

Teaching Motivation as Predicted by Teacher-Parent Role Engagement, and Special Needs Education Opinions: A Multiple Regression Analysis

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Abstract - The motivation of teachers in special needs education remains a challenge. The significance of predicting motivation of teachers on special needs education using teacher-parent role engagement and teacher opinions as predictors was examined. This study employed predictive research design. The perceptions of 151 teachers selected through purposive sampling, were surveyed. Using multiple linear regression analysis, it was found that teachers' motivation in special needs education was significantly predicted by teacher-parent engagement and teacher opinions. The result partially supports Self-Determination Theory. Future research may explore other variables explaining the remaining 36.9% variance. Parent engagement through conferences, communication, and individualized educational plan involvement; and positive teacher perceptions through inclusion, confidence, and support towards greater teacher motivation in special needs education.

Keywords - Teaching Motivation, Teacher-Parent Role Engagement, Special Needs Education Opinions, Multiple Regression Analysis

I. INTRODUCTION

Declining motivation among special education teachers reduced their engagement and effectiveness in inclusive classrooms (Zhang & Liu, 2023). Teacher motivation in special education, defined as internal and external drivers of commitment and performance, is crucial for educational effectiveness and service quality (Wang et al., 2025). It significantly influences professional commitment and student outcomes in inclusive settings (Souto-Gómez et al., 2026).

However, intrinsic motivations such as purpose and moral responsibility remain vital in sustaining teacher engagement and resilience (Da Silva & Dos Santos, 2024). Across countries such as the United States, Turkey, and China, sustaining motivation among special education teachers remained a persistent challenge. Workplace stressors, including heavy workloads, administrative demands, limited resources, and insufficient support, significantly undermined motivation and contributed to burnout and attrition (Garipagaoglu et al., 2025)).

Consequently, motivation played a crucial role in teacher retention and in sustaining high-quality instruction and supportive relationships with students and families (Iber, 2025; Wilson 2025). In the Philippines, special education teachers experienced similar yet intensified challenges affecting motivation of teachers and retention of lessons.

Despite the increasing number of educators entering the field, many pursued opportunities abroad due to better working conditions, career advancement, and quality of life, while heavy workloads and limited institutional support undermined long-term commitment (Brazas, 2023; Tülübaş & Göktürk, 2024). Although intrinsic motivations of teachers such as a sense of calling remained evident, the disparity between professional ideals and workplace realities contributed to frustration, burnout, and eventual attrition (Portelada et al., 2025).

If these challenges remain unaddressed, research on special education teacher motivation remained limited, with existing studies only providing a partial understanding of the issue. However, this limited body of literature indicated that the effects of local conditions on teacher motivation and retention had not been sufficiently explored; thus, this research was conducted.

A. Significance of the Study

This study is significant as it emphasizes the role of teacher–parent collaboration and teacher perceptions in enhancing motivation in special needs education, thereby supporting Sustainable Development Goal 4 on inclusive and quality education. In the Philippine context, the findings may inform the Department of Education in strengthening inclusive policies, professional development, and family engagement strategies to improve teacher motivation and learner participation.

At Holy Cross of Davao College, the study may contribute to strengthening teacher education programs through the integration of inclusive education competencies and evidence-based special education practices.

B. Statement of the Problem

It was aimed in this study to examine the strength and significance to forecast the motivation of teachers on special needs education using teacher-parent role engagement and teacher opinion on special needs education as predictors. Specifically, has the following objectives:

1. To determine the levels of teacher-parent role engagement in terms of parenting, communicating, volunteering, learning at home and decision making; the teacher opinions on special needs education in terms of benefits of integration, integrated classroom management, perceived ability to teach students with disabilities and special versus integrated general education; and the motivation of teachers on special needs in terms of intrinsic motivation, identified regulation, introjected regulation and external regulation;
2. To determine the significance of the correlation between teacher-parent role engagement, and teacher opinions on special needs education; and motivation of teachers on special needs education
3. To determine the significance of the model for motivation on special needs education, using teacher-parent role engagement and teacher opinion on special needs education as predictors.

C. Hypotheses

The null hypotheses were tested at 0.05 level of significance:

- Ho1: The correlation between teacher-parent role engagement, teacher opinion, and motivation on special needs education is not significant.
- Ho2: The predictive model of teacher-parent role and teacher opinion on motivation on special needs education is not significant.

