

The Impact of Family Socioeconomic Status on Parental Involvement in Children's Education: Differences between High- and Low-SES Families in Indonesia

Bulqia Mas'ud

Sekolah Tinggi Agama Islam Negeri Majene
Indonesia
bulqiamasud@stainmajene.ac.id

Nurul Imansari

Universitas Sulawesi Barat
Indonesia
nurul.imansari@unsulbar.ac.id

Zulfianah Sunusi

Sekolah Tinggi Agama Islam Negeri Majene
Indonesia
zulfianah.sunusi@stainmajene.ac.id

Sri Hastuti Novila Anggraini Saiful

Universitas Islam Negeri Mataram
Indonesia
srihastuti@uinmataram.ac.id

Abstract

This study explores how family socioeconomic status (SES) affects parental involvement in children's education in Indonesia, specifically within home and school environments. Although parental involvement is essential for academic success, differences across SES groups in Indonesia are not yet fully understood. Using data from 160 families representing diverse SES backgrounds, this research employed t-tests and correlational analyses to examine the influence of SES on parental involvement. Results show that families with higher SES exhibit greater involvement in home-based educational activities, while involvement at school remains consistent across different SES levels. Additionally, notable gender differences emerged: mothers from high-SES families were significantly more involved compared to mothers from low-SES families, whereas fathers' involvement did not significantly differ based on SES. Correlational analyses further demonstrated that SES indicators, particularly parental education levels, were strongly associated with home-based involvement but had little relation to school-based involvement. Regression analysis confirmed that SES significantly predicts home involvement but not involvement at school. These findings underscore the importance of providing targeted support to promote home-based parental involvement among low-SES families. Future research should investigate qualitative factors, such as school policies and cultural norms, to better understand their impact on parental involvement.

Keywords: Family SES, parental involvement, school-based involvement, home-based involvement, children education, Indonesia.

Received 10 February 2025/Revised 10 March 2025/Accepted 27 March 2025 ©The Author all rights reserved 2025

Introduction

Numerous studies assert that parental involvement plays a fundamental role in children's education (Poon, [2020](#); McNeal Jr, [2014](#); Phillipson & Phillipson, [2012](#); Hill & Tyson, [2009](#)). Research indicates that structured parental involvement programs lead to both academic and non-academic improvements in children, reinforcing the importance of parental involvement (Cosso et al., [2022](#)). Other research highlights a relationship between socioeconomic status (SES) and parental involvement. Studies have shown that higher SES is associated with greater parental involvement, particularly in home-based learning activities, such as providing academic support and educational resources (Li et al., [2020](#)). However, in low-SES households, parental involvement tends to be limited

due to economic constraints. Low socioeconomic status is associated with diminished parental self-efficacy, whereas parents from higher socioeconomic backgrounds tend to engage more actively in their children's education (Phillipson & Phillipson, [2012](#)).

Such differing family backgrounds significantly influence the extent of a child's developmental potential. Low levels of parental educational participation are typically found in economically disadvantaged families (Camacho-Thompson et al., [2016](#)). Additionally, students from low-income, single-parent families exhibit considerably lower academic achievement than those from higher socioeconomic backgrounds (Jacobs & Harvey, [2005](#)).

Extensive research has examined parental involvement in relation to children's academic performance. Some studies address the impact of low-income families on parental involvement (Fantuzzo et al., [2004](#); Lee & Bowen, [2006](#); Suizzo et al., [2016](#); Wang et al., [2016](#)). However, current research has not extensively examined the comparison between low- and high-socioeconomic status (SES) families concerning their involvement in their children's education. Hence, this study aims to investigate the influence of family socioeconomic status on parental involvement.

Although the positive effect of parental involvement on educational outcomes is well-documented and published globally, few significant studies have specifically examined parental involvement within the Indonesian context. Most extensive studies on parental involvement rely on samples from the United States (Fantuzzo et al., [2004](#); Lee & Bowen, [2006](#); McNeal Jr, [2014](#); Suizzo et al., [2016](#)). In Asia, studies have been conducted in China (Wang et al., [2016](#)), Korea (Lee & Song, [2012](#)), and Hong Kong (Phillipson & Phillipson, [2007](#), [2012](#)).

Within the Indonesian context, parent involvement is primarily structured around school committees. In Indonesia, the idea of parental involvement remains ambiguous. Rather than using parental participation as a means to enhance students' academic performance, research by Fitriah et al. ([2013](#)) found that parental involvement was mainly limited to financial contributions for establishing and developing schools prior to the introduction of the Free School Program. Since the implementation of free schooling, parental involvement in school budgeting has become increasingly limited, with parents no longer participating in distribution planning or contributing to decision-making in school committees (Fitriah et al., [2013](#)). These issues underscore the need for further investigation into parental involvement in Indonesia, focusing on both in school-based and home-based forms.

