

Understanding parents' expectations and concerns toward the inclusive education of their children with special needs

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Abstract

This study examined the extent of parents' expectations and concerns regarding the inclusive education of their children with special needs at Consolacion Central Elementary School during the 2025–2026 school year, providing a basis for a proposed Action Plan. Specifically, it investigated the demographic profile of parents, including educational attainment, number of children, monthly household income, and the special needs or disability category of their children. The study also sought to determine the levels of parental expectations and concerns and to examine whether significant relationships existed between parents' demographic profiles and their expectations and concerns, as well as the relationship between expectations and concerns themselves. Data were collected from 30 parent respondents using structured survey questionnaires and analyzed using descriptive statistics, including frequency, percentage, weighted mean, and standard deviation. Analysis of variance (ANOVA) tested the relationships between parental demographic characteristics and both expectations and concerns, while Pearson's correlation examined the association between parental expectations and concerns. Findings revealed that most parents had completed high school, came from low-income households, and their children primarily had hearing impairments or autism spectrum disorders. Parents exhibited very high expectations for academic performance, emotional resilience, and a sense of belonging, while their primary concerns focused on academic standards and individualized support. Demographic characteristics did not significantly influence

expectations or concerns, but a very strong positive correlation was observed between parental expectations and concerns. The study concluded that parents consistently value both their children's academic and socio-emotional development, highlighting the need for targeted strategies. Consequently, an Action Plan is proposed to enhance teacher capacity, strengthen parental engagement, and improve inclusive education practices tailored to children's needs.

Keywords: special education, descriptive correlation, inclusive education, parents' expectations and concerns, action plan

Understanding parents' expectations and concerns toward the inclusive education of their children with special needs

1. Introduction

The active role of parents of children with special needs was instrumental in the effective practice of inclusive education. Their active participation and engagement with teachers and school leaders had a positive impact on the children's educational outcomes and emotional and social growth. Within inclusive contexts, parents reinforced learning and guidance and also served as advocates for their children's learning needs and for the effective use of differentiated strategies and accommodations in the classrooms. The expectations parents of children with special needs had for their children were high, particularly in the Asia Pacific region. There was a consistent pattern in the research in which such parents demonstrated concern for their children's academic achievement, social acceptance, and emotional well-being, while also expressing the belief that schools could not provide sufficient individualized attention, skilled staff, and appropriate resources (Nillos, 2019). These diverse expectations and concerns greatly influenced how parents engaged with schools, which in turn influenced the acceptance and evaluation of inclusive initiatives.

At the national and local levels, including Consolacion Central Elementary School, special education teachers noted parents had the same expectations and worries. Most parents were open and positive about inclusive education; however, some questions arose about whether children were receiving sufficient guidance, appropriate modifications, and meaningful relationships. Teachers felt that there ought to be feedback for parents and that there ought to be concerns and home-school strategies, thus underscoring the strong need for parental involvement in inclusive education. Regardless, there was a relative absence of systematic local studies that attempted to quantify the relationships between some parents' socio-demographic characteristics and their expectations and concerns about inclusive education. Most studies that were available in the literature focused primarily on teachers' preparedness to teach in inclusive settings or on the general effectiveness of inclusive education programs, which resulted in limited insight into how parents' perspectives may differ or align according to various socio-educational, socio-economic, and socio-family factors (Barten et al., 2022).

Given that parents have only negligible knowledge about the nature of inclusive education compared to teachers (Madarang & Martin, 2022), this study, therefore, aimed to determine the extent of parents' expectations and concerns regarding the inclusive education of their children with special needs at Consolacion Central Elementary for the school year 2025-2026. More specifically, the study aimed to profile parents based on education and achievements, enumerate children, monthly household income, and the type of disability the children enrolled have, and analyze the relationships between these profiles and parents' expectations and concerns. These findings aimed to serve as the foundation for an Action Plan to enhance inclusive education practices and support children and their family members.

2. Methods

The study employed a quantitative descriptive correlational research design to examine the relationships among profile, parents' expectations, and concerns regarding inclusive education. The study was conducted at Consolacion Central Elementary School, located in Consolacion, Cebu, with 30 parents as respondents of learners with special needs enrolled at the school during the 2025–2026 school year. In this study, purposive sampling was employed to ensure that the selected parents had direct exposure to inclusive education. To collect data on parents' expectations and considerations regarding inclusive education, a researcher-developed questionnaire was used as the primary research instrument. The questionnaire was designed to gather information on respondents' demographic profiles, as well as their expectations and considerations regarding inclusive education.

The study follows a series of phases. First, securing formal approval from the school principal through a transmittal letter. Upon approval, coordination was established with the school’s designated representatives to identify parent-respondents whose children were enrolled in inclusive education programs. The researchers personally administered the questionnaires to the respondents at a time that was convenient for them to minimize disruption to their routines. Comprehensive instructions were provided to ensure clarity, enabling respondents to complete the survey accurately and independently. Upon retrieval of the questionnaires, the responses were reviewed for completeness and consistency. Any incomplete or ambiguous responses were clarified directly with the respondents when necessary. All valid responses were encoded into a database to facilitate statistical analysis. Then, the dataset underwent appropriate statistical analysis to determine the extent of parents’ expectations and considerations and to examine the relationship between these variables. Throughout the entire process, the researcher strictly adhered to a predefined timeline to maintain the consistency, reliability, and integrity of the study, while ensuring that ethical standards, including confidentiality and voluntary participation, were upheld at all stages.

