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ORCID ID: <https://orcid.org/0000-0001-6884-3504>

Enablers, strategies, and challenges for effective parent–teacher communication in inclusive education settings: A phenomenological approach

Rogie A. Lumbo Jr.: Graduate School of Education, Divine Word College of Laoag, Laoag City, Ilocos Norte, Philippines.

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ABSTRACT

This study aimed to explore the enablers, strategies, and challenges of effective parent–teacher communication in inclusive education settings. A descriptive phenomenological research design was employed to examine the lived experiences of parents and teachers engaged in inclusive education. Semi-structured interviews were conducted with five parents and five teachers from selected inclusive public schools in Laoag City, Ilocos Norte, Philippines, and the data were analyzed using thematic analysis.

The relatively small sample size was purposively selected in accordance with phenomenological research principles, which prioritize depth, richness, and detailed understanding of participants' lived experiences rather than statistical generalization. This approach enabled an in-depth exploration of communication practices and relational dynamics from both the parent and teacher perspectives.

Findings revealed that effective parent–teacher communication was enabled by consistency, empathetic engagement, clarity of messages, shared responsibility, mutual respect, and proactive problem management. Participants employed hybrid communication strategies, combining digital platforms, written communication tools, scheduled meetings, and face-to-face interactions. However, communication was challenged by time constraints, inconsistent updates, limited access to technology, language and cultural differences, and emotional tension. The study underscores the importance of structured yet relational communication systems in strengthening home–school partnerships and supporting inclusive education practices.

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Introduction

Inclusive education has become a central focus in both global and Philippine educational policies, aiming to provide equitable learning opportunities for students with diverse abilities and needs (Raguindin et al., 2021). Beyond physical access, inclusive education requires meaningful participation, engagement, and collaboration among teachers, learners, and parents. Effective parent–teacher communication is a crucial component in supporting learners’ academic, social, and emotional development, particularly in classrooms accommodating students with disabilities, learning difficulties, or other diverse needs (Azad et al., 2020). Such communication fosters trust, shared decision-making, parental involvement, and consistent support, which are essential for sustaining inclusive practices and improving student outcomes.

Despite the presence of policy frameworks, communication between parents and teachers often faces persistent challenges, including inconsistent updates, limited access to technology, language and cultural barriers, and emotional tensions (Butler et al., 2019). These challenges can impede timely feedback, reduce parental confidence, and weaken collaborative partnerships, ultimately affecting learner engagement and performance. Prior research has largely focused on these barriers, while limited studies have examined the factors, strategies, and relational processes that enable effective communication in inclusive settings, particularly in the Philippine context. Understanding these factors is vital not only for improving parent–teacher interactions but also for designing school policies, professional development programs, and intervention strategies that support collaborative learning environments.

While previous studies have documented communication difficulties and recommended general strategies for parental involvement, there remains limited empirical research that simultaneously examines the enablers, concrete communication strategies, and lived relational processes that sustain effective communication in inclusive settings, particularly within Philippine public schools. Moreover, few studies have captured both parent and teacher perspectives using a phenomenological lens to understand how communication is experienced, negotiated, and sustained in daily practice. This gap necessitates a contextualized exploration of communication dynamics that moves beyond barriers to identify enabling conditions and adaptive strategies.

This study also emphasizes the strategies that parents and teachers use to overcome communication barriers, including digital platforms (Messenger, Google Classroom), written tools (communication notebooks, progress reports), scheduled meetings, face-to-face interactions, and multimedia sharing (photos and videos of classroom activities). These strategies demonstrate adaptability, responsiveness, and inclusivity, enabling both parents and teachers to address diverse needs, coordinate learning support, and maintain transparency between home and school (Chen, 2022).

Guided by Bronfenbrenner’s ecological systems theory and Epstein’s parental involvement framework, this study explores the lived experiences of parents and teachers in inclusive schools, focusing on the enablers, strategies, and challenges of effective communication. By investigating these dimensions, the study seeks to provide evidence-based insights that inform policies, strengthen home–school partnerships, and enhance inclusive education practices. Specifically, the research addresses how effective communication fosters trust, collaboration, and co-educational support, which are critical for

ensuring equitable learning outcomes and promoting the holistic development of learners in inclusive settings.

Literature review

This review situates the study within existing research on challenges, strategies, and enablers of effective parent–teacher communication for inclusive education. It examines how collaborative strategies between parents and teachers support students’ learning and social development, emphasizing trust, accessibility, and shared responsibility.