Parental Involvement and Academic Achievement

Parental involvement is defined as parents' participation in their children's educational processes and experiences (Jeynes, [2011](#)). It also encompasses communication, interaction, and partnership between parents, schools, and children to support children's educational success (Hill et al., [2004](#)). Parental involvement is categorized into two types: home-based and school-based involvement. School-based involvement includes parental participation in school activities aimed at improving children's academic performance (Seginer, [2006](#)), such as attending parent-teacher meetings, school programs, and engaging in voluntary activities (Lee & Bowen, [2006](#)). Home-based involvement consists of parents' efforts to support their children's learning, provide guidance on school-related activities, and encourage their motivation to study at home, such as by assisting with homework (Seginer, [2006](#)).

Numerous studies have examined the impact of parental involvement on students' academic performance. The relationship between parental involvement and educational outcomes was observed by Stevenson and Baker (1987), who found that parents who contributed more to school events had children who performed better academically than children whose parents were less involved. Research further indicates a strong correlation between parental involvement and academic achievement (McNeal Jr, 2014; Jeynes, 2007; Lee & Bowen, 2006; Fantuzzo et al., 2004). McNeal Jr (2014) demonstrated that aspects of parental involvement, such as discussions and communication, have a significant effect on students' attitudes, behaviors, and achievements. Parental involvement enhances children's motivation by encouraging educational activities at home and assisting with homework (Hill et al., 2004). Additionally, Pinqart (2016), evaluated numerous studies examining the relationship between parenting styles and academic success, including achievement, motivation, and behavior in school and conclude that parental involvement is among the most critical factors impacting academic achievement.

Further, several studies have identified that parental involvement in children's academic success varies across socioeconomic statuses (Hill et al., 2004; Lee & Bowen, 2006). Fantuzzo et al. (2004) argued that parental involvement programs for vulnerable groups, such as low-income families, tend to focus on home learning situations, providing resources that ultimately enhance children's motivation and self-efficacy. McLaughlin and Shield (1987) report that students from low socioeconomic backgrounds, whose parents were involved in their education, demonstrated better academic performance than students whose parents were not involved.

Conversely, not all studies support parental involvement as a beneficial factor in strengthening academic success. Some research suggests that parental involvement may not correlate with academic performance and may even negatively impact achievement (Domina, 2005). Wang et al. (2016), critically reviewed articles on parental involvement, finding that direct parental involvement has little, no, or even negative effects on the achievement of high school students. Thus, the impact of parental involvement on children's academic performance remains a contentious issue among researchers and experts.

The Influence of Family Socioeconomic Status on Parental Involvement

Family socioeconomic status (SES) is often represented by cultural capital possessed by individuals and families, including power, social status, job access, and assets (Mueller & Parcel, 1981). Duncan et al., (1972) propose three indicators for assessing family socioeconomic status: education level, occupational level, and income. Research indicates that these factors are associated with parental involvement.

Family socioeconomic status (SES) plays a critical role in shaping parental involvement in children's education. Research suggests that higher SES families tend to engage more in their children's learning process due to greater access to resources, higher parental education levels, and more flexible work schedules. For example, a study by Mao (2022) found that SES significantly influences parental expectations and home learning environments, which in turn affect children's learning behaviors (Mao, 2022). Similarly, higher SES parents often provide more educational materials, better tutoring, and engage in more discussions about academic progress, fostering a stronger educational foundation for their children (Rahman et al., 2024).

Conversely, lower SES families may face barriers to active parental involvement due to financial constraints, lower educational attainment, and work commitments that limit their time and capacity

to engage in their children's education. A study by Francisco et al. (2024) highlighted that while parental involvement positively correlates with academic achievement, families with lower SES struggle to provide the same level of educational support, reducing their children's overall academic success (Francisco et al., 2024). Moreover, Hernández-Padilla et al. (2023) found that lower SES parents often provide less structured academic support, impacting student performance, particularly in subjects like mathematics.

Despite these challenges, interventions and support programs can enhance parental involvement in lower SES families, helping to bridge the educational gap. Research by Gu et al. (2024) emphasized that fostering parental involvement, even among economically disadvantaged families, can significantly improve student outcomes (Gu et al., 2024). Schools and policymakers should therefore consider strategies such as parent training programs, flexible meeting schedules, and increased access to educational resources to ensure all children, regardless of socioeconomic background, benefit from strong parental involvement.

The Influence of Parental Income on Parental Involvement

Low-income parents frequently face barriers to participating in their children's education, including limited social capital and lack of resources (Reynolds, 1991). Economic difficulties affect parental involvement by lowering their expectations for their children's educational participation (Yamamoto & Holloway, 2010). Low-income parents are stereotypically less involved in their children's education than wealthier parents (Camacho-Thompson et al., 2016), which can lead to poorer academic outcomes for low-income children (Jeynes, 2007).

