

Parents' Support, Teachers' Expertise and Implementation of Special Needs Education in Davao Oriental Secondary Schools

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Abstract. This study examined the effects of parents' support and teachers' expertise on the implementation of Special Needs Education (SNED) in selected secondary schools in Davao Oriental. Specifically, it determined the extent of parents' support in terms of IEP involvement, communication with teachers, and home-based learning; the extent of teachers' expertise in terms of instructional strategies and classroom management; and the extent of SNED implementation in terms of instructional practices, student outcomes, resource allocation, and school infrastructure. Utilizing a quantitative descriptive-correlational research design, data were analyzed through one-way and two-way ANOVA. Findings revealed that both parents' support and teachers' expertise were perceived as moderately extensive, while SNED implementation was generally extensive to very extensive across domains. Results showed no significant main effects of parents' support ($p = .268$) and teachers' expertise ($p = .145$) on SNED implementation. However, a significant interaction effect between the two variables ($p = .039$, $\eta^2 = 0.101$) was found, indicating that SNED implementation is more influenced when both support systems function jointly. The study concludes that collaborative engagement between teachers and parents is essential in realizing inclusive education goals and recommends capacity-building and integrated support mechanisms.

KEY WORDS

1. Special Needs Education 2. parents' support 3. teachers' expertise

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1. Introduction

Special Needs Education (SNE) faces challenges with parent support and teacher expertise. Parental involvement is essential for providing tailored educational support; however, many parents face barriers, including a lack of awareness, limited resources, and restricted access to Individualized Education Plans (IEPs). These issues lead to disparities in education quality for students with special needs. Additionally, teacher expertise affects instruction and intervention effectiveness. Many educators lack spe-

cialized training in SNE, and professional development is often limited, especially in low-resource areas, hindering students' successful integration into mainstream classrooms. This highlights the need for stronger collaboration among parents, educators, and policymakers to resolve systemic issues affecting SNE implementation. Globally, Special Needs Education (SNE) faces persistent challenges, particularly in parental involvement, teacher competence, and systemic support. Many parents struggle to

engage due to limited information, financial constraints, and cultural stigma (Mitchell, 2020). Teacher preparedness is also lacking, as many educators are not adequately trained to meet diverse learner needs, resulting in uneven educational quality (Florian Spratt, 2021, as cited in Lindsay Strand, 2021). This is further hindered by limited access to professional development, especially in developing countries (Westbrook et al., 2013, as cited in Lindsay Strand, 2021; Engelbrecht, 2020). 2 In Southeast Asian countries, the implementation of Special Needs Education (SNE) faces significant challenges, particularly in areas of parental involvement, teacher expertise, and systemic support. These barriers prevent many parents from fully participating in Individualized Education Plan (IEP) processes or advocating effectively for their children's educational needs (Nguyen, 2020). Additionally, the expertise of teachers in SNED is often inadequate, as many educators lack the specialized training necessary to address the diverse and complex needs of students with disabilities. This is exacerbated by limited access to professional development opportunities and resources, especially in rural and low-income areas (Booth Ainscow, 2018; Malak, 2020, as cited by Lim Thaver, 2020). Systemic issues, including insufficient policy frameworks, inconsistent implementation of inclusive education practices, and unequal distribution of resources, further complicate the effective delivery of SNE across Southeast Asia (Lim Thaver, 2020; UNESCO, 2020). In the Philippines, the implementation of Special Needs Education (SNED) faces several pressing concerns, particularly in the areas of parental involvement, teacher expertise, and systemic support. Parental engagement is crucial for the success of SNED, yet many parents in the region struggle to participate actively in their child's education due to a lack of awareness, limited access to resources, and socioeconomic challenges. These factors often prevent parents from fully understanding and

contributing to developing and implementing Individualized Education Plans (IEPs) for their children with special needs (Navarro Limjap, 2021). Additionally, the expertise of teachers in SNED remains a significant challenge. Numerous educators in Davao do not possess specialized training in special education, thereby impeding their ability to effectively address the diverse needs of students with disabilities. Although there are efforts to provide professional development, these opportunities are not always readily available, particularly in more rural areas of the region, where resources are scarce (Ecal Rivero, 2020). Moreover, systemic issues such as inconsistent policy implementation, inadequate infrastructure, and insufficient allocation of resources further complicate the effective delivery of SNE. Schools often face challenges in providing the accommodations required for students with special needs, leading to disparities in educational outcomes across the region (Valle Alampay, 2020). In Davao Oriental, the implementation of Special Needs Education (SNE) faces several significant challenges, particularly concerning parental involvement, teacher expertise, and systemic support. Parental involvement is a critical component of SNE, yet many parents in Davao Oriental encounter obstacles such as limited awareness, cultural stigmas, and socioeconomic difficulties that hinder their ability to participate actively in their child's education (De Asis, 2021). Teacher expertise is another pressing concern in the region. Many teachers in Davao Oriental lack the specialized training to support students with special needs effectively. While efforts are underway to enhance teacher competencies through professional development programs, these opportunities are often limited, particularly in remote and rural areas where access to resources is constrained (Mamon Abrigo, 2020). This lack of training and ongoing support limits the ability 4 of educators to implement inclusive and effective instructional strategies tailored to

the diverse needs of students.

