

PARENTAL ACCEPTANCE AND INVOLVEMENT IN THE EDUCATION OF LEARNERS WITH INTELLECTUAL DISABILITY AS ASSOCIATED WITH SCHOOL PERFORMANCE IN CARE SKILLS AND FUNCTIONAL ACADEMICS

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ABSTRACT: *The present study aims to determine the level of parental acceptance and involvement in the education of learners with intellectual disability as associated with school performance in care skills and functional academics. In gaining significant data, this study undertaking has focused on (1) the profile of the parents, (2) level of performance of learners with intellectual disability, (4) levels of parental acceptance of parents of learners with intellectual disability, (5) level of parental involvement in the education of their learners with intellectual disability, and (9) significant association between parental acceptance and involvement to the performance of learners with intellectual disability in care skills and functional academics. The Parental Acceptance-Rejection Theory, Self-Efficacy Theory, and Epstein's Theory of Overlapping Spheres of Influence serve as the foundation of the present inquiry. The research methods used were both descriptive and correlational in nature. Findings revealed that majority of parent respondents were mothers, in which these mothers earned a lot of experiences in caregiving. On average, they have been taking care of their children for over six years and have achieved great success in their education, most commonly holding a BS/BA degree. Moreso, many of these parents are also managing work along with their parental responsibilities. In conclusion, when it comes to performances, learners with intellectual disability have shown beginning level in both care skills and functional academics. The level of acceptance shown by the parents of learners with intellectual disability highlights high level for both parental acceptance and parenting self- efficacy. In addition, the study that parent involvement is high generally, but it varied in certain aspects. It was high in parenting, volunteering, learning at home and community collaboration whereas responses differed in communication and decision-making areas. Noteworthy is that no relationship was established between parental acceptance and involvement with learners' improvement— particularly school performance in care skills and functional academics. These results collectively offer valuable insight into the dynamics of parental roles toward learners who have intellectual disability. As recommended, establishing connections with parents is a vital component in the education of learners with intellectual disabilities. It is then suggested to implement a parental support program that fosters acceptance and involvement in the child's learning, particularly for those with ID because active support from the community along with active parental advocacy, these individuals could be assisted for them to develop in meaningful ways and for them to contribute back to society. Further research is needed to explore factors influencing academic outcomes, especially in care skills and functional academics, highlighting the importance of ongoing research to address the educational needs of these learners effectively.*

Keywords: Parental Acceptance, Parental Involvement, Learners with Intellectual Disability, Care Skills, Functional Academics, School Performance

1. INTRODUCTION

Nurturing learners in school requires the involvement of parents. For exceptional children, home-school partnership is a must. This was underscored by former Secretary Leonor Magtolis Briones during her speech DepEd Philippines Facebook page [1] where she articulated that “Parents are key to the achievement of learners; not only for what they learn from teachers but also guiding them towards becoming whole persons.” Furthermore, Dr. Aser B. Javier, an International Governance Consultant and DepEd-EPS Consultant, identified four important roles that parents show in their children's education: Facilitator of Learning, Assessor of Child Self-Directed Learning, Community Mobilizer of Learning, and Enabler of Love for Learning (FACE). Hence, parents are integral to the teaching and learning process, leading the Department of Education to empower parents for an improved home learning experience through the innovation of External Partnership Services to connect with parents throughout the country DepEd Philippines Facebook page [1].

Meanwhile, the Child and Youth Welfare Code of the Philippines (PD 603) stipulates that parents and guardians should receive support to promote and enhance the welfare of Filipino children. Additionally, RA 10410, or the Early Years Act of 2013, recognizes the importance of the zero to eight years old age group as a critical stage in children's

educational development [2]. Stipulated in DepEd Order No. 13s. 2022 is the Omnibus Guidelines for the Regulation of Parent-Teachers association (PTAs) Operations. These initiatives point to the crucial partnership to the parents.

In the local scene, the challenges that parents of learners with special needs were empathized by the teachers at West City Exceptional Child Learning Center. Hollederer [4] states that it is rewarding to offer an improved level of academic support for these kids; therefore, such a vision is aligned with the ideal and practices of West City Exceptional Child Learning Center. Additionally, Biagiotti [5] highlights the importance of personal qualities and outside support in promoting children's academic success. Building on these findings, my goal as a teacher at West City Exceptional Child Learning Center is to integrate learners who are between the ages of 5 and 7 into mainstream programs through inclusion. Even though the school has been effective in producing special children who are now enrolled in regular classes, the researcher hopes to strengthen and expand this to develop more children who can be a part of the inclusion program.

It is in this context that the researcher seeks to investigate parental acceptance and involvement in the education of learners with intellectual disability exploring how these factors are associated with school performance in care skills and functional academics. The study's findings will serve as the basis of a program designed to enable parents of learners

with special needs to take an active role in advocating for their child's education.

The study aimed to determine the parental acceptance and involvement in the education of learners with intellectual disability as associated with school performance in care skills and functional academics. Specifically, it sought to answer the following questions:

1. What is the profile of the parents in terms of:
 - a. relation with the child;
 - b. age and experience of parents of a child with disability;
 - c. duration of experience with a child with disability;
 - d. parents' highest educational attainment; and
 - e. parents' status of employment?
2. What is the level of performance of Learners with Intellectual Disability in terms of:
 - a. Care Skills; and
 - b. Functional Academics?
3. What are the levels of parental acceptance of parents of learners with intellectual disability:
 - 3.1 parental acceptance; and
 - 3.2 parenting self-efficacy?
4. What is the parents' level of parental involvement in the education of their learners with intellectual disability in terms of:
 - 4.1 parenting;
 - 4.2 communicating;
 - 4.3 volunteering;
 - 4.4 learning at home;
 - 4.5 decision making; and
 - 4.6 collaborating with community?
5. Is there a significant association between:
 - 5.1 Care skills:
 - 5.1 A. Parental Acceptance?
 - 5.1 B. Parental Involvement?
 - 5.2 Functional Academics:
 - 5.2 A. Parental Acceptance?
 - 5.2 B. Parental Involvement?

