

Parental Support During Home-Based Instruction for Children with Intellectual Disabilities

Justine Mae C. Refuerzo ¹

1 – University of Perpetual Help System - DALTA

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Abstract

This study examined the level of parental support during home-based instruction for children with intellectual disabilities. Specifically, it determined the demographic profile of the parent-respondents in terms of age, sex, educational attainment, and monthly family income; assessed the level of parental support in terms of instructional support, emotional and motivational support, management of routines and structure, and collaboration with educators or therapists; and determined whether significant differences existed in the level of parental support when respondents were grouped according to their demographic characteristics. The study employed a quantitative descriptive-comparative research design. The respondents consisted of fifty (50) parents or legal guardians of children with intellectual disabilities from selected public schools in the Division of Tacloban City, who were selected through purposive sampling. Data were collected using a researcher-made questionnaire that underwent content validation and reliability testing. The data were analyzed using frequency count, percentage, weighted mean, standard deviation, independent samples t-test, and one-way Analysis of Variance (ANOVA). The findings revealed that most respondents were female, aged 31–40 years, high school graduates, and had a monthly family income above ₱30,000. In terms of parental support, emotional and motivational support ($M = 2.51$) and collaboration with educators or therapists ($M = 2.50$) were rated High, while instructional support ($M = 2.42$) and management of routines and structure ($M = 2.47$) were rated Moderate. The overall level of parental support during home-based instruction was Moderate ($M = 2.47$). Furthermore, the results indicated no significant differences in the level of parental support when respondents were grouped according to their demographic characteristics. Based on the findings, a Parent Support Intervention Program was developed to strengthen parental support during home-based instruction. The study recommends strengthening parent education programs, enhancing collaboration among parents, teachers, and therapists, and providing parent-friendly instructional resources to improve support for children with intellectual disabilities.

Keywords: *collaboration, home-based instruction, intellectual disabilities, parental support, parent support intervention program*

1. Introduction

Background and Rationale

Education plays a significant role in promoting inclusive learning opportunities and supporting the academic, social, and developmental needs of children with disabilities. In recent years, educational systems have increasingly recognized the importance of flexible and individualized instructional approaches to ensure that learners with diverse abilities receive appropriate educational support. Home-based instruction has emerged as an important alternative or supplementary learning arrangement, particularly for children with intellectual disabilities who require structured activities, consistent routines, individualized guidance, and continuous reinforcement. In this setting, parental involvement is essential in facilitating learning activities, monitoring children's progress, and providing emotional and instructional support (Gleason et al., 2021; Pusztai et al., 2023).

In the Philippines, the educational system continues to promote inclusive and equitable education by strengthening collaboration among schools, families, teachers, and other educational professionals. Although regular face-to-face classes have resumed, home-based instruction remains relevant for children with intellectual disabilities whose developmental conditions, individual learning requirements, or limited access to specialized educational services may require additional support at home. Parents and guardians consequently assume important responsibilities in assisting with instructional activities, providing emotional and motivational encouragement, establishing structured learning routines, and maintaining communication with educators and therapists. These responsibilities demonstrate the importance of family participation in ensuring continuity of learning and addressing children's individual educational needs.

Despite the importance of parental involvement, providing home-based instruction for children with intellectual disabilities presents several challenges. Parents may encounter difficulties in understanding appropriate instructional strategies, managing children's behavior and attention, maintaining consistent learning routines, balancing household and employment responsibilities, and accessing educational materials and professional assistance. Differences in age, sex, educational attainment, and monthly family income may also be associated with variations in the extent of parental support. Within the Division of Tacloban City, there is a need to examine how parents support their children through instructional assistance, emotional and motivational support, management of routines and structure, and collaboration with educators or therapists. Understanding these dimensions is essential in identifying areas requiring additional guidance, resources, and coordinated educational interventions.

Despite the recognized importance of parental support in the education of children with intellectual disabilities, a research gap remains concerning the extent of such support across specific dimensions of home-based instruction and whether significant differences exist when parents are grouped according to their demographic characteristics. Therefore, this study examined the extent of parental support during home-based instruction for children with intellectual disabilities in selected schools within the Division of Tacloban City. Specifically, it investigated instructional support, emotional and motivational support, management of routines and structure, and collaboration with educators or therapists. The findings served as the basis for developing a Parent Support Program intended to strengthen family participation, improve home-based instructional practices, and promote collaboration among parents, teachers, and other educational professionals.