Parental income significantly influences parental involvement in children's education, often shaping the extent and type of participation. Research suggests that higher-income families tend to have greater access to educational resources, enabling them to engage more actively in their children's academic development. According to Careemdeen (2024), while parental income may not directly affect overall involvement, it influences specific aspects of participation, such as financial support for education-related activities and access to extracurricular programs. Similarly, Yizengaw (2024) found that income level affects home-based parental involvement, impacting children's academic competence and social skills. These studies highlight the economic disparities that influence how parents engage in their children's learning experiences.

However, some studies indicate that lower-income parents still exhibit high levels of engagement, despite financial constraints. Lumaygay and Orong (2024) found that even among families earning below \$172 per month, parental involvement remained high, demonstrating that factors like parental motivation and educational values play a crucial role. Similarly, Omarkhanova et al. (2024) emphasized that regardless of income level, parental involvement positively impacts students' academic success, social interactions, and self-esteem. These findings suggest that while financial resources can enhance parental involvement, other factors, such as cultural expectations and personal commitment, contribute significantly to a child's educational support system.

Overall, while income plays a role in shaping parental involvement, it is not the sole determinant. As Iyoboyi et al. (2021) pointed out, employment status, education level, and parenting style also influence children's economic opportunities and academic outcomes. This underscores the need for policies that support parental involvement across all socioeconomic levels, ensuring equitable access to resources and opportunities that enable children to thrive academically and socially.

The Influence of Parental Education Level on Parental Involvement

Parental involvement in children's education varies depending on parents' educational attainment. Existing research suggests that parents' educational level is related to their competence in fostering children's involvement (Hill et al., [2004](#)). Among socioeconomic indicators, parents' educational level is closely associated with parenting style and adolescents' achievement (Hill et al., [2004](#)). Another study by Martinez-Gonzalez ([2008](#)) found that parents with lower educational attainment tend to engage differently, offering limited academic support, such as discussing school life, providing restricted learning resources, and showing affection.

Parental education level significantly influences the extent and nature of parental involvement in children's education. Highly educated parents tend to be more involved in their children's learning through direct academic support, communication with teachers, and fostering a learning-friendly environment at home (Harbola & Dutt, [2024](#)). Research has shown that mothers with higher education levels engage more actively in their children's education, particularly in parenting, learning activities, and volunteering in school settings (Yulianti et al., [2018](#)). However, in rural areas, less-educated parents may still be actively involved, particularly in informal learning and community-driven educational efforts, indicating that involvement manifests differently based on socio-economic context.

Despite the apparent correlation between parental education and involvement, some studies suggest that the nature of parental involvement matters more than the level of education itself. A study found that children's academic success is influenced by specific dimensions of parental involvement, such as monitoring school progress and establishing good study habits, rather than parental education level alone (Lim, [2021](#)). This indicates that even parents with lower educational attainment can positively impact their children's academic achievement through active engagement in learning processes. However, highly educated parents often have greater access to resources, knowledge, and networks that facilitate more effective involvement in their children's education.

Additionally, parental education level influences the type of support children receive beyond academic assistance. Studies suggest that highly educated parents contribute not only to academic achievements but also to children's cognitive and social development by fostering self-confidence, critical thinking, and educational aspirations (Belaić, [2021](#)). On the other hand, lower-educated parents may emphasize perseverance and practical skills as key aspects of education, showing that different educational backgrounds shape varying approaches to parental involvement (Sreekanth, [2023](#)). Overall, while parental education level does impact involvement, the quality and type of parental involvement remain the most crucial factors in influencing children's academic and personal development.

The Influence of Parental Occupation on Parental Involvement

Many researchers suggest that middle- and upper-class families place a higher value on education than working-class families (Lareau, [1987](#)). Lareau ([1987](#)) further explains that working-class parents have lower educational skills and economic resources to meet teachers' demands compared to middle-class families, who typically have more prestigious jobs and skills aligned with educational expectations. Consequently, these differing backgrounds influence how parents cooperate with teachers and engage in school activities. Moreover, unlike middle-class families, working-class families are less likely to visit their children's schools, support their enrolment in advanced classes, or monitor their educational progress (Hill & Taylor, [2004](#)). When parents have a good education and prestigious jobs, their children may see them as role models and aspire to similar career and educational goals

(Hill et al., [2004](#)). This positively impacts students, fostering high aspirations for educational and occupational success that can cultivate motivation and aspirations for a better educational future.

Parental occupation significantly influences parental involvement in children's education, shaping the level and type of engagement parents have with their children's learning process. A study conducted in Kenya found that parental occupation has a direct and positive impact on parental involvement, as working parents often have limited time to actively participate in school-related activities but may provide financial support instead (Guyo et al., [2022](#)). Parents in higher-income occupations tend to be more involved in their children's education due to greater financial resources and educational background, whereas lower-income or physically demanding jobs may restrict active participation in school events and homework assistance.

Research also suggests that the psychological and sociological dimensions of parental involvement extend beyond occupation alone. A 2023 study emphasized that while socioeconomic status, including occupational status, plays a role in shaping involvement, beliefs, attitudes, and school climate are also significant factors (Georgiou, [2023](#)). This implies that even parents in lower-income occupations can be actively engaged if schools implement strategies to encourage participation and overcome work-related barriers.

