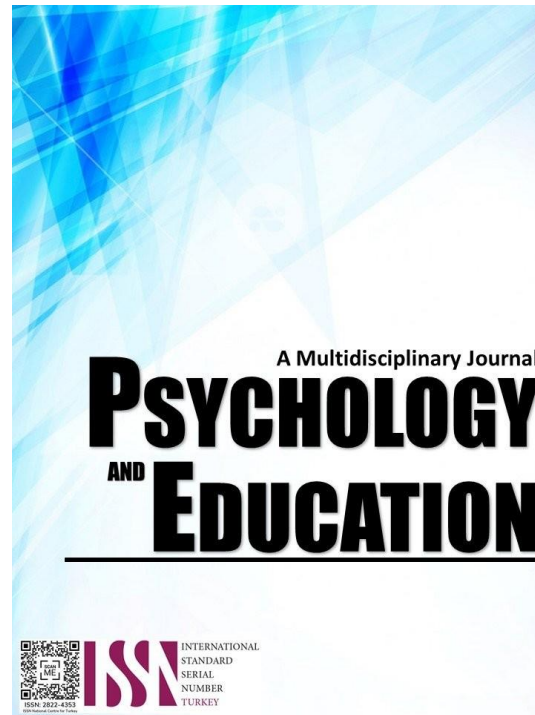


# **SCHOOL RESOURCES AND PARENTAL INVOLVEMENT: ITS INFLUENCE ON THE ACADEMIC PERFORMANCE OF PUPILS IN SPECIAL NEEDS EDUCATION**



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 35

Issue 7

Pages: 741-749

Document ID: 2025PEMJ3398

DOI: 10.70838/pemj.350702

Manuscript Accepted: 03-21-2025

## School Resources and Parental Involvement: Its Influence on the Academic Performance of Pupils in Special Needs Education

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### Abstract

The study aimed to examine the relationship between school resources and parental involvement and their impact on students' academic performance in special needs education within Region XII. A non-experimental quantitative method was utilized, specifically a descriptive-correlational design with the participation of 50 teachers. The overall evaluation of school resources and parental involvement was classified as moderate. The study demonstrated a significant relationship between school resources, parental involvement, and academic performance which emphasizes the vital role these factors play in shaping students' academic success. The findings recommend that schools should enhance resources in terms of training and development, and facilities and equipment. Investing in modern tools and ongoing professional development could improve the learning environment and directly benefit pupil's academic success.

**Keywords:** *school resources, parental involvement, academic performance*

### Introduction

Despite progress in special needs education, many schools still struggle to provide adequate resources and support for students with disabilities. Inconsistent availability and quality of specialized equipment, teacher training, and accessible facilities result in unequal learning opportunities (Odom et al., 2019). Moreover, limited parental involvement poses challenges in fostering fully inclusive educational settings. When both school resources and parental support are inadequate, students with special needs may not receive the necessary support for effective learning and development, further widening existing educational gaps.

A recent study by Morga et al. (2023) in the US highlights the persistent disparity in academic achievement of students with disabilities, but also points to the potential for change through a better understanding of systemic assistance and personalized teaching methods. The report encourages further investigation into how these variables can be harnessed to close the persistent gaps in these students' academic performance. Similarly, by examining the educational achievements of students with impairments in the United States, Thurlow et al. (2022) support the conclusions of Morga et al. (2023). Their study revealed significant academic gaps due to a lack of tailored support and structural barriers in schools, but also underscores the potential for change through focused interventions to close these gaps.

The development of inclusive education in the Philippines, guided by laws like the Enhanced Basic Education Act (Republic Act No. 10533) and the Magna Carta for Disabled Persons (Republic Act No. 7277), has been a significant step forward. These statutes ensure all pupils, including those with exceptional needs, have equitable access to high-quality education (Department of Education, 2019). However, a recent study by Ledesma et al. (2023) on the academic performance of students with disabilities reveals crucial research gaps for inclusive teaching methods and support systems. The study underscores the urgent need for more comprehensive strategies to address these students' specific challenges in Filipino classrooms.

