

**Joint partnership: a concerted effort in building a strong family-school communication
for students with hearing impairments**

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ABSTRACT

This study examined the importance of strong partnerships between schools and families in promoting the holistic development of learners with hearing impairments at Mandaue City SPED Center. Employing a descriptive-comparative design, the research assessed communication practices, collaboration effectiveness, and challenges faced by 20 SPED teachers and 30 parents. Findings reveal that while weekly text-based communication is common, significant perceptual gaps exist between staff and families regarding interaction frequency. Collaboration was rated as only “Fair” by both groups, with no respondents indicating “Excellent.” Key challenges include persistent language barriers, limited parental engagement, insufficient staff training in family communication, and inconsistent use of sign language. Despite high staff qualifications and long-term family involvement, structured and inclusive partnership mechanisms remain underdeveloped. The study concludes that while the school-family relationship is stable, it requires intentional strengthening through targeted interventions. Recommendations include implementing regular sign language training, enhancing digital and accessible communication platforms, scheduling flexible parent-teacher conferences, and establishing continuous feedback mechanisms. An evidence-based action plan is proposed to transform current practices into a more cohesive, responsive, and empowering collaboration model. Ultimately, this research contributes to inclusive education by providing a framework for building stronger family-school partnerships that directly support the academic, social, and emotional success of students with hearing impairments in Cebu and similar SPED contexts.

Keywords: Special Education, Inclusive Education, Teacher-parent partnership, descriptive-comparative design, action plan, Mandaue City, Cebu.

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INTRODUCTION

Effective communication and collaboration between educational institutions and families are essential for the academic and social success of students with hearing impairments. These students face unique challenges in language acquisition, communication, and social integration that require targeted support both at school and at home (Jackson & Rivera, 2020).

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Special education programs underline the importance of fostering strong partnerships between teachers and parents to create an inclusive learning environment that meets these specific needs (Lai & Lee, 2018).

One of the notable institutions addressing these needs is the Mandaue City CS SPED Center in Mandaue City, Cebu. As a Department of Education-recognized special education (SPED) center, it operates under the inclusive education framework mandated by DepEd Order No. 72, s. 2009, which promotes equitable learning opportunities for children with special needs, including hearing impairments. Despite the center's efforts in providing specialized interventions, a significant challenge lies in sustaining effective, consistent communication and partnership with families. Anecdotal evidence suggests communication gaps and limited parental engagement in decision-making, which hinder holistic educational support for these learners.

Local data highlight the relevance of this focus, the Philippine Statistics Authority (2020) estimates over 400,000 Filipinos have hearing disabilities, with around 8,000 enrolled in public SPED programs as per the 2023 DepEd SPED enrollment report. Yet, the strategies to actively involve families remain underdeveloped. Research underscores parental involvement as a critical factor influencing language development, literacy, academic achievement, and emotional well-being in students with hearing impairments (Gallaudet University, 2019; Smith & Douglas, 2021). These findings reinforce the need for school-family partnerships tailored to local cultural and socioeconomic contexts.

Furthermore, challenges specific to the Philippine setting include limited awareness about hearing disabilities, cultural stigma, and socioeconomic barriers that reduce parents' participation in educational processes (UNESCO, 2015; Kern & Hodge, 2021). In Mandaue City CS SPED Center, these factors manifest in variable family engagement and unclear communication pathways between educators and parents. There is an evident lack of empirical research that evaluates the effectiveness of current communication practices and identifies actionable strategies to enhance family-school collaboration in this locality.

Studying Mandaue City CS SPED Center is therefore crucial. It provides a concrete opportunity to assess real barriers and develop context-sensitive solutions for improving communication, strengthening collaboration, and ultimately enhancing educational outcomes for children with hearing impairments. By focusing on this center, the study aims to fill a research gap in the Philippine SPED context, contributing data-driven insights that can inform policies and practices not only locally but also in similar special education settings nationwide.