Additionally, recent research highlights that parental occupation influences not just direct involvement in school activities but also affects students' academic performance, emotional intelligence, and moral values. A 2022 study found that children of working mothers showed higher moral values and emotional intelligence compared to those with stay-at-home mothers, suggesting that exposure to working environments may influence children's social and cognitive development (Kumari & Singh, [2022](#)). This underscores the complex and multidimensional relationship between parental occupation and parental involvement in education.

The Gap of Study

Parental involvement in children's education has been extensively studied across various socioeconomic contexts, primarily in Western and East Asian settings. Prior research consistently highlights the correlation between socioeconomic status (SES) and parental involvement in both home-based and school-based educational activities (Hill et al., [2004](#); Lee & Bowen, [2006](#); Fantuzzo et al., [2004](#)). These studies predominantly focus on high-income nations where cultural and institutional structures significantly differ from those in developing countries, including Indonesia.

Although studies have examined the impact of low-income backgrounds on parental involvement, little research has compared the involvement of parents from both low- and high-SES groups within the Indonesian context. Existing studies on parental involvement in Indonesia primarily discuss financial contributions, such as school funding before the introduction of the Free School Program (Fitriah et al., [2013](#)) but fail to explore the different dimensions of home- and school-based involvement across SES groups. Furthermore, there is limited empirical research that quantitatively assesses how SES influences parental involvement beyond financial contributions.

Additionally, much of the global literature on parental involvement has emphasized the role of SES in shaping general academic engagement without distinguishing between fathers' and mothers' involvement. Previous studies suggest that maternal involvement is often more pronounced in children's education, particularly in home-based activities, yet there is little exploration of whether these differences persist across SES levels (Lareau, [2018](#)). In Indonesia, gender roles and cultural

expectations may shape parental involvement differently than in Western contexts, necessitating further investigation.

Moreover, while international studies have documented the role of parental education and occupational status in facilitating school involvement (Epstein, [2018](#); McNeal Jr, [2014](#)), findings from developed countries may not be directly applicable to Indonesia due to cultural and systemic differences. The structure of parental involvement in Indonesian schools remains unclear, particularly given the hierarchical relationship between parents and teachers, which may influence school-based involvement differently than in Western settings (Yulianti et al., [2018](#)).

Thus, this study seeks to address these research gaps by investigating how SES influences parental involvement in children's education within the Indonesian context. By comparing parental involvement between high- and low-SES families and examining gender-based differences, this study aims to provide a nuanced understanding of the mechanisms through which SES affects educational engagement in an underexplored cultural setting. The findings will contribute to the broader discourse on educational equity by offering insights into the barriers and facilitators of parental involvement in a developing country framework.

Hypotheses

In light of the significance and context of this study, the research aims to investigate the impact of socioeconomic status on families from two distinct Indonesian backgrounds through the following research questions:

- Does parental involvement vary between fathers and mothers from high SES and low SES?
- Does parental involvement in children's education vary by socioeconomic level?
- Does family socioeconomic status predict parental involvement?

This study seeks to broaden current research by adding the Indonesian family context, which may culturally differ from those of other countries extensively explored by researchers. This study hypothesizes the following:

- There is a significant difference in parental involvement of fathers between high SES and low SES groups.
- There is a significant difference in parental involvement of mothers between high SES and low SES groups.
- Parental involvement both school and home involvement vary significantly across different socioeconomic levels.
- A relationship exists between socioeconomic status and parental involvement, with higher socioeconomic families showing greater involvement in their children's educational activities compared to families with lower economic status.
- Family socioeconomic status predicts parental involvement both school and home involvement

Method

The research used an explanatory design, which is a fundamental purpose of correlational research design aimed at explaining relationships between variables (Creswell, [2014](#)). Additionally, this study also conducted independent t-test and regression analysis to understand variations across SES and the influence of family socioeconomic status on parental involvement.

Participants

The target population for this study consists of Indonesian parents with children enrolled in primary school. This research employed purposive sampling 160 families from a representative cross-section of low, middle, and high SES backgrounds. The sampling technique was chosen to ensure diversity and representation across different SES groups and geographic locations.

Among the participants, 78 parents were from the Takatidung coastal area in Polewali Regency, West Sulawesi, a region characterized by a predominantly underprivileged population. Fathers in this group held occupations such as fishermen, drivers, and laborers, while most mothers were homemakers. Family incomes in this group ranged from Rp. 0 to Rp. 2,000,000 per month, and parental education levels varied from primary school completion to high school graduation, with only a few parents holding bachelor's degrees. The second group consisted of 82 families from middle- to high-SES backgrounds, residing in Polewali, Majene, and Makassar City. These families were selected to provide a contrast to the low-SES group and to ensure a broader representation of Indonesian parents.