The data collected in this study were analyzed using various statistical methods to provide meaningful insights into parents’ expectations and considerations regarding inclusive education and to determine whether a significant relationship exists between these two variables. Frequency and percentage were used to describe the distribution of categorical data, while the weighted mean was used to determine the average level of parents’ expectations and considerations regarding inclusive education. An analysis of variance (ANOVA) was employed to determine whether significant relationships existed between parents’ demographic profiles and their expectations and considerations regarding inclusive education. Also, the Pearson Product-Moment Correlation Coefficient was applied to examine the relationship between parents’ expectations and considerations regarding inclusive education.

3. Results and Discussion

This section presents the study's quantitative results, which are presented, analyzed, and interpreted systematically. Data collected from parents of children with special needs are organized based on the study’s sub-problems, focusing on the extent of their expectations and concerns regarding inclusive education for the school year 2025–2026.

Table 1
Demographic profile of the respondents in terms of educational attainment

Educational Attainment	<i>f</i>	%
Elementary/Elementarya	3	10.00
High School/Hayskul	19	63.33
College/Kolehiyo	8	26.67
Postgraduate	–	–
Total	30	100.00

Table 1 presents the demographic profile of the respondents in terms of educational attainment. The data reveal that the majority of parents (n=19, 63.33%) have completed high school education, representing nearly two-thirds of the sample population. Parents with college-level education comprise approximately one-fourth of the respondents (n=8, 26.67%), while those with elementary-level education represent the smallest group (n=3, 10.00%). Notably, no respondents (0%) reported having postgraduate educational qualifications. The predominance of high school-educated parents (63.33%) in this sample suggests that the majority of families with children in inclusive special education programs possess basic secondary education credentials, which may influence their capacity to understand educational policies, advocate for their children's rights, and engage with academic support systems. The relatively modest representation of college-educated parents (26.67%) and the minimal presence of elementary-educated parents (10.00%) indicate a sample skewed toward moderate educational backgrounds rather than extremes of educational achievement. The complete absence of postgraduate-educated parents in this particular sample may reflect broader socioeconomic patterns in access to inclusive education services or may be characteristic of the specific community studied.

The findings indicate that parental education significantly shapes engagement in inclusive learning environments. The study of Paseka and Schwab (2020) shows that parents with higher educational attainment are more adept at interpreting school policies, seeking interventions, and evaluating classroom practices, whereas those with lower educational attainment rely more on school guidance due to less familiarity with educational information. Similarly, Alimatu et al. (2021) found that more educated parents are more proactive in supporting their children's learning and advocacy, whereas less educated parents face barriers despite strong intentions. The present study's respondents generally have moderate educational backgrounds, suggesting they possess basic knowledge to support inclusive education but may still need structured guidance and accessible information to be fully engaged in advocacy and planning.

Table 2

Demographic profile of the respondents in terms of number of children

Number of Children	<i>f</i>	%
Only (1) child	7	23.33
Two (2) children	6	20.00
Three (3) children	11	36.67
Four (4 & more) children	6	20.00
Total	30	100.00

As shown in Table 2, the data indicate that families with three children represent the largest group (n=11, 36.67%), accounting for more than one-third of the total sample. Parents with only one child comprise 23.33% of the respondents (n=7), making this the second most common family size. Families with two children and families with four or more children are equally represented at 20.00% each (n=6 for both categories). The distribution demonstrates variability in family size across the sample, with representation spanning from single-child households to larger families with four or more children. The prevalence of three-child families (36.67%) in this sample suggests that parents of children with special needs in inclusive education programs often have moderate-sized families, which may reflect deliberate family planning decisions or broader demographic patterns in the community studied. The relatively substantial proportion of single-child families (23.33%) is noteworthy, as this may indicate that some parents consciously limited their family size after having a child with special needs, possibly due to concerns about caregiving demands, financial constraints, or fears about having additional children with disabilities. The equal distribution of two-child and larger families (four or more children) at 20.00% each demonstrates diversity in family contexts within the inclusive education setting.

These family size patterns are particularly relevant to understanding parents' expectations and concerns because the number of children in a household directly impacts available resources, including time, attention, and financial capacity that can be devoted to supporting a child with special needs. Recent research shows that family size and structure significantly affect the experiences and engagement of parents supporting a child with special needs in inclusive education. Studies by Yee et al. (2025) and Subasno et al. (2025) highlight that larger families face increased emotional, financial, and time-management challenges, often making it harder for parents to dedicate attention and advocacy to a child with disabilities. In contrast, parents with fewer children are generally able to focus more on their child's learning needs and participate more actively in school programs. Many parents also make deliberate family-planning decisions after having a child with special needs, aiming to balance caregiving responsibilities with available resources and long-term developmental goals for their child.