Inclusive education

Inclusive education has evolved globally as a moral and policy imperative to provide equitable access and meaningful participation for all learners, including those with disabilities and learning difficulties (UNESCO, 2020; Llorent et al., 2024). Effective parent–teacher communication emerged as a cornerstone of this framework, enabling home–school alignment and shared accountability for student progress (de Boer et al., 2021). Communication in inclusive settings functioned not merely as an information exchange but as a collaborative process that strengthened trust, empathy, and mutual understanding between educators and families (Calle-Elizalde et al., 2021).

Roles of parents and teachers in inclusive education

Studies emphasized that effective communication between parents and teachers supported not only academic performance but also the emotional and behavioral development of learners with special educational needs (Epstein & Sanders, 2021). Regular updates, constructive feedback, and culturally sensitive dialogue create conditions for consistent reinforcement of learning at home (Bose & Rimi, 2022). In the Philippine context, where inclusive education continues to expand, structured communication frameworks remain uneven across schools, often relying on informal channels such as text messaging or social media (David-Kacso et al., 2023).

Challenges of parent-teacher communication

Numerous studies identified barriers that hindered effective collaboration between teachers and parents of children with disabilities. Teachers often faced excessive workloads, large class sizes, and limited training in inclusive communication (de Boer et al., 2021; Garrote et al., 2021). Parents, on the other hand, reported feeling intimidated, lacking information about their child’s learning plan, or having difficulty accessing school meetings due to time and financial constraints (de Boer et al., 2021; Sokal et al., 2021). The COVID-19 pandemic further amplified these difficulties, as remote learning required new modes of communication and technological competence (Azad et al., 2021).

Strategies for effective communication

Recent research underscored several strategies that enabled strong parent–teacher communication. Proactive scheduling of meetings, regular feedback mechanisms, and digital platforms such as messaging apps or learning management systems improved communication flow and documentation (Al-Hamad, 2023; Garbacz et al., 2022). Empathy, mutual respect, and shared goal-setting emerged as critical relational enablers that transformed communication from transactional to collaborative (de Boer et al.,

Abun et al., *Divine Word International Journal of Management and Humanities* 5(1)(2026) 2888-2903
2021). Moreover, teacher professionalism—demonstrated through responsiveness and cultural sensitivity—was linked to higher parental trust and engagement (Sokal et al., 2021).

Statement of the problem

This study sought to investigate the enablers of effective parent–teacher communication, the strategies employed, and the challenges encountered in inclusive educational settings. Specifically, it addressed the following research questions:

1. What factors (enablers) contribute to effective parent–teacher communication in inclusive education?
2. What strategies are used to communicate with parents and teachers in an inclusive setting?
3. What challenges are encountered in parent–teacher communication?

Research methodology

This chapter outlines the research design, study locale, participants, data-gathering procedures, data analysis, and ethical considerations.

Research design

This study employed a descriptive phenomenological design to explore the enablers of effective parent–teacher communication in inclusive education. The phenomenological approach was appropriate because it allowed the researcher to understand and describe participants’ lived experiences regarding communication practices within inclusive classrooms. This qualitative orientation provided rich, contextual insights into the interpersonal and systemic factors that shaped collaboration between teachers and parents (Priestley et al., 2021).

Locale of the data

The study was conducted within the Schools Division of Laoag City, specifically at Agripino P. Santos Elementary School and Ilocos Norte National High School, where learners with disabilities are integrated into regular classrooms. These schools were selected due to their active implementation of the Department of Education’s inclusive education program and their established parent–teacher collaboration practices. Representing both urban and rural contexts, the selected schools provided an opportunity to capture a diverse range of communication experiences between parents and teachers in inclusive education settings.

Population and sampling

Participants were individuals directly involved in inclusive education. They were selected through purposive sampling because they had firsthand experience relevant to the study’s objectives. The teachers were qualified professionals managing inclusive classrooms, while the parents had children officially enrolled in these classrooms under the teachers' supervision. This sample was chosen to reflect

the diversity of experiences and perspectives within inclusive education settings, capturing insights from both the educators' and parents' standpoints. While the selected participants represent a relevant segment of the population involved in inclusive education, the small sample size and specific location in Laoag city may limit the generalizability of the findings to a broader context. However, the insights gathered provide a valuable exploratory understanding of the dynamics in inclusive education.