Hypothesis

Ho 1: There is no significant association between care skills and parental acceptance.

Ho 2: There is no significant association between care skills and parental involvement.

Ho 3: There is no significant association between care functional academics and parental acceptance.

Ho 4: There is no significant association between functional academics and parental involvement.

2. REVIEW OF RELATED LITERATURE

The importance of parental acceptance and involvement in the education of learners with intellectual disability when designing a program is crucial. Ribeiro [6] mentioned that deep understanding on the different factors of parents' profile influences them to engage in their children's education. This implies that information from the parents helps practitioners to build connections and to gain insights about the learners with special needs.

Parents Relation with Child with Intellectual Disability

Parents, be it mothers or fathers, have an important role to play in developing trust and security in their children. According to Sharabi [7], there is a difference between parents and how they involve themselves with their children, where a mother involves herself more in childcare than a father, a findings also by Zimmermann et al. [8]. This observation aligns with Althiabi's [9] principle emphasizing the profound impact of maternal involvement on the well-being of children. Similarly, Vadivelan [10] found that mothers show high levels of responsibility toward their children with special needs, often driven by complex emotions such as guilt, blame, and worry. Sorkkila [11] further emphasized that single mothers face substantial challenges as they bear the primary burden of caring for their children with special needs. These findings highlight the critical role of mothers in nurturing and supporting children with special needs, the care and love they provide despite the emotional and physical difficulties they encounter.

On the contrary, fathers often play a secondary role in childcare while mainly ensuring the family's financial needs are met [12] this finding is consistent with Temmen [13] study. This implies that although fathers are essential to the family, their role in direct care is often less visible, as society expects them to be providers.

Parents' Age with Child with a Disability

The parent-child relationship is deeply influenced by experiences nurtured over time. Kruithof [14] states that parents develop experiential knowledge, intuition, and a "sixth sense." Aim Ma [15] adds that prolonged care for children with special needs increases the understanding of parents, corresponding to literature indicating that younger parents have increased stress.

Research also indicates that inexperienced parents face more stress, loneliness and emotional pressure, whereas matured parents gain trust and involvement [16, 17]. Sorkkila [11] writes that younger parents encounter greater difficulties in the achievement of freedom and family responsibility balance, whereas older parents have better preparation for children-rearing responsibilities. For their part, Vilaseca [18] asserts older parents are emotionally stable with better readiness in raising children who require special care.

Parents Duration of Experience with Child with a Disability
Duration of experiences of parents builds a strong foundation in understanding and meeting the needs of their children with special needs. Aim Ma [15] has highlighted in her study that how parenting works on various activities, perform, and address the needs of their learners. Similarly, Kruithof [14] explained in his study that parents of intensive interaction make them experts in understanding the children's well being and helps them to act as an advocate of their children as they develop deeper awareness about their children. On the other hand, Zeigler [19] explained in his study that family centeredness, goal orientation and home setting are important characteristics in gaining expertise to know their children. Hansen [20] reveals that parents with shorter duration of caregiving leads them to experience difficulties as in advocating needs adequate channels of communication between different services and named link person. This implies that parents' duration of experience helps them

strengthen their commitments to their children with special needs.

Parents Highest Educational Attainment

Parent's education level significantly affects how they accommodate and support their children. Wael [21] research showed that parents with high educational attainment are more skilled in handling their children learning growth compared with those with lower educational attainment in congruence with Garcia [22]. Similarly, Chen [23] found that the level family income and parental educational level foresee their children intelligence. Thus, mothers' education influences the children because they offer stimulating instructionally enabling environments for them at home. Parents with higher education acquire knowledge, which may become useful techniques and strategies of parenting with solutions to issues arising due to relationship difficulties in favor of developmental outcomes. However, contrary to this, a study done in Ghana by Opoku [24] is of opposite view in mentioning that the care givers of the intellectually disabled children have lower expectations, which again depicts that the influence of education may vary from situation to situation. This contradicts Nutifafa [25] citation, where the level of education will bring a lower level of resilience due to other responsibilities of parents. But Yun [26] challenges the idea of emerging inequalities in child outcomes linked to parental education. Thus parents of any educational qualification may invest equal time and resources into the development and care of their children because they care for their children the same way regardless of academic qualification.

Parents Status of Employment

Financial issues are quite significant to families, especially those with special needs children. Parental unemployment increases the stress, since these children require additional care, school-based involvement [11, 27], and educational supplements [23]. It means that financial pressure interferes with parents' capacity to adequately provide for their children.

Koball [28] reported that full-time, year-round work decreases the chances of dwelling in poor families, while Garcia [22] reported that poor families are more vulnerable than rich families. According to Chen [23], low-income families, especially those with low levels of education, are at a disadvantage in providing for their children, and financial security must be achieved in order to ensure proper care. Sellmaier [29] found that balancing work and family demands during the pandemic increased parental stress but also increased more family time, consistent with Qian's [30] findings. In contrast, Vilaseca [31] pointed out that fathers spend less time with their children because of the demanding work schedule. Thus, it is quite evident that employment, family dynamics, and the special needs of families with children with disabilities create a delicate balance.

Level of Performance of Learners with Intellectual Disability

Intellectual disability is a neurodevelopmental disorder, involving limitations in intellectual and adaptive functions [32]. Martinez study [33] highlighted that enhancing the capabilities of children with intellectual disabilities promotes independence, as encouraged by Department Order No. 021

s. 2020, which stresses the delivery of holistic support and capability building for persons with disabilities. Kurt [34] promoted experiential learning theory as an avenue where learners can develop skills based on real-world application. Strategies and interventions should help improve the capabilities of such learners. Research has shown that individuals with severe intellectual disabilities, mostly with an IQ ≤ 50 , suffer from severe adaptive deficits, whereas those who have an IQ above 50 have milder forms [32, 35, 36, 37]. This brings to the forefront the need for innovative support systems which benefit both the individual and the family.