Review of Related Literature

Home-based instruction is an important educational approach for children with intellectual disabilities because it provides opportunities for individualized learning, structured activities, repeated reinforcement, and continuous parental guidance. This instructional arrangement enables parents to participate directly in facilitating lessons, monitoring learning progress, reinforcing acquired skills, and supporting children's cognitive, social, and adaptive development. Parental involvement is particularly important for children with intellectual disabilities who require additional assistance in understanding instructions, completing learning activities, and developing independence. Studies have emphasized that consistent parental participation, appropriate instructional strategies, and supportive home environments contribute to more responsive educational experiences for these learners (Hassanein et al., 2021; Muhammad et al., 2024).

Parental instructional support is a fundamental component of home-based education because it helps children understand lessons, accomplish learning tasks, and reinforce previously acquired knowledge and skills. Parents frequently serve as immediate learning facilitators by explaining concepts, adapting instructional materials, supervising activities, and monitoring their children's progress. However, their ability to provide effective instructional assistance may depend on educational preparation, available resources, confidence, and professional guidance. Research has emphasized that parents who receive appropriate instructional support and maintain communication with teachers are better positioned to address their children's individualized educational needs (Oranga et al., 2023; López-de-la-Fuente et al., 2021; Chow et al., 2023).

Emotional and motivational support is another essential dimension of parental involvement during home-based instruction. Children with intellectual disabilities may experience difficulties in maintaining attention, understanding learning tasks, managing frustration, and sustaining motivation. Parents contribute to a supportive learning environment through encouragement, reassurance, patience, praise, and positive reinforcement. These practices may strengthen

children's confidence, persistence, and willingness to participate in educational activities. Nevertheless, parental stress, financial difficulties, and caregiving responsibilities may affect the consistency of emotional support provided at home. Studies have highlighted the importance of emotional encouragement, caregiver well-being, and appropriate family support mechanisms in promoting positive learning experiences (Lin et al., 2023; Gadermann et al., 2021; Yasaroh et al., 2022; Jessen et al., 2024).

Management of routines and structure also plays a significant role in home-based instruction for children with intellectual disabilities. Consistent schedules, organized learning materials, designated study areas, and predictable activities help establish an environment conducive to learning and behavioral regulation. Structured routines may assist children in understanding expectations, completing tasks, developing independence, and participating more consistently in instructional activities. However, maintaining these routines may be challenging for parents who experience competing household responsibilities, limited financial resources, or inadequate educational support. Research has emphasized that predictable yet flexible routines are important in addressing children's individual developmental and learning needs (Silvera-Tawil et al., 2022; Selman & Dilworth-Bart, 2023; Merki et al., 2022; Ugarte & Hastings, 2023).

Collaboration with educators and therapists is equally important in strengthening parental support during home-based instruction. Effective communication among parents, teachers, special education professionals, and therapists promotes consistency in instructional objectives, behavioral strategies, developmental interventions, and progress monitoring. Through collaborative planning, consultation, and feedback, parents can obtain appropriate guidance in implementing educational activities and reinforcing professional recommendations at home. Digital communication platforms may further support these interactions by facilitating consultations, progress updates, and the exchange of instructional resources. Studies have emphasized that coordinated family-school-professional partnerships contribute to more organized and responsive support systems for children with intellectual disabilities (Macabenta et al., 2023; López-de-la-Fuente et al., 2021; Chudaeva & Soliman, 2024; Howorth et al., 2024).

The demographic characteristics of parents may also be associated with differences in the extent of support provided during home-based instruction. Factors such as age, sex, educational attainment, and monthly family income may influence access to educational resources, availability of time, familiarity with instructional strategies, and opportunities to obtain professional assistance. Parents with limited resources or substantial caregiving responsibilities may encounter additional difficulties in maintaining consistent educational support. However, demographic characteristics do not necessarily determine the quality of parental involvement, making empirical investigation necessary to establish whether significant differences exist among respondent groups. Previous literature has identified socioeconomic circumstances,

educational background, household responsibilities, and access to professional guidance as relevant considerations in understanding parental participation (Jabar, 2021; Oranga et al., 2023; Lin & Averill, 2022; Wildmon et al., 2022).

The present study is anchored on Bronfenbrenner's Ecological Systems Theory and supported by Epstein's Theory of Overlapping Spheres of Influence. Bronfenbrenner's Ecological Systems Theory explains that children's learning and development are influenced by interactions within interconnected environmental systems, particularly the family, school, and broader social environment (Bronfenbrenner, 1979). Within home-based instruction, parental guidance, emotional support, and structured routines represent important interactions within the child's microsystem, while collaboration among parents, educators, and therapists reflects relationships within the mesosystem. Epstein's Theory of Overlapping Spheres of Influence further emphasizes the shared responsibilities of families, schools, and communities in supporting children's education (Epstein, 1995). Together, these theories provide the foundation for examining parental support in terms of instructional assistance, emotional and motivational support, management of routines and structure, and collaboration with educators or therapists. The reviewed literature consequently supports the need to determine the extent of parental support during home-based instruction for children with intellectual disabilities and to develop a Parent Support Program based on the findings of the study.