D. Theoretical and Conceptual Framework

This study is anchored on Self-Determination Theory proposed by Deci and Ryan in 1985, which suggests that teachers are more motivated when their needs for relatedness, autonomy, and competence are satisfied. The theory describes human motivation by focusing on the psychological needs that drive behavior. In this study, teacher–parent role engagement, indicated by parenting, communicating, volunteering, learning at home, decision making, stands for relatedness component of the theory.

The teacher opinions on special needs education, indicated by benefits of integration, integrated classroom management, perceived ability to teach students with disabilities, special versus integrated general education, is related to autonomy component highlighted in the theory. The teacher motivation on special needs education, indicated by intrinsic motivation, identified regulation, introjected regulation, and external regulation, is associated with human motivation as explained in the theory. The competence component of the theory was excluded in this study. Hence, this study is not fully anchored on the theory.

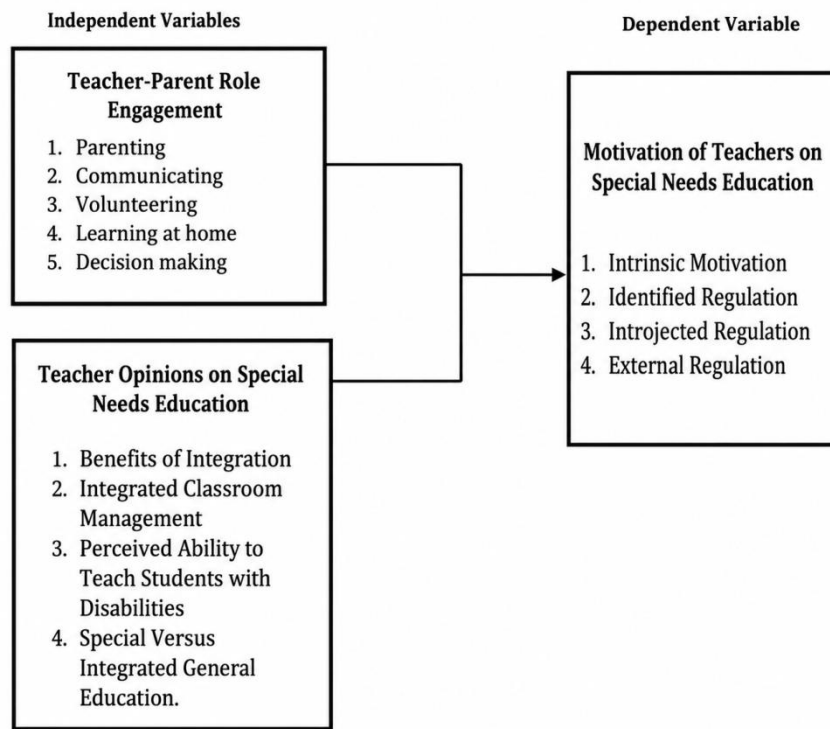


Figure 1. Conceptual Framework of the Study

II. MATERIALS AND METHODS

Included in this chapter are the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration.

A. Research Design

This study employed predictive research design. It is a quantitative approach used to determine the extent to which one or more variables can predict an outcome variable using statistical methods such as regression analysis (Legate et al., 2023). It is applied when the goal is to forecast outcomes and examine relationships among variables without manipulation, particularly in educational research contexts, (Murayama & von Keyserlingk 2026). Its main advantage is that it identifies significant predictors, estimates the strength and direction of relationships, and supports evidence-based decision-making for interventions (Patel et al., 2024). In this study, it was used to determine how teacher–parent role engagement and teacher opinions on special needs education predict teacher motivation among educators handling learners with disabilities.

B. Locale of the Study

The study was conducted in selected public elementary and secondary schools in the Carmen District, Division of Davao del Norte, Philippines. The district is composed of schools situated in both rural and semi-urban barangays that implement Special Needs Education Programs catering to learners with disabilities. This educational setting reflects the actual conditions of inclusive education implementation within the locality, including available resources, teacher practices, and school–community involvement. The locale was chosen because it provides a relevant context for examining teacher–parent collaboration, teachers’ perceptions, and motivation in handling learners with special needs.

