

## **Parental Involvement and Academic Performance of Children with Special Education Needs**

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### **ABSTRACT**

Evidence shows that the influence of parental involvement (PI) in a student's academic success can not be underestimated. This descriptive-correlational study focused on PI and the academic performance of children with special education needs and the relationship between these variables. Data were drawn from a modified Parent and School Survey (PASS), integrating the six categories of Epstein's model of PI and General Point Average (GPA) of the children. Using mean, Kruskal Wallis, Mann Whitney, and Spearman rho, results revealed a high level of parental involvement in all areas except in volunteering and beginning level academic performance according to age and sex. There was a significant difference in the parents' decision making according to age but no significant difference in other categories. Also, there was no significant difference in academic performance in terms of age and sex, and there was no significant relationship between parental involvement and academic performance.

**Keywords:** Special Education, Parental Involvement, Academic Performance, Descriptive-Correlational, Negros Occidental, Philippines