Statement of the Problem

The study sought to determine the extent of parental support during home-based instruction for children with intellectual disabilities and whether significant differences existed in parental support when the parent-respondents were grouped according to selected demographic characteristics. Specifically, it sought to answer the following questions:

1. What was the demographic profile of the parent-respondents in terms of:

- 1.1 age;

- 1.2 sex;

- 1.3 educational attainment; and

- 1.4 monthly family income?

2. What was the extent of parental support provided during home-based instruction for children with intellectual disabilities in terms of:

- 2.1 instructional support;
 - 2.2 emotional and motivational support;
 - 2.3 management of routines and structure; and
 - 2.4 collaboration with educators or therapists?
3. Was there a significant difference in the extent of parental support during home-based instruction for children with intellectual disabilities when the parent-respondents were grouped according to their demographic characteristics?
4. What program was developed based on the findings of the study to strengthen parental support during home-based instruction for children with intellectual disabilities?

Objectives of the Study

This study aimed to determine the extent of parental support during home-based instruction for children with intellectual disabilities and examine whether significant differences existed when parent-respondents were grouped according to their demographic characteristics. Specifically, it sought to describe the demographic profile of the parent-respondents in terms of age, sex, educational attainment, and monthly family income; assess the extent of parental support in terms of instructional support, emotional and motivational support, management of routines and structure, and collaboration with educators or therapists; and determine whether significant differences existed in the extent of parental support when respondents were grouped according to their demographic characteristics. Based on the findings, the study further aimed to develop a Parent Support Program designed to strengthen parental involvement, enhance home-based instructional practices, and promote effective collaboration among parents, educators, and therapists in addressing the educational and developmental needs of children with intellectual disabilities.

Research Hypotheses

The following null hypothesis was tested in the study:

H₀: There was no significant difference in the extent of parental support during home-based instruction for children with intellectual disabilities when the parent-respondents were grouped according to their demographic characteristics.

2. Materials and Methods

Research Design

This study employed a **quantitative descriptive research design with comparative analysis** to determine the extent of parental support during home-based instruction for children with intellectual disabilities. The descriptive component was used to identify the demographic characteristics of the parent-respondents and assess the extent of parental support, while the comparative component was utilized to determine whether significant differences existed in parental support when respondents were grouped according to age, sex, educational attainment, and monthly family income. The findings served as the basis for developing a Parent Support Program for Home-Based Instruction of Children with Intellectual Disabilities.

Participants

The participants of the study consisted of **50 parents or legal guardians** of children with intellectual disabilities who were receiving home-based instruction in selected public schools within the Division of Tacloban City. The participating schools included Kapangian Central School (District Learning Center III), City Central School (District Learning Center IV), Panalaron Central School and Sto. Niño SPED Center (District Learning Center VI), and San Jose Central School (District Learning Center X). A **simple random sampling technique** was employed to select qualified parents or legal guardians from the eligible population, ensuring that each eligible respondent had an equal opportunity for selection. Participants were required to have children formally identified as having intellectual disabilities, whose children were receiving home-based instruction, and to provide voluntary informed consent.

Instruments

Data were collected using a **researcher-developed questionnaire** validated by specialists in educational research, special education, and language. The instrument consisted of two major sections:

1. **Respondents' Demographic Profile** – age, sex, educational attainment, and monthly family income.
2. **Extent of Parental Support** – instructional support, emotional and motivational support, management of routines and structure, and collaboration with educators or therapists.

The questionnaire contained **20 items**, with five statements measuring each dimension of parental support. A four-point Likert scale was utilized, with mean scores interpreted as 1.00–1.74 (Low), 1.75–2.49 (Moderate), 2.50–3.24 (High), and 3.25–4.00 (Very High). The instrument underwent expert validation and pilot testing involving 20 parents or legal guardians who were excluded from the actual respondents. Reliability testing using Cronbach's alpha yielded coefficients of 0.723 for instructional support, 0.709 for emotional and motivational support, 0.757 for management of routines and structure, and 0.775 for collaboration with

educators or therapists. The overall reliability coefficient was **0.889**, indicating good internal consistency.

Procedure

Prior to data collection, the researcher secured approval from the Graduate School of the University of Perpetual Help System DALTA–Las Piñas Campus, permission from the Schools Division Superintendent of Tacloban City, and authorization from the participating school administrators. Coordination with school heads, Special Education (SPED) coordinators, and teachers facilitated the identification and selection of qualified respondents.