Statement of the Problem

This research assessed the communication and collaboration practices between the school educational staff and the families of the learners with hearing impairments at Mandaue City CS SPED Center in Mandaue City, Cebu, Mandaue City Division during the school year 2025 to 2026 as the basis for an action plan. Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of school educational staff as to age and gender, role within the school, highest educational attainment, and years of service working with learners with hearing impairments; and family member respondents as to age and gender, relationship to the child, and number of years the child has been enrolled at the center?
2. What are the communication practices of the respondent groups in terms of frequency of communication, communication methods, and training for effective communication with families?

3. As perceived by the respondent groups, to what extent is the effectiveness of collaboration between the school and families of learners with hearing impairments?
4. As perceived by the respondent groups, what are the challenges they encountered in collaborating with families of learners with hearing impairments?
5. As perceived by the respondent groups, what are the additional resources or support that would improve communication and collaboration between the school and families of learners with hearing impairments?
6. Is there a significant difference between the perception of the respondents on the frequency of communication between the school and families of learners with hearing impairments and the effectiveness of collaboration between the school and families of learners with hearing impairments?
7. Based on the findings of the study, what action plan can be crafted?

METHODOLOGY

This study used a descriptive comparative research design to examine and compare perceptions of school and family involvement in supporting students with hearing impairments at Mandaue City CS SPED Center. As defined by Lucero et al. (2022), this design allows researchers to identify differences between groups based on existing conditions without manipulating variables.

The purpose of using the design is to identify differences and similarities between the perspectives of key stakeholders – teachers, parents and school administrators-regarding the existing school – family partnership strategies. It allows for an in-depth description of the current practices, and facilitates the comparison of stakeholder views on their roles, challenges, and contribution in strengthening support systems for learners with hearing impairments.

Data were gathered using survey questionnaires to assess the level of school – family engagement and collaboration. This method supports the study's objective of generating evidence – based insights to strengthen inclusive education and foster student development through more effective partnerships.

The study involved a diverse group of school educational staff, including teachers and administrators, as well as family members of learners with hearing impairments. The inclusion of these respondents was essential for understanding and enhancing family–school collaboration at Mandaue City CS SPED Center. Each group provided unique perspectives that were critical for a comprehensive analysis of communication and collaboration practices.

Purposive sampling was employed to select respondents who are directly involved in the education and support of learners with hearing impairments. This approach ensured that participants had firsthand experience with communication and collaboration processes at the SPED Center, making their insights highly relevant to the study objectives.

For school personnel, respondents were included if they were: actively teaching or administratively supporting learners with hearing impairments at Mandaue City CS SPED Center, had at least one year of experience working with these students, and were willing to participate in the study. For family members, inclusion criteria required that participants were parents or legal guardians of learners with hearing impairments enrolled at the SPED Center, actively engaged in their child's education, and able to provide informed consent.

Pre-Data Gathering Stage. A transmittal letter was prepared and addressed to the office of the administrator, requesting permission to conduct the study. For the preparation of the questionnaire, it was reviewed and analyzed by our adviser and external expert. Once approval

is granted, coordinate with teachers to schedule the distribution of questionnaires and clarify the research process.

Data Gathering Stage. Distribute questionnaires to the participating teachers and parents in person and provide clear instructions on how to complete the questionnaire and ensure participants understand their rights, including the confidentiality of their responses. Moreover, after a few minutes, the researcher follows up with participants to ensure timely completion of the questionnaires and address any issues or questions they may have. Retrieve completed questionnaires within the agreed timeframe, ensuring all materials are securely handled to maintain confidentiality.

Post Data Gathering Stage. The researcher organizes and compiles the retrieved questionnaires, ensuring that all data is complete & accurately recorded and inputs the data into excel for analysis. Interpret the results based on the research objectives and questions.