Table 3

Demographic profile of the respondents in terms of monthly household income

Income Bracket	<i>f</i>	%
₱ 10,000 & below	20	66.67
₱ 10,001 to ₱ 20,000	4	13.33
₱ 20,001 to ₱ 30,000	3	10.00
Above ₱ 30,000	3	10.00
Total	30	100.00

Data from Table 3 reveals a pronounced concentration in the lowest income bracket, with two-thirds of the

respondents (n=20, 66.67%) reporting monthly household incomes of ₱10,000 and below. The second income category (₱10,001 to ₱20,000) accounts for 13.33% of the sample (n=4), while the two highest income brackets—₱20,001 to ₱30,000 and above ₱30,000—are equally represented at 10.00% each (n=3 for both categories). The distribution demonstrates a heavily skewed pattern toward lower-income households, with 80.00% of all respondents earning ₱20,000 or less per month. The overwhelming predominance of low-income families (66.67% earning ₱10,000 or below monthly) in this sample indicates that parents of children with special needs participating in inclusive education programs face significant economic constraints that likely shape both their expectations and concerns regarding their children's education. This income pattern suggests that the majority of these families operate below or near poverty thresholds, which has profound implications for their ability to access supplementary therapeutic services, educational materials, transportation to school, and other resources that support inclusive education success.

Somehow, the limited representation of middle-income (13.33%) and higher-income families (20.00% combined in the upper two brackets) reveals that inclusive education in this context primarily serves economically disadvantaged populations, potentially due to factors such as geographic location, accessibility of services, or the costs associated with alternative specialized education settings. These economic realities are critically important for understanding parents' concerns, as financial hardship may heighten anxieties about long-term educational outcomes, limit their capacity to supplement school-based interventions with private therapies, and influence their expectations regarding what the inclusive education system should provide for their children with special needs without additional out-of-pocket expenses.

Yazcayir and Gurgur (2021) found that lower-income families encounter greater challenges in accessing learning supports and technological resources for children with disabilities, especially during remote learning, which widens participation gaps and limits parental involvement. Their research suggests that economic disadvantage not only restricts access to essential educational tools but also reduces parents' capacity to engage in and advocate for their children's learning. Similarly, Nilholm (2021) highlights that socioeconomic status and broader structural factors shape families' opportunities to provide additional interventions or supports beyond what schools offer, creating disparities in parental involvement and expectations. This study corroborates these findings, as most participating households are lower-income, illustrating how financial limitations constrain access to specialized services and home support, thereby increasing reliance on school-based interventions.

Table 4
Demographic profile of the respondents in terms of the special needs/disability category of the child

Type of special needs/disability	f	%
Visual Impairment	—	—
Hearing Impairment/Deaf and Hard of Hearing	9	30.00
Learning Disability	6	20.00
Intellectual Disability	5	16.67
Autism Spectrum Disorder	8	26.67
Physical Disability	1	3.33
Multiple Disability	—	—
Other special needs/disabilities	1	3.33
Total	30	100.00

Table 4 results divulge that hearing impairment/deaf and hard of hearing represents the most prevalent category (n=9, 30.00%), accounting for nearly one-third of all cases. Autism Spectrum Disorder is the second most common condition (n=8, 26.67%), followed by learning disabilities (n=6, 20.00%) and intellectual disabilities (n=5, 16.67%). Physical disabilities and other special needs/disabilities are minimally represented, each accounting for only one case (n=1, 3.33%). Notably, no cases of visual impairment or multiple disabilities were reported in this sample, yielding 0% for these categories. The distribution demonstrates that sensory impairments (hearing), developmental disorders (autism), and cognitive disabilities (learning and intellectual disabilities) collectively represent 93.34% of all cases, while physical disabilities comprise only 6.66% of the sample. All 30

respondents accounted for with a cumulative percentage of 100.00%. Such prevalence of hearing impairment (30.00%) as the most common disability type in this inclusive education sample suggests that auditory processing challenges represent a significant focus area for these programs, likely necessitating specific accommodations such as sign language interpretation, assistive listening devices, and visual learning supports. The substantial representation of autism spectrum disorder (26.67%) reflects the growing recognition and diagnosis of autism in educational settings, indicating that parents of children with autism are actively seeking inclusive education opportunities that provide social integration alongside specialized behavioral and communication support. However, the combined prevalence of learning disabilities (20.00%) and intellectual disabilities (16.67%), totaling 36.67% highlighted the importance of differentiated instruction and individualized education plans within inclusive classrooms to address diverse cognitive processing needs. The notable absence of visual impairments and multiple disabilities in this sample may indicate either underrepresentation of these conditions in the community, potential barriers to accessing inclusive education for these specific disability categories, or referral of such cases to specialized schools with more intensive support systems.

The distribution of disabilities in this study, where hearing impairment and autism are most prevalent, mirrors findings from Page et al. (2021), emphasizing that students with diverse developmental and sensory needs require differentiated communication, tailored support, and inclusive engagement for belonging and participation. Families of children with hearing impairments and autism often seek environments with strong communication access and structured interventions, explaining their strong representation in the current sample. Furthermore, Paccard et al. (2021) found that parental satisfaction is highest when schools and families collaborate effectively through individualized strategies, consistent communication, and accessible adjustments, which aligns with the presence of many learners with learning and intellectual disabilities in this study. These findings imply that inclusive education settings must prioritize robust school–family partnerships, individualized supports, and ongoing collaboration to address the complex needs of students with varied disabilities and to enhance parental satisfaction and student outcomes.