The validated questionnaires were administered to the selected parents or legal guardians at schedules and locations coordinated with the participating schools. Participants were informed of the study's objectives, procedures, voluntary nature, and confidentiality measures before providing written informed consent. Completed questionnaires were retrieved, reviewed for completeness, organized, encoded, and prepared for statistical analysis. All collected information was handled confidentially and used exclusively for academic research purposes in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173).

Data Analysis

The collected data were organized, tabulated, and analyzed using appropriate descriptive and inferential statistical procedures.

The following statistical tools were utilized:

- **Frequency Counts and Percentages** – to describe the demographic profile of the parent-respondents according to age, sex, educational attainment, and monthly family income.
- **Weighted Mean and Standard Deviation** – to determine the extent of parental support in terms of instructional support, emotional and motivational support, management of routines and structure, and collaboration with educators or therapists.
- **Independent-Samples t-Test** – to determine significant differences in the extent of parental support when respondents were grouped according to sex.
- **One-Way Analysis of Variance (ANOVA)** – to determine significant differences in the extent of parental support when respondents were grouped according to age, educational attainment, and monthly family income.

All hypotheses were tested at the **0.05 level of significance**. The null hypothesis was rejected when the p-value was less than or equal to 0.05 and was not rejected when the p-value exceeded 0.05. The statistical findings provided the empirical basis for developing a Parent Support Program intended to strengthen parental involvement and improve home-based instructional support for children with intellectual disabilities.

3. Results

3. Results

3.1 Demographic Profile of Respondents

Table 1

Demographic Profile of Parent-Respondents (N = 50)

Variable	Category	Frequency	Percentage (%)
Age	Below 30 years	13	26.0
	31–40 years	16	32.0
	41–50 years	6	12.0
	Above 50 years	15	30.0
Sex	Female	30	60.0
	Male	20	40.0
Educational Attainment	Elementary	8	16.0
	High School	18	36.0
	College	11	22.0
	Postgraduate	13	26.0
Monthly Family Income	Below ₱10,000	13	26.0
	₱10,001–₱20,000	9	18.0
	₱20,001–₱30,000	11	22.0
	Above ₱30,000	17	34.0

Interpretation:

Table 1 shows that the largest proportion of respondents belonged to the 31–40 years age group, comprising 16 parents or 32.0%, followed by those above 50 years with 15 or 30.0%. In terms of sex, female respondents constituted the majority, with 30 or 60.0%, compared with 20 male respondents or 40.0%. Regarding educational attainment, high school graduates represented the largest group, with 18 or 36.0%, while respondents with a monthly family income above ₱30,000 accounted for the highest proportion, with 17 or 34.0%. Overall, the respondents were predominantly female, aged 31–40 years, high school graduates, and from households earning above ₱30,000 monthly. These characteristics describe the composition of the sample and provide the basis for examining differences in parental support.

3.2 Extent of Instructional Support

Table 2

Extent of Instructional Support Provided by Parents

Indicator	Mean	Interpretation
Assisting children with homework	2.44	Moderate
Providing supplementary learning materials	2.40	Moderate
Establishing daily supervised study periods	2.34	Moderate
Reviewing children's answers and completed activities	2.38	Moderate
Helping children learn additional concepts beyond classroom lessons	2.54	High
Overall Mean	2.42	Moderate

Interpretation:

Table 2 shows that the overall extent of instructional support was Moderate, with a mean of 2.42. Helping children learn additional concepts beyond classroom lessons obtained the highest mean of 2.54, interpreted as High, indicating that parents demonstrated greater involvement in extending their children's learning. Meanwhile, establishing daily supervised study periods received the lowest mean of 2.34, interpreted as Moderate. The remaining indicators, including homework assistance, provision of supplementary materials, and reviewing completed activities, were also rated Moderate. These findings suggest that although parents provided instructional assistance, consistent academic supervision and structured learning activities remained areas requiring improvement.

3.3 Extent of Emotional and Motivational Support

Table 3

Extent of Emotional and Motivational Support Provided by Parents

Indicator	Mean	Interpretation
Encouraging children to continue learning despite difficulties	2.50	High
Motivating children to perform to the best of their abilities	2.40	Moderate
Comforting children when frustrated with schoolwork	2.60	High
Demonstrating patience during home-based instruction	2.36	Moderate
Praising children's learning accomplishments	2.70	High
Overall Mean	2.51	High

Interpretation:

Table 3 reveals that emotional and motivational support obtained an overall mean of 2.51, interpreted as High. Praising children's learning accomplishments received the highest mean of

2.70, followed by comforting children during frustration with a mean of 2.60. These findings indicate that parents demonstrated positive reinforcement and emotional encouragement during home-based instruction. However, demonstrating patience received the lowest mean of 2.36, interpreted as Moderate, suggesting that maintaining patience during challenging learning activities remained an area for improvement. Overall, emotional and motivational support emerged as the highest-rated dimension of parental support.