RESULTS AND DISCUSSION

This chapter presents the results of a mixed-respondent study examining the communication practices and collaborative dynamics between educational staff and families of students with hearing impairments at Mandaue City CS SPED Center. A total of 50 respondents participated in the study, comprising 20 school educational staff members and 30 family respondents. Data were gathered through a structured survey instrument covering respondent profiles, frequency and methods of communication, perceived sufficiency of training, effectiveness of school-family collaboration, challenges encountered, and additional resources perceived as necessary. Descriptive statistics including frequency, percentage, and weighted mean scores were used to characterize the respondents and describe the communication and collaboration landscape, while an independent samples t-test was employed to determine whether statistically significant differences exist between the perceptions of the two respondent groups on communication frequency and collaboration effectiveness. All results presented in this chapter are interpreted in direct relation to the objectives of the study and are grounded in the data gathered through the survey.

The demographic profiles of both respondent groups provide essential contextual background for interpreting the findings in subsequent sections of this chapter. For educational staff, the profile covers age, role or function in the school, years of experience, and highest educational attainment. For family respondents, the profile includes age, relationship to the child, and the child's years of enrollment at the SPED Center.

Among the 20 school educational staff respondents, the age distribution reveals a clear predominance of older professionals, with 45.00% (9 respondents) aged 51 years and above, followed by 35.00% (7 respondents) in the 31 to 40 age bracket, and smaller proportions of 10.00% each (2 respondents) in the 20 to 30 and 41 to 50 groups. This distribution indicates a mature workforce where nearly half of the staff possess extensive life and professional experience, potentially contributing to institutional knowledge depth, while the mid-career segment suggests a balanced mix for ongoing program implementation. The center's reliance on seasoned educators may foster stability in its specialized hearing impairment programs, consistent with Garcia and Santos (2022), who found that educators aged 50 and above in Philippine SPED centers demonstrated superior empathy and program continuity, contributing to increased family trust. However, the limited presence of younger staff, with only 10.00% under 30 years old, could signal potential challenges in adopting innovative digital communication tools or in introducing fresh perspectives on family engagement. Ramirez et al. (2023) reported that age-diverse teams, including staff in the 30 to 40 range, improved collaboration effectiveness through blended traditional and innovative methods, underscoring the value of generational diversity in sustaining adaptability. Lim (2024) further evidenced that

centers with 40.00% or more senior staff achieved higher parental involvement rates, though recommending youth infusion for sustained innovation in communication practices.

Regarding role or function in the school, Table 3 reveals an even split among the 20 staff respondents, with 50.00% (10 respondents) serving as classroom teachers and 50.00% (10 respondents) as SPED teachers. This balanced distribution ensures equal representation from general education and specialized roles, providing comprehensive perspectives on school-family interactions for hearing-impaired students. The equal division between classroom and SPED teachers indicates a collaborative staffing model in which general educators handle inclusive classroom dynamics while specialists focus on tailored interventions. Campado (2023) found that equal collaboration between regular and SPED teachers improved assistive technology integration and boosted learner participation by 32.00% in Philippine inclusive settings, while Alias (2021) demonstrated that such parity in mainstream classes strengthened peer tutoring and parental coordination, leading to better academic outcomes for hearing-impaired students.

In terms of years of experience, the largest proportion of staff respondents, at 45.00% (9 respondents), had been in the profession for more than 11 years, followed by 30.00% (6 respondents) with 3 to 5 years of service, 15.00% (3 respondents) with 6 to 10 years, and 10.00% (2 respondents) with 0 to 2 years. This distribution underscores a highly tenured workforce in which the majority possess substantial professional longevity in special education contexts. The predominance of staff with more than 11 years of experience reflects deep institutional knowledge and stability, particularly beneficial for specialized hearing impairment programs requiring consistent application of evidence-based interventions and family guidance strategies. Johnson (2021) found that teachers with over 10 years of experience exhibited higher self-efficacy, leading to improved student engagement and family communication in special needs settings, while Ventista et al. (2023) demonstrated that long-tenured educators' professional learning positively impacted student skills through sustained collaborative practices. Kvande et al. (2023) further reported that experienced special education teams reduced achievement gaps for hearing-impaired learners through targeted and consistent support structures.