1.1. Theoretical/Conceptual Framework of the Study—The best-fit theory applicable to this study is Bronfenbrenner’s Ecological Systems Theory, which posits that a child’s development is influenced by the various systems of relationships they interact with, ranging from their immediate environment to broader societal influences (Bronfenbrenner, 1979). In the context of Special Needs Education (SNED), this theory highlights the significance of 18 the microsystem, which includes direct interactions between parents, teachers, and the child, emphasizing that supportive and well-informed parental involvement, coupled with expert teaching, creates a nurturing and effective educational environment. Furthermore, the mesosystem emphasizes the interconnectivity of these relationships, indicating that collaboration between parents and educators is essential for the effective implementation of Special Needs Education (SNE) (Bronfenbrenner Morris, 2006). By employing this theoretical framework, the study recognizes the diverse influences on the educational outcomes of students with special needs, pro-

moting a comprehensive approach that takes into account the dynamic interactions among home, school, and wider societal contexts. Figure 1 shows the conceptual framework of the study. The pictorial diagram provided visually represents the relationship between the independent variables (IVs) and the dependent variable (DV) in the study, which aimed to investigate the implementation of Special Needs Education (SNED). In this context, the two independent variables are Parents’ Support and Teachers’ Expertise. These variables are likely categorized at different levels (e.g., High, Medium, Low) and presumed to influence the dependent variable, which is the Effectiveness of SNED Implementation. The Two-Way Analysis of Variance (ANOVA) is an appropriate research design for analyzing the effects of these two independent variables on the dependent variable. This statistical method allows for the examination of not only the main effects of Parents’ Support and Teachers’ Expertise individually on the effectiveness of SNE implementation but also the interaction effect between these two factors.

2. Methodology

This chapter delineates the processes and steps involved in conducting the study. These components include the selection of the study’s design, the identification of respondents and sampling method, the research instruments utilized in data collection, the procedural framework, ethical considerations, and data analysis. Each of these steps is crucial in ensuring the appropriateness and accuracy of the research, thereby facilitating the collection, analysis, and interpretation of reliable data.

2.1. Research Design—The research design suitable for this study is a quantitative, causal-comparative design utilizing a Two-Way Analysis of Variance (ANOVA). Causal-comparative research, also known as ex post facto research, is a non-experimental design that seeks to identify cause-and-effect relationships by comparing groups based on a predetermined variable without manipulating any of

the variables involved (Salkind, 2021). In this design, the researcher examined existing differences among groups and attempted to establish a cause-effect relationship by analyzing the effects of one or more independent variables on a dependent variable (Gay, Mills, Airasian, 2020). The Two-Way ANOVA is particularly useful in this context as it allows for the simultaneous analysis of two independent variables and their