Procedures

Questionnaires, previously translated into Bahasa Indonesia, were distributed to the selected participants. For low-SES families, the researcher visited an elementary school in Takatidung village, where many local families enrolled their children. After identifying eligible parents, the questionnaires were delivered to households with the assistance of research assistants. Some responses were collected via online questionnaires to accommodate accessibility. For middle- to high-SES families, additional data were collected through online questionnaires distributed to the researcher's professional networks, specifically targeting colleagues and their spouses who had school-aged children and represented high socioeconomic status (SES) families.

Instruments

Data were collected using the Parents' Attributions and Perceptions Questionnaire (PAPQ), developed by Phillipson & Phillipson (2007, 2010, 2012). All questionnaires were adapted and modified to fit the context of this study. Instrument modification involved locating existing instruments from journal databases, contacting the authors, obtaining permission to modify them, and adjusting as necessary to meet the research needs (Creswell, 2014).

Family Socioeconomic Status

The first section of the questionnaire assesses family socioeconomic status. Family SES is measured by asking questions about parents' gender, educational level, occupation, and income. The questionnaire was provided in the families' preferred language for ease of understanding. Parents selected their education level from the following categories: 1) did not complete primary education, 2) primary education, 3) lower secondary education, 4) higher secondary education, and 5) tertiary education. Additionally, parents reported their monthly income, which was classified into five ranges based on the average income of Indonesian families, expressed in Indonesian rupiah: 1) 0-1 million, 2) 1-2 million, 3) 3-5 million, 4) 5-10 million, and 5) above 10 million. Occupational categories were also organized, ranging from less skilled or prestigious jobs to the most skilled or prestigious positions within the Indonesian context.

Parental Involvement

Parental involvement is evaluated through two indicators: home-based involvement and school-based involvement. Home-based involvement captures parents' involvement in learning activities at home, whereas school-based involvement measures their participation in school-related activities. Parental

factors are measured using a modified Parents' Attribution and Perception Questionnaire (PAPQ) (Phillipson & Phillipson, [2007](#), [2010](#), [2012](#)), which includes subscales that gauge parents' evaluation of their children's involvement at school and home. The parental involvement scale consists of 10 items asking parents to indicate their level of involvement in their children's daily lives both at home and school. The overall Cronbach's alpha score is .804, indicating good internal consistency. To ensure the content validity of the parental involvement scale, the items were carefully selected and adapted from the well-established Parents' Attribution and Perception Questionnaire (PAPQ) (Phillipson & Phillipson, [2007](#), [2010](#), [2012](#)).

For school-based involvement, parents are evaluated on items related to school engagement, such as joining parent-teacher associations, attending parent-teacher meetings, and participating in parent-teacher interviews. Home-based involvement includes activities like helping with homework, engaging in educational discussions, and providing learning resources. Parents rate each statement on a five-point scale ranging from "Never" to "Always," with higher scores reflecting greater involvement. Sample items include "I participate in the parent-teacher association at my child's school" (school involvement) and "I talk to my child about their daily activities" (home involvement).

Data Analysis

This study involves multiple variables that act as predictors of the dependent variable. To answer the research questions and test the hypotheses, a "test of difference" will be applied using an independent t-test for data with a normal distribution, and a non-parametric independent test for data that does not follow a normal distribution. Initially, the socioeconomic background is described by dividing participants' educational level, income, and occupation into two groups: high and low SES. Frequency analysis identifies how many participants belong to each SES category (Muijs, [2004](#)).

The next step involves comparing group means of the parental involvement variables (home-based and school-based involvement) variables across SES categories. Mean group results and independent statistical tests are valuable for identifying potential differences (Muijs, [2004](#)) in parental involvement and attribution levels across SES groups. To address the second research question, correlational analysis is conducted to examine relationships between variables (Muijs, [2004](#)).

In this study, the three independent variables are family socioeconomic status indicators (parental education level, parental income, and parental occupation). The dependent variables are parental involvement (both home and school involvement), measured in conjunction with independent variables. Association testing is conducted to examine all variable relationships. This step involves determining whether socioeconomic factors correlate with parental involvement using Pearson's correlational analysis. Lastly, regression analysis is performed to confirm the impact of SES factors on parental involvement. IBM SPSS 26 was used to analyze the data.

Results

Based on the data and statistical calculations, we identified that 82 parents hold tertiary education degrees, 78 parents have well-established occupations, and 80 fall into the middle-to-high income bracket. Although a few highly educated mothers are not employed, they are still classified within the high SES group due to their educational qualifications, as they could readily compete in the job market if they opted for a career. In Indonesian culture, it is common for educated mothers to choose domestic roles. In summary, the analysis reveals 82 high SES parents and 78 low SES parents with 36 high SES fathers and 36 low SES fathers and 46 high SES mothers and 42 low SES mothers.