3.4 Extent of Management of Routines and Structure

Table 4

Extent of Management of Routines and Structure Provided by Parents

Indicator	Mean	Interpretation
Establishing rules to maintain children's attention	2.58	High
Managing children's learning needs during home-based instruction	2.60	High
Teaching children responsibility for completing tasks	2.16	Moderate
Providing rewards for positive behavior and effort	2.54	High
Maintaining a consistent learning environment with limited distractions	2.46	Moderate
Overall Mean	2.47	Moderate

Interpretation:

Table 4 shows that management of routines and structure obtained an overall mean of 2.47, interpreted as Moderate. Managing children's learning needs received the highest mean of 2.60, followed by establishing learning rules with 2.58 and providing rewards for positive behavior with 2.54, all interpreted as High. However, teaching children responsibility for completing tasks obtained the lowest mean of 2.16, indicating that promoting independence in learning activities was comparatively less practiced. Maintaining a consistent learning environment also received a Moderate rating of 2.46. These findings suggest that parents implemented certain organizational and behavioral strategies but required additional support in developing children's independence and maintaining structured learning routines.

3.5 Extent of Collaboration with Educators or Therapists

Table 5

Extent of Collaboration with Educators or Therapists

Indicator	Mean	Interpretation
Attending parent-teacher conferences and consultations	2.32	Moderate
Contacting teachers for clarification of lessons	2.36	Moderate
Informing teachers about children's learning difficulties	2.72	High
Providing teachers with feedback on learning materials	2.82	High

Maintaining regular communication through text, calls, or virtual platforms	2.26	Moderate
Overall Mean	2.50	High

Interpretation:

Table 5 indicates that collaboration with educators or therapists obtained an overall mean of 2.50, interpreted as High. Providing feedback on learning materials received the highest mean of 2.82, followed by informing teachers about children's learning difficulties with a mean of 2.72. These findings indicate that parents actively communicated concerns and provided feedback regarding their children's learning experiences. However, maintaining regular communication through text messages, telephone calls, or virtual platforms obtained the lowest mean of 2.26, interpreted as Moderate. Attendance at consultations and contacting teachers for lesson clarification were also rated Moderate. Overall, the results suggest that collaboration was evident, although consistent communication and regular consultation required further strengthening.

3.6 Summary of the Extent of Parental Support

Table 6

Summary of the Extent of Parental Support During Home-Based Instruction

Dimension	Mean	Interpretation
Instructional Support	2.42	Moderate
Emotional and Motivational Support	2.51	High
Management of Routines and Structure	2.47	Moderate
Collaboration with Educators or Therapists	2.50	High
Overall Extent of Parental Support	2.47	Moderate

Interpretation:

Table 6 reveals that the overall extent of parental support during home-based instruction for children with intellectual disabilities was Moderate, with a mean of 2.47. Emotional and Motivational Support obtained the highest mean of 2.51, followed by Collaboration with Educators or Therapists with 2.50, both interpreted as High. Meanwhile, Management of Routines and Structure obtained a mean of 2.47, while Instructional Support received the lowest mean of 2.42, both interpreted as Moderate. These findings indicate that parents demonstrated relatively stronger emotional encouragement and collaboration than structured instructional assistance and routine management. The results highlight the need to strengthen parents' instructional competencies, establish consistent home-learning schedules, and develop strategies that promote children's independence.

3.7 Significant Differences in Parental Support According to Age

Table 7

Significant Differences in Parental Support According to Age

Dimension	F-value	p-value	Decision
Instructional Support	0.652	.586	Not Significant
Emotional and Motivational Support	1.608	.200	Not Significant
Management of Routines and Structure	0.840	.479	Not Significant
Collaboration with Educators or Therapists	2.456	.075	Not Significant

Interpretation:

Table 7 shows that no significant differences existed in parental support when respondents were grouped according to age. All p-values exceeded the 0.05 level of significance, indicating that the null hypothesis was not rejected. Collaboration with Educators or Therapists obtained the lowest p-value of .075, but this remained above the significance threshold. These findings indicate that the study did not establish statistically significant differences in instructional, emotional, organizational, or collaborative support across the age groups.

3.8 Significant Differences in Parental Support According to Sex

Table 8

Significant Differences in Parental Support According to Sex

Dimension	t-value	p-value	Decision
Instructional Support	-1.526	.134	Not Significant
Emotional and Motivational Support	-1.015	.315	Not Significant
Management of Routines and Structure	-0.862	.393	Not Significant
Collaboration with Educators or Therapists	-0.036	.971	Not Significant

Interpretation:

Table 8 indicates that no significant differences existed in parental support when respondents were grouped according to sex. Instructional Support obtained a p-value of .134, Emotional and Motivational Support .315, Management of Routines and Structure .393, and Collaboration with Educators or Therapists .971. Since all p-values were greater than 0.05, the null hypothesis was not rejected. These findings suggest that male and female respondents did not demonstrate statistically significant differences in the extent of parental support across the four dimensions investigated.