C. Sample and Sampling

A total of 151 general education and special education teachers employed in the Department of Education for the school year 2025–2026 were included in this study. These teachers from selected elementary and secondary schools in the Division of Davao del Norte, who handle learners with disabilities, were selected, as they are directly involved in inclusive education practices and are relevant to the study objectives. The study employed

purposive sampling, a non-probability technique in which participants are intentionally selected based on specific characteristics such as knowledge, experience, and involvement in the phenomenon being studied (Bala, 2025). This sampling method is used when researchers aim to obtain in-depth and relevant data from a particular group rather than generalize to a wider population, making it suitable for specialized educational research contexts (Ahmad et al., 2025; Campbell, 2024). Its advantages include the ability to focus on information-rich participants, ensure data relevance, and enhance the accuracy of findings related to the research problem (Samuel & Merkebu, 2025).

D. Data Gathering Technique

The study utilized the survey technique in data gathering, which is a structured method of collecting quantitative data through standardized questionnaires administered to a selected group of respondents (Adhikari & Sharma, 2024). Its advantages include cost-effectiveness, ease of administration, and the ability to generate reliable and generalizable data for statistical analysis Khan (2024). Three adapted and modified questionnaires were used in this research. The teacher–parent role engagement, adapted from Bacolod and Tantiado (2022), consisting of 25 items with a Cronbach’s alpha of 0.953; teacher opinions on special needs education, adapted from Sokolowski (1998), containing of 21 items with a Cronbach’s alpha of 0.948; and motivation of teachers on special needs education, adapted from Gagné et al. (2010) and Zewude et al. (2022), comprising of 24 items with a Cronbach’s alpha of 0.962. These instruments were selected to assess teacher–parent role engagement, teacher opinion, and motivation of teachers on special needs education.

E. Data Analysis Technique

In this study, data were analyzed using descriptive analysis, correlation analysis and multiple linear regression techniques. Descriptive data analysis helps organize and summarize large amounts of data, making it easier to understand patterns and characteristics of variables (De Castro 2025; William 2024). In this study, the mean, and standard deviation were utilized. Moreover, correlation data analysis examines the strength and direction of the relationship between variables, and the Pearson Product-Moment Correlation was employed (Njeri & Runo 2026). Lastly, multiple regression analysis determines the predictive strength of independent variables on a dependent variable, and the unstandardized beta coefficients were used to identify significant predictors and quantify their effects (Narayan 2025; Arora 2026). This matrix presents the scale, descriptive level, and interpretation used to assess teacher–parent role engagement, teacher opinion on special needs education, and the motivation of teachers on special needs education.

Table 1. Scale, Descriptive Levels, and Interpretation of Teacher–Parent Role Engagement, Teacher Opinions on Special Needs Education, and Motivation of Teachers on Special Needs Education

Scale	Level	Teacher–Parent Role Engagement	Teachers' Opinion on Special Needs Education	Motivation of Teachers on Special Needs Education
1.00 – 1.74	Very Low	Very Poor	Very Weak	Very Weak
1.75 – 2.49	Low	Poor	Weak	Weak
2.50 – 3.24	High	Good	Strong	Strong
3.25 – 4.00	Very High	Very Good	Very Strong	Very Strong

Table 2. Standard Deviation Value Ranges and Interpretation

Standard Deviation (SD) Range	Description	Interpretation
SD ≤ 0.50	High Consistent Responses	Strong and Uniform Perception
SD = 0.51 – 1.00	Moderate Consistent Responses	Acceptable Consistency
SD = 1.01 – 1.50	Low Consistent Responses	Differing Views or Experiences
SD > 1.50	Very Low Consistent Responses	High Variability and Lack of Consensus

For the interpretation scale of r-value, the following scheme, as proposed by Guilford (1956), was used

Table 3. Interpretation of Pearson Product-Moment Correlation Coefficient (r)

Computed r Value	Descriptive Interpretation
± 1.00	Perfect Correlation
$\pm 0.75 - \pm 0.99$	High Correlation
$\pm 0.51 - \pm 0.74$	Moderately High Correlation
$\pm 0.31 - \pm 0.50$	Moderately Low Correlation
$\pm 0.01 - \pm 0.30$	Low Correlation
0.00	No Correlation

Table 4. Interpretation of Standardized Beta (β) Coefficients for Predictive Strength