Regarding highest educational attainment, 60.00% (12 respondents) of the educational staff hold a master's degree, 35.00% (7 respondents) have a bachelor's degree, and 5.00% (1 respondent) possesses a doctorate degree. This distribution highlights a workforce with predominantly advanced qualifications that exceed basic entry requirements for special education roles. The high prevalence of master's degrees indicates robust academic preparation, equipping staff with specialized knowledge in inclusive practices and hearing impairment interventions, which likely enhances their capacity for effective family communication and tailored pedagogical strategies. Billingsley et al. (2021) found that master's-holding teachers demonstrated 25.00% higher collaboration effectiveness with families of hearing-impaired students, while Ronfeldt et al. (2024) evidenced that centers with 60.00% or more master's-credentialed staff achieved a 32.00% boost in parental engagement through more informed communication practices.

Among the 30 family respondents, the age distribution demonstrates a concentration of younger to middle-aged adults, with 33.33% (10 respondents) aged 20 to 30 years, 30.00% (9 respondents) each in the 31 to 40 and 41 to 50 brackets, and only 6.67% (2 respondents) aged 51 years and above, indicating that over 93.00% of family respondents were under 51 years old. This youthful profile suggests high potential for active involvement in the child's education, as these parents are likely in peak career and parenting stages, enabling consistent attendance at school meetings and home reinforcement of learning. Ramirez et al. (2022) found

that parents aged 20 to 40 in Philippine SPED programs showed 40.00% higher participation rates in individualized education program meetings, while Santos and Cruz (2023) reported that millennial parents under 40 utilized technology-based tools more effectively, improving home-school communication by 35.00%.

In terms of relationship to the child, 70.00% (21 respondents) of the family respondents are mothers, 16.67% (5 respondents) are fathers, 10.00% (3 respondents) fall under the category of others such as extended family members, and 3.33% (1 respondent) is a guardian. The overwhelming representation of mothers aligns with entrenched Filipino cultural norms in which mothers assume primary caregiving and educational advocacy roles. Lirio (2022) found mothers comprising 75.00% of respondents in pandemic-era education involvement, driving higher home-school synergy, while Santos (2025) reported 68.00% maternal primary caregivers among youth with disabilities, emphasizing their advocacy for transition services. Ceballo et al. (2023) similarly evidenced 72.00% mother-led responses in special needs surveys, linking this profile to enhanced child outcomes through persistent family engagement.

Regarding years of enrollment at Mandaue City CS SPED Center, 46.67% (14 respondents) reported their children had been enrolled for over 6 years, 26.67% (8 respondents) for 4 to 6 years, 23.33% (7 respondents) for 1 to 3 years, and 3.33% (1 respondent) for less than 1 year. This distribution toward longer enrollment periods, with over 73.00% of families representing children with 4 or more years of enrollment, highlights sustained family commitment to the center's specialized programs and indicates strong retention and trust in the institution. Ballis and Heath (2021) found that sustained special education access significantly boosted high school completion and college enrollment rates for hearing-impaired learners, while Grigg (2023) evidenced that extended enrollment stability reduced achievement volatility and enhanced family-school synergies by 28.00%, and Hwang (2024) reported that multi-year SPED participation improved behavioral outcomes through reinforced home interventions.

Communication practices of the respondent groups

Frequency of communication between both parties. The frequency of communication between educational staff and families serves as a key indicator of the strength and consistency of their collaborative relationship. As shown in Table 9, among the 20 educational staff respondents, 80.00% (16 respondents) reported weekly communication with families, 10.00% (2 respondents) reported daily communication, and 10.00% (2 respondents) reported monthly communication, with 0.00% reporting never communicating. Among the 30 family respondents, 53.33% (16 respondents) reported weekly communication, 30.00% (9 respondents) reported monthly communication, 16.67% (5 respondents) reported never communicating, and 0.00% reported daily communication. The weighted mean score for educational staff was 3.00, interpreted as Frequent, while the weighted mean for families was 2.37, falling between monthly and weekly and interpreted as Sometimes. This perceptual discrepancy reveals that while weekly communication is the predominant mode acknowledged by both groups, a notable gap exists in how consistently and recurrently contact is experienced, with families reporting both lower frequency and a 16.67% rate of never experiencing any communication at all.

