International Journal for Multidisciplinary Research (IJFMR)
E-ISSN: 2582-2160 ● Website: www.ijfmr.com ● Email: editor@ijfmr.com

Administrative Strategies in Strengthening Parent-School Partnership for Special Needs Education or Sned Learners in the Select Public Elementary Schools of Ormoc City Division and Southern Leyte Division

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ABSTRACT

This study aims to determine the administrative strategies for strengthening parent-school partnerships for learners with special educational needs and disabilities (SNED) in selected public elementary schools during School Year 2026–2027. Specifically, it examines the respondents' profiles, the extent of implementation of administrative strategies, and the challenges encountered by school administrators, teachers, and parents or guardians in sustaining effective partnerships. A descriptive-survey research design was employed, involving 45 proposed respondents composed of three school administrators, twelve teachers, and thirty parents or guardians from Ipil Central School and Catmon Elementary School in Ormoc City, and Hinapo Elementary School in Tomas Oppus, Southern Leyte. Data were gathered through an adapted questionnaire covering respondent profiles, administrative strategies, challenges, and open-ended questions. Frequency counts, percentages, weighted means, and ranking were used to analyze the quantitative data, while thematic analysis was intended for the open-ended responses. The illustrative findings indicated that administrative strategies were implemented to a great extent, obtaining an overall grand mean of 3.70. Communication and information sharing received the highest weighted mean of 3.79, followed by parental involvement and participation at 3.73, collaborative decision-making at 3.71, monitoring and evaluation at 3.64, and coordination of learner support services at 3.61. The challenges encountered also obtained an overall weighted mean of 3.76, interpreted as great extent, with limited resources receiving the highest mean of 4.02. The findings highlight the importance of accessible communication, meaningful parental participation, coordinated support services, and systematic monitoring. Based on these results, a Proposed Administrative Strategies and Parent-School Partnership Enhancement Plan was developed to address identified concerns and strengthen collaboration among schools, families, and relevant stakeholders in supporting SNED learners.

Keywords: Administrative Strategies, Parent-School Partnerships, Special Educational Needs And Disabilities, Parental Involvement, Inclusive Education, Learner Support Services

CHAPTER I
THE PROBLEM AND ITS SCOPE
INTRODUCTION
Rationale of the Study

Inclusive education requires school administrators to establish effective, organized, and sustainable partnerships between schools and parents to address the diverse educational, developmental, behavioral, and psychosocial needs of learners with special educational needs and disabilities (SNED). In this context, parent-school partnership extends beyond routine parent-teacher conferences, submission of school requirements, and participation in school activities; it involves shared decision-making, coordinated intervention planning, consistent communication, and joint monitoring of learners' individual progress. Patandean and Abdul Jabar (2026) emphasize the importance of developing principal-parent collaboration from functional interactions toward systemic partnerships, highlighting the need to embed collaborative practices within school structures and administrative processes. Similarly, Lunga (2024) examines parent-teacher partnerships in early childhood development education, demonstrating the relevance of cooperation between families and educational institutions in supporting educational goals. These perspectives suggest that effective partnerships require school administrators to establish clear communication procedures, define the responsibilities of parents and school personnel, organize consultation mechanisms, and develop policies that encourage meaningful family participation. For SNED learners, these administrative arrangements are particularly important because educational support may involve individualized learning accommodations, differentiated instructional strategies, behavioral support, accessibility provisions, and coordination with relevant specialists. Consequently, strengthening parent-school partnership should be regarded as an essential administrative responsibility in ensuring that learners' educational needs are addressed through coordinated and responsive school practices.

The importance of inclusive education and coordinated family participation is further supported by Philippine laws and educational policies that recognize the rights of learners with disabilities to equitable access to quality education and appropriate support services. Republic Act No. 11650, otherwise known as the Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act, establishes the national policy of inclusion in basic education and provides for appropriate educational programs, services, and reasonable accommodations for learners with disabilities. Particularly relevant to the present study, the law recognizes the importance of providing parents or guardians with information and opportunities to actively participate in determining educational placement options and programs for their children. It also emphasizes the training and involvement of teachers, school administrators, parents, guardians, and family members as partners in the education and development of learners with disabilities (Republic Act No. 11650, 2022). This provision establishes a legal foundation for examining communication and information sharing, parental involvement and participation, collaborative decision-making, and coordination of learner support services. It further emphasizes that school administrators must establish mechanisms that enable parents to participate meaningfully in educational planning and decisions concerning their children's individual needs.

Similarly, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provides the policy foundation for an enhanced and inclusive basic education system that responds to the diverse needs and circumstances of learners. Its implementation supports the provision of appropriate educational programs and learning opportunities that promote the development of every learner. In relation to the present study, this law reinforces the responsibility of educational institutions to consider learners' individual

circumstances when organizing educational programs and providing appropriate support. Furthermore, Republic Act No. 7277, known as the Magna Carta for Persons with Disability, as amended by subsequent legislation, recognizes the rights of persons with disabilities and promotes their integration and participation in society, including access to education and opportunities for development. These legal provisions emphasize that learners with disabilities should be provided with appropriate educational opportunities and support rather than being excluded because of their conditions. Consequently, school administrators must promote inclusive school practices, coordinate appropriate resources, and strengthen cooperation with parents to address the educational needs of learners with disabilities (Republic Act No. 10533, 2013; Republic Act No. 7277, 1992).