Test of Difference

An independent samples t-test was performed to assess the difference in mean parental involvement between the two groups. Parental involvement was divided into two categories: home-based involvement and school-based involvement. Each category consisted of five questions, with response options on a scale from (1) never, (2) rarely, (3) sometimes, (4) regularly, to (5) always.

Table 1
Test of Difference: Comparison of Group Means Among Variables

| Variable | Group | N | Mean | SD | t-test (sig, 2-tailed) | Cohen's D |
|-----------------------------|----------|----|------|------|------------------------|-----------|
| Parents' Gender | | | | | | |
| Father Involvement | High SES | 36 | 3.80 | 0.75 | .638 | 0.19 |
| | Low SES | 36 | 3.67 | 0.58 | | |
| Mother Involvement | High SES | 46 | 3.93 | 0.55 | .000 | 1.28 |
| | Low SES | 42 | 3.07 | 0.78 | | |
| Parental Involvement | | | | | | |
| Parental Involvement | High SES | 82 | 3.89 | 0.62 | .000 | 0.85 |
| | Low SES | 78 | 3.30 | 0.76 | | |
| Home Involvement | High SES | 82 | 4.07 | 0.55 | .000 | 1.14 |
| | Low SES | 78 | 3.24 | 0.88 | | |
| School Involvement | High SES | 82 | 3.71 | 0.79 | .106 | 0.42 |
| | Low SES | 78 | 3.37 | 0.82 | | |

Note. N = 160. SD = Standard Deviation.

The analysis of father involvement shows that there is no statistically significant difference between high SES and low SES families ($p < 0.05$) even though father from high SES group have slightly higher involvement than those of low SES with mean 3.80 and 3.67 respectively. The calculated Cohen's d is 0.19, indicating a small effect size. This suggests that the null hypothesis, which posits no difference in father involvement based on SES, cannot be rejected. Consequently, we fail to accept the alternative hypothesis that SES affects father involvement, indicating that father involvement levels remain relatively stable regardless of SES. The lack of significant differences in father involvement across SES groups may reflect the universal importance of paternal roles, regardless of socioeconomic status.

Conversely, mother involvement exhibits a statistically significant difference between high SES and low SES families, with high SES mothers demonstrating higher involvement (mean = 3.93) than low SES mothers (mean = 3.07). The p-value for this comparison is 0.000, which falls below the 0.05 threshold, allowing us to reject the null hypothesis, indicating mother involvement varies across SES. The Cohen's d value of 1.28 suggests a large effect size, signifying a substantial difference in mother involvement based on SES. Higher SES appears to be associated with greater mother involvement in family-related activities, reflecting the potential influence of socioeconomic resources on mothers' capacity to participate actively in their children's lives.

Overall parental involvement reinforces the association between SES and parental involvement. High SES families have a mean parental involvement score of 3.89, in contrast to the 3.30 mean observed among low SES families. With a $p < 0.05$, this difference is statistically significant, enabling us to accept the alternative hypothesis that parental involvement varies across SES. The Cohen's d value of 0.85 represents a large effect size, suggesting that SES plays a considerable role in shaping overall parental involvement. Home involvement also reveals a significant difference between SES groups, with high SES families reporting a mean score of 4.07, while low SES families have a mean of 3.24 ($p < 0.05$). The effect size, as measured by Cohen's d , is 1.14, which is considered large, allowing us to confidently accept the alternative hypothesis that SES affect home involvement.

Meanwhile, school involvement does not exhibit a statistically significant difference between high SES and low SES families ($p > 0.05$), with a mean score of 3.71 for high SES families and 3.37 for low SES families. Although the mean score for high SES families is higher, the Cohen's d value of 0.42 suggests only a small to moderate effect size. This finding suggests that SES does not significantly affect school involvement, implying that parental involvement in school-related activities is relatively same across SES groups.

Correlational Analysis

A descriptive analysis and bivariate correlational analysis were performed on the variables. The table below displays the means, standard deviations, and intercorrelations among socioeconomic and parental involvement variables (N=160).

Table 3
Bivariate Correlations Among Socioeconomic and Parental Involvement Variables

| Variables | 1 | 2 | 3 | 4 | 5 | 6 |
|---------------------------------|--------|--------|--------|--------|--------|------|
| 1. Parents' Educational Level | — | | | | | |
| 2. Parents' Occupation | .728** | — | | | | |
| 3. Parents' Income | .678** | .782** | — | | | |
| 4. General Parental Involvement | .401** | .325** | .234 | — | | |
| 5. School Involvement | .232 | .159 | .050 | .901** | — | |
| 6. Home Involvement | .489** | .426** | .369** | .904** | .629** | — |
| Mean | 4.02 | 2.83 | 2.55 | 3.62 | 3.55 | 3.68 |
| SD | 1.22 | 1.33 | 1.55 | 0.74 | 0.81 | 0.82 |

Note. N = 160. $p < .05$ (*), $p < .01$ (**), two-tailed.