Furthermore, in the locale setting, specifically in SOCCSKSARGEN, Region XII, despite growing awareness of the academic challenges faced by learners with disabilities, there remains a significant gap in understanding the underlying causes of their low academic performance in school. Many studies focus on general educational strategies or the effectiveness of inclusive practices. However, few delve into specific factors such as individual learning styles, social-emotional barriers, and the role of teacher training in addressing diverse needs. This knowledge gap inhibits the development of targeted interventions that could improve educational outcomes for students with disabilities, ultimately affecting their overall academic success and future opportunities. If these issues remain unaddressed, the long-term consequences could include increased dropout rates, reduced self-esteem, and limited career opportunities for students with disabilities, ultimately perpetuating cycles of disadvantage (Rosenberg et al., 2019). With this, the researcher aimed to pursue the study.

### Research Questions

The purpose of this study is to determine the influence of school resources and parental involvement on the academic performance of elementary pupils. Specifically, it answers the following objectives:

1. What is the level of school resources in terms of:
  - 1.1. training and development; and
  - 1.2. facilities and equipment?
2. What is the level of parental involvement in terms of:

- 2.1. activity participation; and
- 2.2. mentoring?
3. What is the level of academic performance of the learners?
4. Is there a significant relationship between elementary pupils:
  - 4.1. School resources and academic performance; and
  - 4.2. Parental involvement and academic performance?
5. Is there a significant influence of school resources and parental involvement on academic performance of pupils in special need education?

## Methodology

### Research Design

This research utilized a non-experimental quantitative research design. According to Creswell (2017), quantitative research involves collecting and analyzing numerical data, systematically exploring phenomena through quantifiable information, and applying statistical, mathematical, and computational methods. The findings were presented in numerical format, and the researcher adopted a descriptive-correlational design for athletes. The descriptive aspect aimed to assess the level of school resources and parental involvement in the academic performance of pupils in special needs education, while the correlational component sought to determine whether a significant relationship exists between school resources, parental involvement, and the academic performance of these pupils.

### Respondents

The study's respondents were 50 elementary teachers handling pupils with special needs during the school year 2024-2025. According to Creswell (2017), the researcher can select respondents and the research locale associated with the studied research problem. Since the respondents are minors, assent and informed consent will be obtained. A purposive and stratified random sampling method was utilized in this study to determine the relationship between school resources and parental involvement in the academic performance of pupils in special needs education. The respondents were purposefully selected to gather data to answer the survey questions.

### Instrument

This study gathered data on the level of school resources and parental involvement in the academic performance of pupils in special needs education. It also examined the relationship between these variables using an online survey via Google Forms with informed consent.

In determining the level of school resources, the tool was divided into two indicators: training and development and facilities and equipment. This part has a total of 20 items distributed to each indicator. In gathering data on school resources, the researcher developed a self-made questionnaire to collect data for the independent variable. The respondents used the following in rating the questionnaire: 5 as Very High, 4 as High, 3 as Moderate, 2 as Low, and 1 as Very Low.

In determining the level of parental involvement, the tool was divided into two indicators: activity participation and mentoring. This part has a total of 20 items distributed to each indicator. In gathering the data on parental involvement, the researcher has developed a self-made questionnaire to collect data for the independent variable. The respondents used the following in rating the questionnaire: 5 as Very High, 4 as High, 3 as Moderate, 2 as Low, and 1 as Very Low.

For the dependent variable, academic performance, the researcher based the descriptor, grading scale and remarks in DepEd Order No. 8 s. 2015 re "Policy Guidelines on Classroom Assessment for K to 12 Basic Education Program".

### Procedure

**Approval to Conduct the Study:** The researcher, with the thesis adviser's approval, conducted a study on school resources and parental involvement in the academic performance of special education pupils in SOCCSKSARGEN, Region XII.

**Permission from School Authorities:** An endorsement letter secured approval from the Schools Division Superintendent (SDS) and school principals.

**Questionnaire Administration and Retrieval:** The researcher explained the survey process to the respondents with the support of the SDS and school administrators. To ensure clarity, survey questions were translated, and responses were collected via Google Forms.