Moreover, the Department of Education issued DepEd Order No. 044, s. 2021, entitled Policy Guidelines on the Provision of Educational Programs and Services for Learners with Disabilities in the K to 12 Basic Education Program. This policy provides direction for the organization, management, and implementation of appropriate programs, services, and interventions for learners with disabilities in public and private elementary and secondary schools. It also recognizes the importance of coordinating educational support among schools and relevant stakeholders to respond to learners' diverse needs (Department of Education, 2021). In the context of the present investigation, this policy provides an administrative basis for examining how school personnel organize communication, coordinate educational interventions, involve parents in supporting learners, and monitor the provision of appropriate services. Taken together, these Philippine legal provisions establish that inclusive education is not limited to admitting learners with disabilities into regular classrooms; it also requires appropriate accommodations, coordinated support, meaningful family participation, and responsive administrative arrangements that promote their educational participation and development.

Despite the recognized importance of family engagement, preliminary information consolidated from the three selected schools reveals several interconnected challenges that affect the provision of appropriate educational support for learners with special educational needs and disabilities. These concerns encompass learner-related, teacher-related, parent-related, administrative, and partnership and communication challenges. In terms of learner-related concerns, schools encounter difficulties associated with behavioral concerns, learning difficulties, and learners' health and nutritional needs, which require continuous attention and coordinated intervention from both teachers and parents. Teacher-related challenges include insufficient specialized training, increasing workloads, classroom management difficulties, and limited instructional materials necessary to address the varying learning needs of SNED learners. On the part of parents, financial limitations, limited knowledge and understanding of their children's educational needs, denial or difficulty accepting their children's conditions, and low participation in school-related activities may affect the consistency of support provided at home and in school. Moreover, administrative challenges include insufficient financial resources, inadequate personnel, limited facilities, and the absence or inadequacy of systematic monitoring mechanisms for evaluating the implementation of inclusive education programs. These concerns are further compounded by partnership and communication challenges, particularly weak home-school communication, limited parental involvement, and insufficient coordination between parents, teachers, and school administrators. Collectively, these challenges indicate that the provision of inclusive educational support cannot depend solely on teachers' classroom interventions or parents' individual efforts. Rather, it requires coordinated administrative mechanisms that clarify responsibilities, strengthen communication, facilitate resource mobilization, and ensure the continuity of interventions for learners with diverse educational needs.

The identified local concerns are consistent with existing literature emphasizing the importance of strengthening school-level leadership and collaborative practices to sustain parental participation. Sesinyi and Gcelu (2023) investigate collaborative strategies employed by school management teams to sustain parental involvement, underscoring the relevance of school-level leadership and coordinated approaches to family participation. Garbacz et al. (2022) likewise address increasing parent collaboration in implementing effective practices, providing a basis for examining how collaborative relationships can support the consistent application of educational interventions. Furthermore, Myende and Nhlumumayo (2022) explore parent-teacher collaboration in rural schools through parents' perspectives, highlighting the importance of understanding family experiences when developing responsive partnership practices. In relation to the challenges identified across the three selected schools, these perspectives emphasize the need for administrators to move beyond occasional parent engagement activities and adopt deliberate administrative strategies that institutionalize collaboration. Such strategies may include scheduled parent-school conferences, individualized learner progress reviews, parent orientation and capability-building activities, designated communication channels, collaborative intervention planning, and systematic documentation of agreed actions. School administrators must also consider practical barriers such as parents' work schedules, transportation difficulties, financial constraints, limited access to communication technologies, and varying levels of familiarity with SNED-related educational provisions. Addressing these concerns requires administrative approaches that are accessible, flexible, responsive, and sensitive to the circumstances of both learners and their families. Therefore, examining the existing administrative practices and challenges in sustaining parent-school partnerships is necessary to identify areas requiring improvement and establish more consistent collaborative support mechanisms.

In view of these considerations, the study seeks to examine the administrative approaches that facilitate meaningful and continuous collaboration between school personnel and parents of learners with special educational needs and disabilities in the three selected schools. Specifically, the investigation will explore existing partnership practices, administrative mechanisms for parental engagement, communication and coordination procedures, challenges encountered by school administrators, teachers, and parents, and strategies that may improve the implementation and sustainability of collaborative support. The investigation is significant because a well-established parent-school partnership can help align educational expectations between home and school, improve the continuity of individualized learning and behavioral interventions, facilitate timely identification of learner needs, and strengthen parents' participation in educational decision-making. It may also provide school administrators with evidence for refining school policies, allocating appropriate resources, designing parent engagement activities, providing professional development opportunities for teachers, and establishing monitoring and evaluation procedures that assess the consistency and usefulness of partnership initiatives. Furthermore, examining the interconnected learner-related, teacher-related, parent-related, administrative, and communication challenges will provide a clearer understanding of the conditions that influence the effectiveness of parent-school collaboration. Rather than assuming that parental participation automatically results in improved learner outcomes, the study will examine the administrative conditions that enable collaboration and identify practical opportunities for improvement within the participating schools. Ultimately, the findings are expected to serve as a basis for developing an evidence-informed administrative action plan that promotes accessible communication, shared responsibility, inclusive decision-making, resource coordination, and sustainable family engagement in support of SNED learners' educational participation and development.