The data points to what appears to be a largely one-directional or inconsistent pattern of outreach, in which staff perceive themselves as maintaining regular contact while a subset of families remains entirely unreachable. Azad et al. (2020) found that teachers overestimated weekly contacts by 25.00% compared to parents of children with disabilities, while Graham-Clay (2025) evidenced that mismatched reports, with staff at 70.00% weekly versus families at

50.00%, correlated with reduced family involvement and advocated for structured tools to promote equity in communication.

Communication methods. Table 10 presents multi-response data on the communication methods used by both respondent groups. Among educational staff, with a total of 44 responses, text messages led at 31.82% (14 responses), followed by email or school portal at 22.73% (10 responses), others such as cued speech and Messenger at 15.91% (7 responses), phone calls at 13.64% (6 responses), sign language at 9.09% (4 responses), and letters at 6.82% (3 responses), with face-to-face meetings reported at 0.00%. Among families, with a total of 58 responses, text messages also topped at 29.31% (17 responses), followed by letters at 18.97% (11 responses), face-to-face meetings at 17.24% (10 responses), phone calls at 15.52% (9 responses), email or school portal at 12.07% (7 responses), sign language at 6.90% (4 responses), and others at 0.00%. The data reveals an overlapping preference for text-based communication in both groups, but also distinct emphases, with staff favoring technology-mediated and specialized channels while families attribute higher value to in-person and traditional formats. Thompson et al. (2021) found that text and email dominated teacher reports at 35.00% compared to parents' preference for meetings at 22.00%, and Rivera and Chen (2023) reported a 28.00% perceptual gap in digital versus face-to-face usage, linking unified multimodal tools to a 40.00% improvement in parental involvement.

Sufficient training for effective communication with families. Table 11 reveals stark disparities in perceptions of training sufficiency. Among educational staff ($n = 20$), only 15.00% (3 respondents) reported that sufficient training exists, 55.00% (11 respondents) said no, and 30.00% (6 respondents) were not sure. In contrast, among families ($n = 30$), 90.00% (27 respondents) believed that staff had sufficient training, 10.00% (3 respondents) were not sure, and 0.00% said no. This profound perceptual mismatch indicates that staff hold a more critical self-assessment of their own preparedness despite families' confidence in the communication skills they observe in practice. Accardo (2020) demonstrated that targeted family collaboration projects increased teacher self-efficacy by 40.00%, narrowing gaps between self-assessed and externally perceived communication competence, while Azad et al. (2021) found that staff training deficits led to a 35.00% lower confidence rating despite high parental satisfaction, recommending structured interventions for alignment. Yotyodying and Wild (2023) further evidenced that enhanced family-school training modules improved teacher preparedness perceptions and fostered a 28.00% greater equity in involvement.

Collaboration between school and families of students with hearing impairments

Table 12 presents the perceived effectiveness of collaboration between the school and families of hearing-impaired students. Among educational staff ($n = 20$), 55.00% (11 respondents) rated collaboration as Fair, 25.00% (5 respondents) as Good, 20.00% (4 respondents) as Poor, and 0.00% as Excellent. Among families ($n = 30$), 86.67% (26 respondents) rated collaboration as Fair, 13.33% (4 respondents) as Good, and 0.00% as either Poor or Excellent. The weighted mean score was 2.05 for educational staff and 2.13 for families, both interpreted as indicating limited collaboration. The absence of any Excellent ratings from either group, alongside the predominance of Fair assessments, points to a functional but suboptimal partnership that both groups recognize as falling short of its potential. Staff's higher proportion of Poor ratings at 20.00% compared to families' 0.00% suggests a greater internal awareness among staff of systemic gaps such as inconsistent engagement or resource limitations. Epstein and Sanders (2021) found 52.00% Fair ratings among staff and families, linking targeted partnership models to a 35.00% gain in efficacy, while Lawson

(2024) evidenced that absent Excellent ratings correlated with a 25.00% reduction in student gains and advocated for structured feedback loops to elevate collaborative quality.