**Data Collection and Analysis:** The gathered data were processed and analyzed using SPSS, with the guidance of a statistician to ensure accuracy.

### Data Analysis

**Mean.** A mean is a simple mathematical average of a set of two or more numbers. This was used in identifying the level of school resources and parental involvement. **Pearson-r.** This was utilized to see if there is a significant relationship between school resources and parental involvement to academic performance at the 0.05 level of significance. **Linear Regression.** This was used in this study to

determine the influence of school resources and parental involvement on the academic performance of pupils in special needs education.

## Results and Discussion

### Level of School Resources in Special Needs Education

The tables present a statistical analysis of key indicators, with findings supported by relevant literature. High and low-scoring items highlight respondents' perspectives and implications. The study also discusses limitations and future research directions.

Table 1. *Level of School Resources In Terms of Training and Development*

Indicators	Mean	Description
1. The school offers regular training special education needs	2.76	Moderate
2. Teachers have access to updated special education resources.	2.98	Moderate
3. Mentorship programs guide teachers in inclusive teaching strategies.	3.02	Moderate
4. Training needs are identified through a performance review system.	3.32	Moderate
5. The school allocates funds for special education professional development.	2.96	Moderate
6. Teachers are encouraged to attend online courses on inclusive education.	3.38	Moderate
7. Teachers share strategies in regular professional learning meetings.	3.52	High
8. Feedback on training initiatives is collected to ensure relevance.	3.38	Moderate
9. External experts in provide specialized training on special education.	2.78	Moderate
10. Career paths are linked to professional development achievements.	3.40	High
Overall Mean	3.15	Moderate

The results show that two indicators: teachers share strategies in regular professional learning meetings and career paths are linked to professional development achievements have the mean score ranges from 3.40-4.19 and both are interpreted as High. The highest is the indicator: teachers share strategies in regular professional learning meetings with the mean score of 3.52. This indicates that the influence of school resources is at a good level. It proves that teachers engage in sharing their experiences and effective practices, which is critical for fostering an inclusive educational environment. The result above supports the finding of Gulamhussein, A. (2013), who emphasizes the importance of collaboration in professional development, noting that when teachers work together, they can develop more effective instructional strategies that can be adapted for diverse learners. According to Vescio, D. et al, (2008) highlights that professional learning communities enhance teachers' instructional practices through collaboration, leading to increased student learning outcomes.

On the other hand, there are eight (8) indicators which indicate a mean score that ranges from 2.60-3.39 and is interpreted as Moderate. The lowest among the indicators is the school offers regular training for special education needs, with a mean score of 2.76. This indicates that the level of school resources is at a fair level. The findings indicate that the school's provision of regular training for special education needs, with a mean score of 2.76, is interpreted as Moderate. This suggests that while some training is available, it may not be sufficient to comprehensively address the diverse needs of students with disabilities.

Research supports this interpretation, with Kauffman and Landrum (2019) highlighting that many educators feel underprepared due to inadequate training opportunities. Similarly, Baker and Smith (2020) found that schools often struggle to provide consistent professional development in special education, which further emphasizes the moderate level of resources available. Mastropieri and Scruggs (2020) also noted that while training exists, it frequently lacks the depth and frequency necessary for effective implementation, reflecting a continued need for improvement in training and development resources in schools.

Furthermore, the overall result under training and development gathered a mean score of 3.15 and interpreted as Moderate. This indicates the level of school resources is at a fair level. The moderate score reflects a baseline of training, resources, and collaboration among teachers, which can be built upon to enhance the effectiveness of special education services. This result affirms the study of Hammond & Mendez (2016), highlighting that moderate levels of support and training can lead to incremental improvements in teaching practices, suggesting a structured approach to professional development can drive significant change. Fullan (2016) denotes that schools demonstrating moderate levels of support are often at a pivotal point; targeted interventions can lead to transformative improvements in educational practices and student outcomes.