β Value Range	Predictive Strength
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and Above	Very Strong

F. Ethical Consideration

The study strictly adhered to ethical guidelines to ensure respondents' safety and dignity. Informed consent was obtained from general and special education teachers, emphasizing voluntary participation, the right to withdraw, and the protection of confidentiality, anonymity, and privacy, which were strictly observed. Data were used solely for scholarly purposes, handled securely, and reported in aggregate form. The study also complied with the research protocols of the Department of Education, with formal approval secured prior to implementation. It was further reviewed and approved by the Society of Moral Integrity and Legal Ethics (SMILE) and conducted in accordance with the ethical standards of Holy Cross of Davao College.

III. RESULTS AND DISCUSSION

Presented in this chapter are the descriptive, correlation, and regression tabular presentation, and the corresponding analysis and interpretation of the statistical results. This section is ended with the summary of findings.

A. Descriptive Results

Table 5 is the descriptive statistical results of the study. Including the variables involved namely, teacher-parent role engagement, teacher opinion on special needs education, and motivation of teachers on special needs education with their corresponding indicators. Also, the number of samples, standard deviation, mean and descriptive level specifically conforming with each of the variables are found in the table.

Table 5. Descriptive Statistics (N=151)

Variables	N	Standard Deviation	Mean	Descriptive Level
Teacher-Parent Role Engagement	151	.46	3.50	Very High
Teacher-Parent Role Engagements in Parenting	151	.43	3.59	Very High
Teacher-Parent Role Engagements in Communicating	151	.36	3.72	Very High

Teacher–Parent Role Engagements in Volunteering	151	.56	3.46	Very High
Teacher–Parent Role Engagements in Learning at Home	151	.53	3.48	Very High
Teacher–Parent Role Engagements in Decision Making	151	.55	3.49	Very High
Teacher Opinions on Special Needs Education	151	.57	3.31	Very high
Teachers' Opinion on the Benefits of Integration	151	.46	3.56	Very High
Teachers' Opinion on Integrated Classroom Management	151	.64	3.39	Very high
Teachers' Opinion on Perceived Ability to Teach Students with Disabilities	151	.72	3.21	High
Teachers' Opinion on Special Versus Integrated General Education	151	.81	3.08	High
Motivation of Teachers on Special Needs Education	151	.43	3.44	Very High
Teacher's Motivation: Intrinsic Motivation	151	.46	3.51	Very High
Teacher's Motivation: Identified Regulation	151	.48	3.50	Very High
Teacher's Motivation: Introjected Regulation	151	.49	3.39	Very High
Teacher's Motivation: External Regulation	151	.58	3.35	Very High

Specifically, the teacher–parent role engagement variable obtained a mean score of 3.50, described as very high. This indicates that teacher-parent role engagement of the teachers is very good. All its indicators obtained a very high level. The standard deviation of 0.46, implies that the responses of the teachers are highly consistent. Furthermore, teacher opinions on special needs education obtained a mean score of 3.31, described as very high. This indicates a teacher opinion on special needs education is strong.

Among the indicators, teacher opinions on the benefits of integration and teacher opinions on integrated classroom management obtained a mean score described as very high. In contrast, teacher opinions on perceived ability to teach students with disabilities and teacher opinions on special education versus integrated general education obtained a mean score described as high. The standard deviation of 0.57 implies that the responses are highly consistent. Finally, the motivation of teachers on special needs education variable obtained a mean of 3.44, described as very high. This indicates that the motivation of teacher on special needs education is very strong. All of the indicators obtained a mean described as very high. The standard deviation of 0.43 implies highly consistent.

Comparatively, teacher–parent role engagement, teacher opinions on special needs education, and teacher motivation variables are all at very high levels, with engagement and motivation appearing slightly stronger than teacher opinions. This indicates that teachers demonstrate stronger collaboration with parents and higher motivational drive than their beliefs or perceived readiness in certain aspects of special needs education. Across all variables, responses remain highly consistent, suggesting a shared perspective among teachers regarding their strong involvement, positive perspectives, and commitment to inclusive education practices.

B. Correlation Results

Table 6 is the correlational analysis. It presents the determinant and the criterion variables. Also, the correlation coefficient (r-value), p value, decision on null hypothesis, and corresponding interpretation are presented.