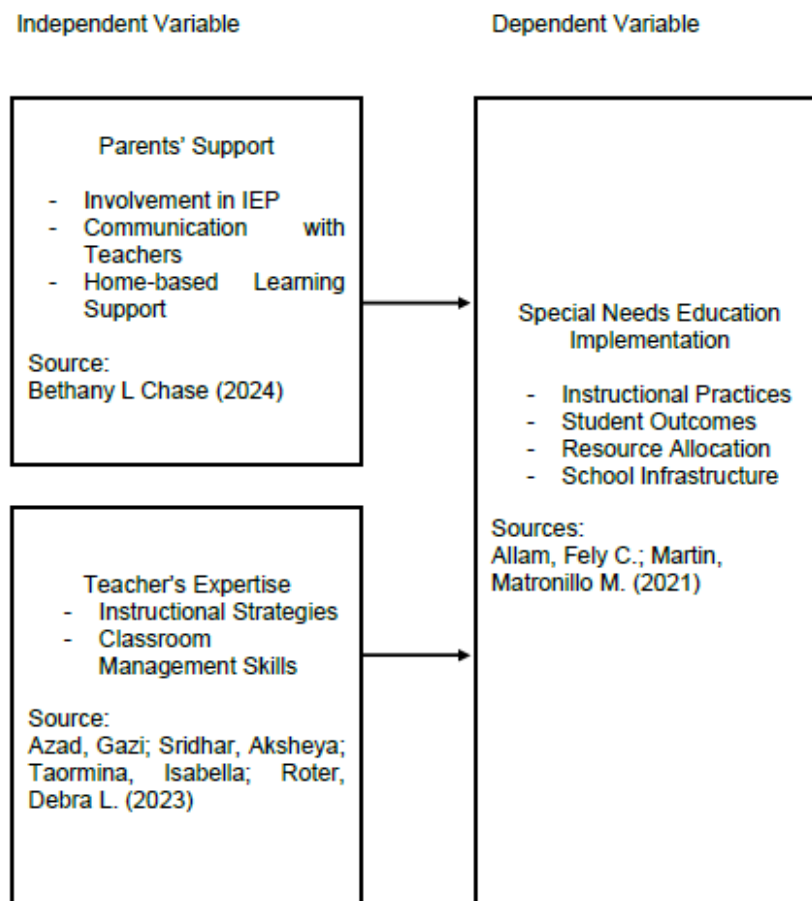


Fig. 1. Theoretical/Conceptual Framework

interaction effect on a dependent variable, providing a more comprehensive understanding of the 27 relationships at play (Field, 2020). This design is widely used in educational research to assess the influence of various factors on educational outcomes, making it a suitable choice for studies aiming to explore complex, multifaceted relationships.

In this study, the causal-comparative design and Two-Way ANOVA are applied to examine the effects of Parents' Support and Teachers' Expertise (the independent variables) on the Effectiveness of Special Needs Education (SNE) Implementation (the dependent variable). The study categorizes parents' support and teachers' expertise into different levels, such as high, medium, and low. It uses Two-Way ANOVA to analyze how these varying levels impact the implementation of SNED. By doing so, the study not only assesses the main effects of each independent variable on the dependent variable but also explores whether there is a significant interaction effect between parents' support and teachers' expertise (Cohen, Manion, Morrison, 2018). This is crucial because it allows the researcher to understand whether the combined effect of high levels of both variables leads to better educational outcomes than their individual effects. Using this design in the study provides a robust framework for identifying the key factors contributing to effective SNED implementation, offering actionable insights for educators and policymakers.

2.2. Ethical Consideration—The ethical consideration section of this study will address the key principles that ensure the protection and well-being of the teacher-respondents involved. This includes adhering to confidentiality, informed consent, and the voluntary nature of participation, ensuring that the research is conducted with integrity and respect for the rights of all respondents. As part of the ethical considerations of this study, I recognize its significant social value in address-

ing the unique challenges faced by teachers in San Isidro, Davao Oriental. By exploring the factors that impact their professional practices, this research aims to contribute to their professional development, enhance their teaching effectiveness, and ultimately improve the quality of education for their learners. Through this study, I aspire to foster a deeper understanding of the community's educational needs, promoting equity and inclusivity in the learning environment while ensuring that the outcomes of this research benefit not just the participants but the broader educational community. Informed Consent and Assent To ensure ethical compliance, the researcher will obtain informed consent from the parents or guardians of the Indigenous students who are respondents in the study. This process entails the provision of comprehensive information regarding the study's purpose, procedures, potential risks, and benefits, articulated in language that is clear and comprehensible. Parents or guardians will be given ample opportunity to ask questions and will be assured that their child's participation is voluntary and that they can withdraw at any time without any negative consequences.

2.3. Research Respondents—The study's respondents were the parents and teachers from secondary schools in the North District of San Isidro, Davao Oriental. The sample size was determined using Slovin's formula, which provided a systematic method for calculating the ideal number of participants based on the population size, desired confidence level, and margin of error. This calculation resulted in 100 respondents from the parent population and 80 respondents from the teacher population, selected randomly from each school within the district. The researcher proportionately distributed the number of respondents across the respective schools. Participants were informed about the study through online platforms and face-to-face interactions, depending on the availability of Wi-Fi connections. They were also oriented

on the purpose and significance of the study, emphasizing its potential contributions to their professional growth and development. In the context of this study, selecting parents and teachers as respondents is highly appropriate given their pivotal roles in the implementation of Special Needs Education (SNED). Parents are directly involved in their children's educational journey, particularly in special education settings where their support and involvement are critical for the success of Individualized Education Plans (IEPs) and other tailored interventions. Their insights into the level and impact of their involvement provide valuable data on how parental support influences the effectiveness of SNE implementation. Similarly, teachers are at the forefront of delivering specialized instruction and managing the diverse needs of students with disabilities. Their expertise, 35 experience, and instructional strategies are central to the successful execution of SNED programs. Teachers' perspectives on their professional competencies and the challenges they face in the classroom offer essential information for understanding the role of teacher expertise in the effectiveness of SNE. By involving both parents and teachers as respondents, the study ensures a comprehensive examination of the factors that contribute to or hinder the successful implementation of Special Needs Education, capturing the dynamics of home-school collaboration and the professional practices that impact student outcomes. This choice of respondents aligns with the study's objectives and enhances the reliability and validity of the findings.

