

MOTIVATIONAL FACTORS FOR PARENTAL INVOLVEMENT IN SPECIAL EDUCATION DISTANCE LEARNING OF THEIR CHILDREN DURING THE COVID-19 PANDEMIC



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A. Introduction

COVID-19 outbreak has affected the education of children with special needs. With mandatory home education, the adoption of distance learning, and the current pandemic, the decision of parents to participate in their child's education is critical, especially if their child is in a special school.

B. General Objective

- To determine the factors that motivate parents of special education student to be involved in their child's education during the COVID-19 outbreak

D. Methodology

Study Design: Analytical Cross-Sectional was used to determine and compare the factors of 2 groups of parents during the Covid-19 outbreak

Setting: Cavite, Philippines which has 600,000 enrollees including learners with disabilities.

Participants: Parents of students in special education ages 6 to 13 years old versus 14 to 25 years old

Methodology: a phone interview was conducted to understand parents' beliefs and behavior on using distance education during the Covid-19 outbreak. For parents who have no phone connection, they are given a survey questionnaire to be answered at home which was later collected by the researcher

Research Tool: Parental involvement questionnaire adapted from Walker et. al. (2005)

C. Specific Objectives:

- To compare the motivating factors of parents of students in special education ages 6 to 13 versus 14 to 25 years old using the framework of Hoover-Dempsey and Sandler's Model
- To determine if there is a correlation between these factors, demographic profile, and parental involvement
- To determine the time of involvement of parents during the pandemic

E. Result/Findings

- Demographics:** 76% of mothers are the primary caregiver and the most involved in teaching the students in special schools using mainly modular vs online and TV/radio platforms
- Parents of 6-13 years old** were more receptive to the new curriculum and participated when child specifically requests their involvement (Table 1).
- Parents of 14-25 years old:** involvement depends on the general invitation from the school (Table 1).
- Being mainstreamed in a regular school impacted parental involvement during this period (Table 2).
- Integration of students in a regular school, type of disability, and age influences the involvement of Filipino parents (Table 3).
- There is less home-based involvement than what was expected suggesting that there is still room to increase and motivate the parents during this period (Graph 1).

Table 1: Linear Regression of parents of students in special education ages 6 to 13 versus 14 to 25 years old

	6 to 13 years old		14 to 25 years old	
	Coefficients	P-value	Coefficients	P-value
Intercept	19.41	0.75	16.22	0.84
ROLE CONSTRUCTION: parental belief on child schooling (ex: "I believe it is my responsibility to participate with the new school curriculum")	8.69	0.07	0.44	0.95
INVITATION FROM SCHOOL (Does the school feel welcoming?)	-13.15	0.07	13.40	0.29
INVITATION FROM THE CHILD (Does the child request help or assistance with her/his school activities?)	7.16	0.07	0.10	0.99
Home-Based Involvement (Behaviors and activities happening outside the school)	-7.56	0.05	1.03	0.83
Invitation from the teacher (Does the teacher request parent support in teaching the child and engaging with school activities)	10.82	0.12	6.19	0.40
Parent Self-Efficacy (Belief in how well they can do a task)	12.65	0.12	-11.39	0.31
School-Based Involvement (Parents activities with the school)	-3.13	0.52	-3.40	0.51
Knowledge and Skills (Understanding of new school curriculum)	5.30	0.70	13.47	0.36
Time and Energy (Availability of parents)	-0.85	0.92	-0.65	0.96
Demographic Factors				
Mainstream education or integration of special education students in a regular school	32.55	0.00	2.20	0.88
Type of Disability (Autism Spectrum Disorder)	-19.95	0.12	-5.23	0.75
Educational level of parent/caregiver	-3.29	0.24	-3.55	0.19
No other family members are involved in teaching the child	-0.23	0.98	0.45	0.98
Employment status	4.67	0.44	-2.52	0.75
	R-square:0.27		R-square:0.10	
	P-Value: < 0.1		P-value: nearest < 0.1	