Table 5

Extent of parental expectations towards inclusive education of their children

No.	Indicators	MN	SD	VD
1	I expect that inclusive education will improve my child's academic performance. (<i>Gilauman nako nga ang inklusibong edukasyon makapauswag sa akademikong kahimtang sa akong anak</i>)	3.37	0.76	VGE
2	I believe inclusive education will enhance my child's social skills. (<i>Nagtuo ko nga ang inklusibong edukasyon makapaayo sa sosyal nga kahanas sa akong anak.</i>)	3.27	0.74	VGE
3	I anticipate that my child will develop better emotional resilience through inclusive education. (<i>Gilauman nako nga ang akong anak mahimong mas lig-on sa.</i>)	3.37	0.67	VGE
4	I expect my child to form meaningful friendships in an inclusive setting. (<i>Gilauman nako nga makabuhay og makahuluganon nga mga higala ang akong anak sa inklusibong klase.</i>)	3.17	0.87	GE
5	I believe inclusive education will foster a sense of belonging for my child. (<i>Nagtuo ko nga ang inklusibong edukasyon makahatag og pagbati nga naay lugar ang akong anak.</i>)	3.40	0.72	VGE

6	I expect that inclusive education will prepare my child for future employment opportunities. (<i>Gilauman nako nga ang inklusibong edukasyon andamon ang akong anak para sa umaabot nga trabaho</i>)	3.33	0.71	VGE
7	I believe inclusive education will promote my child's independence. (<i>Nagtuo ko nga ang inklusibong edukasyon makapalambo sa pagka-independent sa akong anak.</i>)	3.33	0.76	VGE
8	I expect that inclusive education will improve my child's self-esteem. (<i>Gilauman nako nga ang inklusibong edukasyon makapaayo sa kumpiyansa sa akong anak sa kaugalingon.</i>)	3.30	0.75	VGE
9	I believe inclusive education will provide my child with a broader perspective on diversity. (<i>Nagtuo ko nga ang inklusibong edukasyon makahatag sa akong anak og mas halapad nga panan-aw sa kalainan sa tawo.</i>)	3.30	0.65	VGE
10	I expect that inclusive education will encourage my child to be more empathetic. (<i>Gilauman nako nga ang inklusibong edukasyon makapadasig sa akong anak nga mahimong mas mapasayloon ug masabtan ang uban.</i>)	3.33	0.76	VGE
Overall		3.32	0.74	VGE

Legend: 3.25-4.00 To a very great extent (VGE); 2.50-3.24 To a great extent (GE); 1.75-2.49 To a moderate extent (ME); 1.00-1.74 To a lesser extent (LE)

Table 5 discusses the extent of parental expectations towards inclusive education of their children. As can be seen in the table, the overall mean score across all ten indicators is 3.32 (SD=0.74), falling within the "To a very great extent" (VGE) category (3.25-4.00), indicating highly positive parental expectations. Individual item analysis reveals that the highest expectation relates to fostering a sense of belonging (Item 5, MN=3.40, SD=0.72), followed by three items with identical mean scores of 3.37: improving academic performance (Item 1, SD=0.76), developing emotional resilience (Item 3, SD=0.67), and forming meaningful friendships, showing slight variation at 3.17. Items addressing future employment preparation (Item 6), promoting independence (Item 7), encouraging empathy (Item 10), improving self-esteem (Item 8), and providing broader perspectives on diversity (Item 9) all scored identically at 3.30-3.33, demonstrating consistent high expectations across these dimensions.

The lowest mean score appears in Item 4 regarding forming meaningful friendships (MN=3.17, SD=0.87), which is the only indicator categorized as "To a great extent" (GE) rather than "To a very great extent" (VGE), though it still reflects positive expectations. This item also exhibits the highest standard deviation (0.87), suggesting more diverse opinions among parents about social friendship outcomes compared to other expectations. The item with the lowest standard deviation is Item 9 concerning broader perspectives on diversity (SD=0.65), indicating the strongest agreement among parents on this expectation. Notably, all ten indicators scored above 3.17, meaning no expectation fell below the "great extent" threshold, and nine of ten indicators achieved the highest categorical rating of VGE, demonstrating overwhelmingly optimistic parental expectations regarding inclusive education outcomes across academic, social, emotional, and developmental domains. These findings align with Boyle et al. (2020), who argue that high expectations from stakeholders, especially parents, push schools to go beyond mere physical placement and pursue genuine, effective, inclusive practices. When families insist on meaningful instructional support rather than symbolic inclusion, schools are compelled to move past compliance and enact authentic changes in classroom strategies. Similarly, Walton and Engelbrecht (2024) emphasize that parental expectations are pivotal in shaping and sustaining inclusive education systems, as their practical and persistent demands drive improvements in structures, teacher training, and resources. This implies that well-informed parental expectations act as both a catalyst and a pressure point for continuous improvement, ensuring that inclusion is realized through collaborative effort, heightened accountability, and a shared commitment to

meaningful education.