Table 6. Correlation Table (N=151)

Variables	Motivation of Teachers on Special Needs Education			
	r-value	p-value	Decision on <i>H₀</i>	Interpretation
Teacher-Parent Role Engagement	.676	.000	Reject <i>H₀</i>	Moderate, significant correlation
Teacher Opinions on Special Needs Education	.779	.000	Reject <i>H₀</i>	High, significant correlation
Correlation is significant at the 0.05 level (2-tailed).				

The correlation between teacher-parent role engagement and motivation of teacher on special needs education variables obtained a p-value of .000, which is lower than the 0.05 level of significance; hence, the null hypothesis was rejected. This indicates the correlation is statistically significant. The r-value of 0.676 indicates a moderate significant correlation. This implies that higher teacher-parent role engagement is associated with greater motivation among teachers in special needs education.

Moreover, the correlation between teacher opinions on special needs education and motivation of teachers on special needs education variables obtained a p-value of .000 which is lower than 0.05 level of significance; thus, the null hypothesis was rejected. This indicates that the correlation is statistically significant. The r-value of 0.779 indicates high significant correlation. This implies that more positive teacher opinions on special needs education contribute to increased motivation among teachers.

Comparatively, both teacher-parent role engagement and teacher opinions on special needs education variables show significant positive correlations with teacher motivation; however, the association is stronger for teacher opinions, indicating a closer link to motivation. In contrast, teacher-parent role engagement demonstrates a more moderate relationship, suggesting it also contributes to motivation but to a lesser extent than teacher perspectives on special needs education.

C. Regression Results

Table 7 is a regression table. The table contains the unstandardized and standardized beta coefficients, standard error, t-value, p-value, decision on null hypothesis, and corresponding interpretation.

Table 7. Regression Table (N=151)

Variables		Unstandardized Coefficients		Standardized Coefficients	t	p-value	Decision on <i>H₀</i>	Interpretation
		B	Std. Error	Beta				
	(Constant)	1.147	.167	—	6.863	.000	Reject <i>H₀</i>	Significant
	Teacher-Parent Role Engagement	.215	.069	.228	3.101	.002	Reject <i>H₀</i>	Significant

Teacher Opinions on Special Needs Education	.466	.056	.612	8.343	.000	Reject <i>Ho</i>	Significant	
<i>Model Summary: R = .794, R-square = .631, F(2,148) = 126.487, p = .000</i> <i>Level of significance: 0.05, Decision Rule: Reject ho if p<0.05</i>								

Specifically, the table shows the model for motivation of teachers on special needs education variable using the predictive variables teacher-parent role engagement and teacher opinions on special needs education is $MTSNE = 0.215 \text{ TPRE} + 0.466 \text{ TOSNE} + 1.147$. The corresponding p- value is 0.000 which is lower than 0.05 level of significance; hence, the null hypothesis was rejected. It indicates that the model to predict motivation of teachers on special needs education is statistically significant. The R-squared of 0.631 indicates that the strength (63.1%) of the model to predict motivation of teachers in special needs education is strong. This implies that for every unit change in the numerical value in the regression formula, there is a corresponding change in the teacher motivation in inclusive education.

In the predictive model, teacher opinions on special needs education variable emerge as the stronger predictor of teacher motivation, while teacher-parent role engagement variable contributes a smaller yet meaningful effect. Overall, the model is statistically significant and demonstrates a strong capacity to predict motivation in special needs education, with greater predictive influence coming from teacher perspectives than from their level of engagement with parents.

D. Summary of Findings

Based on statistical results, it was specifically found that:

1. Teacher-parent role engagement significantly correlates with the motivation of teachers on special needs education.
2. Teacher opinions on special needs education significantly correlate with motivation on teacher on special needs education.
3. The strength of the model to predict motivation of teachers on special needs education using teacher-parent role engagement and teacher opinion on special needs education as predictors is both strong (63.1%) and significant.

IV. DISCUSSIONS

This chapter presented the findings of the study, along with the corresponding conclusions and recommendations.

A. Teacher-Parent Role Engagement-Motivation of Teachers on Special Needs Education Correlation

The findings of this study revealed that teacher-parent role engagement is significantly correlated with the motivation of teachers in special needs education, with results indicating that as engagement increases, teacher motivation tends to decrease. This supports Keane (2026) and Wang et al. (2025), who explained that excessive parental involvement may create role conflict and added pressure, thereby reducing teacher intrinsic motivation in inclusive education settings.