2.4. Research Instrument—The researcher employed an adapted instrument derived from a

comprehensive review of literature and related studies. A dedicated effort was made to collect and scrutinize literature to extract concepts that informed the content and offered support for the instrument and its associated strands. This meticulous process involved articulating a set of question items that addressed potential threats to the study's validity. As the authors argued, items were adapted from the reviewed literature. The survey questionnaire had two parts, one determined the varying levels of parents' support such as involvement in Individualized Education Plans, communication with teachers and home-based learning support, and likewise, Teachers' expertise in terms of instructional strategies and classroom management. 36 The second part of the survey measured the effectiveness of Special Needs Education Implementation in terms of instructional practices, student outcomes, resource allocations and school infrastructures. Additionally, the survey statements underwent a test-retest analysis for validity and reliability using Cronbach's Alpha at a .05 confidence level. A Cronbach's alpha coefficient of 0.855 reflects a strong level of internal consistency and reliability for the survey instruments employed in the study. Cronbach's alpha is a measure of scale reliability that assesses the degree to which survey items correlate with each other, thus providing a unified measure of a construct (Tavakol Dennick, 2022). A value above 0.70 is generally considered acceptable, with values above 0.80 indicating good reliability and values above 0.90 signifying excellent reliability (George Mallery, 2018). Therefore, a Cronbach's alpha of 0.855 suggests that the survey items are highly consistent and reliable.

To facilitate the use of Two-Way ANOVA in the analysis, the composite Likert-scale mean scores for each independent variable, Parents' Support and Teachers' Expertise, were transformed into categorical levels. These were de-

finied as follows: Low (1.00–2.33), Moderate (2.34–3.66), and High (3.67–5.00). This categorization enabled the classification of respondents into discrete groups, ensuring compatibility with the assumptions of factorial ANOVA

Scale Descriptive Ratings and Interpretation

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Strongly Agree	The parents' support and teachers' expertise / SNED implementation are highly manifested
3.40 – 4.19	Agree	The parents' support and teachers' expertise / SNED implementation are manifested
2.60 – 3.39	Neutral	The parents' support and teachers' expertise / SNED implementation are moderately manifested
1.80 – 2.59	Disagree	The parents' support and teachers' expertise / SNED implementation are rarely manifested
1.00 – 1.79	Strongly Disagree	The parents' support and teachers' expertise / SNED implementation are not manifested

and allowing for meaningful comparison of group effects on the dependent variable. The decision to categorize the independent variables into three ordinal levels—Low, Moderate, and High—was grounded in methodological literature supporting the transformation of Likert-type data for factorial analysis procedures (Norman, 2020). This classification scheme not only enhances interpretability but also aligns with the assumptions of Two-Way ANOVA, which requires categorical independent variables. The cutoff values (1.00–2.33 for Low, 2.34–3.66 for Moderate, and 3.67–5.00 for High) were evenly distributed based on the 5-point Likert scale format and reflect standard conventions for interpreting levels of agreement or frequency in educational research instruments (Boone Boone, 2021). This approach ensures that variation in the independent variables is sufficiently delineated to test both main and interaction effects with statistical rigor.

2.5. Data Gathering Procedure—The guidelines for this process adhere to the policies of Rizal Memorial Colleges, Inc. As part of the formal request, before data collection, formal

approval was secured from relevant authorities, including the Department of Education Division Office in Davao Oriental and the principals of selected secondary schools. 38 Letters of permission were sent to the school heads requesting their cooperation and access to relevant respondents, including teachers, parents, and school personnel involved in special needs education. Permission to conduct the study Before data collection in March 2025, the researcher secured the necessary approvals from relevant authorities, including the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the leadership of DepEd Davao Oriental Division. This process entailed submitting a comprehensive proposal detailing the study's design, procedures, and ethical considerations. Following the colloquium in February 16, 2025, all participants were thoroughly informed about the study's objectives, their rights, and the nature of their involvement. Informed consent was duly obtained before participation. By the last week of April 2025, the researcher ensured data accuracy and completeness. Questionnaire distribution and retrieval followed a standardized, systematic

procedure to ensure reliability. Data management was carefully conducted. Responses were initially encoded using Microsoft Excel, then transferred to JASP for analysis. Collected data

were organized to align with the study's objectives, and reliability and validity checks were performed to minimize analytical error.