Parental Acceptance of Learners with Intellectual Disability

Parental acceptance has been known to play an important role in the lives of intellectually disabled children. Ecklund [38] identified the warmth and control as critical factors: warmth creates love and acceptance, while control is referred to as overprotection. Yatim [39] identified parents' sacrifices and dedication as critical for effective advocacy and strategies in the care of their children. Randolph [40] also highlighted the importance of informal social support, such as support from family, friends, and support groups, which supports the parents in their adaptation process and strengthens their advocacy. Such support enhances parenting styles, leading to healthier social and emotional development among children with disabilities [41, 42]. Conversely, parental rejection characterized by withdrawal of affection and harmful behaviors leads to unfavorable social and emotional outcomes as identified by Aktar [43]. Kumar [44] insisted that warm parent-child relationships positively influence personality and psychological adjustment. Lázaro [45] underscored the fact that parental acceptance contributes considerably to the enhancement of the well-being of children with intellectual disabilities in making their life experiences worthwhile.

Parenting Self-Efficacy of Parents of Learners with Intellectual Disability

Parenting children with intellectual disabilities is unique, but parental self-efficacy has a lot to do with positive outcomes. Competent parents are more satisfied and less likely to view their child as problematic [46]. Bunga [47] pointed out that parents often feel happy and confident in their role, which influences their child's growth positively. Schuengel [48] pointed out that self-efficacy is the reflection of belief in one's ability, while satisfaction relates to fulfillment in parenting tasks [50].

Parent self-efficacy promotes resilience while creating positive interactions, primarily in play activities, with emotional well-being [51, 52]. In addition, social support networks, as discussed by Thoits [55] and Nutifafa [25], help parents when facing challenges, thus prompting them to be more engaged in their child's schooling. Issues, such as behavioral problems and limited services or societal stigma [56] can be addressed by enhancing self-efficacy among parents as parenting programs boost child's behavior and increase the parental sense of satisfaction with parenting activities [57, 59]. Parents with more self-efficacy use positive methods like warmth and consistency; however, in case of lesser self-efficacy, parents start using harsh strategies, creating difficult child behaviors [59]. Building

self-confidence within parents through support and training makes a difference to both parties-the children and the parents.

Parental Involvement in the Education of Learners with Intellectual Disability

Parental involvement is pivotal to the academic success of learners with intellectual disabilities. Prime [75] highlighted that parenting programs emphasizing skill development and home literacy foster literacy and numeracy growth, while Paseka [76] noted that parents' aspirations and emotional considerations enhance their child's cognitive and language abilities. Positive parenting, as described by Cheng [60] and Vasiou et al. [61], provides a structured framework for supporting children's growth.

Active parental engagement in school activities, such as meetings and volunteering, is linked to better academic performance [62]. Advocacy also plays a crucial role, with Rios [63] and Vega [64] emphasizing the importance of parental knowledge of special education law and advocacy strategies. Myers [65] demonstrated that parent volunteers not only facilitate school activities but also enhance the parent-teacher partnership, a notion echoed by Guardabascio [66] and Rilota [67], who underscored the community-building aspect of parental involvement.

Strategies for addressing parental hardships and fostering positive outcomes, as discussed by Burke [68] and Rios [63], stress the need for further research into the interplay of parenting styles, experiences, and child outcomes. Totsika [69] and Abed [70] reinforced the critical impact of emotional support, cognitive stimulation, and linguistic engagement on the socio-emotional and cognitive development of children with disabilities. Finally, Benitez [71] highlighted that collaboration between teachers and families boosts students' learning in both inclusive classrooms and at home.

Parental involvement is essential, not only for academic success but also as a foundation for emotional and social development, with parents serving as critical supporters and motivators for their children.

3. SIGNIFICANCE OF THE STUDY

This study holds significant value for various stakeholders in the field of education, particularly in understanding how parents and learners with intellectual disability to be catered:

Learners with Intellectual Disabilities

The findings of the study will serve as a concept on closely monitoring the needs of learners with intellectual disabilities by using an adapted approach that would guarantee the assistance, they need to enhance their knowledge and abilities.

Parents of Learners with Intellectual Disability

Results of this study will provide parents with valuable support and encouragement, equipping them with strategies to effectively help and support their children.

Special Education Teachers

The findings of this study will assist special education teachers in assessing the progress of their learners and in determining the most effective strategies for their development as independent learners. Additionally, the study results will facilitate positive connections between teachers

and parents, enabling collaborative efforts to guide and support the learners effectively.

Regular Teachers

The findings of the study will educate regular teachers about the significance of the partnership between parents and teachers in supporting learners with special needs. With increased awareness and knowledge about learners with special needs, teachers will be better equipped to gather relevant information and implement diverse teaching approaches to effectively cater to mainstreamed learners with special needs.

School Administrators

Results of the study will guide them in planning and implementing appropriate programs to accommodate the needs of the learners and teachers. By ensuring that special education teachers are adequately trained and supported.

Special Education Supervisors

The findings of this study will serve as a valuable resource in planning and conducting in-service training programs for teachers. By incorporating the insights and recommendations from the study, supervisors can design training sessions that address specific needs and challenges faced by teachers in supporting learners with special needs.

Future Researchers

The findings of this study will serve as a valuable resource for those in the field of special education or related studies where similar studies might be conducted by them to validate research data.

4. METHODOLOGY

Research Design

This study employs a descriptive-correlational research design to explore the parental acceptance and involvement among parents of children with intellectual disability. The descriptive aspect examines the parental acceptance and involvement of parents of children with intellectual disability, while the correlational aspect investigates the association between care skills and functional academics in their school performance.