Likewise, this current finding affirms Chen (2026), who found that heightened parental expectations can contribute to teacher stress and burnout, ultimately lowering motivation levels. In contrary, this current finding contradicts the study of Garcia and Lopez (2023), reporting that strong teacher-parent collaboration enhances teacher motivation by providing emotional support, shared responsibility, and improved instructional confidence in inclusive classrooms.

B. Teacher Opinions on Special Needs Education-Motivation of Teachers on Special Needs Education Correlation

The claim resulting from this study that teacher opinions on special needs education has a strong significant relationship with teacher motivation is consistent with prior empirical evidence emphasizing the role of teacher beliefs in shaping instructional drive and professional engagement, supports Gülsün et al. (2026), who established that teacher positive perceptions of inclusive and special needs education are strongly associated with higher levels of teaching motivation and willingness to implement inclusive practices in diverse classrooms.

Also, the current finding corroborates with Allen (2025), who highlighted that teacher attitudes and opinions toward inclusion significantly predict their motivational readiness and commitment to accommodate learners with special educational needs, thereby strengthening instructional effectiveness. In contrast, this finding contradicts Nirwaningtyas and Nuriadin (2025), who claimed that although teachers may express favorable opinions toward inclusive education, their actual motivation to apply inclusive strategies may be constrained by contextual barriers such as insufficient training, limited resources, and institutional constraints. This suggests that positive opinions do not always automatically translate into higher motivation across all teaching contexts.

C. Motivation of Teachers on Special Needs Education as Influenced by Teacher-Parent Role Engagement and Teacher Opinions on Special Needs Education

The findings of the study revealed that the predictive model for motivation of teachers on special needs education is statistically significant, indicating that teacher-parent role engagement and teacher opinions on special needs education jointly explain variations in teacher motivation. This supports Eberhardt (2024), who emphasized that collaborative school-family relationships enhance teacher motivation through shared responsibility and support. Similarly, the finding affirms Long et al. (2026), who founded that teacher positive opinions toward special needs education serve as a strong predictor of increased motivation and commitment to inclusive practices, highlighting the critical role of teacher beliefs.

Notably, teacher opinions emerged as the stronger predictor compared to teacher-parent engagement, suggesting that internal perspectives may have a greater influence on motivation than external collaboration. In opposing, this finding opposes the claim of Schnepel et al. (2025), who argued that the impact of teacher attitudes and collaboration on motivation may be limited by contextual factors such as insufficient resources and training. This discrepancy suggests that, despite potential constraints, teacher beliefs and collaborative practices in the present study remain strong determinants of motivation in special needs education.

V. CONCLUSION

Based on the findings, it is concluded that this study examines the strength and significance to forecast the motivation of teachers on special needs education using teacher-parent role engagement and teacher opinion on special needs education as predictor. Hence, the Self-Determination Theory was partially affirmed, suggesting that teachers are more motivated when their needs for autonomy, competence, and relatedness are satisfied. The theory describes human motivation by focusing on the psychological needs that drive behavior.

Recommendations

Based on the conclusion, it is recommended that future research explore other variables not examined in this research that may account for the remaining variance (36.9%) in the strength of the predictive model. Exploratory study may be pursued in aid of finding the potential variables. In an inclusive school setting, specific parent-role engagement activities, such as regular parent-teacher conferences, home-school communication through journals or messaging, participation in IEP planning and decision-making, and involvement in classroom or school support activities, play an important role in strengthening teacher motivation in special needs education. In addition, teachers' positive perceptions of special needs education, including valuing inclusion, believing in students' potential, confidence in handling diverse learners, and perceiving strong administrative and community support, further contribute to enhancing their motivation.

Appendix 1**Attachments****Questionnaire on Teacher-Parent Role Engagement**

Instructions: Please read each statement carefully and indicate the extent to which you agree or disagree by choosing the option that best represents your opinion. Kindly answer honestly based on your own knowledge, perceptions and experiences.

Use the following scale in responding (check the box that applies to you).