Instrumentation and data collection

Data for this study were collected through semi-structured interviews, which allowed participants to freely share their experiences while enabling the researcher to probe for depth and clarification. The interviews were conducted in either Filipino or English, according to participant preference, and each session lasted approximately 45 to 60 minutes. With participants' consent, all interviews were audio-recorded and later transcribed verbatim for analysis. Before data collection, participants were fully informed of the study's purpose and their right to withdraw at any time.

An interview guide served as the primary research instrument. It consisted of open-ended questions designed to elicit participants' lived experiences of parent–teacher communication within inclusive education, including the challenges they faced, the strategies they employed, and the enabling factors that facilitated effective communication. To ensure clarity, relevance, and alignment with the study's objectives, the interview guide was reviewed and validated by two experts in special and inclusive education.

Tools for data analysis

The data were analyzed using thematic analysis guided by the framework of Braun and Clarke (2021). This approach involved an in-depth analysis of the interview transcripts to identify meaningful patterns and recurring themes related to parent–teacher communication in inclusive education. Initial coding was conducted to capture significant statements, which were then organized into broader categories and refined into coherent themes. These themes were carefully reviewed and clearly defined to ensure they accurately represented participants' lived experiences. The final themes were interpreted and presented in relation to the study's objectives and relevant theoretical frameworks to provide a comprehensive understanding of the challenges, strategies, and enablers of effective communication.

Ethical considerations

Ethical clearance was obtained from the researcher's academic institution prior to data collection. Participants provided informed consent, and confidentiality was strictly observed. Pseudonyms replaced real names to protect participants' identities. Data were stored securely and accessible only to the researcher.

Data presentation and analysis

This section presents the collected data and its analysis in accordance with the study's research questions.

Problem 1: What factors (enablers) contribute to an effective parent–teacher communication in inclusive education?

Table 1 presents and interprets the findings derived from semi-structured interviews with parents and teachers involved in inclusive education in Ilocos Norte, Philippines. Through thematic analysis, six core themes emerged as enablers of effective parent–teacher communication, while complementary themes described the strategies used and the challenges encountered.

Table 1: Enablers contributing to effective parent–teacher communication

Theme	Category	Illustrative Quote
Communication consistency	Weekly or scheduled communication	“My child’s teacher updates me weekly through text or Messenger about my son’s progress and behavior.” (Parent 1)
	Continuous progress reporting	“I make sure to give parents regular updates so they are aware of the child’s improvement and concerns.” (Teacher 1)
Empathetic engagement	Teacher empathy and emotional sensitivity	“When teachers show genuine concern, I feel that they really understand my child’s situation.” (Parent 2)
	Non-judgmental listening	“I listen to parents without blaming them because it helps build trust and openness.” (Teacher 2)
	Comfort in sharing challenges	“Because the teacher listens without judgment, I feel more comfortable sharing my child’s challenges at home.” (Parent 2)
Clarity of communication	Avoidance of jargon	“I try to avoid technical terms so parents will not feel confused.” (Teacher 2)
	Use of relatable examples	“The teacher explains my child’s behavior using examples that I can easily understand.” (Parent 1)
	Ensuring accessibility for all parents	“We adjust how we explain things depending on the parents’ level of understanding.” (Teacher 3)

Partnership and shared responsibility	Joint effort between parents and teachers	“We work together with the parents to help the child improve both at home and in school.” (Teacher 1)
	Shared commitment to student development	“It makes me feel involved and confident that we’re working together for his improvement.” (Parent 1)
	Feeling of inclusion in decision-making	“I feel my opinions are valued when the teacher includes me in planning my child’s learning goals.” (Parent 3)
Mutual respect and recognition of expertise	Respect for parental knowledge	“When parents see that we respect their insights about their child, they open up more.” (Teacher 3)
	Acknowledgment of teachers’ professional role	“I appreciate that the teacher’s suggestions are based on experience and observation.” (Parent 2)
	Integration of parental strategies in school practice	“The teacher uses the strategies I apply at home, which helps my child maintain consistency.” (Parent 1)
Proactive problem management	Preventing misunderstandings	“This consistent contact prevents misunderstandings and helps us adjust strategies early when problems arise.” (Teacher 1)
	Adjusting approaches before issues escalate	“When a problem starts, the teacher immediately suggests ways we can address it together.” (Parent 2)
	Continuous monitoring of progress	“The teacher regularly checks my child’s progress and informs me of any changes or concerns.” (Parent 3)