2.6. Data Analysis—The study was purposely conducted to determine the interactions of parents' support, teachers' expertise and the implementation of Special Needs Education in North District, San Isidro, Davao Oriental. To answer statement problems numbers 1 and 2, the Two-Way ANOVA was used to analyze the main effects of each independent variable (Parents' Support and Teachers' Expertise) on the dependent variable (Effectiveness of Special Needs Education Implementation). It tells whether Parents' Support and Teachers' Expertise have a statistically significant impact on the Effectiveness of Special Needs Education Implementation. To answer statement problems number 3 and 4, the Two-Way ANOVA was also used to test for interaction effects between the Parents' Support and Teachers' Expertise. This analysis showed whether the effect of Parents' Support on Special Needs Education Im-

plementation changes depending on the level of Teachers' Expertise. In other words, this helped the researcher understand if the combined effect of Parents' Support and Teachers' Expertise on the effectiveness of SNED is different from what would be expected based on their individual effects. Multiple Regression Analysis or Hierarchical Regression. Analysis was used to explore which specific aspects or components of Parents' Support and Teachers' Expertise most significantly contribute to the effectiveness of SNED implementation. This is to examine the relative contribution of each aspect or component to the dependent variable. 40 Post-hoc tests. Will be used if the Two-Way ANOVA reveals significant differences, post-hoc tests (such as Tukey's HSD or Bonferroni correction) can be conducted to identify which specific groups (e.g., levels of Parents' Support or Teachers' Expertise) differ from each other.

3. Results and Discussion

This chapter presents the analysis and interpretation of data gathered to examine the effects of parents' support and teachers' expertise on implementing Special Needs Education (SNED) in selected secondary schools in Davao Oriental. Utilizing descriptive statistics and Two-Way Analysis of Variance (ANOVA), the results are discussed about the specific research questions and hypotheses formulated in Chapter 1. The presentation of findings is structured to highlight the extent of each variable, the main effects of the independent variables, and their interaction effect on SNED implementation. Interpretations are grounded in empirical data and supported by relevant literature to draw meaningful insights and implications for educational practice.

3.1. Extent of Parents' Support as Perceived by Stakeholders—Parents' support refers to the active engagement, collaboration, and assistance provided by parents or guardians in their children's educational journey. In the context of Special Needs Education (SNED), this support plays a pivotal role in reinforcing learn-

ing experiences both at home and in school, particularly through involvement in Individualized Education Programs (IEPs), consistent communication with teachers, and provision of home-based learning activities. According to Wilder (2020), parental involvement correlates with improved student engagement, moti-

vation, and academic performance, especially for children with special needs. In a related study, Topor et al. (2021) emphasized that the quality of parent-teacher communication contributes to better alignment between home and school strategies, fostering a more inclusive learning environment. Moreover, Barger et al. (2021) found that when parents actively participate in IEP meetings and home-based learning, students exhibit increased confidence and selfregulatory behavior in classroom settings. These findings affirm that parental support is not merely supplementary but a fundamental component of effective special education implementation, ensuring that learners with diverse needs receive consistent and holistic support across contexts. Summary on the Parents' Support Table 1 presents the overall summary of stakeholders' perceptions regarding the extent of parents' support in the implementation of Special Needs Education (SNED) across three core dimensions: involvement in the Individualized Education Program (IEP), communication with teachers, and provision of home-based learning support. The computed overall mean of 3.21 indicates that the extent of parents' support is moderately extensive. Among the domains, Involvement in IEP received the highest mean rating ($M = 3.40$), suggesting that parents are more engaged in formalized educational planning processes. Communication with Teach-

ers and Home-based Learning Support obtained mean scores of 3.13 and 3.09, respectively, both interpreted as moderately extensive but comparatively lower than IEP involvement. Communication and at-home academic reinforcement may benefit from further enhancement. These findings are aligned with recent empirical studies that highlight the multidimensional nature of parental involvement in special education. For instance, Zambrano et al. (2022) emphasized that while formal engagement such as IEP participation is relatively structured and guided by schools, informal forms of involvement like day-to-day communication and home support are often constrained by time, knowledge gaps, and work-related demands. Additionally, Serrano and Boucher (2023) argued that sustained collaboration between families and teachers, beyond formal meetings, is crucial to realizing inclusive education goals, particularly for learners requiring specialized interventions. Similarly, Chua and Lorenzo (2021) found that parental support significantly contributes to improved learning outcomes and behavioral development in children with special needs when consistent across both school and home environments. These studies affirm the importance of reinforcing parent engagement strategies across all three domains to ensure more effective SNED implementation.

Table 1. Summary of Parents' Support

No	Parents' Support	n	Mean	Descriptive Interpretation
1	Involvement in IEP	80	3.40	Moderately Extensive
2	Communication with Teachers	80	3.13	Moderately Extensive
3	Home-based Learning Support	80	3.09	Moderately Extensive
Mean Average		80	3.21	Moderately Extensive

3.2. Extent of Teachers' Expertise in Handling SNED—Teachers' expertise in handling Special Needs Education (SNED) refers to the depth of knowledge, pedagogical skills, and professional competence that educators possess in delivering inclusive and responsive instruction to learners with diverse educational needs. This expertise encompasses a range of competencies including applying differentiated instructional strategies, effective classroom management tailored to exceptional learners, collaboration with 49 stakeholders, and familiarity with individualized education plans (IEPs) and legal frameworks for inclusive education (Florian Beaton, 2021). In the context of secondary education, teachers' expertise is crucial in ensuring that learners with disabilities receive equitable access to the curriculum and the necessary support to thrive academically and socially. Effective SNED teachers are expected to exhibit specialized instructional skills such as adapting learning materials, modifying teaching approaches, implementing behavioral support strategies, and employing formative assessments aligned with each learner's profile (Mitchell, 2021). Moreover, they must demonstrate emotional sensitivity, cultural competence, and the capacity to foster an inclusive classroom climate.