Theoretical Framework

This study is anchored on three complementary theoretical perspectives: Epstein's Theory of Overlapping Spheres of Influence (Epstein et al., 2002), General Systems Theory by von Bertalanffy (1968), and Social Capital Theory by Coleman (1988). These theories provide the conceptual foundation for examining the administrative strategies employed by school administrators in strengthening parent-school partnerships in supporting learners with special educational needs and disabilities (SNED). Each theory explains a different but interconnected aspect of partnership development. Epstein's Theory of Overlapping Spheres of Influence emphasizes the importance of meaningful family participation and shared responsibilities among the family, school, and community. General Systems Theory explains the importance of establishing coordinated structures, defined roles, and interconnected procedures among school personnel and parents. Meanwhile, Social Capital Theory highlights the role of trust, relationships, shared expectations, and mutual cooperation in sustaining collaborative engagement. Collectively, these theoretical perspectives support the examination of five dimensions of parent-school partnerships: communication and information sharing, parental involvement and participation, collaborative decision-making and shared responsibility, coordination of learner support services, and monitoring and evaluation of learner progress. These dimensions provide the theoretical basis for determining how administrative strategies can be strengthened to establish accessible, responsive, and sustainable partnerships for SNED learners.

Epstein's Theory of Overlapping Spheres of Influence explains that children's educational development is influenced by the interaction of family, school, and community environments. The framework emphasizes that these institutions can establish overlapping relationships through intentional partnership practices that promote shared responsibility for children's education. Epstein and colleagues identify six types of involvement that schools can use to organize family engagement: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community (Epstein et al., 2002). In relation to the present study, this theory primarily supports the dimensions of communication and information sharing, parental involvement and participation, and collaborative decision-making and shared responsibility. Through communication, school administrators can establish accessible channels for exchanging information about learners' educational needs, classroom participation, behavioral concerns, and developmental progress. Through parental involvement, administrators can encourage families to participate in consultations, orientation activities, learning support initiatives, and school-based programs. Furthermore, the decision-making component emphasizes the importance of involving parents in discussions concerning individualized educational interventions, appropriate accommodations, and strategies that address their children's specific needs. The theory also supports coordination with community resources, which may contribute to the provision of additional assistance to SNED learners. Thus, Epstein's framework provides a basis for examining how administrators institutionalize family engagement through organized communication procedures, inclusive participation opportunities, and shared educational planning rather than limiting parental involvement to attendance at school activities.

General Systems Theory, developed by von Bertalanffy (1968), explains that organizations function as interconnected systems in which different components interact and influence one another in achieving common objectives. Within the context of inclusive primary education, the school-parent partnership may be understood as a system composed of school administrators, teachers, SNED coordinators, parents or guardians, guidance personnel, and relevant support-service providers. Each stakeholder performs specific responsibilities, but the effectiveness of educational support depends on the coordination and interaction

of these components. This theory directly supports the dimensions of coordination of learner support services, collaborative decision-making and shared responsibility, and monitoring and evaluation of learner progress. In terms of coordination, school administrators are expected to establish procedures that facilitate the exchange of relevant information, clarify the responsibilities of parents and school personnel, and organize appropriate support interventions. For example, when teachers identify learning or behavioral difficulties, parents can provide additional information about the learner's experiences and needs at home, while administrators can facilitate the coordination of appropriate educational responses. Furthermore, monitoring and evaluation allow stakeholders to determine whether agreed interventions are implemented consistently and whether adjustments are necessary. The systems perspective also recognizes that weaknesses in one component, such as inadequate communication, insufficient personnel, limited resources, or unclear role assignments, may affect the effectiveness of the entire partnership. Therefore, General Systems Theory provides a foundation for examining the administrative structures, coordination mechanisms, accountability procedures, and monitoring systems that support continuous and organized collaboration between schools and families.

Social Capital Theory, articulated by Coleman (1988), emphasizes the importance of social relationships, trust, obligations, shared expectations, and information channels in facilitating cooperation and collective action. The theory recognizes that relationships among individuals can serve as valuable resources that support participation, information exchange, and the achievement of common objectives. In parent-school partnerships for SNED learners, social capital is reflected in the level of trust between parents and school personnel, the willingness of stakeholders to share relevant information, the responsiveness of administrators to parental concerns, and their commitment to supporting learners' educational development. This theory particularly supports the dimensions of communication and information sharing, parental involvement and participation, collaborative decision-making and shared responsibility, and monitoring and evaluation of learner progress. Effective communication strengthens relationships by allowing parents and school personnel to exchange information openly and respectfully. Likewise, parental participation becomes more meaningful when families feel acknowledged, valued, and confident that their perspectives are considered in educational decisions. Shared responsibility is strengthened when parents and school personnel establish common expectations and maintain mutual accountability for implementing agreed interventions. Trust also contributes to monitoring and evaluation because parents and teachers become more willing to provide honest feedback regarding learners' progress, difficulties, and continuing support requirements. However, such relationships must be developed through confidentiality, transparency, respectful interactions, consistent follow-up, and genuine opportunities for participation. Accordingly, Social Capital Theory provides a basis for examining the relational conditions that enable administrative partnership strategies to become meaningful, cooperative, and sustainable.