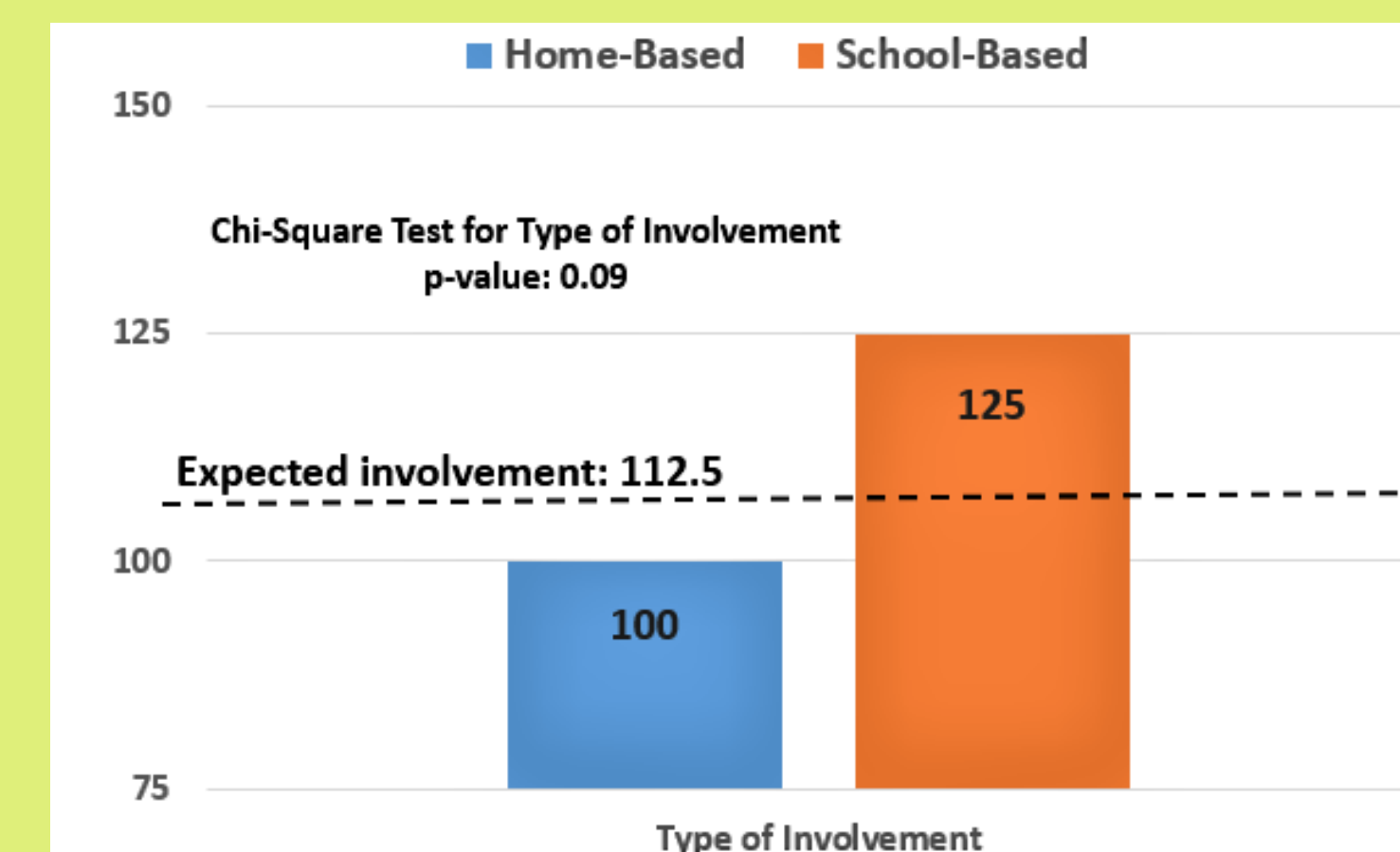
Table 2: Linear regression of parents of students in special education ages 6 to 25 years old

	Coefficients	P-value
Intercept	39.29	0.42
Mainstream education	19.33	0.03
Educational level of the parent/caregiver	-3.91	0.04
Type of Disability (Autism Spectrum Disorder)	-17.90	0.07
Invitation from the teacher	7.09	0.14
Knowledge and Skills	13.05	0.18
Home-Based Involvement	-3.39	0.26
Role construction	4.87	0.20
Invitation from the child	3.01	0.34
Invitation from the school	-5.63	0.38
School-Based Involvement	-2.72	0.44
Time and Energy	-1.25	0.86
Parental Self-Efficacy	0.53	0.93
No other family members are involved in teaching the child	0.69	0.93
Employment status	0.26	0.96
Type of disability (Intellectual Disability)	0.33	0.97
P-value set at < 0.1	R-square: 0.11	

Table 3: Zero-order correlation of parents of students in special education ages 6 to 13 vs 14 to 25 years old

	Ages 6 to 13	Ages 14 to 25
Time involved in child's education	1	1
Age	0.15	-0.18
Gender	0.06	0.00
Number of Children	0.07	-0.04
Type of Disability: Intellectual Disability	0.14	0.10
Autism Spectrum Disorder	-0.24	-0.14
Down Syndrome	-0.05	0.09
Hearing Impairment	0.17	-0.06
Other disorders	0.05	-0.01
Child integrated or mainstream in a regular school	0.29	0.22
Whether a child can communicate?	0.05	0.00
Larger absolute value = stronger relationship		

Graph 1: Home vs School-based Involvement of Filipino Parents



F. Conclusion

The pandemic's effects on parental involvement showed importance of mainstreaming as an overall motivating factor for involvement of Filipino parents. Also contributing are parental belief, invitation from a younger child and possibly for older children, invitation from the school. Focusing on these factors may strengthen program development in special education and parental involvement.