Source: *Lumbo (2026)*

These enablers supported effective parent–teacher communication in inclusive education by integrating structured practices and relational engagement. Communication consistency and clarity were essential, as parents valued regular updates and understandable messages, while teachers emphasized clear

explanations to ensure comprehension (Al-Hamad, 2023; de Boer et al., 2021). Empathetic engagement further strengthened trust, making parents feel comfortable sharing concerns and collaborating openly, consistent with recent findings highlighting empathy and non-judgmental listening as key enablers of inclusive communication (Graham-Clay, 2025; Gaspar, 2025).

Other enablers included partnership and shared responsibility, mutual respect, and proactive problem management, which fostered collaboration between parents and teachers. Parents’ inclusion in decision-making and teachers’ recognition of parental knowledge supported shared responsibility, while early problem-solving and continuous monitoring helped prevent misunderstandings and address concerns promptly (Al-Hamad, 2023; de Boer et al., 2021). Overall, these findings indicate that effective parent–teacher communication is both systemic and relational, providing structured support while nurturing trust and collaborative partnerships in inclusive education (Graham-Clay, 2025).

Problem 2: What strategies are used to communicate with parents/teachers in an inclusive setting?

Table 2 presents the strategies utilized by teachers and parents to facilitate communication within inclusive education settings. The findings reveal that communication practices have evolved into a hybrid model, combining digital, written, and personal modes of interaction. These approaches reflect an adaptive effort to sustain collaboration, accommodate diverse needs, and promote transparency between school and home. The themes that emerged from the qualitative data are summarized in Table 2, highlighting the various strategies and their corresponding examples from participant narratives.

Table 2: Strategies for parent–teacher communication in inclusive education

Theme	Category	Illustrative Quote
Digital communication platforms	Messenger and text communication	“I usually communicate with my child’s teacher through Messenger and text because it’s fast and convenient.” (Parent 1)
	Sharing updates, photos, or videos	“I make use of Google Classroom and Messenger groups to share announcements, photos, and learning materials.” (Teacher 2)
	Online accessibility and convenience	“Using online platforms allows parents to stay updated even if they cannot attend school physically.” (Teacher 2)
Written home–school communication tools	Daily written notes	“The teacher writes short notes in the communication notebook each day, so I know what happened in class.” (Parent 2)

	Two-way written updates	“I respond to the notes to update the teacher about my child’s behavior at home.” (Parent 2)
	Maintaining organized communication records	“Keeping a record of communication helps both teachers and parents track progress over time.” (Teacher 1)
Scheduled formal meetings	Monthly parent–teacher conferences	“I regularly use scheduled parent conferences every month to discuss student progress.” (Teacher 1)
	Structured meetings for updates and goal review	“During meetings, we set goals for the child’s learning and review previous targets.” (Parent 1)
	Scheduled face-to-face sessions	“Having a set meeting time ensures that both parents and teachers can prepare and communicate effectively.” (Teacher 3)
Direct and immediate communication	Phone calls for urgent issues	“For urgent matters, I prefer calling the parents directly.” (Teacher 1)
	Quick, short updates	“I send brief messages when immediate feedback is needed.” (Teacher 2)
	Timely responses for immediate needs	“Quick replies help prevent small issues from becoming bigger problems.” (Parent 3)
Face-to-face interaction	Personal discussions before or after class	“Nothing beats face-to-face conversations before or after class... Even short talks help me understand the parents’ side better.” (Teacher 3)
	Building rapport through in-person dialogue	“Talking in person allows me to connect with the teacher and feel more involved in my child’s learning.” (Parent 1)
	Combining verbal talks with reminders	“Teachers often give verbal reminders and instructions during personal conversations, which is very helpful.” (Parent 2)

Multimedia sharing for transparency	Sharing short videos or photos of class activities	“The teacher sends short videos of class activities, which helps me see how my child interacts with others.” (Parent 1)
	Visual feedback on the child’s participation	“Seeing photos and videos allows me to understand my child’s engagement in class.” (Parent 2)

Source: *Lumbo (2026)*

These strategies supported effective parent–teacher communication by combining digital, written, and face-to-face methods. Digital communication platforms, such as Messenger and Google Classroom, enabled timely updates, accessibility, and convenience for parents who could not always be physically present at school, consistent with recent findings on technology-supported home–school communication in inclusive settings (Al-Hamad, 2023; Graham-Clay, 2025). Written home–school communication tools, including communication notebooks and two-way written updates, helped maintain organized records and supported continuous monitoring of learner progress, as documented in research on inclusive education emphasizing documentation and consistency (de Boer et al., 2021).