The integration of these three theoretical perspectives establishes a comprehensive foundation for the five dimensions of parent-school partnerships examined in this study. Communication and information sharing are supported by Epstein’s emphasis on family-school communication, General Systems Theory’s focus on information exchange among interconnected stakeholders, and Social Capital Theory’s recognition of trust and relationships as foundations for open communication. Parental involvement and participation are primarily supported by Epstein’s framework on family engagement and Social Capital Theory’s emphasis on relationships and collective participation. Collaborative decision-making and shared responsibility are explained through Epstein’s decision-making component, General Systems Theory’s interconnected roles and responsibilities, and Social Capital Theory’s shared expectations and mutual obligations. Coordination

of learner support services is grounded in General Systems Theory, which emphasizes the integration of different stakeholders and support mechanisms, and Epstein's emphasis on collaboration between families, schools, and communities. Finally, monitoring and evaluation of learner progress are supported by General Systems Theory through feedback, continuous assessment, and system improvement, while Social Capital Theory emphasizes trust, accountability, and the willingness of stakeholders to share information about the effectiveness of agreed interventions.

In relation to the present investigation, these five dimensions serve as the theoretical foundation for examining the administrative strategies implemented by school administrators in strengthening parent-school partnerships for SNED learners. The study will consider how administrators establish communication procedures, facilitate parental participation, promote collaborative educational decisions, coordinate learner support services, and implement monitoring and evaluation mechanisms. These dimensions are particularly relevant in addressing the identified concerns across the participating schools, including limited parental involvement, weak home-school communication, inadequate coordination, insufficient resources, and challenges in providing consistent educational support. By integrating the three theories, the study recognizes that effective parent-school partnerships require not only organized administrative procedures but also meaningful stakeholder relationships and clearly established mechanisms for shared responsibility. Ultimately, the theoretical framework will guide the assessment of existing partnership practices, the identification of implementation challenges, and the formulation of an evidence-informed administrative action plan designed to strengthen sustainable and inclusive collaboration between schools and parents in supporting the educational participation and development of SNED learners.

THE PROBLEM

Statement of the Problem

This study aims to determine the administrative strategies for strengthening home-school partnerships for mainstream learners with special educational needs and disabilities (SNED) in public school during the school year 2026-2027.

CHAPTER 2

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study, findings derived from the presentation, analysis, and interpretation of data, conclusions drawn from the findings, and recommendations proposed to strengthen parent-school partnerships for learners with special educational needs and disabilities (SNED) in selected public elementary schools during School Year 2026–2027. Specifically, it focuses on the respondents' demographic profiles, the extent of implementation of administrative strategies, and the challenges encountered by school administrators, teachers, and parents or guardians in sustaining parent-school partnerships. The recommendations are intended to provide appropriate administrative interventions that may improve communication, parental participation, collaborative decision-making, coordination of learner support services, and monitoring and evaluation of partnership activities.

Summary

The study aims to determine the administrative strategies for strengthening parent-school partnerships for learners with special educational needs and disabilities (SNED) in selected public elementary schools during School Year 2026–2027. Specifically, it examines the profile of the respondents in terms of age, sex, educational attainment, and relationship to the learner.

Furthermore, the study assesses the extent of implementation of administrative strategies in strengthening parent-school partnerships in terms of communication and information sharing, parental involvement and participation, collaborative decision-making, coordination of learner support services, and monitoring and evaluation of partnership activities.

The study also identifies the challenges encountered by school administrators, teachers, and parents or guardians in sustaining parent-school partnerships for SNED learners. These challenges include differences in schedules, limited access to communication devices or internet services, difficulties in attending school meetings, limited awareness of SNED learners' educational needs, limited resources, differences in expectations, limited opportunities for parental participation in decisions, coordination difficulties, inadequate monitoring and follow-up, and limited feedback mechanisms.

Moreover, the study seeks to develop proposed administrative strategies that may address the identified challenges and strengthen parent-school partnerships. The proposed strategies will focus on improving communication systems, increasing parental involvement, promoting collaborative decision-making, enhancing coordination of learner support services, and establishing systematic monitoring and evaluation procedures.

A descriptive-survey research design will be employed to describe the respondents' profiles, determine the extent of implementation of administrative strategies, and identify the challenges encountered by the stakeholders. The respondents will consist of school administrators, teachers, and parents or guardians of SNED learners from Ipil Central School and Catmon Elementary School in Ormoc City, and Hinapo Elementary School in Tomas Oppus, Southern Leyte. The proposed distribution consists of 45 respondents, including three school administrators, twelve teachers, and thirty parents or guardians.

Data will be gathered using an adapted questionnaire consisting of four parts: respondent profile, administrative strategies in strengthening parent-school partnerships, challenges encountered, and open-ended questions. Frequency counts, percentages, weighted means, and ranking will be utilized to analyze and interpret the quantitative data, while thematic analysis will be used to organize the responses to the open-ended questions.

The findings will serve as the basis for developing a proposed administrative action plan that may strengthen collaboration among school administrators, teachers, parents, and other relevant stakeholders in supporting learners with special educational needs and disabilities.

Findings

Based on the objectives and research questions of the study, the following findings are presented. The numerical results below follow the Chapter 2 draft and must be validated or replaced using the actual accomplished questionnaires before final submission.

1. Demographic Profile of the Respondents.

The study describes the respondents' demographic characteristics in terms of age, sex, educational attainment, and relationship to the learner.

In terms of age, the largest group belongs to the 30–39 age bracket, with 15 respondents or 33.33 percent, followed by those aged 40–49, with 14 respondents or 31.11 percent. Nine respondents or 20.00 percent are 50 years old and above, while seven respondents or 15.56 percent belong to the 20–29 age group.

In terms of sex, female respondents comprise 31 or 68.89 percent, while male respondents account for 14 or 31.11 percent.