Research Respondents

The study is conducted at West City Exceptional Child Learning Center-Dumaguete City, where parents enrolled their learners with intellectual disability.

Population and Sampling

The target population consists of parents of children with intellectual disability. A purposive sampling technique is used, selecting respondents who are enrolled in WCECLC for the school year 2023-2024 in the Kindergarten and Lower Primary class focusing care skills and functional academics packages.

Research Instrument

The researcher utilized a questionnaire checklist to gather data:

The questionnaire comprised four parts:

Part I focused on the demographic profiles of parents and their children with intellectual disability. This encompassed their relationship with the child, parents age with a child with disability, duration of experience, parents' highest educational attainment, employment status, and the specific disability of their child.

Part II dwelt on assessing the performance of learners with special needs. Performance data were obtained from their report cards, with responses provided by teachers in kindergarten and the lower primary level.

Part III targeted the level of parental acceptance in the education of their children with special needs evaluating data in terms of parental acceptance and parenting self-efficacy. The parental Acceptance-Rejection Questionnaire Short Form (PARQ-SF) that was developed by Rohner et al. [72] and Self Efficacy for Parenting Task Index by Coleman and Mayangsari [73] were adapted to use them as assessment tools.

Part IV explored the extent of parents' involvement in teaching their special need learners. This included parenting, communicating, volunteering, learning at home, decision making and community collaboration. The data was collected through Parent and School Survey (PASS) adapted from Ringenberg, et al. [74]. Four experts validated the instrument while it was piloted on parents who had visual impairment and hearing impairment of children at West City Exceptional Child Learning Center. Factor analysis was also performed to simplify each item's variables and examine how they inter-related with one another.

Data Collection Procedure

Preparation – The survey questionnaire was validated and approved by the ethics committee.

Distribution – The questionnaire was distributed in-person to parents of children with intellectual disability, ensuring voluntary participation and anonymity.

Collection – Responses were collected over a month period and compiled for analysis.

Data Analysis

Descriptive Statistics – Frequencies, percentages, means, and standard deviations were used to describe the demographic profile, level of performance of learners with intellectual disability and level of parental acceptance and involvement that parents demonstrated in the education of their learners with intellectual disability.

Inferential Statistics – Spearman's Rho analysis and p-value computation were carried out to investigate the hypothesis concerning the noteworthy correlation between parental acceptance and involvement in improving the academic performance of learners intellectual disability, particularly in domains like care skills and functional academics.

Ethical Considerations

Informed consent was obtained from all participants, ensuring their right to privacy, confidentiality, and voluntary participation. Ethical clearance was secured from the university's research ethics board to ensure compliance with ethical standards throughout the study.

RESULTS AND DISCUSSION

Table 1.1 Respondent's Profile in Terms of their Relation with the Child

Civil Status	Father f (%)	Mother f (%)
Unmarried	1 (3.70%)	3 (11.11%)
Married	3 (11.11%)	20 (74.07%)
Total 100%	4 (14.81%)	23 (85.18 %)

Mothers play a primary role in caring for children with intellectual disability, regardless of marital status. Most respondents in studies are mothers, reflecting societal expectations of maternal caregiving. Sharabi [7] and Zimmermann et al. [8] found that mothers report higher involvement than fathers, with Althiabi [9] noting mothers are more impacted by caregiving responsibilities. Sorkkila [11] highlighted the unique challenges faced by single mothers in this role, underscoring their high levels of involvement and support.

Fathers, however, usually offer secondary support while trying to maintain the family's financial needs [12]. Temmen [13] noted that fathers' involvement is usually less apparent than that of mothers because of other familial responsibilities. This situation depicts how both parents work together to fulfill the needs of their children with special needs and their family in general.

Table 1.2 Respondent's Profile in Terms of Age and Experiences of Parents Caring a Child with ID

Respondent's Age	Yes f (%)	No f (%)
Under 30	2 (7.40%)	0
30-39	10(37.03%)	1 (%)
40-49	11 (40.74%)	0
50 and above	3 (11.11%)	0
Total	26 (96.29 %)	1 (3.70%)

Only a few of the respondents claimed to have no experience with caring for children with special needs, thereby indicating that most parents are practically experienced in caring and supporting their children. This is an indication that the hands-on caregiving process plays a very significant role in involving parents. According to Kruthof [14], experiential knowledge promotes parents' responsibility to lead their children. This has been echoed by Aim [15], who observed that experience plays a fundamental role in the stages of accepting and becoming involved in parental processes.

On the other hand, inexperienced parents tend to experience higher levels of stress, loneliness, and financial or emotional strain as observed in research by Karem [16]. Similarly, Ren [17] found that the stress and anxiety among such parents are often related to behavioral and mental health issues, parental stress, and lack of social support. This indicates that inexperienced parents face more significant challenges, especially in highly stressful situations.

The data also shows that most participants fall within the 30–39 and 40–49 age ranges, suggesting a majority of mature, adult caregivers. Sorkkila [11] observed that older parents demonstrate greater readiness to embrace parenting responsibilities, a finding consistent with Vilaseca [31]. These parents tend to exhibit greater eagerness and dedication to supporting their children, particularly in educational settings.

Table 1.3 Respondent's Profile in Terms of their Duration of Experience with a Child with a Disability

Duration of experience with a child with a disability	Frequency (f)	Percent (%)
Less than a year	1	3.70 %
1 Year	1	3.70 %
2 Years	2	7.40 %
3 Years	1	3.70 %
4 Years	2	7.40 %
5 Years	2	7.40 %
6 Years	3	11.11 %
More than 6	15	55.55 %
Total	27	100 %

The data illustrates the significance of the duration of experience parents have in nurturing their learners with intellectual disability as Aim Ma [15] highlighted in her study on how parenting works on various activities, perform, and address the needs of their learners. Kruithof's [14] study supported the notion that through high duration of experiences, they develop deeper understanding of the unique needs of their children with special needs. Moreover, Ziegler [19] study stated that family centeredness, goal orientation, and a home setting are vital components in nurturing children with special needs. This implies that the duration of experience parents invests in nurturing their children with disability gives them expertise in understanding the needs of their special children.

