learning styles.

A statistical analysis was conducted to find out whether parental engagement varied based on demographic factors. The results indicated that there were no significant differences in parental engagement when analyzed according to age, educational attainment, family income, or employment status. This suggests that regardless of their background, parents revealed a consistent level of commitment in contributing to their children's education. Additionally, the study examined the relationship between parental engagement and students' learning styles. While no strong correlation was found across most learning styles, auditory learners demonstrated a slight positive association with higher parental engagement in school-related activities, suggesting that students who learn best through verbal instruction tend to benefit more from active parental participation.

Based on these results, the research highlights the need for schools to improve parental engagement by offering training sessions and online meetings to accommodate working parents. Teachers should also include more visual and kinesthetic learning strategies to better aid students with special needs.

Furthermore, intervention programs should be developed to address the gap between school-based teaching methods and home-based parental support. Improving **non-academic support** through workshops focused on social integration and emotional resilience is also suggested.

In conclusion, **parental engagement** is a significant factor in the education of students with special needs, significantly improving their learning experiences and academic performance. The study focuses on the **collaborative approach between teachers and parents** to ensure that students are given tailored learning interventions that align with their individual needs. By combining parental support with specialized teaching strategies, schools can improve the educational outcomes of students with special needs, promoting a more inclusive and effective learning environment.

Keywords: Parental Engagement, Special Education, Learning Styles, Academic Support, Visual Learning, Kinesthetic Learning, Special Needs Students, Intervention Program

Introduction

Education plays a significant role in the development of children with special needs, calling for differentiated **teaching styles** and **strong parental care and support**. While schools implement specialized instruction, **parental engagement** is essential in strengthening learning at home. Study shows that **parental engagement** improves academic performance, emotional well-being, and social skills in children with special needs. However, many parents struggle due to **limited understanding of effective teaching strategies**. Legal frameworks like the **Individuals with Disabilities Education Act (IDEA) of 2004** highlight the importance of parental engagement in their child's education. Despite these policies, a **gap exists in understanding how parental engagement aligns with students' learning styles**. Most studies focus on general parental engagement, overlooking its connection to **preferred learning styles** such as **visual, auditory, and kinesthetic approaches**.

The goal of this research is to examine **parental engagement in special education** and its relationship with students' **learning styles** at **Paaralan ng Pag-Ibig at Pag-aso**. By identifying this connection, the research will help develop a **tailored intervention program** to improve learning outcomes. The findings will provide **educators and parents** with strategies to

create a more **inclusive and supportive** learning environment.

HYPOTHESES

H1: There is no significant difference in the demographic profile of parental involvement with the student's learning style on the pupils' academic performance.

H2: There is no significant relationship between the level of parental engagement in special education and the effectiveness of a tailored intervention program in improving students' academic performance

Methods

The researcher will employ quantitative methods and a descriptive-correlational research design to inspect the connection between parental involvement and learning strategies. This study will use quantitative research to gather numerical data, examine patterns, and identify the connection between parental engagement and students' learning styles. A structured survey questionnaire will be the primary instrument for gathering data. It will be distributed to parents of students enrolled in special education programs. The research will be conducted in Paaralan Pag-ibig at Pag-aso in San Pablo City focusing on the students of with Special Needs. The respondent of this study will be 79 parents of students

enrolled in a Special Education program in Paaralang Pag-ibig at Pag-asa.

The researcher used A Parental Engagement Questionnaire. This is a researcher-made questionnaire based on the theory of Epstein Model theory of parental involvement.

The method to be used for evaluating reliability is Cronbach's Alpha, which calculates the internal consistency of the items within the scale of instrument.

Results

The results of this study highlight the importance of parental engagement in the education of students with special needs. Parents showed a strong involvement in academic support by having frequent communication with teachers and therapists, helping with schoolwork, and participating in school-related activities.

The study also revealed that students with special needs preferred visual and kinesthetic learning styles, favoring images, diagrams, and hands-on activities over traditional reading and writing methods.

Finally, the statistical analysis indicated no significant difference in parental engagement based on demographic factors such as age, educational attainment, and employment status. This implies that parents, regardless of their background, were equally committed to supporting their child's education.

Discussion

This study focuses on the significance of **parental engagement** in special education. The results reveal that parents are highly involved in **academic support**, such as helping with homework and communicating with educators. However, **non-academic support**, like emotional and social encouragement, was slightly lower. This implies that while parents concentrate on academics, more attention should be given on students' **emotional well-being and social development**.

The research also found that most students **preferred visual and kinesthetic learning styles**, learning from diagrams, hands-on activities and images rather than traditional text-based techniques. While no strong connection was found between parental engagement and specific learning styles, students with engaged parents **developed better study habits** and had improved learning experiences.

A key takeaway is that schools should provide **training** for parents to help them support different learning styles at home. Teachers should also **include more interactive and visual teaching methods** to match students' needs.

Future study could explore a **larger group of students** and track long-term effects of parental engagement. Overall, this research verifies that **strong parental engagement enhances learning outcomes**, emphasizing the need for collaboration between parents and schools.

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