The findings reveal significant relationships between socioeconomic status (SES) indicators such as parents' educational level, occupation, and income and parental involvement, particularly in the home environment. Parents' educational level is positively correlated with home involvement ($r = .489$, $p < 0.01$) supporting the alternative hypothesis that higher educational attainment is associated with increased involvement in children's home-based educational activities. This result allows us to reject the null hypothesis, affirming a relationship between parental education and home involvement.

Similarly, parental occupation demonstrates a moderate positive correlation with home involvement ($r = .426$, $p < 0.01$) suggesting that higher occupational status is associated with greater involvement at home. This finding supports the acceptance of the alternative hypothesis, indicating that occupational status contributes to parental involvement in the home setting.

Parental income also displays a weaker but still significant positive correlation with home involvement ($r=.369, p<0.01$) which further supports the alternative hypothesis that higher income levels are associated with increased parental involvement at home. This result leads to a rejection of the null hypothesis, confirming a relationship between income and home involvement.

Regarding school involvement, however, the relationships between SES indicators and school involvement are not significant. Educational level ($r=.232, p>0.05$), occupation ($r=.159, p>0.05$) and income ($r=.050, p>0.05$) all show weak and non-significant correlations with school involvement. These findings fail to reject the null hypothesis, indicating no significant association between SES factors and school-based involvement.

Overall, the results support the alternative hypothesis that socioeconomic status is positively associated with home involvement but provide no evidence for a significant relationship between SES and school involvement. This suggests that SES influences parental involvement primarily within the home context, with no substantial impact observed on involvement within the school setting.

Regression Analysis

A series of simple linear regression analyses were conducted to examine the effect of Family Socioeconomic Status (SES) on parental involvement. In this research parental involvement consist into school involvement, and home involvement. Hence, we also separate the analysis of two based involvements.

Table 4
Regression Analysis: The Effect of Family SES on Parental Involvement

| Variable | B | Std. Error | Beta | t | p-value | R ² | Adjusted R ² |
|------------|-------|------------|-------|--------|---------|----------------|-------------------------|
| Intercept | 2.844 | 0.268 | - | 10.603 | 0.000 | 0.139 | 0.124 |
| Family SES | 0.230 | 0.075 | 0.373 | 3.064 | 0.003 | - | - |

Note = 160. $p(F) = .003$. Model is significant at $p < 0.05$.

Table 5.
Regression Analysis: The Effect of Family SES on School Involvement

| Variable | B | Std. Error | Beta | t | p-value | R ² | Adjusted R ² |
|------------|-------|------------|-------|--------|---------|----------------|-------------------------|
| Intercept | 3.134 | 0.312 | - | 10.043 | 0.000 | 0.034 | 0.017 |
| Family SES | 0.125 | 0.087 | 0.184 | 1.427 | 0.159 | - | - |

Note = 160. $p(F) = .159$. Model is not statistically significant ($p > 0.05$).

Table 6.
Regression Analysis: The Effect of Family SES on Home Involvement

| Variable | B | Std. Error | Beta | t | p-value | R ² | Adjusted R ² |
|------------|-------|------------|-------|-------|---------|----------------|-------------------------|
| Intercept | 2.554 | 0.282 | - | 9.044 | 0.000 | 0.237 | 0.224 |
| Family SES | 0.335 | 0.079 | 0.487 | 4.244 | 0.000 | - | - |

Note = 160. $p(F) = .000$. Model is significant at $p < 0.05$.

The first regression model examined the relationship between Family SES and parental involvement. The results indicate that Family SES significantly predicts parental involvement ($B = 0.230, p = 0.003$), explaining 13.9% of the variance ($R^2 = 0.139, Adjusted R^2 = 0.124$). The Beta coefficient ($\beta = 0.373$)

suggests a moderate positive effect, meaning that as Family SES increases, general parental involvement tends to improve. The model is statistically significant (p -value (F) = 0.003), indicating that Family SES contributes meaningfully to variations in parental involvement.

When the analysis breaks down parental involvement variable into school involvement and home involvement, a significant difference emerges. Family SES was found to be an insignificant predictor of school involvement ($B = 0.125$, $p = 0.159$). The low R^2 value (0.034) and weak Beta coefficient ($\beta = 0.184$) indicate minimal impact, with only 3.4% of variance explained. The non-significant F -test ($p = 0.159$) further confirms that Family SES does not substantially influence school involvement, suggesting other factors like cultural influences or school policies may play a stronger role.

The third model evaluated the impact of Family SES on home involvement. The results indicate that Family SES is a significant positive predictor of home involvement ($B = 0.335$, $p < 0.001$), explaining 23.7% of the variance ($R^2 = 0.237$, Adjusted $R^2 = 0.224$). The Beta coefficient ($\beta = 0.487$) suggests a moderate to strong effect, meaning that higher Family SES is associated with increased home involvement. The F -test is highly significant (p -value (F) = 0.000), confirming that Family SES plays a substantial role in shaping home involvement.