On the other hand, parents with a shorter duration of caregiving may lead them to experience difficulties in obtaining information about where to seek help Hansen [20]. Moreover, he cited that advocating needs adequate channels of communication between different services and a named link person to improve the collaboration and communication between services. This implies that the duration of experience leads parents to acquire deep understanding and expertise in dealing with their child. This also shows that parents can share knowledge and insights to professionals who support the improvement and development of their children with special needs.

Table 1.4 Respondent's Profile in terms of their Highest Educational Attainment

Respondents Highest Educational Attainment:	Frequency (f)	Percent (%)
Elementary level/ graduate	1	3.70%
High School level/graduate	6	22.22%
Finished Two Year course	8	29.62%
BS/BA Degree	12	44.44 %
Total	27	100 %

The data shows the educational diversity of the parents that enriches the study by incorporating varied perspectives and experiences shaped by the respondents. This means that majority of the population underwent levels of education, and this finding is related to the study of Garcia [22] stating that high levels of education of parents show increased

involvement in child's academics compared with those with lower educational level [21]. In addition, Chen [23] revealed that highly educated parents engage their children to educational activities.

A study conducted in Ghana by Opoku [24] revealed that caregiving children with intellectual disability show lowered expectations. Nutifafa's study [25] made with the assumption stating that the higher levels of education are related with lower levels of resilience. Yun Cha's research [26] pointed out to this prevailing view that inequalities in child outcomes are based on parental education. This shows that parental educational level does not guarantee to be a good position where learners received better care as what studies revealed.

The implications drawn from the discussed study findings suggest that the level of education parents have may not be the sole determining factor in influencing outcomes for children with special needs. This is in relation to the findings of table 1.2 and table 1.3 highlighting the importance of experiential knowledge of parents through their long duration of experience with their children with special needs.

Table 1.5 Respondent's Profile in terms of their Status of Employment

Respondents' status of employment	Frequency (f)	Percent (%)
Employed	18	66.66%
Full- Time	10	33.03%
Part Time	8	29.62%
Unemployed	9	33.33%
Total	27	100 %

The findings suggest that parents have the capability to fulfill their children's needs if they are in a financially stable situation. This is supported by Koball [28], whose study found that full-time working parents have a low chance of living in poor-income households as compared to part-time or non-working parents. Garcia study [22] further supports this as he proposes that poor families face greater challenges than rich families while Chen, 23 observes that low-income families with lesser education levels are at a disadvantage in handling the needs of their children which often call for financial support. This means that parental employment is key in rearing children with special needs.

In addition, parental employment impacts children with special needs who need extra attention, school-based involvement [27], and resources such as basic living goods and educational supplements [23]. Parents' financial stability is important to meeting these needs, as Sorkkila's [11] study has demonstrated. The study also, however, highlights challenges for full-time employed parents, especially fathers, who tend to spend less time on joint attention activities with their children [31]. Also, according to Sellmaier [29], it's not always easy to meet requirements at work and demands related to the family as usually the cases of workers employed

at home during pandemic reports more resources and greater work-integrated responsibilities. Qian [30] emphasized that COVID-19 Pandemic even brought mothers to be significantly and differently impacted by pandemic affecting their working status than usual family income but enabled increased family-time engagement for caregivers. This would indicate that the employment status of parents, coupled with their management and prioritization abilities, plays a crucial role in how they meet the needs of their children with special needs. The results also highlighted the secondary role of fathers in support, which often emphasizes financial stability, while mothers have a primary role in caring for their children's welfare.

Table 2. Level of Performance of Learners with Intellectual Disability in terms of Care Skills and Functional academics

Curriculum Packages	Mean	SD	Level of Performance
Care Skills	1.21	0.42	Beginning
Functional Academics	1.39	0.50	Beginning

(Rating of the level of performance is acquired from the DepEd Order No.44 S. 2021 or the Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program.)

The result indicates that both performance levels are identified at "Beginning," which means having basic level in these skills. The findings implies that learners with intellectual disabilities in the kindergarten and lower primary levels, are embarking on their academic journey. Given their age range of 5 to 8 years old, these learners are in the initial stages of adapting to the learning environment. The findings suggest that learners with intellectual disabilities need to improve their competency, as they display a basic level of caring skills and functional academics. Improving their skills in these areas will allow them to live as independently as possible [33]. This assertion is further supported by Department Order No. 021 s. 2020, which stipulates the importance of giving people with disabilities comprehensive assistance and empowerment. Kurt [34] emphasized the use of experiential learning theory as these allow learners learn from real-world experiences. Educators and support providers can use the different strategies and interventions that can effectively improve the skills and capacities of learners with intellectual disability to make them independent.

Furthermore, the findings of this study relate to the established knowledge in the field of intellectual disability [32];[35];[36] stating that learners with intellectual disability struggles in acquiring information and concept as this learners possess low intellectual quotient which in coherence with the study of Patel [37]. This finding puts forward the fact that learners with intellectual disabilities need time and repetition using differentiated instruction to comprehend and understand educational content. The performance level, particularly during the first quarter of learners with intellectual disability, shows an opportunity for learners and

teachers to explore new ways of engaging with learning materials and resources including factors such as mothers' educational attainment, financial status, and health fitness in preventing learners from experiencing intellectual disabilities. This supports the data presented in Table 1.1, which implies that mothers shared a vital role and responsibility for their children with intellectual disabilities. The maternal health during preconception and educational attainment of mothers are vital factors in nurturing children with intellectual disabilities.

