

# Parents' And Teachers' Reciprocal Expectations on Instructional Delivery Among Learners with Special Educational Needs (LSEs) In Thailand

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*Abstract* — Effective instructional delivery for learners with special educational needs (LSEs) depends not only on classroom practices but also on the quality of interaction between parents and teachers. This study examined the reciprocal expectations of parents and teachers regarding instructional delivery for LSEs in Rayong, Thailand. Specifically, the study investigated expectations across four domains: partnership, collaboration, meaningful contribution, and child wellbeing. It also tested the association between selected respondent characteristics and these expectations.

The study employed a quantitative descriptive-survey and correlational research design involving 200 respondents, composed of 100 teachers and 100 parents from six public and private schools in Choeng Noen, Mueang Rayong Province. Respondents were selected through stratified random sampling with equal allocation. Data were collected using two researcher-developed and validated survey instruments and analyzed using descriptive and inferential statistics, including weighted mean, Kendall's Tau-B, and point-biserial correlation.

Results revealed very high reciprocal expectations among both teachers ( $M = 4.56$ ) and parents ( $M = 4.64$ ). Among the four domains, child wellbeing received the highest ratings from both groups, with mean scores of 4.60 for teachers and 4.72 for parents. Significant negative associations were found between teachers' expectations and their age, nationality, and years of teaching experience. In contrast, parents' demographic variables showed no significant relationship with their expectations.

The findings suggest that strong parent-teacher reciprocity plays a central role in effective and inclusive instructional delivery for LSEs. Schools may strengthen such reciprocity through sustained communication, mutual engagement, and coordinated support systems that support both the academic and holistic development of learners with special educational needs.

*Keywords* — *Inclusive Education, Parent-Teacher Reciprocity, Instructional Delivery, Learners With Special Educational Needs, Thailand*

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## I. Introduction

Inclusive education has become a global priority in educational policy and practice, grounded in the principle that all learners have the right to equitable access to meaningful learning opportunities regardless of their abilities or disabilities. International frameworks such as those promoted by organizations like UNESCO and UNICEF emphasize that inclusive education extends beyond mere school access; it also involves ensuring the quality of instruction and support provided to learners with diverse needs.

For learners with special educational needs (LSENs), effective instructional delivery requires more than appropriate pedagogical strategies within the classroom. These learners often benefit from coordinated support systems that involve both school and family environments. Teachers provide professional expertise in instruction, assessment, and learning adaptation, while parents contribute valuable insights into the child's behavior, routines, and developmental needs outside the school context. When these two groups work collaboratively and share common expectations, they create a supportive ecosystem that strengthens both academic and socio-emotional development.

In Thailand, efforts to strengthen inclusive education have expanded in recent years, particularly through policy initiatives that encourage the integration of learners with disabilities into mainstream schools. Despite these developments, challenges remain in ensuring that instructional practices effectively respond to the diverse needs of LSENs. One critical factor that influences the success of inclusive education is the quality of the relationship between parents and teachers. Effective home-school collaboration can enhance instructional consistency, reinforce behavioral and learning routines, and provide more comprehensive support for the learner.

The present study is grounded in the ecological perspective of Urie Bronfenbrenner and the sociocultural theory of Lev Vygotsky, which emphasize that learning and development occur through interactions within interconnected social systems. Within this framework, the home and school environments function as mutually influential contexts that shape learners' experiences. Reciprocal expectations between parents and teachers therefore become an important indicator of how these two systems coordinate their roles in supporting LSENs.

Although the importance of family-school collaboration has been widely recognized, empirical evidence examining reciprocal expectations between parents and teachers remains limited, particularly within Southeast Asian educational contexts. Existing studies often examine either parental involvement or teacher practices separately, leaving a gap in understanding how both groups perceive their shared responsibilities in instructional delivery for LSENs.