Summary on the Extent of Teachers' Expertise in Handling SNED Table 2 provides a summary of stakeholders' perceptions of teachers' expertise in handling Special Needs Education (SNED), focusing on two key domains: instructional strategies and classroom management skills. The overall mean score across both domains is 3.16, indicating a moderately exten-

sive level of expertise. This suggests that while teachers exhibit foundational competencies in supporting learners with special needs, there remains considerable scope for further enhancement and professional development. Among the two domains, classroom management skills received a higher mean score of 3.23, indicating that teachers are relatively more confident and competent in maintaining an inclusive and supportive learning environment. This reflects moderate consistency in applying behavior management techniques and establishing structured classroom routines suited to diverse learner needs. Meanwhile, instructional strategies received a mean rating of 3.09, also interpreted as moderately extensive but notably lower than classroom management. This implies that while efforts to differentiate instruction and adapt pedagogy are evident, integrating evidence-based practices, adaptive technologies, and personalized teaching remains somewhat limited. These findings are supported by contemporary literature on inclusive education. For instance, Graham and Spandagou (2022) note that many teachers demonstrate surface-level familiarity with inclusive instructional approaches but lack the depth of training and support required to implement them effectively. Similarly, Martinez and Torres (2023) found that general education teachers often excel in behavior management due to pre-service training but struggle with the dynamic instructional demands of learners with special needs. Moreover, Cruz et al. (2021) emphasize the need for continuous professional development that integrates both pedagogical and behavioral expertise to ensure sustainable and inclusive classroom practices.

3.3. Extent of SNED Implementation in Secondary Schools—Special Needs Education (SNED) implementation refers to the systematic integration of inclusive educational policies, practices, and resources aimed at ensur-

ing equitable access to quality education for learners with disabilities or exceptionalities. In secondary school settings, effective SNED implementation entails adapting teaching methods, allocating appropriate resources, and restructuring

Table 2. Summary on the Teachers' Expertise in Handling SNED

No	Teachers' Expertise in Handling SNED	n	Mean	Descriptive Interpretation
1	Instructional Strategies	80	3.09	Moderately Extensive
2	Classroom Management Skills	80	3.23	Moderately Extensive
Mean Average		80	3.16	Moderately Extensive

turing school environments to accommodate diverse learning needs, while promoting full participation and meaningful learning outcomes for all students (Florian Black-Hawkins, 2011; DepEd, 2020).

Summary on the Extent of SNED Implementation in Secondary Schools Table 3 provides a consolidated view of stakeholder perceptions regarding the extent of SNED implementation across four key domains: instructional practices, student outcomes, resource allocation, and school infrastructure. The overall mean average of 4.01 indicates that SNED implementation is generally perceived as extensive, suggesting that substantial progress has been made in mainstreaming inclusive education in secondary schools, albeit with some areas still needing targeted improvement. Among the four domains, student outcomes received the highest rating with a mean score of 4.48, interpreted as very extensive. This result underscores the perceived effectiveness of current SNED efforts in promoting academic progress, social development, behavioral improvement, and independence among learners with special needs. The following closely are school infrastructure ($M = 4.29$) and resource allocation ($M = 4.28$), which are also highly rated. These ratings high-

light the substantial availability of accessible physical environments, assistive technologies, funding, and support personnel essential for inclusive education delivery. In contrast, instructional practices received a notably lower mean score of 3.19, corresponding to a moderately extensive interpretation. This result suggests that while structural and outcome-based indicators are strong, instructional delivery remains an area for improvement. Specifically, it points to the need for more consistent application of differentiated strategies, evidence-based teaching methods, and inter-professional collaboration in inclusive classrooms. These findings align with current educational research. For instance, Cruz and Dizon (2021) argue that while infrastructure and resources have significantly improved in Philippine secondary schools, pedagogical innovation and classroom-based inclusion practices often lag behind due to insufficient teacher training and limited experience with special needs instruction. Similarly, Mendoza and Ocampo (2023) emphasized that sustainable SNED implementation must not only focus on outcomes and environments but also on equipping teachers with the capacity to personalize instruction and implement inclusive methodologies effectively.