Table 3.1 Level of Parental Acceptance of Parents of Learners with Intellectual Disability in terms of Parental Acceptance

Parental acceptance using the Parental Acceptance-Rejection Questionnaire Short Form (PARQ-SF)	Mean	SD	VD
1. I openly declare to my child that I love him/her.	1.26	0.81	VC
2. I care about what my child thinks and encourage him/her to talk about it.	1.30	0.67	VC
3. I treat my child with gentle and loving care.	1.33	0.83	VC
4. I care about the hardships my child is facing.	1.37	0.79	VC
5. I give full attention to my child.	1.59	1.01	VC
6. I feel that other kids are better than mine in many ways.	2.78	1.01	I
7. I do not pay attention to my child as long as he/she doesn't bother me.	2.92	1.11	I
8. I beat my child when I get angry.	3.18	0.88	I
9. I make my child feel unloved if he/she is naughty.	3.33	0.92	VI
10. I ignored my son/daughter when he/she asked for help.	3.33	1.11	VI
11. I feel annoyed with my child.	3.37	0.84	VI
12. I consider my child a burden of my life.	3.48	1.01	VI
13. I hit my son/daughter even though he/she didn't deserve it.	3.51	0.85	VI
14. I tend to ignore my children.	3.52	0.98	VI
15. I hurt my child's feelings.	3.56	0.75	VI
Overall mean	2.65	0.90	I

The results indicate high acceptance levels among parents of children with intellectual disabilities, coupled with a strong rejection of both physical and emotional aggression toward their children. This is in line with Randolph's [40] findings that parents who access education and services for children with special needs undergo transformative processes, becoming advocates and evaluators of priorities. Yatim [39] underscored the commitment of parents to the development of skills that can be used to actively support

their children, in line with Carrasco's [41] assertion that parental acceptance fosters self-efficacy and adaptation as parents navigate challenges and assume pivotal roles in their children's lives.

Waheed [42] points out the association between parental acceptance and children's social skill development, and also competency, which Lazaro [45] has underlined: "acceptance promotes both social-emotional well-being and a healthy life". High acceptance of parents goes with high self-efficacy; in the opinion of Aktar [43], "warmth, affection, and nurturance are ways of strengthening the resilience for care with the child, intellectual disability.

Ecklund's study [38] related childhood externalizing behaviours to parental warmth and control, focusing on the critical need to see challenges as opportunities for growth. Some parents demonstrated lower than average acceptance levels, although they did display high levels of self-efficacy, highlighting the need to recognize and support children who have intellectual disabilities. This goes to the findings of Kumar [44] that parents play a crucial role in developing nurturing environments necessary for their children to grow into functional members of society. The quality of the parent-child relationship significantly influences psychological adjustment and strengthens parents' self-efficacy in addressing challenges and meeting the needs of their children.

Table 3.2 Level of Parental Acceptance of Parents of Learners with Intellectual Disability in terms of Parenting Self-Efficacy

Parenting Self- Efficacy using Self-Efficacy for Parenting Task Index tool	Mean	SD	VD
1. I can make sure that my child feels that his/her health is being monitored.	1.30	0.47	VC
2. I can share joyful experiences with my children.	1.30	0.47	VC
3. I encourage my child to show his/her feelings.	1.37	0.49	VC
4. It's easy for me to be a loving parent.	1.41	0.50	VC
5. I have done everything that is necessary to make my child healthy.	1.41	0.64	VC
6. I am a loving and caring parent for my child.	1.44	0.75	VC
7. I feel that I have provided support in every activity of my child following his/her expectations.	1.52	0.51	VC
8. I can guide my child to solve his/her school problems.	1.52	0.58	VC
9. I am involved in my child's school activities as much as possible.	1.59	0.75	VC
10. I have done the necessary things when teaching my child to play with his/her friends.	1.67	0.73	VC
11. I feel satisfied that I can provide fun activities for children.	1.70	0.95	VC
12. I am quite capable of guiding my child to obey the rules that I set.	1.74	0.76	VC
13. I can do the things that are needed when my child is doing his/her schoolwork.	1.85	0.86	C
14. I can discipline my child in many ways.	1.93	0.92	C
15. Being busy makes it difficult for me to pay attention to my child's health.	2.37	1.15	C
16. I find it hard to make proper rules for my child.	2.44	0.85	C
17. I find it hard to teach my children to obey my commands.	2.44	0.93	C
18. I find it hard to be involved in my child's educational activities as I would like to do.	2.44	1.09	C

19. Compared to teaching other things, I have more difficulty to discipline my children.	2.48	0.98	C
20. I feel inadequate to make my child happy.	2.82	0.88	I
21. My efforts to teach discipline to my child are vain.	2.96	0.98	I
22. Teaching my child to do schoolwork frustrates me.	2.96	1.02	I
23. I care less about my child's social life.	3.04	1.19	I
24. I do not engage in activities that are fun for children.	3.11	1.05	I
25. I find it hard to show my love for my child.	3.33	1.00	VI
Over All Mean	2.09	0.82	C

This finding highlights a specific aspect of parenting where parents perceive higher difficulty despite of the strong disapproval on negative behaviors, possibly reflecting various challenges in their lives that impact their acceptance of ability to express love for their children with ID. Learners with intellectual disability develop behaviors such as isolation, feeling different, problems in communication and being misunderstood which would mean that people around them define them difficult to understand. This concurs with Kruithof's findings [14] on experiential understanding of parents as they develop expertise with their learners due to long duration of experiences that they invest in caregiving their learners.

Correspondingly, Auriemma's [56] study found out that families of children with learning disabilities, especially their mothers are under lots of stress, having poor ability to cope when depressed. Mother who goes through countless difficulties, being aware as well as dealing with her children's battles, have a stronger level associated with sensitivity and also essentiality. Morelli's [52] findings stated that parent's confidence toward their abilities to handle parental responsibilities serves as a beneficial factor for children's emotional well-being. Moreover, Wigley's [53] study confirmed that the reduced level of parenting self-efficacy can hinder them fighting back the struggles they experience. Bunga [47] asserted that parents of children with intellectual disability report being satisfied with their children. This is also in congruence with Jandric's [46] study stating that parents feeling competent with their parenting task will motivate them to hold on with their children. Moreover, Seetharaman [49] claimed that parents perceived ability and

confidence in actively participating will motivate their children educational journey. This implies that the strong commitment and satisfaction of parents toward their children will not help them manage their children but will enhance their motivation and confidence which will result to them becoming more active and supportive that will positively influence the growth and development of their children.