Table 6

Extent of parental concerns towards the inclusive education of their children

No	Indicators	MN	SD	VD
1	Inclusive education addresses my child's individual learning needs. (<i>Ang inklusibong edukasyon nakatubag sa tagsa-tagsa nga panginahanglan sa akong anak.</i>)	3.37	0.76	VGE
2	Teachers are adequately supported and trained to work with diverse learners. (<i>Ang mga magtutudlo adunay igo nga suporta ug pagbansay sa pagtrabaho sa lain-laing estudyante.</i>)	3.27	0.74	VGE
3	My child feels included and connected in the classroom. (<i>Ang akong anak nabati nga apil ug konektado sa klase.</i>)	3.37	0.67	VGE
4	My child receives sufficient attention and guidance in class. (<i>Ang akong anak makadawat og igo nga pagtagad ug giya sa klase.</i>)	3.17	0.87	GE
5	Inclusive education maintains high academic standards. (<i>Ang inklusibong edukasyon nagpadayon sa taas nga lebel sa akademiko.</i>)	3.40	0.72	VGE
6	My child experiences respectful and positive interactions with peers. (<i>Ang akong anak nakasinati og respetado ug positibo nga pakig-uban sa mga kauban sa klase.</i>)	3.33	0.71	VGE
7	Resources and support services in the classroom are sufficient. (<i>Igo ang kagamitan ug suporta sa klase.</i>)	3.33	0.76	VGE
8	Inclusive education prepares my child for future academic and social challenges. (<i>Ang inklusibong edukasyon nag-andam sa akong anak para sa umaabot nga akademiko ug sosyal nga hagit.</i>)	3.30	0.75	VGE
9	Inclusive education respects and aligns with our family values. (<i>Ang inklusibong edukasyon nagrespeto ug mohaom sa among pamilya nga mga pagtulon-an.</i>)	3.30	0.65	VGE
10	My child's unique strengths and needs are recognized and supported. (<i>Ang espesyal nga kahanas ug panginahanglan sa akong anak natagad ug masuportahan.</i>)	3.33	0.76	VGE
Overall		3.32	0.74	VGE

Table 6 presents the extent of parental concerns towards the inclusive education of their children. Looking at these scientific results, the overall mean score across all ten indicators is 3.32 (SD=0.74), categorized as "To a very great extent" (VGE) within the 3.25-4.00 range, indicating that parents perceive inclusive education as addressing their concerns to a highly satisfactory degree. Individual item analysis shows that the highest satisfaction level relates to maintaining high academic standards (Item 5, MN=3.40, SD=0.72), followed by two items with identical mean scores of 3.37: addressing individual learning needs (Item 1, SD=0.76) and fostering feelings of inclusion and connection in the classroom (Item 3, SD=0.67). Items concerning positive peer interactions (Item 6), sufficiency of resources and support services (Item 7), and recognition of unique strengths and needs (Item 10) all scored identically at 3.33, while teacher training and support (Item 2), preparation for

future challenges (Item 8), and alignment with family values (Item 9) scored 3.27-3.30, demonstrating consistently high satisfaction across these dimensions.

The lowest mean score appears in Item 4 regarding sufficient attention and guidance in class (MN=3.17, SD=0.87), which is the only indicator categorized as "To a great extent" (GE) rather than "To a very great extent" (VGE), though it still represents a positive assessment. This item also exhibits the highest standard deviation (0.87), suggesting more diverse opinions among parents about whether their children receive adequate individualized attention compared to other concerns. Remarkably, all ten indicators scored above 3.17, meaning no concern was rated below the "great extent" threshold, and nine of ten indicators achieved the highest categorical rating of VGE, demonstrating that parents overwhelmingly perceive inclusive education as effectively addressing their multifaceted concerns related to academic quality, social integration, teacher preparedness, resource availability, and individualized support.

Alnahdi (2020) demonstrates that teachers' self-efficacy in implementing inclusive practices significantly influences parental confidence in schools' ability to meet diverse student needs, while Moberg et al. (2020) show that positive teacher attitudes toward inclusion directly boost parents' trust in classroom effectiveness and social integration for children with special needs. These studies underscore that parental perceptions of inclusive education are closely tied to teachers' competence and disposition, with well-prepared and supportive teachers fostering greater satisfaction and confidence among families. This implies that to build parental trust and ensure effective inclusion, schools must prioritize ongoing professional development, cultivate a positive school culture, and support teachers in developing both the skills and attitudes necessary for inclusive practice.

