

The Influence of Parental Involvement and Socioeconomic Status on Academic Achievement among Special Science Class Students

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ABSTRACT

This research aimed to investigate the impact of parental involvement and socioeconomic status on the academic achievement of Special Science Class students at Lorenzo S. Sarmiento Sr. National High School. Employing a quantitative approach with 167 respondents, mean scores, Pearson's r , and regression analysis were utilized for data analysis. Along with this, the findings revealed a very high level of responsibilities and attendance, and a high degree of parental involvement, particularly in volunteer and mentoring activities, and communication and support. However, literacy and tutorial assistance, along with leadership and partnership, demonstrated moderate levels. Furthermore, socioeconomic status exhibited high levels, with family background, peer influence, interest, and health serving as significant indicators. The results also showed a very high level of student-related factors influencing academic achievement, followed by a high level of degree predominantly influenced by teacher-related factors, home-related factors, and school-related factors. The study established a significant positive correlation between parental involvement and academic achievement (Pearson's $r = 0.565$, $p < 0.001$), as well as between socioeconomic status and academic achievement (Pearson's $r = 0.750$, $p < 0.001$). This led to the rejection of the null hypothesis, signifying a substantial relationship between parental involvement, socioeconomic status, and academic achievement among Special Science Class students. Regression analysis identified responsibilities and attendance, literacy and tutorial assistance, and volunteer and mentoring activities as influential domains of parental involvement on academic achievement. Moreover, interest and peer influence emerged as significant predictors of academic achievement within the socioeconomic status domains. These findings underscore the critical roles of parental involvement and socioeconomic factors in shaping academic success among Special Science Class students, offering valuable insights for educators and stakeholders.

Keywords: Parental Involvement, Socioeconomic Status, Academic Achievement, Special Science Class

INTRODUCTION

Achieving a high level of academic excellence is a crucial milestone in any educational journey, rewarding students with a sense of personal accomplishment that endures well into adulthood, as stated by Lighthouse Learning Group (2023). However, amid the widespread disruptions caused by COVID-19, high-achieving students experienced a notable surge in failure rates in the United States of America, with a reported 42 percent failure rate in Houston and a substantial 70 percent increase in class failure rates in the schools of Austin, as indicated by Fulton (2021). The study implies that measuring student achievement is an essential part of education, allowing for the tracking of student progress and the evaluation of teachers, schools, or educational systems (Elsevier, 2023).

In the Philippines, parental involvement in education is often limited to financial support, as studies indicate that only 22% of Filipino parents are engaged in their child's schooling, compared to the regional average of 38%, and a mere 42% of low-income Filipino parents believe education is necessary for their child's future success, emphasizing the necessity for improved communication from schools regarding the importance of education as stated by Llego (2023). In the absence of parental involvement, children fail to learn proper respect for their teachers and the significance of education, as they primarily

acquire social cues and hierarchy understanding from their parents (Fioriello, 2019) which underscores the undeniable importance of parents in a child's education, leading to higher self-esteem, better attendance, increased motivation to learn, and the creation of a more supportive learning environment, ultimately resulting in improved academic performance. This highlights that parental involvement, recognized as the best predictor of student success (Prodigy, 2021), serves as a cornerstone of a child's upbringing, addressing the critical need for parental engagement in education.

A study conducted among grade 11 students in Tacunan National High School, Tugbok District, Davao City revealed that parental involvement was significantly observed rarely times among all respondents, families in the province were poor or had an income that was below the poverty threshold, or the amount needed to buy their basic food and non-food needs as stated by the Philippine Statistics Authority Region XI (2022). Furthermore, in Mawab Davao de Oro particularly in Lorenzo S. Sarmiento Sr. National High School, it was observed that parental involvement and socioeconomic status may affect student's academic achievement considering the fact that some of the students whose parents are not supportive are less likely to engage in academic pursuits, often absent in school, and mostly develop negative social skills due to their socioeconomic status. Therefore, the researchers aimed investigate whether there was a notable connection between Special Science Class students' academic performance and the influence of parental involvement and socioeconomic status.