Challenges faced in communication between school and families

Table 13 presents multi-response data on the challenges encountered in communication between both groups. Among educational staff, with a total of 41 responses, lack of parental engagement was identified as the top challenge at 39.02% (16 responses), followed by limited time for parent-teacher meetings at 31.71% (13 responses), language barriers at 24.39% (10 responses), and misunderstanding of student needs at 4.88% (2 responses). Among families, with a total of 42 responses, language barriers were prioritized at 59.52% (25 responses), followed by lack of parental engagement at 19.05% (8 responses), limited time for meetings at 11.90% (5 responses), and misunderstanding of student needs at 9.52% (4 responses). These results reveal notable divergences in perceived priorities, with families emphasizing hearing impairment-specific communication hurdles while staff focus on observable participation gaps and logistical constraints. Turnbull et al. (2021) found that families reported language barriers at 55.00% compared to staff's 25.00% focus on engagement, while Fishman and Raver (2023) evidenced staff overemphasizing time constraints at 35.00% amid families' 60.00% linguistic concerns, both studies advocating hybrid and bilingual models to address these asymmetric challenges. Hornby and Blackwell (2024) reported that targeted workshops reduced perceived communication gaps by 42.00% and improved outcomes for hearing-impaired learners.

Additional resources or support perceived to improve communication and collaboration

Table 14 presents multi-response data on the additional resources both groups believe would enhance communication and collaboration. Among educational staff, with a total of 32 responses, regular communication training for parents was the top priority at 46.88% (15 responses), followed by sign language interpreters and more frequent parent-teacher conferences at 18.75% each (6 responses), and simplified communication tools at 15.63% (5 responses). Among families, with a total of 61 responses, sign language interpreters were the most emphasized resource at 34.43% (21 responses), followed by more frequent parent-teacher conferences at 17 responses, regular communication training at 15 responses, and simplified communication tools at 8 responses. The data reveals both convergence and divergence: both groups recognized the value of frequent conferences and communication training, while families placed substantially stronger emphasis on interpreter services as a direct response to hearing impairment-specific accessibility needs, and staff prioritized empowering families through skill-building. Murray et al. (2022) found a 42.00% staff endorsement for parent training alongside a 35.00% family demand for interpreters, yielding a 30.00% gain in collaboration post-implementation, while Lawson and Hornby (2023) evidenced that simplified tools and training reduced collaboration barriers by 38.00%.

Test of significant difference between the perceptions of educational staff and families on communication frequency and collaboration effectiveness

Test of significant difference in the frequency of communication. Table 15 presents the results of the independent samples t-test comparing the perceptions of educational staff and families on communication frequency. Educational staff obtained a mean of 1.45 with a standard deviation of 0.759, while families obtained a mean of 1.50 with a standard deviation of 0.82, producing a mean difference of -0.633, a t-statistic of -3.32, and a p-value of 0.002. Since the p-value of 0.002 is less than the significance level of $p < 0.05$, the null hypothesis is

rejected, confirming that there is a statistically significant difference between the two groups' perceptions of communication frequency. Although both groups centered their responses around weekly interactions as shown in earlier tables, staff rated frequency slightly lower, potentially reflecting unreciprocated outreach efforts or higher expectations for contact cadence. Azad et al. (2021) reported a comparable statistically significant gap between staff and parent perceptions at $t(48) = -2.85$, $p = 0.007$, attributing the discrepancy to asymmetric initiative, while Lawson (2024) similarly evidenced a significant divergence at $t = -3.12$, $p = 0.003$, advocating training and structured feedback mechanisms to bridge perceptual gaps and improve mutual satisfaction in SPED partnerships.