- 4- Strongly Agree
- 3- Agree
- 2- Disagree
- Strongly Disagree

A. Teacher-Parent Role Engagements in Parenting				
<i>As a teacher, I ...</i>	4	3	2	1
1. Provide parents with specific guidance on how to fulfill the basic and health needs of their child.				
2. Collaborate with parents to establish home routines that help the child comply with school requirements.				
3. Share evidence-based strategies with parents to help them handle their child's tantrums or behavioral challenges at home.				
4. Advise parents on how to supervise and limit gadget or TV use to prioritize study time.				
5. Provide parents with instructions on how to effectively supervise their child while they are answering modules or homework.				
B. Teacher-Parent Role Engagements in Communicating				
<i>As a teacher, I ...</i>	4	3	2	1
1. Organize and conduct regular parent-teacher conferences to discuss individual learner needs.				
2. Use the class group chat daily to update parents on classroom activities and student requirements.				
3. Encourage and respond to proactive queries from parents regarding their child's specific learning difficulties.				
4. Provide clear, actionable feedback to parents about their child's academic progress and social development.				
5. Maintain a respectful, two-way communication channel where parents feel safe to express concerns about their child.				
C. Teacher-Parent Role Engagements in Volunteering				
<i>As a teacher, I ...</i>	4	3	2	1
1. recruit parent volunteers to assist in specialized classroom activities like feeding programs or cooking.				
2. coordinate with parents to help in the cleanliness and beautification of the inclusive classroom.				
3. involve parents in the planning and execution of class programs and school events.				
4. empower parents to assist in the collection and management of class contributions or resources.				
5. Provide opportunities for parents to take roles in school-wide inclusive initiatives.				
D. Teacher-Parent Role Engagements in Learning at Home				
<i>As a teacher, I ...</i>	4	3	2	1
1. Design learning activities that specifically require the active participation of parents at home.				

2. Provide parents with teaching guides or "scaffolding" tips to help them tutor their children effectively.				
3. Assist parents in understanding and guiding their children through complex performance tasks and projects.				
4. Check in with parents regularly to monitor and adjust the student's study habits at home.				
5. Provide parents with curated reading materials or books to use with their children during home study sessions.				
E. Teacher-Parent Role Engagements in Decision Making				
<i>As a teacher, I ...</i>	4	3	2	1
1. Involve parents in the School Governing Council to participate in school-level decision-making.				
2. Actively seek and integrate parent opinions regarding school development and inclusive policies.				
3. Collaborate with parents when making decisions regarding curriculum adaptations or learning strategies for their child.				
4. Ask parents for suggestions on how to improve specific learning activities for their children.				
5. Involve parent representatives in the financial planning or resource allocation for the class.				

Reference: Lizl L. Bacolod, Rosalinda C. Tantiado, Teacher-parents' role engagement and pupils' academic performance, Global Scientific Journals, GSJ: Volume 10, Issue 9, September 2022, Online: ISSN 2320-9186, Southern de Oro Philippines College, Cagayan de Oro City, Philippines

Questionnaire on Teachers' Opinion on Special Needs Education

Instructions: Please carefully read each statement and select the option that most accurately expresses your level of agreement or disagreement. Please provide an honest response based on your personal knowledge, views and encounters.

When answering, use the following scale (check the box that corresponds to you).

- 4- Strongly Agree
- 3- Agree
- 2- Disagree
- 1-Strongly Disagree

A. Teacher's Opinion on the Benefits of Integration				
<i>As a teacher, I believe ...</i>	4	3	2	1
1. Integration offers mixed group interaction that will foster understanding and acceptance of differences among students.				
2. The challenge of being in a general classroom will promote the academic growth of the student with a disability.				
3. The presence of students with disabilities will promote acceptance of differences on the part of students without disabilities.				
4. That students with disabilities will probably develop academic skills more rapidly in a general classroom than in a special classroom				
5. Integration of the student with a disability will promote his or her social independence.				
6. The integration of students with disabilities can be beneficial for students without disabilities.				
7. Integration will have a positive effect on the emotional development of the student with a disability.				