Research Objectives

1. To determine the level of parental involvement in Special Science Class Students in terms of:
 - 1.1 responsibilities and attendance;
 - 1.2 communication and support;
 - 1.3 literacy and tutorial assistance;
 - 1.4 volunteer and mentoring; and
 - 1.5 leadership and partnership
2. To determine the level of Socioeconomic Status in Special Science Class Students in terms of:
 - 2.1 interest;
 - 2.2 family background;
 - 2.3 peer influence; and
 - 2.4 health
3. To determine the level of academic achievement in Special Science Class Students in terms of:
 - 3.1 student-related factors;
 - 3.2 school-related factors;
 - 3.3 home-related factors; and
 - 3.4 teacher-related factor
4. To determine the significant relationship between parental involvement and academic achievement of Special Science Class Students.
5. To determine the significant relationship between socioeconomic status and academic achievement of

Special Science Class Students.

6. To determine which of the domains in parental involvement influences student academic achievement.
7. To determine which of the domains in socioeconomic status influences student academic achievement.

METHODOLOGY

This study employed a quantitative non-experimental research design utilizing correlational techniques. This method was used when the objective is to describe the status of the situation as it exists at the same time of the study to explore the causes of a particular phenomenon. In correlation research, it involves collecting data to determine whether the degree of a relationship exists between two or more quantifiable variables (Gay et al., 2006).

This survey dealt with quantitative data about the said phenomenon. The quantitative aspect is an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data was based on the use of a questionnaire. The focus of the study was to determine the influence of Parental involvement and Socioeconomic status on Academic Achievement among Special Science Class students in Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

Complete enumeration and purposive sampling were used in the selection of the respondents. The subjects of the study were the 167 Special Science Class students of Lorenzo S. Sarmiento Sr. National High School. Special Science Class students are the ideal respondents for this study considering the fact that the said students held specialized subjects than the rest of the entire class each grade level.

Special Science Class students were more advanced in terms of specialized subjects given the fact that the said students took up Science Investigatory Subject (SIP), Information Communication Technology (ICT), Elective Math and Science, and Pre-Calculus which required them to study harder than the rest of regular students from their grade level.

Statistical Tool

The following statistical tools were utilized for the data analysis and interpretation.

Mean. This statistical tool was used to determine the level of parental involvement and socioeconomic status on the academic achievement among Special Science Class Students in Lorenzo S. Sarmiento Sr. National High School.

Pearson (r). This statistical tool was used to determine the significance of the relationship between parental involvement and socioeconomic status on the academic achievement among Special Science Class Students in Lorenzo S. Sarmiento Sr. National High School.

Multiple regression analysis. This statistical tool was used to determine the influence of parental involvement and socioeconomic status on the academic achievement among Special Science Class Students in Lorenzo S. Sarmiento Sr. National High School.

RESULTS

Level of Parental Involvement

Shown in Table 1 are the mean scores for the indicators of parental involvement among Special Science

Class Students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.59 and described as high with a standard deviation of 0.89. The high level could be attributed to the high rating given by the respondents in all indicators. This entails the respondents' responses to the level of parental involvement are positive in terms of responsibilities and attendance, communication and support, literacy and tutorial assistance, volunteer and mentoring, and leadership and partnership.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.25 or very high for responsibilities and attendance with a standard deviation of 0.61; 3.63 or high for volunteer and mentoring with a standard deviation of 0.95; 3.55 or high for communication and support with a standard deviation of 0.92; 3.33 or moderate for leadership and partnership with a standard deviation of 0.98; and 3.21 or moderate for literacy and tutorial assistance with a standard deviation of 1.03.

Table 2. Level of Parental Involvement

Indicators	Mean	SD	Descriptive Equivalent
Responsibilities and attendance	4.25	0.61	Very High
Communication and support	3.55	0.92	High
Literacy and tutorial assistance	3.21	1.03	Moderate
Volunteer and mentoring	3.63	0.95	High
Leadership and partnership	3.33	0.98	Moderate
Overall	3.59	0.89	High

Level of Socioeconomic Status

Shown in Table 2 are the mean scores for the indicators of socioeconomic status among Special Science Class Students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 3.99 and described as high with a standard deviation of 0.81. The high level could be attributed to the high rating given by the respondents in all indicators. This entails the respondents' responses to the level of socioeconomic status are positive in terms of family background, peer influence, interest, and health.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.14 or high for family background with a standard deviation of 0.77; 4.06 or high for peer influence with a standard deviation of 0.76; 3.95 or high for interest with a standard deviation of 0.81; and 3.82 or high for health with a standard deviation of 0.91.