In addition, parents show high level of parenting self-efficacy which agree and show high confidence and consistent responses in showing positive behavior toward their children. The foregoing findings are in connection with Yosef's (58) research stating that parents' strong parental self-efficacy will empower them to be confident in supporting their children learning within their limitations. This is in congruence with Mallillin's [54] study. This implies that parents have strong commitment and satisfaction as these

help them enhance their motivation and confidence which would result to positive influence to their children.

Moreso, the findings point to several valuable aspects of parental self-efficacy. That demonstrates the parents' persistent prioritizing of the well-being of their learners with intellectual disability, demonstrating their dedication to their child's health and fostering positive experiences which is in consonance with Auriemma's study [56].

In addition, Vatou's [51] study exemplified the importance given to parental self-efficacy that improves the well-being of children with intellectual disability. According to the study of Lacin [59], parents have performed significantly higher parenting self-efficacy in children with intellectual disability compared to caregivers who are typically developing child attributed with great experience with more complex and challenging situations. Additionally, Mouton's [57] research has linked the parenting self-efficacy and resilience in effective parenting.

This implies that an average of parent's population in the study demonstrates a relatively high degree of confidence and competence in their parenting abilities regarding their children with intellectual disabilities. The findings relate to different factors that affect parents regarding their attendance at school or homes. This factor includes parental employment, educational attainment, and support system. This is in connection with Thoits' [55] study stating that the overall perceived support from other individuals acts as a safeguard in the face of adversity. Moreover Nutifafa's [25] study re-emphasized the need for social support networks when examining parental resilience. This demonstrated the multifaceted character of parental self-efficacy and the need for information on external factors such as the provision of a support system and relational dynamics to boost parental confidence and competence when caring for children with intellectual disabilities.

The results of the Parental Acceptance-Rejection Questionnaire and Parenting Self-Efficacy Survey indicate that parents of students with intellectual disabilities have a high level of parental acceptance. This suggests that parents do not only accept their children with intellectual disability but also show high level of approval of positive behaviors toward these children. This implies that they have the strong potential to be effective advocates for the betterment of their learners with intellectual disabilities, as Lazaro's (2019) study suggests that parental acceptance has far-reaching effects on learners with ID.

Table 4 Level of Parental Involvement Parents in the Education of their learners with Intellectual Disability

Indicators	Mean	SD	Verbal Description
4.1 Parenting			
4.1.1 I frequently explain difficult ideas to my child when he doesn't understand.	1.82	1.04	A
4.1.2 There are many children's books in our house.	2.41	0.80	A
4.1.3 Reading books is a regular activity in our home.	2.78	1.19	Partially A/D
4.1.4 My child misses' school several days each semester.	2.85	1.29	Partially A/D
Parenting -Over All	2.46	0.78	A
4.2 Communicating			
4.2.1. I always know how well my child is doing in	1.67	0.62	SA

school.			
4.2.2.If my child misbehaved at school, I would know about it soon afterward.	2.15	1.17	A
4.2.3.Talking with my child's principal makes me uncomfortable.	3.41	1.08	DA
4.2.4.Talking with my child's current teacher makes me somewhat uncomfortable .	3.67	1.18	DA
Communicating -Over All	2.72	0.64	Partially A/D
4.3 Volunteering			
4.3.1. I feel very comfortable visiting my child's school.	1.52	0.89	SA
4.3.2.I have visited my child's classroom several times in the past year.	1.74	0.76	SA
4.3.3. In the past 12 months I have attended activities at my child's school several times (e.g. fun nights, performances, awards nights).	1.96	0.85	A
4.3.4.In the past 12 months I volunteered at my child's school at least 3 times	2.26	1.02	A
Volunteering -Over All	1.87	0.57	A
4.4 Learning at Home			
4.4.1.Every time my child does something well at school, I compliment him.	1.52	0.98	SA
4.4.2.I read to my child every day.	2.37	1.01	A
4.4.3.My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	2.26	1.09	A
4.4.4.I don't understand the assignments my child brings home.	3.48	1.28	DA
Learning at Home -Over All	2.41	0.66	A
4.5 Decision -Making			
4.5.1.I know the laws governing schools well.	2.15	0.95	A
4.5.2.I have made suggestions to my child's teachers about how to help my child learn.	2.48	1.34	A
4.5.3.In the past 12 months I attended several school board meetings.	2.63	1.12	Partially A/D
4.5.4.I am confused about my legal rights as a parent of a student.	3.56	1.31	D
Decision Making -Over All	2.70	0.83	Partially A/D
4.6 Collaborating with Community			
4.6.1 I talk with other parents frequently about educational issues.	2.11	1.01	A
4.6.2.I know about many programs for youth in my community.	2.44	1.15	A
4.6.3.My child attends community programs.	2.52	1.19	A
4.6.4.If my child was having trouble in school, I would not know how to get extra help for him.	3.04	1.37	Partially A/D
Collaborating with Community -Over All	2.53	0.82	A
Over All	2.45	1.23	A

This explains the importance of effective communication and parental engagement in education to address the diverse needs and concerns of parents to better serve and support the school environment. The findings are aligned with Abed's [70] study which mentions that the sense of belonging for parents may not

These findings highlight that nurturing strong parent-school partnerships and fostering positive societal attitudes can significantly enhance the educational experience and outcomes for learners with intellectual disabilities.