### Level of School Resources In Terms of School Facilities and Equipment

The table shows that indicator classrooms designed for special needs education emerged as the highest mean score of 2.76 but still interpreted as Moderate. This indicates that the influence of school resources is at a fair level, showing a moderate degree of accommodation for special needs within classroom settings. This suggests that while some efforts have been made to create inclusive environments, there remains room for improvement in fully accommodating students with special needs. According to Kauffman and Landrum (2019), many educators feel underprepared due to limited training opportunities, which can impact the effective use of specialized classroom facilities. Similarly, Hammond and Mendez (2016) highlight that moderate support and training can lead to incremental improvements, suggesting that further investment in both classroom design and educator preparation is necessary for transformative progress.

Table 2. *Level of School Resources In Terms of School Facilities and Equipment*

<i>Indicators</i>	<i>Mean</i>	<i>Description</i>
1. Classrooms are designed for special needs education.	2.76	Moderate
2. Assistive technology is available for special needs students.	2.50	Low
3. Sensory rooms support students with sensory processing issues.	2.32	Low
4. Adaptive furniture is provided for students with physical disabilities.	2.24	Low
5. The library offers resources for various learning needs.	2.16	Low
6. Braille printers and audiobooks are available for visually impaired students.	2.50	Moderate
7. Ramps and pathways accommodate mobility challenges.	2.26	Low
8. Therapy rooms are equipped for various therapies.	1.76	Very Low
9. Classrooms have sound amplification systems for hearing-impaired students.	2.32	Low
10. The computer lab is adapted for students with disabilities.	1.88	Low
Overall Mean	2.27	Low

On the other hand, the indicator therapy rooms equipped for various therapies emerged as the lowest mean score of 1.76 interpreted as Very Low. This indicates that the influence of school resources is at a very poor level. Inadequate provision for therapy rooms, attests insufficient resources for various therapeutic interventions for students in the lack of therapy rooms may hinder support for students requiring specialized therapies.

The result validates the study of Wagner et al. (2014) who expressed that schools lacking appropriate facilities for therapy can struggle to meet the diverse needs of students with disabilities. Substantiated by Fisher & Frey (2014) acclaimed that comprehensive support systems, including therapy rooms, are essential for effective inclusion and student engagement.

Consequently, the overall result for school facilities and equipment gathered an average mean score of 2.27 interpreted as Low. It indicates that the level of influence of school resources is poor level. This suggests that many critical resources and accommodations are either lacking or insufficiently developed. This result affirms the study of McLeskey & Waldron (2011) who emphasized that effective inclusion practices require a robust framework of resources and support; without these, schools struggle to meet the diverse needs of their students. Similarly, a lack of appropriate facilities and support services can hinder the development of students with special needs, underscoring the necessity of investment in educational resources as cited by Skerbetz & McNulty (2017).

### Level of Parental Involvement in terms of Activity Participation

Table 3. *Level of Parental Involvement in terms of Activity Participation*

<i>Indicators</i>	<i>Mean</i>	<i>Description</i>
1. Parents attend events for special needs students.	3.10	Moderate
2. High parental attendance at IEP meetings.	2.98	Moderate
3. Parents join PTA meetings focused on special education.	2.94	Moderate
4. Parents volunteer in special needs programs.	2.88	Moderate
5. Parents help with classroom activities for special needs students.	2.94	Moderate
6. Parents organize extracurricular activities for special needs.	3.08	Moderate
7. Parents attend workshops on supporting special needs education.	2.94	Moderate
8. Parents provide feedback on special needs programs.	3.42	High
9. Parents support children in school social events	3.1	Moderate
10. Parents develop home-based activities with teachers.	2.90	Moderate
Overall Mean	3.28	Moderate

Among the ten (10) indicators under activity participation, the “Parents provide feedback on special needs programs” got the highest mean score of 3.42 and interpreted as High. This indicates a strong level of engagement from parents in providing feedback on special needs programs. It proves that there is an empowerment, parents feel encouraged to share their thoughts, indicating a positive relationship with the school.