3.4. Significant Effect of Parents' Support on the Extent of SNED Implementation—To determine whether parents' support significantly influences the extent of Special Needs Edu-

cation (SNED) implementation in secondary schools, a one-way ANOVA was conducted comparing SNED implementation scores across three levels of parents' support (Low, Moder-

Table 3. Summary of the SNED Implementation in Secondary Schools

No	SNED Implementation in Secondary Schools	n	Mean	Descriptive Interpretation
1	Instructional Practices	80	3.19	Moderately Extensive
2	Student Outcomes	80	4.48	Very Extensive
3	Resource Allocation	80	4.28	Very Extensive
4	School Infrastructure	80	4.29	Very Extensive
Mean Average		80	4.01	Extensive

ate, and High). This finding is consistent with the study by Garcia and Santos (2021), which found that parental engagement in inclusive education, though present in IEP development and communication, did not exert a significant influence on institutional SNED implementation. Similarly, Alfaro and Yazon (2022) concluded that while parental support contributes to student-level success, broader program implementation is primarily shaped by systemic resources and teacher competencies. Serrano, Cruz, and Javier (2023) likewise reported that institutional variables such as professional development and administrative support, rather than parental involvement, were stronger predictors of inclusive education success. Therefore, the data do not provide sufficient evidence to reject the null hypothesis. This means that within the context of this study, parents' support,

although valuable, does not significantly affect how SNED is implemented in the participating secondary schools in Davao Oriental. The finding that parents' support does not significantly influence the extent of SNED implementation is consistent with several empirical studies in the field of inclusive education. Garcia and Santos (2021), in their mixed-methods study on parental involvement in Philippine secondary schools, reported that while parents actively participated in IEP development and communication with teachers, their engagement did not substantially shape the broader implementation of SNED programs. Instead, institutional variables such as leadership commitment, school-based support structures, and teacher capacity were found to exert a more direct impact on program delivery.

Table 4. One-Way ANOVA Results on the Effect of Parents' Support on SNED Implementation

Cases	Sum of Squares	df	Mean Square	F	p	²	²
IV2_CAT_LEVEL_PS_63	0.746	2	0.373	1.340	0.268	0.034	0.008
Residuals	21.442	77	0.278				

Note. Type III Sum of Squares

3.5. Significant Effect Of Teachers' Expertise on The Extent of SNED Implementation—

Table 14 presents whether teachers' expertise significantly influences the extent of Special Needs Education (SNED) implementation, a

one-way ANOVA was conducted comparing mean SNED scores across three levels of teachers' expertise (Low, Moderate, High). As shown in Table 15, the analysis yielded an F-value of 1.982 with a p-value of 0.145, greater than the accepted alpha level of 0.05. This result indicates that there is no statistically significant difference in the extent of SNED implementation across varying levels of teachers' expertise. Although the partial eta squared ($\eta^2 = 0.049$) suggests a small to moderate effect size, the

omega squared ($\omega^2 = 0.024$) confirms that the practical impact of teachers' expertise on SNED implementation in this sample is limited. Therefore, the null hypothesis that "teachers' expertise does not significantly affect the extent of SNED implementation" is retained. This means that within the context of the sampled secondary schools, the varying levels of teachers' expertise, as categorized by the survey, do not significantly influence how SNED is implemented.

Table 5. One-Way ANOVA Results on the Effect of Parents' Support on SNED Implementation

Cases	Sum of Squares	df	Mean Square	F	p	η^2	ω^2
IV1.CAT.LEVEL.TS	1.086	2	0.543	1.982	0.145	0.049	0.024
Residuals	21.102	77	0.274				

Note. Type III Sum of Squares

3.6. —Significant Interaction Effect Between Parents' Support and Teachers' Expertise on the Extent of SNED Implementation This significant interaction effect underscores the need for collaborative engagement between home and school to implement inclusive education programs effectively. The result is consistent with Serrano, Cruz, and Javier (2023) findings, who noted that coordinated efforts between families and teachers, particularly when both demonstrate high involvement and com-

petency, lead to better alignment in inclusive practices. Similarly, Villanueva and Ong (2022) found that synergistic relationships between parental support systems and teacher leadership are essential in translating inclusive policies into actual classroom practices. Therefore, while neither parents' support nor teachers' expertise independently predicted variations in SNED implementation, their interaction is statistically meaningful, highlighting the importance of integrated stakeholder involvement in inclusive education delivery.

4. Conclusions and Recommendations

This chapter presents the major conclusions drawn from the study's findings and offers practical recommendations based on the results and their implications for inclusive education practices in secondary schools. The study aimed to determine the extent to which parents' support and teachers' expertise influence the implementation of Special Needs Education (SNED) in selected secondary schools in Davao Oriental, including the potential interaction between these two variables. Guided by the research questions and hypotheses, two-way ANOVA statistical analyses were conducted to assess the main and interaction effects on SNED implementation.