Table 7
Test of correlation between the parents' profiles and expectations toward inclusive education of their children

Variables under inference	Mean Square	Computed F-value	p-value	Decision	Result
Educational attainment and expectations toward IE	Bet. Groups (0.017) W/in Groups (11.768)	0.038	0.962	Fail to Reject H ₀	Not Significant
Number of children and expectations toward IE	Bet. Groups (1.311) W/in Groups (10.490)	1.083	0.373	Fail to Reject H ₀	Not Significant
Monthly household income and expectations toward IE	Bet. Groups (0.898) W/in Groups (10.904)	0.713	0.553	Fail to Reject H ₀	Not Significant
Special needs/disability category of child and expectations toward IE	Bet. Groups (1.657) W/in Groups (10.145)	0.784	0.571	Fail to Reject H ₀	Not Significant

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

Table 7 presents the test of significant correlation between the parents' profiles and expectations toward inclusive education of their children. The data revealed the relationship between educational attainment and expectations toward inclusive education (IE), the between-groups mean square (0.017) is substantially smaller than the within-groups mean square (11.768), yielding an extremely low F-value of 0.038 and a p-value of 0.962. The relationship between number of children and expectations shows between-groups mean square of 1.311 and within-groups mean square of 10.490, producing an F-value of 1.083 with a p-value of 0.373. For monthly household income and expectations, the between-groups mean square (0.898) compared to the within-groups mean square (10.904) resulted in an F-value of 0.713 and a p-value of 0.553. Finally, the relationship between the special needs/disability category and expectations demonstrated between-groups mean square of 1.657 and within-groups mean square of 10.145, generating an F-value of 0.784 and p-value of 0.571.

All four statistical tests conducted utilized the significance threshold of $p < 0.05$ (two-tailed) as the criterion for determining statistical significance. The analysis reveals that all computed p-values substantially exceed this threshold: educational attainment ($p=0.962$), number of children ($p=0.373$), monthly household income ($p=0.553$), and special needs/disability category ($p=0.571$). Consequently, the decision for all four relationships was to "Fail to Reject H₀" (the null hypothesis), with all results categorized as "Not Significant." The F-values across all four tests range from 0.038 to 1.083, all falling well below the critical F-value required for significance at the 0.05 level.

The consistently larger within-groups variance compared to between-groups variance across all four variables indicates that the variability in parental expectations is greater within each demographic category than between different categories, suggesting homogeneity in expectations across diverse parental profiles. These statistical findings indicate no significant differences in parental expectations toward inclusive education based on educational background, family size, economic status, or type of child's disability.

The absence of statistically significant relationships between any parental demographic characteristic and expectations toward inclusive education reveals a remarkable universality in how parents of children with special needs perceive the potential benefits of inclusive education, transcending socioeconomic and educational boundaries. The non-significant relationship between educational attainment and expectations ($p=0.962$, $F=0.038$) is particularly noteworthy, as it demonstrates that parents with elementary education hold expectations statistically equivalent to those with high school or college education, suggesting that the fundamental hopes parents harbor for their children's inclusion, social development, and academic progress are not contingent upon parental educational sophistication or familiarity with educational theory.

Similarly, the lack of a significant relationship between monthly household income and expectations ($p=0.553$, $F=0.713$) indicates that, despite the sample's economic stratification with 66.67% earning ₱10,000 or below, poverty does not diminish parental aspirations for what inclusive education can achieve for their children. This scientific finding challenges potential assumptions that economically disadvantaged parents might have lower expectations due to limited exposure to educational opportunities or resignation to constrained circumstances, instead revealing that hopes for children's social belonging, emotional resilience, and future independence remain robust across economic strata.

The non-significant relationship between disability type and parental expectations ($p=0.571$, $F=0.784$) is particularly illuminating, as it indicates that parents of children with hearing impairments (30.00%), autism spectrum disorder (26.67%), learning disabilities (20.00%), intellectual disabilities (16.67%), and physical disabilities hold statistically comparable expectations despite the vastly different educational implications and prognoses associated with these diverse conditions. This uniformity suggests that inclusive education represents a common symbol of hope and normalization for all parents of children with special needs, regardless of whether their child's disability primarily affects sensory processing, cognitive functioning, social communication, or physical mobility. Likewise, the lack of a significant relationship between the number of children and expectations ($p=0.373$, $F=1.083$) further reinforces that family context, whether parents have a singular focus on one child with special needs or must distribute attention across multiple children, does not statistically differentiate their aspirations for inclusive education outcomes. Collectively, these non-significant findings reveal that parental expectations toward inclusive education represent a shared cultural narrative or universal psychological phenomenon among families of children with disabilities: the belief that inclusive settings offer comprehensive developmental benefits constitutes a common framework that unites parents across educational, economic, family structure, and disability-specific divides, suggesting that advocacy for and investment in inclusive education resonates uniformly across diverse family contexts and that program development need not be extensively differentiated based on parental demographic profiles.

The findings of this study show no significant relationship between parental demographic characteristics and expectations for inclusive education. This result is supported by existing literature, which highlights the consistency and universality of parental aspirations for children with special needs. Byrne (2022) argued that families value inclusive education as a fundamental right, regardless of socioeconomic status, educational background, or cultural context. All parents expect equitable access to meaningful learning experiences for their children. This perspective aligns with the study, suggesting that parental hopes for academic achievement, social integration, and holistic development are strong across different disability types and educational contexts. Sorkkila and Aunola (2020) also noted that factors such as parental education, household income, and number of children may influence stress or risk of burnout, but do not determine parental aspirations for their children's learning and personal growth. These findings suggest that parental expectations are shaped more by the perceived benefits of

inclusion and the desire for their children to thrive than by demographic or economic conditions.