Direct and scheduled interactions, such as phone calls, formal meetings, and face-to-face conversations, further strengthened collaboration by allowing immediate clarification of concerns, shared goal setting, and relationship building between parents and teachers (Glaserberg, 2021). Multimedia sharing, including photos and short videos of classroom activities, enhanced transparency and parental understanding of learners’ participation and behavior in school, supporting engagement and trust (Al-Hamad, 2023). Collectively, these findings demonstrate that a flexible, multi-modal communication approach, as reflected in Table 2, improves accessibility, responsiveness, and collaboration in inclusive education settings (Graham-Clay, 2025).

Problem 3: What challenges are encountered in parent–teacher communication?

Table 3 presents the challenges and barriers that hinder effective communication between parents and teachers in inclusive education settings. The findings highlight that communication difficulties are influenced by both practical and relational dimensions, including inconsistent communication practices, time limitations, lack of communication sensitivity, and emotional discomfort. As summarized in Table 3, six major themes emerged from the participants’ responses, each reflecting distinct yet interconnected obstacles that affect collaborative partnerships in inclusive classrooms.

Table 3: Challenges in parent–teacher communication in inclusive education

Theme	Category	Illustrative Quote
Inconsistent communication	Irregular updates	“Sometimes communication is hard because we don’t always get updates, especially when there are

		many students to attend to.” (Parent 1)
	Missed follow-ups	“There are times I follow up on a student’s progress, but I don’t receive any response from parents or teachers.” (Teacher 2)
	Difficulty maintaining contact	“It is challenging to stay in touch when parents or teachers are not always reachable.” (Parent 3)
Time constraints	Conflicting schedules	“It’s hard to meet parents regularly because both of us have different working hours.” (Teacher 2)
	Limited time for meetings	“Sometimes we cannot schedule meetings due to a full class timetable and other responsibilities.” (Teacher 1)
	Overlapping responsibilities	“Balancing work and personal responsibilities makes consistent communication difficult.” (Parent 2)
Lack of communication skills and sensitivity	Misunderstanding due to tone or phrasing	“Sometimes messages can sound harsh or unclear, especially through text.” (Parent 3)
	Lack of empathy or active listening	“At times, I feel that my concerns are not fully heard or understood.” (Parent 1)
	Overly technical or vague explanations	“Teachers sometimes use terms that are too technical, which makes it hard for me to understand my child’s progress.” (Parent 4)
Limited access to technology	Poor internet connection	“Some parents cannot access online platforms because of weak or unstable internet.” (Teacher 1)
	Lack of devices	“Not all families have smartphones or computers to access communication tools.” (Parent 2)
	Digital literacy concerns	“Even when devices are available, some parents find it hard to navigate platforms like Google Classroom or Messenger.” (Teacher 3)
Language and cultural barriers	Use of jargon or unfamiliar terms	“It’s hard to understand reports when teachers use too many

		educational or medical terms.” (Parent 4)
	Difficulty understanding academic or medical terms	“Some parents struggle to interpret assessment results or learning progress reports.” (Teacher 2)
	Different communication styles	“Parents and teachers sometimes have different ways of expressing concerns, which can cause misunderstandings.” (Parent 1)
Emotional Tension and Misunderstanding	Defensive reactions	“Sometimes I feel defensive when teachers question my involvement at home.” (Parent 2)
	Fear of judgment	“I hesitate to share challenges because I am afraid of being blamed for my child’s behavior.” (Parent 2)

Source: Lumbo (2026)

These barriers to effective parent–teacher communication in inclusive education included inconsistent communication, time constraints, and limited access to technology, as reflected in Table 3. Irregular updates, missed follow-ups, and difficulty maintaining contact were common, while conflicting schedules, limited time for meetings, and overlapping responsibilities further restricted meaningful engagement. Recent research supports these findings, noting that inconsistent communication and workload pressures are significant obstacles to effective home–school collaboration in inclusive settings (Mutangira et al., 2025; Garrote et al., 2021).