This study addresses this gap by examining the reciprocal expectations of parents and teachers regarding instructional delivery for learners with special educational needs in Rayong, Thailand. Specifically, the study investigates four dimensions of expectations—partnership, collaboration, meaningful contribution, and child wellbeing—and explores whether selected

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respondent characteristics are associated with these expectations. By identifying how parents and teachers perceive their shared roles, the study contributes empirical evidence that may guide schools in strengthening inclusive practices and enhancing collaborative support systems for LSEs.

## Literature Review

Special education is widely conceptualized as an educational system designed to address the unique learning needs of individuals with disabilities or developmental differences through specialized instruction, adaptive strategies, and supportive interventions. According to UNESCO (2020), inclusive education requires educational systems to respond to learner diversity by ensuring equitable participation and access to appropriate instructional support. For learners with special educational needs, effective instructional delivery often involves differentiated teaching methods, individualized support plans, and continuous monitoring of learning progress.

Research consistently emphasizes the importance of adaptive instructional practices when teaching learners with special educational needs. Such practices may include differentiated instruction, multisensory learning strategies, structured routines, and formative feedback mechanisms that support both academic learning and socio-emotional development. Teachers play a central role in designing and implementing these strategies; however, the effectiveness of these approaches is often strengthened when parents actively participate in reinforcing learning outside the classroom.

Parental involvement has long been recognized as a critical component of successful educational outcomes. Studies have shown that when parents maintain consistent communication with teachers and actively support their children's learning at home, learners demonstrate improved academic performance, stronger motivation, and better behavioral adjustment. In the context of special education, parental involvement may include monitoring homework, reinforcing behavioral strategies, participating in educational planning, and maintaining regular communication with teachers regarding the learner's progress.

Empirical research also highlights the significance of expectations in shaping educational relationships and outcomes. Benner et al. (2022) found that both parent and teacher expectations influence students' academic trajectories through mechanisms such as motivation, communication, and engagement. Similarly, Alimatu et al. (2021) reported that parents of children with special educational needs tend to hold high expectations for teachers and schools, particularly regarding instructional support and communication.

At the same time, studies indicate that discrepancies between parent and teacher expectations may create challenges in collaborative educational support. Gilani et al. (2020) demonstrated that parent-teacher meetings often reveal communication gaps, differing perceptions of responsibility, and varying expectations regarding the roles of home and school. Addressing

these gaps requires establishing shared understandings and mutual accountability between educators and families.

Recent research further underscores the importance of reciprocal collaboration in special education contexts. Mavi et al. (2025) observed that teachers expect families to support instructional processes both within and outside the school environment, particularly through cooperation and consistent communication. These findings suggest that reciprocal expectations are not merely attitudes but practical indicators of how parents and teachers perceive their responsibilities in supporting learners.

Taken together, the literature suggests that effective instructional delivery for LSENs depends on coordinated interaction between parents and teachers. However, limited research has directly examined how these expectations are reciprocally perceived in specific local contexts. By investigating reciprocal expectations between parents and teachers in Thailand, the present study contributes to a more nuanced understanding of how collaborative relationships influence inclusive educational practices.

## II. Methodology

### Research Design

The study employed a quantitative descriptive-survey and correlational research design. The descriptive component was used to determine the demographic profile of the respondents and to measure the extent of reciprocal expectations of parents and teachers regarding instructional delivery for learners with special educational needs (LSENs). The correlational component was used to examine the relationship between selected respondent characteristics and the extent of these expectations.

This design was appropriate because the study aimed to describe existing conditions and explore statistical relationships among variables without manipulating the research environment.

### Research Setting

The study was conducted in **Choeng Noen District, Mueang Rayong Province, Thailand**, an educational context where both public and private institutions provide services for learners with special educational needs. The setting reflects a multicultural learning environment where collaboration between parents and teachers is essential in supporting inclusive education initiatives.

### Participants of the Study

The study involved a total of **200 respondents**, composed of **100 parents of learners with special educational needs (LSENs)** and **100 teachers handling LSENs**. These participants were drawn from **six public and private schools** and were selected through **stratified random**

**sampling with equal allocation.** This sampling technique was employed to ensure balanced representation of both respondent groups and to enhance the reliability of comparative analysis between parents and teachers regarding their reciprocal expectations on instructional delivery.