Table 3. Level of Socioeconomic Status

Indicators	Mean	SD	Descriptive Equivalent
Interest	3.95	0.81	High
Family background	4.14	0.77	High
Peer influence	4.06	0.76	High
Health	3.82	0.91	High
Overall	3.99	0.81	High

Level of Academic Achievement

Shown in Table 3 are the mean scores for the indicators of academic achievement among Special Science Class Students in Lorenzo S. Sarmiento Sr. National High School with an overall mean of 4.13 and described as high with a standard deviation of 0.77. The high level could be attributed to the high rating

given by the respondents in all indicators. This entails the respondents' responses to the level of academic achievement are positive in terms of student-related factors, school-related factors, home-related factors, and teacher-related factors.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.34 or very high for teacher-related factors with a standard deviation of 0.66; 4.30 or very high for student-related factors with a standard deviation of 0.71; 4.01 or high for home-related factors with a standard deviation of 0.87; and 3.87 or high for school-related factors with a standard deviation of 0.85.

Table 4. Level of Academic Achievement

Indicators	Mean	SD	Descriptive Equivalent
Student-related factors	4.30	0.71	Very High
School-related factors	3.87	0.85	High
Home-related factors	4.01	0.87	High
Teacher-related factors	4.34	0.66	Very High
Overall	4.13	0.77	High
Student-related factors	4.30	0.71	Very High
Overall	4.13	0.77	High

Significance on the Relationship Between Parental Involvement and Academic Achievement

The primary objective of this research is to establish whether parental involvement correlates significantly with the academic achievement of Special Science Class Students at Lorenzo S. Sarmiento Sr. National High School. Pearson r was employed to assess the correlation between these two variables.

Furthermore, the results indicate a noteworthy association between parental involvement and academic achievement. This is attributed to a p-value of <0.001 , which is below the significance threshold of 0.05. Consequently, the decision is made to reject the null hypothesis, which posited no substantial relationship between parental involvement and academic achievement among Special Science Class Students at Lorenzo S. Sarmiento Sr. National High School. Additionally, the Pearson's r value of 0.565 suggests a moderate correlation between parental involvement and academic achievement.

Multiple Regression Analysis of the Domains of Parental Involvement to Academic Achievement

The table indicates an F-value of 18.004 and a p-value of <0.001 , well below the 0.05 significance level. Consequently, the researcher can reject the null hypothesis, asserting that there is no parental involvement domain significantly predicting academic achievement among special science class students.

The R-value of 0.599* highlights a robust positive correlation between parental involvement and academic achievement among special science class students. The coefficient of determination r-square, at 0.359, signifies that 35.90% of the variability in students perceived parental involvement can be attributed to the variation in their academic achievement. The remaining 64.10% represents chance variation, suggesting that factors beyond this study's scope may also contribute to academic achievement among special science class students.

Multiple Regression Analysis of the Domains of

Socioeconomic Status to Academic Achievement The F-value of 76.961 and a p-value of <0.001 , significantly below the 0.05 level of significance, leads to the rejection of the null hypothesis, suggesting

that at least one domain of socioeconomic status significantly predicts academic achievement among these students.

The strong positive relationship indicated by an R-value of 0.809* implies that socioeconomic status has a substantial influence on academic achievement among Special Science Class Students. The coefficient of determination r-square at 0.655 suggests that 65.50% of the variation in students' socioeconomic status can be attributed to their academic achievement, while 35.50% is attributed to chance variation or other unexplored factors.

DISCUSSIONS

Level of Parental Involvement

The result shows that the parental involvement among special science class students in Lorenzo S. Sarmiento Sr. National High School is high. This indicates that parental involvement among Special Science Class students in Lorenzo S. Sarmiento Sr. National High School was positive. This further means that their class manifests all the parental involvement in which the students are obliged to play an active role in the classroom as to responsibilities and attendance, which means that students are guided to be responsible for their attendance in class; communication and support which means that students have clear communication and the appropriate level of support; literacy and tutorial assistance which means that students receive comprehensive assistance; volunteer and mentoring which means the home-related parental involvement or parenting style, such as discussing school activities, checking homework, aspirations and expectations, reading at home, supervision and home rules- and school-related parental involvement which include contacting school personnel, attending parent teacher organizations and volunteering at school; and leadership and partnership which means parental involvement, family engagement, family-school links, family-school partnerships, school-community collaborations, and school-family-community collaboration.