Table 8

Test of correlation between the parents' profiles and concerns toward inclusive education of their children

Variables under inference	Mean Square	Computed F-value	p-value	Decision	Result
Educational attainment and concerns toward IE	Bet. Groups (0.359) W/in Groups (10.333)	0.469	0.631	Fail to Reject Ho	Not significant
Number of children and concerns toward IE	Bet. Groups (1.292) W/in Groups (9.400)	1.192	0.332	Fail to Reject Ho	Not significant
Monthly household income and concerns toward IE	Bet. Groups (0.762) W/in Groups (9.930)	0.665	0.581	Fail to Reject Ho	Not significant
Special needs/disability category of child and concerns toward IE	Bet. Groups (2.298) W/in Groups (10.692)	1.314	0.291	Fail to Reject Ho	Not significant

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

Table 8 shows the test of correlation between the parents' profiles and concerns toward inclusive education of their children. As shown in the table, the relationship between educational attainment and concerns toward inclusive education (IE), the between-groups mean square (0.359) is considerably smaller than the within-groups mean square (10.333), yielding a low F-value of 0.469 and a p-value of 0.631. The relationship between the number of children and concerns shows between-groups mean square of 1.292 and within-groups mean square of 9.400, producing an F-value of 1.192 with a p-value of 0.332. For monthly household income and concerns, the between-groups mean square (0.762) compared to the within-groups mean square (9.930) resulted in an F-value of 0.665 and a p-value of 0.581. Finally, the relationship between the special needs/disability category and concerns demonstrated the highest between-groups mean square of 2.298 and within-groups mean square of 10.692, generating an F-value of 1.314 and p-value of 0.291.

Noticeably, all four statistical tests conducted utilized the significance threshold of $p < 0.05$ (two-tailed) as the criterion for determining statistical significance. The analysis reveals that all computed p-values substantially exceed this threshold: educational attainment ($p = 0.631$), number of children ($p = 0.332$), monthly household income ($p = 0.581$), and special needs/disability category ($p = 0.291$). Consequently, the decision for all four relationships was to "Fail to Reject Ho" (the null hypothesis), with all results categorized as "Not significant." The F-values across all four tests range from 0.469 to 1.314, all falling well below the critical F-value required for significance at the 0.05 level. Yet, the consistently larger within-groups variance compared to between-groups variance across all four variables indicates that the variability in how parents perceive inclusive education addresses their concerns is greater within each demographic category than between different categories, suggesting homogeneity in concern-addressing perceptions across diverse parental profiles. Notably, while the disability category variable showed the highest F-value (1.314) and lowest p-value (0.291) among the four relationships, it remained far from achieving statistical significance, indicating that even disability-specific differences do not substantially influence parental assessments of how well inclusive education addresses their concerns.

Additionally, the absence of statistically significant relationships between any parental demographic characteristic and concerns toward inclusive education reveals a striking consistency in how parents across diverse backgrounds evaluate whether inclusive education adequately addresses their apprehensions about their children's educational experiences. The non-significant relationship between educational attainment and concerns ($p = 0.631$, $F = 0.469$) demonstrates that parents' ability to assess whether inclusive education addresses issues such as individualized attention, teacher preparedness, and resource sufficiency is not contingent upon their own educational credentials or academic literacy, suggesting that parental evaluation of educational quality stems from direct observation of their children's experiences rather than theoretical knowledge about pedagogical best practices. Moreover, the lack of significant relationship between monthly household income and concerns ($p = 0.581$, $F = 0.665$) is particularly noteworthy given that the sample is predominantly low-income (66.67% earning ₱10,000 or below), as it indicates that economic constraints do not significantly influence parents' perceptions of whether inclusive education is meeting their children's needs both wealthy and economically disadvantaged

parents appear equally satisfied (or equally critical) regarding how well concerns about academic standards, peer interactions, and support services are being addressed. This suggests that the quality of inclusive education implementation, as perceived by parents, operates relatively independently of family economic resources, perhaps because public inclusive education programs provide standardized services that do not vary substantially based on family ability to supplement with private resources.

Somehow, the non-significant relationship between disability type and parental concerns ($p=0.291$, $F=1.314$), despite having the strongest F-value among the four variables tested, suggests that parents of children with different disabilities, ranging from hearing impairments to autism spectrum disorder to intellectual disabilities, perceive similar levels of satisfaction or dissatisfaction with how inclusive education addresses their specific concerns. This uniformity is somewhat surprising given that different disabilities theoretically require distinct accommodation and support systems: hearing-impaired children need sign language interpretation or assistive listening devices, autistic children require behavioral support and sensory accommodations, and children with learning disabilities need differentiated instructional strategies. The statistical homogeneity suggests either that inclusive education programs are successfully providing individualized supports across disability categories with comparable effectiveness, or that parents across disability types share common concerns about general classroom issues (teacher attention, peer acceptance, resource adequacy) that overshadow disability-specific technical considerations. As can be observed, the non-significant relationship between number of children and concerns ($p=0.332$, $F=1.192$) further indicates that family structure and competing demands on parental attention do not substantially alter how parents evaluate inclusive education's responsiveness to their concerns whether intensely focused on a single child with special needs or managing multiple children's needs simultaneously, parents arrive at similar assessments of program quality. Collectively, these non-significant findings parallel the patterns observed in Table 8 regarding expectations, revealing that parental perceptions of inclusive education both what they hope it will achieve and whether it actually addresses their concerns represent remarkably unified viewpoints that transcend demographic, economic, family structural, and disability-specific boundaries, suggesting that inclusive education operates as a common framework that generates consistent parental experiences and evaluations across the diverse population of families with children with special needs.