The result above supports the finding of Epstein (2018), stating that engagement of parents in school is more likely to contribute positively to their child’s educational experience. Additionally, Simmon’s (2016) supports effective communication channels, such as surveys and meetings, facilitating this feedback loop, enabling schools to make data-driven decisions that reflect the community’s needs. And these two emphasizes the significance of active parental participation in school settings. Their research shows that when parents engage in school events, volunteer their time, and collaborate with the teachers, they not only enhance their children’s educational experiences but also foster a more positive and supportive outcome.

The other eight (8) indicators under the parental involvement terms of Activity Participation namely: Parents attend events for special needs students., High parental attendance at IEP meetings, Parents join PTA meetings focused on special education, Parents volunteer in special needs programs, Parents help with classroom activities for special needs students, Parents organize extracurricular activities for special needs, Parents attend workshops on supporting special needs education, Parents support children in school social events, got the mean score that ranges from 2.60-3.39 and interpreted as Moderate. The lowest among the indicators is the Parents developing home-based activities with teachers with the mean score of 2.90 and interpreted as Moderate. This indicates that the level of parental

involvement in school is at a fair level. The finding affirms the study of Osorio-Saez et.al (2021) found that students with lower levels of parental engagement at home were more likely to suffer academically and emotionally.

Furthermore, the results of Parental Involvement in activity participation got the overall mean score of 3.28 interpreted as moderate. This suggests that while there is a reasonable level of engagement from parents in school activities, there is still room for improvement. A moderate score indicates that many parents are participating in school events and activities, contributing positively to the educational environment. However, it also highlights the need for schools to encourage even greater parental involvement to fully realize the benefits of collaboration between families and educators.

### Level of Parental Involvement in terms of Mentoring

Table 4. *Level of Parental Involvement in terms of Mentoring*

<i>Indicators</i>	<i>Mean</i>	<i>Description</i>
1. Parents provide regular academic support and tutoring at home for their children with special needs.	3.20	Moderate
2. Parents consistently review and assist with homework or assignments given to their children.	3.20	Moderate
3. Parents discuss their child's academic progress and behavioral development with teachers frequently.	3.10	Moderate
4. Parents participate in mentorship programs aimed at guiding other parents on how to support children with special needs.	3.24	Moderate
5. Parents set up structured routines at home to reinforce learning and developmental skills.	3.14	Moderate
6. Parents engage in continuous learning about their child's specific needs and effective support strategies.	3.14	Moderate
7. Parents act as advocates for their child's needs and work closely with the school to ensure appropriate resources are provided.	3.20	Moderate
8. Parents encourage and model positive social behaviors and interactions at home.	3.14	Moderate
9. Parents set achievable goals with their children and provide motivation and encouragement to reach those goals.	3.38	Moderate
10. Parents actively seek additional resources, such as tutoring or counseling, to support their child's education outside of school.	3.36	Moderate
Overall Mean	3.21	Moderate

All the indicators under the parental involvement in terms of mentoring are all in moderate level with scores ranging from 2.60-3.39. It means that the mean scores for all indicators fall within the moderate range, suggesting that parents are engaged in their children's education, but there may be room for improvement in specific areas. The highest mean score is 3.38 for the indicator about parents setting achievable goals with their children emphasizing the importance of goal-setting in supporting children's development. Indicators such as providing academic support at home, reviewing homework, and discussing progress with teachers reflect a proactive approach by parents. However, the moderate scores suggest that while these practices are present, they may not be as consistent or widespread as desired.

The findings align with the research of Fan & Chen (2001). They both highlight the significance of "Parental Involvement in Children's Academic Achievement: Parents can help with homework, discuss educational goals, and encourage good study habits for students. Providing encouragement and emotional stability, helping children navigate challenges in their academic journey. This educational outcome is supported by Kearney, P. (2007). He emphasizes "Parents' Support and Involvement in Education: He even wrote a book entitled A Handbook for Families of Children with Special Needs." He investigated how different forms of parental involvement can affect student outcomes. This can include how parents engage in their children's education, the quality of that engagement, and its impact on academic achievement and behavior.