Moreover, this result is in relation to the proposition of Quinone et al. (2020) in which emphasizes the idea that parents significantly contribute to their children's positive development by fostering autonomy, which promotes a self-regulated mindset that positively impacts academic achievement leading to improved grades. The study shows that parents' effort to support their children are encouraged to directly make a positive influence to a successful education of their children. It is widely acknowledged that parental involvement correlates with students' academic achievement and parents have various means to encourage their children that may lead to a positive impact of their education.

However, potential limitations of the study should be considered. There may be biases in data collection, such as self-reporting bias, where parents or students might overstate their involvement due to social desirability. Additionally, the study's findings may have limitations in generalizability, as they are specific to Lorenzo S. Sarmiento Sr. National High School and may not apply to other contexts or populations.

Level of Socioeconomic Status

The result shows that the socioeconomic status among special science class students in Lorenzo S. Sarmiento Sr. National High School is high. This indicates that socioeconomic status among Special Science Class students in Lorenzo S. Sarmiento Sr. National High School was positive. This further means that their class manifests all the socioeconomic status in which the students are obliged to play an active role in the classroom as to interest, which means the students' interest and love for learning and achieving academically; family background which means students' socioeconomic status, cultural heritage, parental influences, parents' income, occupation, and family structure; peer influence which means students' associates, friends, and classmates that influence their behavior; and health which means students' physical,

emotional, and social wellbeing that influences their overall academic performance.

Moreover, the research findings indicate a positive correlation between family background and academic achievement among special science class students, with a high mean score suggesting a significant influence on educational attainment. The result aligns with Booyesen et al. (2021) which highlight the foundational role of family background. Additionally, supportive and healthy family environment likely contributes to the students' success through providing a conducive home atmosphere for learning and academic support.

Level of Academic Achievement

The result shows that academic achievement among special science class students in Lorenzo S. Sarmiento Sr. National High School is high. This indicate that academic achievement among Special Science Class students in Lorenzo S. Sarmiento Sr. National High School was positive.

The study is compatible with study of Zheng and Mustapha (2022) which emphasized that the level of academic achievement directly reflects the effectiveness of the learning process, serving as a valid gauge for assessing the quality of teaching and education in higher educational institutions, as well as the holistic development of students. Furthermore, this study is consistent with the presumption of Abuhassna et al. (2020) which revealed that the relationship between students' application, retention, comprehension, analysis, and satisfaction with academic achievements is demonstrated to be positively aligned.

Significant Relationship Between Parental Involvement and Academic Achievement

The present study revealed a significant relationship between parental involvement and academic achievement of special science class students in Lorenzo S. Sarmiento Sr. National High School. It was revealed that the computed R-value indicated a strong positive correlation between the two variables. This positive strong correlation implies that as parental involvement of special science class students in Lorenzo S. Sarmiento Sr. National High School become high, the academic achievement of special science class students in Lorenzo S. Sarmiento Sr. National High School become high as well.

This study affirms the notion of Jules et al. (2021) stating that family support correlated more with students' behavioral engagement in school, whereas peer support was associated with greater emotional engagement. These findings underscore the intricate dynamics of social support, highlighting how distinct sources of support, namely family and peers, impact different dimensions of student's engagement in the educational environment. The stable foundation provided by family support likely contributes to the development of responsible and disciplined behaviors of students in a school setting.

Significant Relationship Between Socioeconomic Status and Academic Achievement

The result of the study revealed that there was a significant relationship between socioeconomic status and academic achievement among special science class students in Lorenzo S. Sarmiento Sr. National High School. It was revealed that the computed R-value indicated a strong positive correlation between the two variables. This positive strong correlation implies that as socioeconomic status of special science class students in Lorenzo S. Sarmiento Sr. National High School become high, the academic achievement of special science class students in Lorenzo S. Sarmiento Sr. National High School become high as well.

This study is parallel to the study of Udayakumar et al. (2022) which highlighted that a student's academic performance is significantly affected by socioeconomic factors. The finding is also in line with the study of Abduh et al. (2023) which highlighted that student's academic performance in school is influenced by socioeconomic status, and this relationship is more complex than a simple connection between poverty and success, involving various direct and indirect factors associated with low socioeconomic status. In addition,

the result batters the view of Vadivel et al. (2023) which explained that socioeconomic status plays an important role in students' academic achievement.

Multiple Regression Analysis on Influence of the Domains of Parental Involvement to Academic Achievement

The regression analysis examining the impact of parental involvement on the academic achievement of special science class students identifies five significant domains: Responsibilities and attendance, Communication and support, Literacy and tutorial assistance, Volunteer and mentoring, and Leadership and partnership. While other domains show moderate levels, they still significantly influence the academic performance of special science class students.