Moreso, high level of parental involvement and support for their child's education, imply a positive and caring interaction between parents, children, and the school community. This shows that parents value and appreciate their children, as indicated by their active participation in recognizing and celebrating their academic successes. This is aligned with the study findings of Vasiou et al. [61] who emphasized the critical role of parental attitudes, beliefs, and actions in promoting children's success and development.

The foregoing results imply that parents persevere in supporting their learners with intellectual disabilities despite the challenges in making communication and be part of the decision-making. Parents withstand the hardships and

challenges while trying their best for positive outcomes for both of their well-being as mentioned in Burke's [68] study. To cultivate the eagerness of the learners for learning, parents should employ creative parenting styles and techniques that would provide motivating assistance that inspire learners to learn. While addressing issues with communication and decision-making is crucial, the overall high level of agreement underscores parents' dedication to their learners' education. This highlights the importance of addressing communication and decision-making challenges to enhance the overall outcomes of parental involvement.

Table 5 Association between Parental acceptance and Involvement to the Improvement of Learners with Intellectual Disability in terms of School Performance in Care Skills and Functional Academics

Variable	Factors	Spearman rho	p-value	Interpretation	Decision
5.1 Care Skills					
5.1 A. Parental Acceptance		-0.17	0.38	Not Significant	No Significant Correlation
5.1 B. Parental Involvement		-0.06	0.75	Not Significant	No Significant Correlation
5.2 Functional Academics					
5.2 A. Parental Acceptance		0.13	0.33	Not Significant	No Significant Correlation
5.2 B. Parental Involvement		-0.11	0.39	Not Significant	No Significant Correlation

The study's data suggest that parental acceptance and involvement did not exert a statistically significant impact on the academic performance of learners with special needs in the specified domains of care skills and functional academics. The results of the study are aligned with the findings of Barten's [78] study which emphasized the importance of parental involvement and support for their kids' extracurricular activities. Barten suggests that to guarantee that children with special needs have successful lives, parents should continue to support them. Furthermore, Rensburg's study [77] discovered that although parents are eager to help, schools can do more to include them and guarantee that children get the best educational experience. However, Derrick's study [79] presented a contrasting perspective, suggesting that academic success is heavily influenced by the extent of parental involvement in their children's education. This highlights the complex relationship between parental participation and academic achievement.

CONCLUSIONS

The findings analysis on the demographic profile of parents, mothers make up the majority of the parents surveyed, with an average of over six years of caregiving experience. A considerable number of these parents possess a bachelor's degree, suggesting they may have the potential to advocate effectively, even while juggling work and caregiving duties. Learners with intellectual disabilities show a basic level of performance in both care skills and functional academics, highlighting the need for further support and interventions to boost their abilities and academic success.

The finding analysis about parents acceptance reports low levels, yet they exhibit high self-efficacy in their parenting. This implies that although they may struggle to fully accept

their children with intellectual disabilities, they are dedicated to being responsible parents who strive to provide the best care and support possible. Moreover, the level of parental involvement among these parents is generally high, especially in areas like parenting, volunteering, learning at home, and engaging with the community. However, there are mixed feelings about their participation in communication and decision-making processes. Interestingly, no significant link has been found between parental involvement and acceptance concerning the progress of learners with intellectual disabilities in care skills and functional academics. Despite the acknowledged importance of parental factors in educational development, the lack of a direct correlation suggests that other influential elements may affect their children's progress. In summary, the study underscores the complex dynamics between parents and learners with intellectual disabilities. While mothers primarily take on the caregiving role, often managing substantial responsibilities alongside their advocacy potential, learners still need focused support to enhance their care skills and functional academics. Despite facing challenges in parental acceptance, the high level of parenting self-efficacy remains evident.

RECOMMENDATIONS

Based on the findings, the following recommendations are proposed to strengthen the parental acceptance and involvement of parents of children with intellectual disability:

Parents Support Group

Networks of support designed could be strengthened and encouraged especially for mothers of children with disabilities where these networks aim to provide avenues for information exchange, emotional support, and peer support, offering valuable support and resources to assist mothers in directing the difficulties of raising a child with disabilities by establishing a feeling of community and solidarity among mothers facing comparable difficulties.

Innovation of Educational resources and Support Services

Special Education teacher can innovate resources and support services explicitly designed to meet the needs of learners with intellectual disability (ID) whereby this may include specialized educational programs, behavioral interventions, access to therapy services, and support groups focused on autism spectrum disorder and intellectual disability.

Strengthening Parental Involvement in School

Parental acceptance can be recognized and appreciated through open communication by encouraging parents to share to other parents their parenting styles and they could be praised for their efforts and participation in various school activities to make them feel confident and empowered especially in planning and implementing a meaningful educational experience of learners with ID. The aspects of parental involvement can be strengthened to develop the overall support system for learners with intellectual disability by improving parental communication and decision-making processes where this can be accomplished by developing consistent channels of open and transparent communication between parents and educators such as newsletters, parent teacher conferences and internet platforms. Parents and

families could be encouraged to actively help their children by providing them with reliable counsel and resources.

Open Communication and Conferences with Parents

Initiatives like regular parent-teacher meetings, workshops, and community events may be implemented to increase communication and collaboration among parents, educators, and the larger community in which parents could be encouraged to actively participate in decision-making processes regarding their children's education and provide chances for them to engage with community support networks as well as a more unified and supportive environment for learners with ID can be created by addressing the mixed reactions in communication, decision-making, and community collaboration.

Parent Support Program

Despite the finding that there is no significant association between parental acceptance and involvement and school performance in care skills and functional academics for learners with intellectual disabilities and autism spectrum disorders, parental engagement and support could be continued by implementing focused interventions to increase parental involvement in educational activities and decision-making processes in which tools and workshops can be provided to help parents gain the information and skills they need to effectively support their children's academic and developmental requirements through the conduct of Parent Support Program entitled "Empowering Parents in Catering their Children with ID".

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