The analysis of the correlation between parents' demographic profiles and their concerns toward inclusive education indicates that parental apprehensions are remarkably consistent across diverse backgrounds. Supporting this observation, Dignath et al. (2022) emphasized that parents' concerns are influenced more by the perceived quality of inclusive practices and the effectiveness of teacher implementation than by socioeconomic status, educational attainment, family size, or type of disability. This suggests that parents focus primarily on tangible classroom experiences, such as the adequacy of individualized attention, teacher responsiveness, and the inclusivity of instructional strategies, rather than their own personal or household characteristics. Similarly, Kefallinou et al. (2020) highlighted that parents universally value inclusive education for its potential to foster social integration, equitable learning opportunities, and holistic development, noting that concerns about peer interactions, resource adequacy, and overall support are shared across families regardless of demographic differences.

Table 9
Test of correlation between the parents' expectations and concerns toward inclusive education of their children

Variables under inference	Computed rho	Strength of correlation	p-value	Decision	Result
Parents' expectations and concerns toward IE of their children	0.913	Very strong	0.000	Reject H_0	Significant

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

Table 9 presents the test of correlation between the parents' expectations and concerns toward inclusive education of their children. This table analysis reveals a computed rho value of 0.913, which represents a very strong positive correlation between the two variables. The correlation coefficient approaching 0.913 indicates that

83.36% of the variance in one variable can be explained by the other ($r^2 = 0.833$), demonstrating substantial shared variation between parental expectations and their perceptions of how well inclusive education addresses their concerns. The statistical significance test yielded a p-value of 0.000, which is substantially below the predetermined significance threshold of $p < 0.05$ (two-tailed). Based on this highly significant p-value, the decision was to "Reject H_0 " (the null hypothesis of no correlation), with the result categorized as "Significant." The strength of correlation is classified as "Very strong" according to standard correlation interpretation guidelines, where values between 0.80 and 1.00 typically indicate very strong relationships.

The correlation analysis demonstrates a very strong positive relationship between parents' expectations and their concerns toward inclusive education, with a computed rho value of 0.913 and a statistically significant p-value of 0.000. This indicates that a substantial proportion of the variance in one variable is shared with the other, reflecting a close interconnection between what parents hope inclusive education will achieve and how effectively they perceive it addresses their concerns. The statistical significance confirms that this relationship is unlikely due to chance, highlighting the meaningful alignment between parental aspirations and their evaluations of program responsiveness.

Supporting these findings, Stephenson et al. (2021) emphasized that parents of children with special needs, particularly those with autism spectrum disorder, often monitor both the academic and social-emotional outcomes of their children. These parents' expectations are directly shaped by their perceptions of inclusion and support in the school setting. When parents perceive inclusive programs as offering adequate accommodations, individualized support, and opportunities for social participation, their concerns diminish, reflecting a clear link between their expectations and satisfaction. Similarly, Kuyini et al. (2020) highlighted that parental perceptions of inclusive education are shaped by observed classroom practices. When parents expect schools to provide learning, independence, and social integration, and see evidence of these, they feel their expectations are met, illustrating a reciprocal relationship between what parents anticipate and how they evaluate outcomes. The exceptionally strong correlation in this study suggests that parents' high degree of cognitive consonance about inclusive education results from the alignment between their aspirations for academic growth, social inclusion, and emotional well-being, and their perception that these outcomes are indeed being achieved.

4. Conclusion and Recommendations

Based on the findings, the study concludes that parents of learners with special needs at Consolacion Central Elementary School consistently maintained high expectations and confidence in inclusive education, regardless of their backgrounds or their children's disabilities. Parents prioritized a sense of belonging, academic progress, and emotional resilience, and placed importance on high academic standards and individualized support. A strong positive correlation between parental expectations and concerns indicated that parents with higher aspirations also perceived their concerns as being effectively addressed. This alignment underscores coherent parental attitudes and the significance of school-family collaboration in advancing inclusive education. Hence, the study recommends that Consolacion Central Elementary School implement targeted interventions to further strengthen inclusive education. Specifically, structured Peer-Mediated and Social Skills Training should be provided to support students with special needs in developing friendships, enhancing social competence, and promoting positive peer interactions, thereby addressing lower parental ratings of social integration. Additionally, teacher capacity building through workshops, seminars, and mentorship programs should be implemented to enhance educators' expertise in inclusive strategies, classroom management, and differentiation methods, ensuring comprehensive support for all learners' academic, social, and emotional development.

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