Regarding educational attainment, the largest group consists of college graduates, with 15 respondents or 33.33 percent. This is followed by senior high school graduates, with eight respondents or 17.78 percent.

Seven respondents or 15.56 percent have reached college level, another seven or 15.56 percent have completed a master's degree, five or 11.11 percent are high school graduates, two or 4.44 percent are elementary graduates, and one or 2.22 percent has a doctoral degree.

In terms of relationship to the learner, among the 30 parent and guardian respondents, 19 or 63.33 percent are mothers, seven or 23.33 percent are fathers, three or 10.00 percent are guardians, and one or 3.34 percent belongs to the other category.

2. Extent of Implementation of Administrative Strategies in Strengthening Parent-School Partnerships.

The study assesses the extent of implementation of administrative strategies across five dimensions: communication and information sharing, parental involvement and participation, collaborative decision-making, coordination of learner support services, and monitoring and evaluation of partnership activities. The results indicate an overall grand mean of 3.70, interpreted as Great Extent.

Among the five dimensions, communication and information sharing obtained the highest overall weighted mean of 3.79, interpreted as Great Extent. This was followed by parental involvement and participation, with a weighted mean of 3.73, and collaborative decision-making, with a weighted mean of 3.71. Monitoring and evaluation of partnership activities obtained a weighted mean of 3.64, while coordination of learner support services obtained the lowest weighted mean of 3.61. Both were interpreted as Great Extent.

The findings indicate that the participating schools demonstrate administrative practices concerning communication, parental participation, consultation, coordination, and monitoring. However, coordination of learner support services and monitoring and evaluation of partnership activities represent areas that may require additional administrative attention.

3. Challenges Encountered by School Administrators, Teachers, and Parents in Sustaining Parent-School Partnerships for SNED Learners.

The study identifies the challenges encountered in establishing and maintaining effective parent-school partnerships.

The results show an overall weighted mean of 3.76, interpreted as Great Extent.

Among the ten indicators, limited resources affecting the implementation of learner support services and partnership activities obtained the highest weighted mean of 4.02. This was followed by difficulties experienced by parents or guardians in attending school meetings and partnership activities, with a weighted mean of 3.94. Differences in schedules affecting regular communication obtained a weighted mean of 3.88, while limited awareness of SNED learners' educational needs obtained a weighted mean of 3.85.

Limited opportunities for parents or guardians to participate in decisions obtained a weighted mean of 3.79. Differences in expectations between school personnel and parents or guardians obtained 3.71, while coordination difficulties among school personnel, families, and relevant service providers obtained 3.68. Limited access to communication devices or internet services obtained 3.62, inadequate monitoring and follow-up obtained 3.58, and limited feedback mechanisms obtained the lowest weighted mean of 3.52.

All identified challenges were interpreted as encountered to a Great Extent.

These findings highlight the importance of addressing resource limitations, improving the accessibility of school activities, providing flexible communication arrangements, and strengthening the awareness and participation of parents and guardians in learner-support activities.

4. Administrative Practices and Recommendations Identified Through the Open-Ended Questions.

The open-ended questions seek to obtain additional information about the administrative practices that help strengthen parent-school partnerships, the challenges experienced by stakeholders, the improvements they recommend, and the additional resources and support needed.

The themes include regular communication, parent-teacher consultations, learner progress updates, conflicting schedules, limited resources, low parental participation, parent orientation, collaborative planning, teacher training, learning materials, accessible facilities, and community linkages.

These themes suggest that effective parent-school partnerships require continuous communication, meaningful parental participation, shared planning, and adequate institutional support. The final qualitative findings must be based on the actual written responses of the participants and should include representative anonymous statements where appropriate.

5. Proposed Administrative Strategies to Address the Identified Challenges and Strengthen Parent-School Partnerships.

Based on the findings, the study proposes an administrative action plan focusing on six key result areas: communication and information sharing, parental involvement and participation, collaborative decision-making, coordination of learner support services, monitoring and evaluation of partnership activities, and resource mobilization and administrative support.

The proposed activities include establishing clear communication channels, conducting parent orientation and consultation sessions, providing flexible meeting schedules, organizing collaborative planning meetings, developing appropriate referral and follow-up procedures, gathering parent feedback, maintaining monitoring records, and coordinating with available education and community resources.

The proposed administrative action plan is intended to provide school administrators, teachers, parents, and other stakeholders with practical strategies for addressing identified challenges and strengthening the implementation of parent-school partnerships for SNED learners.

Conclusions

Based on the objectives and findings of the study, the following conclusions are drawn for validation after the actual data have been analyzed:

1. The demographic profiles of the respondents provide relevant background information concerning the individuals involved in parent-school partnerships. The representation of different age groups, sexes, and educational backgrounds, together with the participation of mothers, fathers, and guardians, emphasizes the importance of providing inclusive and accessible opportunities for stakeholder participation.
2. Administrative strategies for strengthening parent-school partnerships are generally implemented to a Great Extent across the five dimensions. Communication and information sharing obtained the highest overall assessment, indicating that communication practices are an important component of school-family collaboration.
3. Although communication and parental involvement received relatively higher assessments, coordination of learner support services and monitoring and evaluation of partnership activities obtained comparatively lower weighted means. This suggests that schools may further strengthen coordination with families and available support providers and establish more systematic monitoring and feedback procedures.
4. The challenges encountered in sustaining parent-school partnerships are generally experienced to a Great Extent. Limited resources, difficulties in attending school meetings, and differences in schedules

represent important concerns that may affect the continuity of communication, parental participation, and learner-support activities.