Digital limitations, such as poor internet connectivity, lack of devices, and low digital literacy, further hinder access to online communication platforms (de Boer et al., 2021). Additional challenges included communication sensitivity, language and cultural differences, and emotional tension, which led to misunderstandings and limited parental participation. Miscommunication arising from unclear messages, technical jargon, or lack of empathy was common, while defensive reactions and fear of judgment further complicated interactions. Recent studies confirm that culturally responsive, empathetic, and clear communication is critical for overcoming relational barriers and sustaining collaboration in inclusive education (Graham-Clay, 2025; Al-Hamad, 2023). Collectively, these structural and relational challenges underscore the need for flexible, multi-modal, and relational communication strategies to support effective home–school partnerships.

Discussion

The findings indicate that effective parent–teacher communication in inclusive education depends on integrating structured practices and relational processes, which together foster collaboration, trust, and learner support. Regular updates, scheduled meetings, and consistent follow-ups provide procedural scaffolding that ensures transparency and accountability, showing that communication is not merely transactional but a tool to build engagement and align home and school efforts. Studies on digital tools

in school communication show that technologies such as instant messaging, email, and video conferencing can support consistent engagement between families and educators, enhancing information sharing and connection (Al-Hamad, 2023; Graham-Clay, 2025). Consistency, clarity, and empathetic interactions were critical relational enablers that strengthened trust and encouraged parents to share concerns, reflecting research indicating that structured, empathetic school-family communication improves understanding between the parties (de Boer et al., 2021).

The communication barriers included time constraints, limited access to technology, language and cultural differences, and emotional tension, which restricted parental engagement and disrupted information flow. These challenges reflect systemic workload pressures, socio-cultural inequities, and digital limitations, confirming recent evidence that unequal access to digital tools and varying levels of digital literacy complicate school-home communication and parental involvement (Garrote et al., 2021; Mutangira et al., 2025). Emotional factors, including fear of judgment and misunderstandings arising from vague or insensitive phrasing, also hindered collaboration, underscoring the need for culturally sensitive communication strategies that address families' emotional experiences (de Boer et al., 2021).

To address these barriers, participants employed adaptive, multi-modal strategies, integrating digital platforms, written communication, structured meetings, and face-to-face interactions. This hybrid approach improved accessibility, responsiveness, and mutual understanding, supporting evidence that blended communication models that combine digital tools with in-person interactions strengthen parent-teacher partnerships and support diverse family needs (Graham-Clay, 2024; Mutangira et al., 2025). The use of multimedia, such as photos and short videos, enhanced transparency and understanding of classroom activities, reinforcing engagement and parental involvement (Al-Hamad, 2023).

The study contributes to theory by illustrating that effective parent-teacher communication in inclusive education is both procedural and relational, combining structured practices with relational enablers such as trust, empathy, and shared responsibility. This aligns with emerging frameworks on family-school partnerships that emphasize the importance of sustained interaction, mutual understanding, and shared decision-making to support student outcomes (de Boer et al., 2021; Graham-Clay, 2025).

Practically, the findings suggest that schools should adopt flexible hybrid communication systems that integrate digital tools, written updates, and face-to-face engagement to address diverse parental needs and constraints. Professional development should focus on building teachers' communication skills, including cultural sensitivity and empathetic listening, to reduce relational barriers. Ensuring equitable access to technology and digital literacy training for families, as well as offering multiple communication channels, can help reduce structural challenges and strengthen home-school partnerships, ultimately enhancing learner support and engagement (Kuusimäki et al., 2019; Elias, 2022).

Conclusion

This study concluded that effective parent-teacher communication in inclusive education operates as both a systemic and relational process, anchored in consistency, empathy, mutual respect, and shared responsibility, where structured mechanisms such as scheduled meetings, communication logs, and

digital updates provide accountability and transparency, while relational practices sustain trust and collaboration. The findings revealed that hybrid communication strategies—combining digital, written, and face-to-face interactions—enhance accessibility, responsiveness, and engagement, though challenges such as time constraints, inconsistent updates, emotional discomfort, and unequal access to technology continue to limit equitable communication. This research contributes to the body of knowledge by highlighting the critical role of structured and relational communication practices in supporting learners' academic and socio-emotional development. In practice, schools should implement flexible, empathy-centered communication systems, provide professional development for teachers in effective and culturally responsive communication, and ensure that all families have equitable access to engagement mechanisms. Despite the small sample, the study provides a foundation for broader inquiry into inclusive communication practices across diverse contexts.

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