3.9 Significant Differences in Parental Support According to Educational Attainment

Table 9

Significant Differences in Parental Support According to Educational Attainment

Dimension	F-value	p-value	Decision
Instructional Support	1.103	.357	Not Significant
Emotional and Motivational Support	1.125	.349	Not Significant
Management of Routines and Structure	0.419	.740	Not Significant
Collaboration with Educators or Therapists	0.404	.751	Not Significant

Interpretation:

Table 9 shows that educational attainment did not produce statistically significant differences in any dimension of parental support. Emotional and Motivational Support obtained a p-value of .349, Instructional Support .357, Management of Routines and Structure .740, and Collaboration with Educators or Therapists .751. All values exceeded the 0.05 significance level, indicating that the null hypothesis was not rejected. The findings suggest that differences in educational attainment were not associated with statistically significant differences in parental support within the sample.

3.10 Significant Differences in Parental Support According to Monthly Family Income

Table 10

Significant Differences in Parental Support According to Monthly Family Income

Dimension	F-value	p-value	Decision
Instructional Support	0.972	.414	Not Significant
Emotional and Motivational Support	1.359	.267	Not Significant
Management of Routines and Structure	1.241	.306	Not Significant
Collaboration with Educators or Therapists	1.078	.368	Not Significant

Interpretation:

Table 10 reveals that monthly family income did not produce statistically significant differences in parental support. Emotional and Motivational Support obtained a p-value of .267, Management of Routines and Structure .306, Collaboration with Educators or Therapists .368, and Instructional Support .414. Since all p-values exceeded the 0.05 significance level, the null hypothesis was not rejected. These findings indicate that the extent of parental support did not significantly differ across the monthly family income categories examined. However, the results

do not establish that financial resources are unrelated to parental support in other populations or settings.

3.11 Proposed Parent Support Program

Table 11

PARENT CARE: Proposed Parent Support Program for Home-Based Instruction of Children with Intellectual Disabilities

Priority Area	Proposed Intervention	Expected Outcome
Instructional Support	Parent training on lesson assistance, supplementary materials, and structured study schedules	Improved parental instructional practices
Emotional and Motivational Support	Sessions on patience, encouragement, and positive reinforcement	Strengthened emotional and motivational support
Management of Routines and Structure	Coaching on home-learning schedules, visual routines, and task responsibility	More consistent routines and improved support for independent task completion
Collaboration with Educators or Therapists	Regular consultations, progress monitoring, and communication mechanisms	Strengthened family-school-professional coordination
Overall Parental Support	Integrated parent capacity-building and monitoring activities	More consistent parental support across all four dimensions

Interpretation:

Table 11 presents the proposed PARENT CARE (Parental Assistance, Routine, Engagement, Nurturing, and Teacher-Collaboration) Program, developed from the findings of the study. The program prioritizes Instructional Support and Management of Routines and Structure because these dimensions obtained Moderate ratings, while sustaining Emotional and Motivational Support and Collaboration with Educators or Therapists, which received High ratings. The proposed interventions include parental training, routine-management coaching, emotional support sessions, regular consultations, and monitoring activities. These strategies are intended to strengthen parents' capacity to provide consistent, individualized, and coordinated home-based instruction. The program represents a proposed research output, and its effectiveness would require subsequent implementation and evaluation.

3.12 Summary of Findings

The results revealed that the majority of parent-respondents were female, while the largest demographic groups were aged 31–40 years, high school graduates, and from households earning above ₱30,000 monthly. The overall extent of parental support was Moderate, with a mean of

2.47. Emotional and Motivational Support obtained the highest mean of 2.51, followed by Collaboration with Educators or Therapists at 2.50, while Management of Routines and Structure and Instructional Support received Moderate ratings of 2.47 and 2.42, respectively. Inferential analysis revealed no statistically significant differences in any dimension of parental support when respondents were grouped according to age, sex, educational attainment, and monthly family income. Consequently, the null hypothesis was not rejected across all demographic comparisons. Based on these findings, the PARENT CARE Program was developed to strengthen instructional assistance, establish consistent learning routines, sustain emotional encouragement, and improve collaboration among parents, educators, and therapists.