5. The involvement of parents and guardians in school-related activities is essential in maintaining collaboration between families and school personnel. Opportunities for consultation, shared decision-making, and the exchange of information may help ensure that the educational and support needs of SNED learners are considered in school activities and planning.
6. Coordination among school administrators, teachers, parents, and relevant support providers requires systematic procedures and appropriate institutional assistance. Strengthening referral arrangements, follow-up activities, and communication regarding available learner-support services may improve the continuity of partnership activities.
7. Monitoring and evaluation of parent-school partnership activities are necessary to determine whether agreed-upon activities are implemented and whether identified concerns are addressed. Regular feedback and documentation may help school personnel identify areas requiring improvement and communicate relevant developments to parents and guardians.
8. The proposed administrative action plan provides a systematic framework for addressing the identified challenges and strengthening parent-school partnerships. Its implementation may improve communication, increase parental involvement, promote collaborative decision-making, enhance coordination of learner support services, and establish more consistent monitoring and evaluation practices in the participating schools.

Recommendations

In light of the objectives and findings of the study, the following recommendations are proposed:

1. **For DepEd Officials and Education Policymakers.** The Department of Education officials should continue strengthening the implementation of inclusive education policies and programs by providing appropriate technical assistance, resources, and institutional support to public elementary schools. They should encourage school-level initiatives that promote meaningful collaboration among school administrators, teachers, parents, and other stakeholders in supporting SNED learners.
2. **For School Heads and Administrators.** School heads should strengthen administrative procedures that support parent-school partnerships. They should establish accessible communication channels, organize regular consultations, provide flexible schedules for parent participation, and develop clear procedures for coordinating learner support services. They should also ensure that parents and guardians are consulted and informed regarding relevant school activities and learner-support arrangements.
3. **For Teachers and SNED Coordinators.** Teachers and SNED coordinators should maintain regular communication with parents or guardians regarding learners' educational progress and support needs. They should encourage parents to share observations about their children, provide appropriate guidance for home-based learning activities, and coordinate with school administrators when additional support or referrals are necessary.
4. **For Parents and Guardians of SNED Learners.** Parents and guardians should actively participate in school consultations, meetings, and activities concerning their children's educational development. They should communicate relevant observations and concerns to teachers, cooperate in implementing agreed-upon learning strategies, and maintain communication with school personnel regarding learner progress and support needs.

5. **For Communication and Information Sharing.** Participating schools should strengthen two-way communication mechanisms by establishing regular consultation schedules, providing timely learner progress updates, maintaining accessible communication channels, and ensuring that information is shared in an understandable and confidential manner. Alternative communication arrangements may be considered for families with limited internet access or conflicting schedules.
6. **For Parental Involvement and Collaborative Decision-Making.** Schools should provide meaningful opportunities for parents and guardians to participate in school activities and decisions concerning learner support. Parent orientation sessions, collaborative planning meetings, and flexible consultation arrangements may be organized to encourage active participation and ensure that family perspectives are considered.
7. **For Coordination of Learner Support Services.** School administrators should strengthen coordination among teachers, parents, SNED coordinators, and available relevant support providers. Appropriate referral procedures, documentation, and follow-up arrangements should be established to help ensure continuity of learner support, subject to available personnel and resources.
8. **For Monitoring and Evaluation of Partnership Activities.** Schools should conduct regular reviews of parent-school partnership activities and agreed-upon learner-support arrangements. They should gather feedback from parents and guardians, maintain appropriate monitoring records, identify areas requiring improvement, and communicate relevant outcomes to concerned stakeholders.
9. **For Resource Mobilization and Administrative Support.** School administrators should assess the resources required for implementing partnership activities and supporting SNED learners. They may coordinate with education officials, local government units, community organizations, and other appropriate stakeholders to identify available resources, learning materials, and support services.
10. **For the Participating Schools.** Ipil Central School and Catmon Elementary School in Ormoc City, together with Hinapo Elementary School in Tomas Oppus, Southern Leyte, may consider implementing the proposed administrative action plan according to their respective needs, available resources, and institutional priorities. The school heads and concerned personnel should identify responsible individuals, implementation schedules, resource requirements, and measurable success indicators.
11. **For the Proposed Administrative Action Plan.** The proposed action plan should be reviewed and evaluated by school administrators and concerned education officials before implementation. It should include clear objectives, specific activities, persons responsible, time frames, required resources, success indicators, and monitoring and evaluation procedures to ensure that the proposed strategies are practical and responsive to the needs of the participating schools.
12. **For Future Researchers.** Future researchers may conduct similar studies in other public elementary schools or school divisions to examine administrative strategies and parent-school partnerships for SNED learners in different educational contexts. They may also explore additional factors, such as parental awareness, teacher preparedness, availability of support services, institutional resources, and community involvement. Further qualitative studies may provide deeper insights into the experiences of parents, teachers, and school administrators in sustaining inclusive and collaborative educational practices.

CHAPTER 3
OUTPUT OF THE STUDY
PROPOSED ADMINISTRATIVE STRATEGIES AND PARENT-SCHOOL PARTNERSHIP ENHANCEMENT PLAN FOR SNED LEARNERS

RATIONALE

The findings of the study examining administrative strategies in strengthening parent-school partnerships for learners with special educational needs and disabilities (SNED) in selected public elementary schools provide a basis for developing the Proposed Administrative Strategies and Parent-School Partnership Enhancement Plan for SNED Learners. This proposed output is intended to translate the findings into practical and sustainable activities that school administrators, teachers, parents, and other stakeholders may undertake to strengthen collaboration, improve communication, increase parental participation, and enhance the delivery and coordination of learner support services.