8. Students with disabilities should be given every opportunity to function in the general classroom where possible.				
9. Integration in a general classroom has a more beneficial effect on the social and emotional development of the student than isolation in a special classroom.				
B. Teacher's Opinion on Integrated Classroom Management				
<i>As a teacher, I believe ...</i>	4	3	2	1
1. The student with a disability is likely to demonstrate appropriate behavior in a general classroom.				
2. The behavior of students with disabilities will set a good example for students without disabilities.				
3. Students with disabilities are likely to maintain a productive and organized environment in the general classroom.				
C. Teacher's Opinion on Perceived Ability to Teach Students with Disabilities				
<i>As a teacher, I believe ...</i>	4	3	2	1
1. Integration of students with disabilities can be successful without extensive retraining of general classroom teachers.				
2. General-classroom teachers have the ability necessary to work with students with disabilities.				
3. Students with disabilities will not monopolize the general-classroom teacher's time.				
4. General-classroom teachers have sufficient training to teach students with disabilities.				
D. Teacher's Opinion on Special Versus Integrated General Education				
<i>As a teacher, I believe ...</i>	4	3	2	1
1. Most students with disabilities will make an adequate attempt to complete their assignments.				
2. Students with disabilities can be best served in general classrooms.				
3. The attention students with disabilities require will not be to the detriment of the other students.				
4. The classroom behavior of the student with a disability generally does not require more patience than that of a student without a disability.				
5. Teaching students with disabilities is handled effectively by general classroom teachers.				

Reference: Sokolowski, K. J. (1998). Teacher attitudes toward students with disabilities in their classroom [Master's thesis, Rochester Institute of Technology]. RIT Digital Institutional Repository. <https://repository.rit.edu/theses/2384>.

Questionnaire on Motivation of Teachers on Special Needs Education

Instructions: After carefully reading each statement, select the choice that most accurately expresses your level of agreement or disagreement. Please respond truthfully based on your personal knowledge, experiences and perceptions.

- 4- Strongly Agree
- 3- Agree
- 2- Disagree
- Strongly Disagree

A. Teacher's Motivation: Intrinsic Motivation				
<i>As a teacher, I teach because ...</i>	4	3	2	1
1. it is pleasant to carry out tasks like adapting lessons for diverse learners.				
2. I find the task of managing an inclusive classroom interesting to do.				
3. I like the challenge of finding new ways to help students with special needs succeed.				
4. I enjoy the work of supporting students with disabilities very much.				
5. I have fun celebrating the small but significant milestones of my students with disabilities.				
6. Of the moments of pleasure I feel when a student with a disability masters a new skill.				
B. Teacher's Motivation: Identified Regulation				
<i>As a teacher, I teach because ...</i>	4	3	2	1
1. It is crucial for me to provide equitable learning opportunities for all students, regardless of their abilities.				
2. Inclusive teaching allows me to attain professional objectives that I consider vital for social justice.				
3. I find teaching in an inclusive setting important for the academic success of my students.				
4. Advocating for students with special needs allows me to reach my life goals as an educator.				
5. Inclusive education fulfills my career plans to be a highly specialized educator.				
6. This job fits my personal values regarding equity and the right to education for all.				
C. Teacher's Motivation: Introjected Regulation				
<i>As a teacher, I teach because ...</i>	4	3	2	1
1. If I do not successfully adapt my teaching for students with special needs, I will feel bad.				
2. I would feel guilty if I did not provide the necessary support for students with disabilities.				
3. I feel bad if I fail to meet the individual learning goals of my students.				
4. I have to be the best at managing an inclusive classroom; I have to be a "winner."				
5. My work in inclusive education is my life, and I don't want to fail these students.				
6. My reputation as a competent educator depends on my ability to teach students with diverse needs.				
D. Teacher's Motivation: External Regulation				
<i>As a teacher, I teach because ...</i>	4	3	2	1
1. My job description specifically requires me to teach students even with diverse educational needs.				
2. The school and educational policies mandate the inclusion of students with disabilities in my classroom.				
3. I am contracted and paid to provide specialized instruction for all learners.				
4. This career in special education provides me with a stable and reliable standard of living.				
5. Of the financial rewards this specialized role provides me.				
6. These inclusive teaching duties ensure I receive my regular salary.				

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Conflicts of Interest

The authors declare that there is no conflict of interest concerning the publication of this paper. The study was conducted objectively and independently without any financial, personal, or professional relationships that could influence the research process. The findings and interpretations presented in this study are based solely on the collected data and established research procedures. The authors confirm that no competing interests affected the validity, accuracy, or integrity of this research.

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