### **Research Instrument**

Data for the study were collected using **two researcher-developed questionnaire-checklists**, one intended for teachers and the other for parents. Each instrument consisted of **two major sections**: the **respondent profile** and the **reciprocal expectations scale**. The expectation scale measured four domains related to instructional delivery for learners with special educational needs, namely **partnership, collaboration, meaningful contribution, and child wellbeing**. Each domain contained **five indicators**, resulting in a total of **20 items**. Responses were measured using a **five-point Likert scale**, allowing respondents to indicate the extent of their expectations in each domain. To ensure accessibility and accurate comprehension among participants, the survey instruments were **translated into the Thai language**.

### **Validation of Instrument**

Prior to data collection, the instruments underwent **content validation** by a panel of **five experts**, consisting of **three teachers with experience in inclusive education and two school administrators managing inclusive education programs**. The validation process yielded an **average rating of 4.38**, indicating that the instruments possessed **acceptable content validity** and were appropriate for use in the study.

### **Data Collection and Ethical Considerations**

The collected data were analyzed using both **descriptive and inferential statistical techniques**. Descriptive statistics, including **frequency counts and percentages**, were used to summarize the demographic profile of the respondents, while the **weighted mean** was employed to determine the extent of reciprocal expectations of parents and teachers. To examine the relationships between respondent characteristics and expectation levels, **Kendall's Tau-B correlation** and **point-biserial correlation** analyses were utilized. All statistical tests were conducted at a **0.05 level of significance ( $\alpha = 0.05$ )**.

### **Statistical Treatment**

Frequency counts and percentages were used to describe the demographic profile of the respondents. Means were computed to determine the extent of reciprocal expectations of parents and teachers regarding instructional delivery for learners with special educational needs. To examine the relationship between respondent profile variables and expectation levels, Kendall's Tau-B and Point-Biserial correlation coefficients were employed. The level of significance for all statistical tests was set at 0.05.

### III. Results and Discussion

The findings of this study revealed that both parents and teachers reported very high reciprocal expectations regarding instructional delivery for learners with special educational needs (LSENs). This suggests that both groups strongly recognize the importance of collaboration in ensuring effective educational support. The results reinforce the broader principles of inclusive education promoted by organizations such as UNESCO and UNICEF, which emphasize that inclusive schooling requires coordinated efforts among multiple stakeholders, particularly families and educators.

Domain	Teachers	Parents	Description
Partnership	4.54	4.56	Very High
Collaboration	4.51	4.63	Very High
Meaningful Contribution	4.56	4.65	Very High
Child Wellbeing	4.60	4.72	Very High
Overall	4.56	4.64	Very High

The prominence of child wellbeing as the highest-rated domain indicates that parents and teachers prioritize holistic development alongside academic achievement. This finding aligns with the ecological framework proposed by Urie Bronfenbrenner, which emphasizes that children's development is shaped by the interaction of multiple social environments, including home and school. When both environments share similar expectations regarding learner wellbeing, the child benefits from a more coherent and supportive developmental context.

The strong emphasis on wellbeing may also reflect contemporary shifts in inclusive education toward recognizing emotional and social development as critical components of learning. Learners with special educational needs often require structured emotional support, consistent behavioral guidance, and adaptive learning environments. When parents and teachers share expectations regarding these areas, instructional strategies are more likely to be reinforced across different settings.

Although the results showed high expectations across all domains, slight variations emerged between teachers and parents. Teachers rated collaboration slightly lower than the other domains, while parents rated partnership somewhat lower relative to the other dimensions. These differences may reflect varying interpretations of roles within the educational process. Teachers may perceive collaboration as requiring formal institutional structures such as meetings, shared planning, and coordinated interventions. Parents, on the other hand, may associate partnership primarily with communication and involvement in school-related activities.