Effective parent-school partnerships play an important role in promoting inclusive education and supporting the educational development of learners with special educational needs and disabilities. Through consistent communication, active parental involvement, collaborative decision-making, and coordinated support services, schools and families can work together to identify learners' needs, develop appropriate support strategies, and monitor their educational progress. Strengthening these partnerships requires systematic administrative practices and the active participation of all concerned stakeholders.

The proposed enhancement plan focuses on improving the implementation of administrative strategies in five major areas: communication and information sharing, parental involvement and participation, collaborative decision-making, coordination of learner support services, and monitoring and evaluation of partnership activities. These areas provide opportunities for school administrators and teachers to establish effective communication mechanisms, encourage parents to participate in school activities, involve families in decisions concerning learner support, coordinate available services, and regularly assess the effectiveness of partnership initiatives.

Particular attention is also given to the challenges encountered by school administrators, teachers, and parents in sustaining parent-school partnerships. The findings identify limited resources, difficulties in attending school meetings, differences in schedules, limited awareness of SNED learners' educational needs, and coordination concerns as important areas requiring administrative attention. Addressing these challenges requires flexible communication arrangements, accessible parent consultations, appropriate orientation activities, resource mobilization, and strengthened coordination among school personnel, families, and available support providers.

The proposed enhancement plan therefore includes programs for communication and information sharing, parental involvement and participation, collaborative decision-making, coordination of learner support services, monitoring and evaluation, parent orientation and awareness, resource mobilization, and administrative capacity-building. These activities are designed to provide parents and school personnel with opportunities to improve their understanding of SNED learners' needs, participate meaningfully in school activities, and establish consistent procedures for implementing and monitoring agreed-upon learner-support strategies.

The Proposed Administrative Strategies and Parent-School Partnership Enhancement Plan for SNED Learners is intended to be implemented within one school year, subject to the approval of school administrators, availability of resources, and applicable Department of Education policies and guidelines. It identifies specific areas of concern, objectives, strategies, proposed budgets, funding sources, time

frames, implementors, evaluative measures, and expected accomplishments. The proposed budget is indicative and may be adjusted according to the actual needs and available resources of Ipil Central School and Catmon Elementary School in Ormoc City, and Hinapo Elementary School in Tomas Oppus, Southern Leyte.

Ultimately, the proposed enhancement plan aims to establish stronger and more sustainable partnerships between schools and families in supporting learners with special educational needs and disabilities. Through improved communication, increased parental participation, collaborative planning, coordinated learner support, and systematic monitoring, the plan seeks to promote a more inclusive, responsive, and supportive learning environment in the participating schools.

OBJECTIVES

The Proposed Administrative Strategies and Parent-School Partnership Enhancement Plan for SNED Learners aims to achieve the following objectives:

1. **Strengthen Communication and Information Sharing** by establishing accessible and consistent communication channels between school administrators, teachers, and parents or guardians concerning school activities, learner progress, and available support services.
2. **Improve Parental Involvement and Participation** by encouraging parents and guardians to actively participate in school meetings, consultations, educational activities, and home-based learning support initiatives.
3. **Promote Collaborative Decision-Making** by providing opportunities for parents, teachers, and school administrators to share observations, discuss learner needs, and participate in developing appropriate support strategies.
4. **Enhance Coordination of Learner Support Services** by strengthening communication and coordination among teachers, parents, SNED coordinators, school administrators, and available service providers to address learners' educational and support needs.
5. **Establish Systematic Monitoring and Evaluation Procedures** by developing appropriate monitoring tools, gathering feedback from parents, reviewing partnership activities, and identifying areas requiring improvement.
6. **Increase Parents' and Guardians' Awareness of SNED Learners' Educational Needs** by conducting orientation sessions and information-sharing activities concerning inclusive education, learner support, parental responsibilities, and available school services.
7. **Address Challenges Related to Parental Attendance and Participation** by providing flexible consultation schedules, alternative communication arrangements, and accessible opportunities for parents and guardians to participate in school-related activities.
8. **Strengthen Administrative and Teacher Capacity** by conducting professional development activities and collaborative discussions that enhance school personnel's ability to establish and sustain effective partnerships with families of SNED learners.
9. **Promote Resource Mobilization and Stakeholder Support** by identifying available learning materials, facilities, and support services and coordinating with appropriate education officials, local government units, and community stakeholders.
10. **Establish Sustainable Parent-School Partnership Practices** by developing clear responsibilities, regular consultation procedures, documentation mechanisms, and continuing improvement activities that support the educational development of SNED learners.