Among the 10 (ten) indicators under the Parental Involvement in terms of mentoring the lowest mean score is 3.1 which indicates a moderate level of Mentoring, it means parents discuss their child's academic progress and behavioral development with teachers. This indicates an average level of engagement between parents and educators. This score suggests that while many parents are participating in discussions about their child's academic progress and behavioral development, the extent of this involvement may not be fully consistent or comprehensive. Kearney, P. (2007), stresses the importance of how they can strengthen the support network around a child and positively influence their educational outcomes. However, the moderate score also points to opportunities for enhancing this partnership. By encouraging more frequent and deeper communication, schools and parents can work together more effectively to address challenges and celebrate success in educating their child needs.

Overall data presents a nuanced view of parental involvement in supporting children with special needs, with an overall mean score of 3.21, indicating a moderate level of engagement; it reflects a commendable level of parental engagement in their children's education. This result affirms the claim of Fan & Chen (2001). explains that by breaking down these obstacles, schools can build stronger partnerships with parents, ultimately benefiting students' educational experiences.

The data in table 5 on the academic performance of special needs education learners reveals an overall mean of 83.70, categorizing their performance within the Satisfactory level. The results imply that the majority of learners are achieving well, which may be attributed to effective instructional strategies and supportive learning environments. Supporting this finding, Rodriguez and Martinez (2023) in their study on inclusive education found that individualized support significantly enhances academic performance among

special needs learners. Similarly, Chang and Thompson (2022) demonstrated that specialized instructional strategies lead to improved GPA outcomes, aligning with the need for more effective educational approaches for this population. These studies underscore the importance of tailored educational methods in fostering better academic performance among special needs students.

Table 5. *Level of academic performance in terms of Grade Point Average (GPA)*

Grade	Frequencies	Descriptor	Remarks
90-100	0	Outstanding	Passed
85-89	18	Very Satisfactory	Passed
80-84	16	Satisfactory	Passed
75-79	6	Fairly Satisfactory	Passed
Below 75	0	Did Not Meet Expectations	Failed
Overall Mean	83.70		

The data in table 6 reveals a strong and significant positive correlation between school resources and academic performance with an R-value of 0.941. Also, it reflects a p-value of 0.001, which is less than the alpha set at .05 (two-tailed), supporting a significant relationship between school resources and academic performance, indicating that as school resources increase, so does learning performance among students, including those with special needs. In a similar manner, the independent variable, parental involvement, reveals a significant positive and strong relationship with academic performance ( $r = .646$ ,  $p < .05$ ). This suggests that well-resourced schools are better equipped to meet the diverse needs of their students, particularly those requiring additional support. Investing in educational infrastructure, specialized materials, and trained staff is crucial for fostering inclusive learning environments that enhance academic success. The high correlation coefficient underscores the critical role of effective resource allocation in promoting achievement, especially for students with disabilities who benefit from individualized support.

Table 6. *Significance of the Relationship of School Resources and Academic Performance*

	Academic Performance		
	r	p-value	Remarks
School Resources	.941	.001	Significant
Parental Involvement	.646	.00	Significant

This interpretation is supported by Jackson, Johnson, and Persico (2016), who demonstrated that increased funding leads to better outcomes for all students, with especially significant benefits for those from marginalized or underserved backgrounds, including students with special needs. Their study highlights how resource allocation can help reduce achievement gaps, ensuring that all students, regardless of ability, can access quality education (Jackson, Johnson, & Persico, 2016).

The findings, indicating a moderate to strong positive correlation between parental involvement and learner's academic performance, are particularly relevant for students with special needs. Research has shown that for these students, parental engagement is even more critical to academic success. According to Smith et al. (2016), students with special needs benefit greatly when their parents are actively involved in their education, especially in areas such as individualized education plans (IEPs) and collaboration with teachers. Parental advocacy and consistent communication with school staff ensure that appropriate accommodations and modifications are implemented, directly influencing their academic progress.