4. Discussion

Interpretation of Findings

The findings revealed that the overall extent of parental support during home-based instruction for children with intellectual disabilities was Moderate, with an overall mean of 2.47. Among the four dimensions, Emotional and Motivational Support obtained the highest mean of 2.51, followed by Collaboration with Educators or Therapists with a mean of 2.50, both interpreted as High. Meanwhile, Management of Routines and Structure obtained a mean of 2.47, while Instructional Support received the lowest mean of 2.42, both interpreted as Moderate. These findings indicate that parents demonstrated stronger emotional encouragement and collaboration with educational professionals than structured instructional assistance and management of home-learning routines.

The high rating for Emotional and Motivational Support suggests that parents recognized the importance of encouraging their children, acknowledging learning accomplishments, and providing reassurance during difficult learning activities. However, the comparatively lower rating for patience indicates that parents may experience challenges in maintaining consistent emotional responses when assisting children with intellectual disabilities. Similarly, the high rating for Collaboration with Educators or Therapists demonstrates parental involvement in providing feedback and communicating children's learning difficulties. Nevertheless, maintaining regular communication and attending consultations remained areas requiring improvement.

The moderate ratings for Instructional Support and Management of Routines and Structure indicate the need to strengthen parents' capacity to provide consistent academic assistance, establish structured learning schedules, organize appropriate learning environments, and develop children's responsibility for completing tasks. These findings suggest that parental involvement requires not only emotional encouragement but also practical instructional competencies and organized home-learning practices.

The inferential analysis revealed no statistically significant differences in parental support when respondents were grouped according to age, sex, educational attainment, and monthly family

income. All obtained p-values exceeded the 0.05 level of significance, indicating that the null hypothesis was not rejected. These findings suggest that the observed differences in parental support among demographic groups were insufficient to establish statistical significance within the sample. Consequently, interventions designed to strengthen parental support may address common needs across demographic groups while remaining responsive to individual family circumstances.

Comparison to Existing Studies

The findings are consistent with Hassanein et al. (2021), who emphasized the importance of parental involvement and supportive home environments in facilitating the learning and development of children with intellectual disabilities. Similarly, Muhammad et al. (2024) highlighted the instructional, behavioral, and emotional responsibilities of parents during home-based learning. These studies provide a relevant foundation for understanding the multidimensional nature of parental support identified in the present investigation.

The moderate rating for Instructional Support may be considered in relation to Lopatynska et al. (2023), who emphasized the importance of parental assistance and appropriate learning resources in supporting children's participation in educational activities. The findings suggest that parents may benefit from additional instructional guidance, supplementary learning materials, and structured learning schedules to improve the consistency of academic support provided at home.

The high rating for Emotional and Motivational Support is consistent with Lin et al. (2023), who highlighted the contribution of encouragement and positive reinforcement to children's learning motivation and participation. Likewise, Miguel et al. (2021) and Eden et al. (2024) emphasized the importance of supportive home-learning conditions and parental guidance. These perspectives reinforce the importance of sustaining parental encouragement while strengthening patience and appropriate responses to children's learning difficulties.

The moderate rating for Management of Routines and Structure supports the relevance of the findings discussed by Selman and Dilworth-Bart (2023), who emphasized the importance of regular routines in children's developmental and educational experiences. Establishing predictable learning schedules, minimizing distractions, and gradually encouraging independent task completion may help parents provide more consistent support during home-based instruction.

Furthermore, the high rating for Collaboration with Educators or Therapists is consistent with the literature discussed by Hassanein et al. (2021), Muhammad et al. (2024), and Kambouri et al. (2021), which emphasizes the importance of communication and cooperation between families and educational professionals. Although the respondents demonstrated collaborative practices, the moderate ratings for regular communication and consultation indicate that more systematic family-school coordination may be beneficial.

The absence of statistically significant demographic differences should be interpreted cautiously. Although Oranga et al. (2022) discussed the relevance of parental educational background,

family responsibilities, and available resources to parental involvement, the present study did not establish significant differences across the selected demographic groups. This does not necessarily contradict the existing literature, since differences in research populations, contexts, instruments, and statistical procedures may influence findings.

Implications for Practice and Policy

The findings suggest that schools implementing home-based instruction for children with intellectual disabilities should strengthen parent capacity-building initiatives, particularly in instructional assistance and management of routines and structure. Teachers and Special Education (SPED) teachers may provide parents with practical learning guides, supplementary instructional materials, visual schedules, and strategies for explaining lessons and monitoring children's progress. These interventions may help parents establish more consistent learning practices that respond to children's individual educational needs.

School administrators should also promote structured parent education programs that address emotional encouragement, positive reinforcement, patience, and behavior management. Although Emotional and Motivational Support obtained a high rating, the relatively lower rating for patience indicates the importance of providing parents with strategies for responding appropriately to frustration and learning difficulties.