Table 6. Two-Way ANOVA Results on the Interaction Effect Between Parents' Support and Teachers' Expertise on the Extent of SNED Implementation

Cases	Sum of Squares	df	Mean Square	F	p	²
IV1_CAT_LEVEL_TS	1.086	2	0.543	2.126	0.127	0.049
IV2_CAT_LEVEL_PS_63	0.460	2	0.230	0.899	0.411	0.021
IV1_CAT_LEVEL_TS IV2_CAT_LEVEL_PS_63	2.243	3	0.748	2.926	0.039	0.101
Residuals	18.399	72	0.256			

Note. Type II Sum of Squares. DV = SNED Implementation. ² = partial eta squared.

4.1. Findings—Extent of Parents' Support. Overall, parents' support was perceived as moderately extensive in the domains of involvement in IEP (M = 3.40), communication and collaboration with teachers (M = 3.13), and provision of home-based learning support (M = 3.09). This indicates that while parents are engaged, their involvement varies and is not uniformly strong across all support areas. Extent of Teachers' Expertise Teachers' expertise in handling SNED was rated moderately extensive overall (M = 3.16), with higher ratings in classroom management skills (M = 3.23) than in instructional strategies (M = 3.09). This suggests that teachers are more confident in managing behavior than in adapting instruction for learners with special needs. 75 Extent of SNED Implementation The implementation of SNED was perceived as extensive to very extensive across the domains of instructional practices (M = 3.19, moderately extensive), student outcomes (M = 4.48, very extensive), resource allocation (M = 4.28, very extensive), and school infrastructure (M = 4.29, very extensive), with an overall mean of 4.01. Effect of Parents' Support on SNED Implementation One-way ANOVA revealed no statistically significant effect of parents' support on the extent of SNED implementation, $F(2, 77) = 1.340$, $p = 0.268$, indicating that variations in parental support levels do not significantly impact SNED implementation outcomes. Effect of Teachers' Expertise on SNED Implementation One-way ANOVA results showed no statistically significant effect of teachers' expertise on SNED implementation, $F(2, 77) = 1.982$, $p = 0.145$. Although descriptive trends favored moderate expertise, the differences were not significant. 76 Interaction Effect Between Parents' Support and Teachers' Expertise A two-way ANOVA revealed a statistically significant interaction effect, $F(3, 72) = 2.926$, $p = 0.039$, ² = 0.101. This indicates that the combined influence of parents' support and teachers' expertise significantly affects how SNED is implemented, even though their individual effects were not significant.

4.2. Conclusions—Though recognized as important, parents' support does not independently lead to significant differences in the extent of SNED implementation. This suggests that family involvement may be constrained by systemic or contextual factors that limit its direct impact at the institutional level. Bethany L. Chase (2024) revolves around the idea that for parent support to be truly effective for learners with special needs, the system needs to better equip and support the educators who are the front lines of these partnerships. Despite moderate competencies for teachers and classroom management practices, teachers' expertise alone does not significantly affect SNED implementation outcomes. This may reflect the need

for more specialized training and collaborative models of inclusive teaching. Azad, Gazi, Sridhar, Aksheya, Taomina Isabella, Roter Debra L. (2023) contributes to a more refined understanding of teacher expertise in special needs education by highlighting the centrality of communication skills and the ability to navigate complex parent-teacher communication dynamics as essential elements for effective implementation of special needs education. The significant interaction effect between parents' support and teachers' expertise implies that SNED implementation is most effective when both stakeholders actively and consistently collaborate. The synergy between home and school efforts appears to be a critical factor in driving inclusive practices forward. Allam Fely C. Martin, Matronillo M. (2021) stated that special needs education to be truly effective, there needs to be significant investment in the teacher professional development and a stronger, more active, and well- resourced support system from all stakeholders.

4.3. *Recommendations*—Based on general best practices and common challenges in special needs education, here are some recommendations: Strengthening Parental Support Actively participate in all meetings concerning their child's Individualized Education Plan (IEP). Regularly communicate with their child's teachers to discuss their progress against the

IEP goals and share relevant information about their child's health, behavior, and significant events at home, or any changes that might affect their performance or well-being in school. Enhancing Teacher Expertise Enhance Teachers' Professional Development. Invest in targeted training on differentiated instruction, assistive technology, and inclusive pedagogy to improve teachers' instructional strategies and elevate their impact on diverse learners. Optimizing Special Needs Education Implementation Promote and support inclusive classroom practices where students with special needs are integrated into general education settings to the maximum extent appropriate, with necessary accommodations and support. Foster collaborations with local government units, disability organizations, and health professionals to create a supportive ecosystem for students with special needs and their families. Conduct an awareness campaign within schools and the wider community to promote understanding, acceptance, and respect for individuals with disabilities, combating stigma and misconceptions. Future Researchers Evaluate how parents are empowered to advocate for their children's rights and needs within the Special Needs education framework in Davao Oriental. This could include examining the effectiveness of parent associations or community-based support groups.

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