SCHEME OF IMPLEMENTATION

Proposed Administrative Strategies and Parent-School Partnership Enhancement Plan Implementation Plan

Area of Concern	Objectives	Strategies	Proposed Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
1. Communication and Information-Sharing Program	Strengthen consistent and accessible communication between school personnel and parents or guardians of SNED learners.	Establish official communication channels; conduct regular parent-teacher consultations; provide timely updates regarding learner progress and school activities; prepare communication materials; and establish procedures for sharing learner information	₱6,000	Subject to approved school funds and available resources	First Quarter; maintained throughout the school year	School Heads, Teachers, SNED Coordinators, Parents or Guardians	Communication records, consultation attendance, information materials, parent feedback, and documented learner progress updates	To be determined during implementation	Ensure that communication is accessible, timely, understandable, and confidential.

		while protecting confidentiality.							
2. Parental Involvement and Participation Program	Increase parental participation in school activities and initiatives concerning the educational development of SNED learners.	Organize parent orientation sessions, school consultations, and family participation activities; provide flexible meeting schedules; encourage parents to support learning activities at home; and recognize parental contributions to learner development.	₱7,000	Approved school funds and available institutional resources	First to Fourth Quarters	School Heads, Teachers, SNED Coordinators, Parents or Guardians	Attendance sheets, participation records, activity documentation, home-learning activity reports, and parent feedback forms	To be determined during implementation	Consider parents' work schedules, availability, and other participation constraints.

3. Collaborative Decision-Making and Learner Support Planning Program	Promote shared decision-making among school administrators, teachers, and parents concerning appropriate learner-support strategies.	Conduct collaborative planning meetings; provide opportunities for parents to share observations and concerns; discuss appropriate learner-support measures; document agreed-upon responsibilities; and communicate decisions and follow-up actions to concerned stakeholders.	₱6,000	Approved school funds and available institutional resources	Second Quarter; with periodic consultations	School Heads, Teachers, SNED Coordinators, Parents or Guardians	Meeting minutes, documented recommendations, collaborative support plans, consultation records, and stakeholder feedback	To be determined during implementation	Ensure that parents' perspectives are considered in decisions concerning learner support.
4. Coordination of	Strengthen coordin	Conduct learner-support	₱8,000	Approved school	Second to Fourth	School Heads, Teacher	Referral records, coordinat	To be determined during	Coordinate only with

Learner Support Services Program	ation among school personnel, families, and available service providers in addressing the educational and support needs of SNED learners.	needs discussions; establish appropriate referral and follow-up procedures; coordinate with available specialists and relevant service providers; explain available accommodations and support services; and communicate follow-up actions to parents.		funds and available external assistance or institutional resources	Quarters	s, SNED Coordinators, Parents or Guardians, Available Support Personnel	ion reports, documented support arrangements, follow-up records, and parent feedback	implementation	available and appropriate service providers, subject to existing policies and resources.
5. Monitoring and Evaluation of	Establish systematic procedu	Develop monitoring and evaluation tools;	₱5,000	Approved school funds and	Quarterly and at the end of the	School Heads, Teachers, SNED	Monitoring forms, evaluation results, accompli	To be determined during implementation	Use monitoring results to

Partnership Activities Program	res for reviewing the implementation and effectiveness of parent-school partnership activities.	conduct periodic reviews of partnership activities; gather feedback from parents and teachers; monitor agreed-upon learner-support activities; and prepare accomplishment and evaluation reports.		existing monitoring resources	school year	Coordinators, Monitoring and Evaluation Team	shment reports, parent feedback summaries, and documented improvement measures		identify areas for continuous improvement.
6. SNED Awareness and Parent Education Program	Improve parents' and guardians' understanding of SNED learners' educational needs and the	Conduct parent education sessions; discuss inclusive education and learner support; provide information material	₱6,000	Approved school funds and available institutional or community resources	First and Third Quarters	School Heads, SNED Coordinators, Teachers, Qualified Resource Persons, Parents or	Attendance records, orientation materials, session evaluation forms, parent feedback, and activity documentation	To be determined during implementation	Use appropriate, respectful, and understandable information materials.

	importance of family participation in inclusive education.	s; facilitate discussions on parental roles and responsibilities; and invite qualified resource persons when available.				Guardians			
7. Flexible Consultation and Accessibility Support Program	Address difficulties related to parents' schedules, attendance, and access to communication and school activities.	Provide alternative consultation schedules; establish appropriate communication options; use available digital and non-digital communication methods; provide advance notices of meetings; and	₱4,000	Approved school funds and available communication resources	Throughout the school year	School Heads, Teachers, SNED Coordinators, Parents or Guardians	Consultation schedules, attendance records, communication logs, parent accessibility feedback, and documented alternative arrangements	To be determined during implementation	Provide reasonable alternatives for parents with limited internet access or conflicting schedules.

		organize consultations based on parents' availability.							
8. Administrative Capacity-Building and Resource Mobilization Program	Strengthen school personnel's capacity and identify resources needed to sustain effective parent-school partnerships.	Conduct school-based capacity-building activities; facilitate discussions on partnership management; assess available learning materials and support resources; coordinate with relevant education officials and community stakeholders; and identify	₱5,000	Approved school funds and available institutional or community assistance	Second to Fourth Quarters	School Heads, Teachers, SNED Coordinators, Local Stakeholders, Concerned Education Officials	Training attendance, activity reports, resource inventory, coordination records, and documented resource mobilization initiatives	To be determined during implementation	Prioritize resources based on identified learner needs and actual school requirements.

		priority resource require ments.							
TOTAL PROPO SED BUDGE T			**₱47, 000**	Subject to availabi lity and approva l of funds	One School Year	Particip ating Schools and Authori zed Person nel	Consolid ated Parent-School Partnersh ip Enhance ment and Evaluatio n Report	To be determin ed during impleme ntation	Indicati ve budget; may be adjusted based on actual require ments and availabl e resourc es.

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