Further, studies by Rodríguez et al. (2015) highlight that parents of students with special needs who engage in home-based learning support—such as structured routines, tailored learning activities, and reinforcing skills taught at school—contribute significantly to improved academic performance and better social-emotional outcomes. This emphasizes the importance of not just fostering home-school connections, but also equipping parents with the tools and resources needed to support the unique learning needs of their children.

Thus, parental involvement plays a crucial role in bridging gaps in learning for students with special needs, and schools should prioritize inclusive strategies that encourage active family participation, as suggested by recent research (Ferreira & Santos, 2019).

### **Significance of the Influence of School Resources and Parental Involvement on the Academic Performance of Pupils in Special Needs Education**

Table shows the results of the multiple regression analysis, which is set at a level of significance of  $\alpha = 0.05$  (two-tailed). Results revealed that the standardized beta coefficient of school resources is .947, with t-statistics of 13.816 and  $p = .10$ , which is greater than the .05 level of significance. The correlation analysis indicates strong relationships between school resources, parental involvement, and academic performance among pupils in special needs education. Specifically, academic performance is highly correlated with school resources ( $r = 0.941$ ,  $p < 0.001$ ) and moderately correlated with parental involvement ( $r = 0.646$ ,  $p < 0.001$ ).

On the other hand, the standardized beta coefficient of parental involvement is -.009, with a t-statistic of -1.33 and  $p < .001$ , which is less than .05 level of significance. The results indicate that there is a notable correlation between parental involvement and school resources, suggesting that well-resourced schools may encourage greater parental engagement. These findings highlight that both

adequate school resources and active parental involvement significantly contribute to enhanced academic performance.

Table 7. *Significance of the Influence of School Resources and Parental Involvement on the Academic Performance of Pupils in Special Needs Education*

<i>Academic Performance</i>				
<i>Individual Influence of Predictors</i>	<i>Standardized Coefficient</i>	<i>t</i>	<i>p-value</i>	<i>Remarks</i>
School Resources	.947	13.816	.10	Significant
Parental Involvement	-.009	-1.33	.00	Significant
<i>Combined Influence of Predictors</i>				
R	.941			
R <sup>2</sup>	.885			
F	180.791			
P	.00			Significant

Also, the F-ratio in Table 7 shows the overall regression model is a good fit for the data in this study. The results indicate a significant effect of school resources and parental involvement on academic performance  $F(2, 47) = 180.791, p < .001$ .

Additionally, the results reveal a strong relationship between the predictors (parental involvement and school resources) and academic performance, with an R value of 0.941. This indicates a high correlation, suggesting that the predictors together account for a significant amount of the variance in academic performance. The R Square value of 0.885 indicates that approximately 88.5% of the variance in academic performance can be explained by the model, demonstrating excellent explanatory power.

Research supports these conclusions. Jackson, Johnson, and Persico (2016) demonstrated that increased funding and school resources lead to improved educational outcomes for all students, including those in special needs education, by enabling schools to provide individualized support and specialized programs. They also note that resource-rich schools often facilitate stronger engagement between families and the educational process, promoting more parental involvement (Jackson, Johnson, & Persico, 2016). In addition, Hornby and Blackwell (2018) emphasize the crucial role of parental involvement in special needs education. Their study indicates that when parents are actively engaged, academic outcomes improve significantly, particularly when schools have sufficient resources to support collaborative efforts (Hornby & Blackwell, 2018).

## Conclusions

The findings indicate a strong relationship between school resources, parental involvement, and academic performance among pupils in special needs education. Specifically, training and development, as well as school facilities and equipment, have a direct impact on academic performance. Similarly, aspects of parental involvement, such as activity participation and mentoring, play a significant role in influencing academic outcomes. This study supports Coleman's Social Capital Theory, affirming the theory's assertion that school resources and parental involvement significantly influence learners' academic performance.

Schools should enhance resources like facilities, equipment, and teacher training, especially in special needs education. Investing in modern tools and continuous professional development can improve the learning environment and directly support students' academic performance. Additionally, schools should strengthen parental involvement by offering workshops and family-focused activities. Increased engagement from parents can provide vital support, reinforcing students' learning and boosting their academic success, particularly for those with special needs.

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