The analysis of teacher demographic variables revealed several significant relationships. Younger teachers and those with fewer years of teaching experience tended to report stronger expectations regarding parental involvement. This pattern may indicate that early-career teachers rely more heavily on parental support when addressing the diverse needs of learners with special

educational needs. In contrast, more experienced teachers may develop greater confidence in their instructional strategies and classroom management practices, which may reduce their perceived reliance on parental collaboration.

Nationality also emerged as a significant factor influencing teacher expectations. Filipino teachers reported stronger expectations for parental engagement compared with their non-Filipino counterparts. This difference may reflect variations in teacher training, professional culture, or educational values related to family involvement in schooling. In many educational contexts in the Philippines, strong parent–teacher partnerships are emphasized as essential components of effective schooling, which may influence teachers’ expectations when working in international or multicultural settings.

In contrast, the findings indicated that parents’ demographic characteristics did not significantly influence their expectations of teachers. This suggests that parental expectations remain consistently high across different social backgrounds. Regardless of age, educational attainment, employment status, or family size, parents appeared to share the common expectation that schools should provide high-quality instructional support for learners with special educational needs.

This pattern may reflect the universal concern of parents for the educational and developmental welfare of their children. Parents of LSENs often rely on schools for specialized expertise in instruction, intervention, and assessment. As a result, their expectations may be shaped more strongly by their child’s needs rather than by demographic factors.

The findings highlight the importance of sustaining strong home–school collaboration in inclusive education settings. While both parents and teachers already report high expectations for cooperation, educational institutions must ensure that these expectations translate into practical and consistent collaboration. Structured communication channels, collaborative planning, and regular monitoring of learner progress may help strengthen these partnerships and improve instructional delivery for LSENs.

#### **IV. Conclusion**

The study concludes that both parents and teachers in Rayong, Thailand demonstrate very high reciprocal expectations regarding instructional delivery for learners with special educational needs (LSENs). Across the four domains—partnership, collaboration, meaningful contribution, and child wellbeing—both groups showed a strong recognition of their shared responsibility in supporting the educational development of LSENs. Among these domains, child wellbeing emerged as the highest priority for both parents and teachers, highlighting the importance of providing holistic support that addresses not only the academic needs of learners but also their emotional, social, and developmental wellbeing.

The findings further revealed that selected teacher-related variables, specifically age, nationality, and years of teaching experience, were significantly associated with the extent of reciprocal expectations. In contrast, the profile characteristics of parents did not show significant relationships with their expectations. This suggests that parents tend to maintain consistently high expectations regarding instructional support for LSEs regardless of their background, whereas teachers' expectations may vary depending on their personal and professional experiences.

Moreover, the study affirms that effective instructional delivery for learners with special educational needs relies on strong parent–teacher reciprocity, open communication, coordinated support systems, and a shared commitment to the holistic development of learners. The findings emphasize the importance of sustaining collaborative relationships between home and school as a foundation for inclusive and responsive educational practices.

## V. Recommendations

School administrators may strengthen institutional policies and support mechanisms that promote regular and meaningful communication between parents and teachers, particularly for learners with special educational needs. Structured practices such as scheduled parent–teacher conferences, systematic progress monitoring, and coordinated home–school engagement activities may help sustain shared expectations and reinforce mutual accountability in supporting learners.

Teachers may continue to foster open and consistent communication with parents and actively involve them in the academic and developmental support of LSEs. Considering that teacher expectations appear to vary according to age, nationality, and teaching experience, professional development initiatives may be designed to further enhance collaborative practices and inclusive family engagement among teachers with diverse backgrounds.

Parents may be encouraged to sustain active participation in their children's learning by maintaining open communication with teachers and engaging in both school-based and home-based support activities. Their strong expectations of teachers may serve as a valuable foundation for building deeper and more sustained partnerships in supporting learners with special educational needs.

Future researchers may replicate this study in different geographical contexts or with a larger and more diverse sample to enhance the generalizability of the findings. Additionally, future studies may examine other variables that could influence reciprocal expectations between parents and teachers. Qualitative investigations may also be conducted to gain deeper insights into how parents and teachers perceive, interpret, and negotiate their shared roles in supporting learners with special educational needs.

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