Strengthening collaboration between parents and educational professionals is another important implication of the findings. Schools may establish scheduled consultations, regular progress monitoring, accessible communication channels, and feedback mechanisms to improve coordination between home and school. Therapists and other relevant professionals may participate when appropriate and with parental consent.

Educational policymakers and school administrators may consider adopting the proposed PARENT CARE: Parental Assistance, Routine, Engagement, Nurturing, and Teacher-Collaboration Program as a framework for strengthening parental involvement in home-based instruction. The program prioritizes areas that obtained moderate ratings while sustaining the relatively stronger dimensions of parental support. Its implementation may provide parents with practical strategies, learning resources, and opportunities for professional collaboration.

Study Limitations

Several limitations should be considered when interpreting the findings. First, the study involved only 50 parent-respondents, which may limit the generalizability of the results to other populations, schools, and geographical settings. Second, the study relied on parents' self-reported assessments of their support practices, which may be affected by response bias and differences in personal perceptions.

Third, the investigation focused on four dimensions of parental support and selected demographic characteristics. Other potentially relevant factors, such as parental self-efficacy,

employment responsibilities, access to educational resources, availability of professional services, and children's individual support needs, were not examined in the reported analysis.

Finally, the study examined the extent of parental support and differences across demographic groups but did not directly measure children's academic performance or developmental outcomes. Therefore, the findings cannot establish that the reported parental support practices caused improvements in children's learning. The proposed PARENT CARE Program was developed from the findings, but its effectiveness has not yet been established through implementation and evaluation.

5. Conclusion

Conclusion

This study examined the extent of parental support during home-based instruction for children with intellectual disabilities in terms of Instructional Support, Emotional and Motivational Support, Management of Routines and Structure, and Collaboration with Educators or Therapists. The findings revealed that the overall extent of parental support was Moderate, with a mean of 2.47. Emotional and Motivational Support obtained the highest mean of 2.51, followed by Collaboration with Educators or Therapists with 2.50, both interpreted as High. Meanwhile, Management of Routines and Structure obtained a mean of 2.47, and Instructional Support received the lowest mean of 2.42, both interpreted as Moderate. These results indicate that parents demonstrated comparatively stronger emotional and collaborative support, while structured instructional assistance and management of learning routines required further strengthening.

The study further revealed no statistically significant differences in parental support when respondents were grouped according to age, sex, educational attainment, and monthly family income. All p-values exceeded the 0.05 level of significance, indicating that the null hypothesis was not rejected across all demographic comparisons. These findings suggest that the identified areas for strengthening parental support were not statistically confined to particular demographic groups within the sample. However, the absence of significant differences does not establish that demographic characteristics have no relationship with parental support in other settings.

Based on these findings, the PARENT CARE Program was developed to strengthen parents' instructional competencies, emotional and motivational practices, management of home-learning routines, and collaboration with educational professionals. The program emphasizes practical parent training, structured learning schedules, positive reinforcement, regular consultations, and continuous monitoring. Overall, the study highlights the importance of comprehensive parental support in home-based instruction for children with intellectual disabilities and provides an evidence-informed framework for strengthening parental involvement through coordinated school and family initiatives.

Recommendations

Based on the findings of the study, it is recommended that parents and guardians strengthen their instructional support by establishing regular study schedules, assisting children with learning activities, providing supplementary materials, and monitoring completed tasks. Parents should also develop consistent routines, maintain appropriate learning environments, and gradually encourage their children to assume responsibility for completing learning activities according to their individual capabilities.

Teachers and SPED teachers should provide parents with accessible instructional resources, visual schedules, activity guides, and practical strategies appropriate for children with intellectual disabilities. Regular parent-teacher consultations and progress monitoring should also be established to strengthen communication and ensure that home-based learning activities remain responsive to children's educational needs.

School administrators are encouraged to consider implementing the proposed PARENT CARE Program through parent education sessions, instructional coaching, routine-management workshops, emotional support activities, and structured family-school collaboration. Appropriate resources and professional support should be provided, subject to institutional policies and available funding, to promote sustainable parental involvement.

Educational authorities and policymakers may consider strengthening policies and support mechanisms that promote inclusive home-based instruction, parental capacity-building, and collaboration among schools, families, and relevant professionals. Particular attention may be given to ensuring that parents have access to appropriate learning materials, guidance, and communication channels regardless of their demographic backgrounds.

Finally, future researchers are encouraged to conduct similar investigations involving larger samples, additional geographical locations, and other factors associated with parental support. Further studies may also examine parental self-efficacy, access to instructional resources, family responsibilities, and children's individual support needs. The proposed PARENT CARE Program may be subjected to pilot implementation and evaluation to determine its effectiveness in improving parental support practices and, through separate appropriate measures, children's learning outcomes.

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