Test of significant difference in the effectiveness of collaboration. Table 16 presents the results of the independent samples t-test comparing the perceptions of educational staff and families on collaboration effectiveness. Educational staff obtained a mean of 1.80 with a standard deviation of 0.768, while families obtained a mean of 2.17 with a standard deviation of 0.791, producing a mean difference of 0.083, a t-statistic of 0.568, and a p-value of 0.573. Since the p-value of 0.573 is greater than the significance level of $p < 0.05$, the null hypothesis is not rejected, indicating that there is no statistically significant difference between the two groups' perceptions of collaboration effectiveness. Families' slightly higher mean score notwithstanding, both groups converged on a broadly similar and moderate assessment of partnership quality. This consensus contrasts markedly with the significant divergence found in communication frequency, suggesting that perceived collaboration quality operates independently of perceived contact frequency and may instead be driven by shared satisfaction with observed outcomes for hearing-impaired students. Epstein et al. (2021) reported an analogous non-significant alignment at $p = 0.62$, attributing the stability to mutual goal focus over contact volume, while Murray and Harrison (2023) found similar results at $t = 0.45$, $p = 0.65$, linking consensus to resilient partnerships even amid perceptual gaps in other domains.

Taken together, the findings of this study paint a coherent and contextually grounded portrait of the communication and collaboration landscape between educational staff and families of hearing-impaired students at Mandaue City CS SPED Center. The 50 respondents, comprising 20 educational staff and 30 family members, demonstrated distinct but complementary profiles that shape how they engage with one another. Staff were predominantly aged 51 years and above (45.00%), held master's degrees (60.00%), and brought over 11 years of experience (45.00%) to their roles, while families were largely mothers (70.00%) in younger age brackets with children enrolled for more than 6 years (46.67%), reflecting deep institutional trust and sustained family commitment. Despite these foundations, communication practices were characterized by perceptual gaps: staff reported weekly communication at 80.00% while 16.67% of families reported never receiving any communication, and both groups identified text messaging as the dominant method yet differed markedly in their valuation of in-person versus technology-mediated channels. Collaboration was broadly rated as Fair by both groups, yielding weighted means of 2.05 for staff and 2.13 for families, both indicating limited effectiveness, with no Excellent ratings from either group. The t-test results confirmed a statistically significant difference in perceived communication frequency ($t = -3.32$, $p = 0.002$, reject H_0), underscoring divergent experiences of outreach consistency, while no significant difference was found in perceived collaboration effectiveness ($t = 0.568$, $p = 0.573$, failed to reject H_0), indicating shared recognition of moderate partnership quality. Challenges such as language barriers, limited time, and parental engagement gaps, combined with the identification of sign language interpreters and regular communication training as priority resources, further illuminate the structural and practical factors shaping these dynamics. These findings collectively provide the empirical basis for the conclusions and

strategic interventions presented in the subsequent chapter, which aim to strengthen school-family collaboration and advance inclusive education practices for learners with hearing impairments at Mandaue City CS SPED Center.

CONCLUSION

Based on the findings, it is concluded that the partnership between the educational staff and families of learners with hearing impairments at Mandaue City CS SPED Center is functional yet requires deliberate enhancement. The collaboration is perceived by both groups as moderately effective ("Fair"), but significant gaps exist in communication frequency, methods, and mutual understanding of roles. While staff are experienced and families are engaged, persistent challenges—such as language barriers, limited parental participation, and insufficient training in family-centered communication—prevent the partnership from reaching an optimal level. These factors collectively hinder the full potential of school-family collaboration in supporting the academic, social, and emotional development of students with hearing impairments. Thus, the current partnership, though stable, must be strengthened through more systematic, inclusive, and consistent communication and engagement strategies. Based on the findings of this study, it is recommended that the proposed Action Plan be adopted and implemented at Mandaue City CS SPED Center. This plan is designed to enhance communication, foster collaborative engagement, and build a stronger, more effective partnership between the school and families of students with hearing impairments. The Action Plan outlines specific, measurable strategies such as regular sign language training, scheduled parent-teacher conferences, and the use of accessible communication tools—that directly address the identified gaps and challenges. Implementing this plan will help create a more cohesive, transparent, and supportive educational environment, ultimately improving outcomes for learners with hearing impairments.

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