The result strengthens the review of Rashid (2023) and Casey (2022) that parental involvement greatly influences a student's academic success. Positive parental engagement in their children's schooling motivates them, enhances confidence, and improves their social skills. Conversely, lack of parental involvement might lead to behavioral issues and a lack of motivation in school. Emphasizing parents' engagement in their children's education through participation in school events, supporting educational goals, promoting self-regulated learning, and providing assistance at home significantly influences a child's development and academic success. Parents' involvement fosters a positive attitude towards learning, motivation, and essential support beyond the formal classroom setting.

Multiple Regression Analysis on Influence of the Domains of Socioeconomic Status to Academic Achievement

The regression analysis on the influence of socioeconomic status on academic achievement among special science class students in Lorenzo S. Sarmiento Sr. National High School indicates that four domains, namely Family Background, Peer Influence, Interest, and Health, significantly influence academic achievement. These four domains are found to significantly impact the students' academic achievement.

The result is related to the study of Rahman et al. (2023) which suggests that socioeconomic status influences a student's academic achievement significantly. Various factors linked to socioeconomic status can significantly influence a student's academic performance, including resource accessibility, quality of education, parental involvement, and stress levels. This indicates the profound impact of socioeconomic elements, such as family status, economic conditions, and resource availability, on a student's success in higher education. It emphasizes the role of parental socioeconomic status in influencing educational environments, cognitive development, and classroom disparities, stressing the pivotal role of parental support, resilience, and sociocultural factors in shaping students' learning outcomes.

CONCLUSION

The findings of the study are used to draw conclusions. The study concludes that the level of parental involvement among Special Science Class students in Lorenzo S. Sarmiento Sr. National High School was high, as well as its indicators, namely responsibilities and attendance, communication and support, volunteer and mentoring. On the other hand, literacy and tutorial assistance and leadership and partnership shows a moderate level as a predictor of parental involvement. Additionally, the finding also revealed that the level of Socioeconomic status among Special Science Class students in Lorenzo S. Sarmiento Sr. National High School was high, in terms of interest, family background, peer influence, and health. Furthermore, the overall level of academic achievement among Special Science Class students in Lorenzo S. Sarmiento Sr. National High School was high, as well as all four domains namely student-related factors, school-related factors, home-related factors, and teacher-related factors.

Overall, the result showed significant relationship between all the indicators of parental involvement and academic achievement. In addition to this, all indicators of socioeconomic status revealed a significant relationship to academic achievement. Moreover, the findings agree to the theoretical assumption of a significant relationship between the influence of parental involvement and socioeconomic status on academic achievement among Special Science Class students. To support the assumption, the study concludes that the influence of parental involvement and socioeconomic status on academic achievement were positively related. That is, a change in the level of influence of parental involvement and socioeconomic status affects the level of academic achievement among Special Science Class students. This study supports the main anchor proposition of this study, the proposition of Coleman (1988), which provides insight into the relationship between parental involvement and socioeconomic status concerning students' academic achievement as it influences the resources and opportunities available to individuals.

RECOMMENDATION

Based on the previous discussions and findings, several recommendations emerge. The Department of Education's ongoing emphasis on a comprehensive approach to fostering the health and well-being of both teachers and students is commendable. To further fortify this, officials could enhance the implementation of the Department of Education wellness program. This program serves as a vital resource hub, enabling students to access various health resources, particularly those addressing mental and emotional health concerns—a critical need in today's society, given the escalating mental health challenges among young individuals.

Offering counseling and support services within the school setting can equip students with essential coping skills and stress-management techniques, significantly enhancing their academic performance. Additionally, school administrators could organize informative programs and symposiums aimed at empowering parents to better understand and cultivate healthier relationships with their children.

Teachers, in turn, can adopt interactive learning approaches by introducing novel activities that foster increased social interaction among students within the classroom. Collaboration between teachers and schools is crucial in creating an engaging classroom environment that maximizes students' potential. This collaboration involves providing diverse school activities that not only leverage students' skills but also facilitate student-to-student and student-teacher interactions while maintaining well-defined standards. Furthermore, fostering mutual understanding between teachers and parents is key to effectively guiding learners in utilizing interactive learning techniques for improved partnership and tutorial assistance. Lastly, this study may serve as a valuable reference for future researchers looking to expand on the identified variables within this research scope.

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