Discussion

Existing research corroborates the notion that Family SES is a strong predictor of parental involvement. Higher SES families are more likely to be engaged in their children's education, both at home and in school-based activities (Zhang et al., 2021). Furthermore, a study conducted in China highlights that parental involvement mediates the relationship between Family SES and student academic performance, suggesting that SES influences children's educational success through parental involvement (Zhang et al., 2020). These findings reinforce the conclusion that Family SES plays a substantial role in shaping general parental involvement.

Previous research has consistently demonstrated that parent's involvement in children's education varies across different socioeconomic backgrounds (Hill et al., 2004; Lee & Bowen, 2006). Our findings align with this pattern, indicating notable variations in parental involvement by socioeconomic status. However, while home-based involvement varied notably across SES levels, no significant difference was observed in school-based involvement between high- and low-SES groups. Families with higher SES levels exhibited more intense involvement in home-based activities. This could be attributed to the cultural capital available to high-SES families, such as their resources, knowledge, and assets.

High-SES families generally have greater financial resources, enabling them to provide enriched educational materials and structured learning environments at home. These families can afford resources that support their children's academic development and are more likely to organize their children's schedules to prioritize education (Lareau, 2018). Additionally, high-SES parents, often with greater educational attainment, are able to clearly communicate academic expectations and actively engage in their children's education experiences. Conversely, low-SES families may face limitations in both knowledge and financial resources, which affects their ability to engage in effective home-based support. With fewer resources and potentially lower levels of educational attainment, low-SES parents may lack the confidence or know-how to assist with academic tasks and to encourage their children's learning effectively. This is consistent with Bourdieu's (1986) theory of cultural capital, which suggests that parents' educational and social resources significantly influence their engagement in their children's education.

The finding that father involvement does not significantly differ by SES (despite a slight numerical increase for high SES fathers) suggests that father involvement may be driven more by factors other than socioeconomic resources, such as societal expectations, work-life balance, or cultural norms around fatherhood. In many cases, fathers might have similar responsibilities and time constraints, irrespective of SES, which could neutralize SES differences in their engagement levels.

In the Indonesian cultural context, father involvement is often shaped by deeply rooted traditional gender roles. The concept of "father as the breadwinner" remains strong across socioeconomic classes. This aligns with global findings that father involvement is influenced by employment expectations associated with traditional masculine roles, where financial provision is prioritized over active caregiving (Marsiglio & Roy, [2012](#)). Indonesian fathers, regardless of SES, may experience similar constraints on their involvement due to work obligations, as full-time employment is commonly seen as an indicator of responsible fatherhood.

In addition, Indonesian cultural values emphasize collectivism, with extended family networks, such as grandparents and relatives, often playing a key role in child-rearing (Puspitasari et al., [2020](#)). This reduces the expectation for direct paternal involvement in daily caregiving, as mothers and other family members traditionally assume childcare responsibilities. This cultural norm helps explain why SES does not significantly affect father involvement.

In contrast, the significant difference in mother involvement between high and low SES groups suggests that mothers' involvement levels may be more sensitive to socioeconomic resources. High SES mothers often have more access to resources such as flexible work hours, financial stability, and access to quality childcare, which can facilitate more active involvement in their children's lives. Lower SES mothers, on the other hand, may face more significant time constraints and resource limitations, making it harder for them to engage at the same level. Research has consistently shown that higher SES is associated with greater access to supportive resources and reduced stressors, which allows for more intensive parenting, particularly among mothers. For example, studies indicate that high SES mothers often have more autonomy and flexibility in their jobs, allowing them to participate more in activities that require time and effort, like helping with homework or attending school events (Lareau, [2018](#)).

In terms of school involvement, our findings diverge from some previous research that emphasized the benefits of home-based over school-based involvement, particularly in lower SES families (Hill & Tyson, [2009](#)). Although high-SES families reported slightly higher school involvement, the difference was not statistically significant, suggesting similar levels of involvement between high- and low-SES groups in school-related activities. One possible explanation for this parity is the influence of parents' employment status. Among low-SES families, many mothers are unemployed (work as a housewife) or work part-time, while fathers are engaged in flexible jobs, such as driver, fishermen, and construction worker, which may allow them more time to attend school functions. These work arrangements may enable low-SES parents to participate in school events and activities despite financial constraints, supporting findings by McWayne et al. ([2004](#)) that time availability is a crucial factor in school involvement.

Contrary to expectations, the relationship between Family SES and school involvement appears to be weaker than that for home involvement. Prior research indicates that higher SES does not necessarily correlate with increased school-based involvement. A study on parental involvement

patterns found that high-SES parents are not significantly more involved in school-related activities compared to their lower-SES counterparts (Tan, [2018](#)). Similarly, another study suggests that parental education levels, cultural expectations, and institutional policies may exert a stronger influence on school involvement than Family SES (Duan et al., [2018](#)). These findings align with the present study's results, which indicate that Family SES is not a significant predictor of school involvement.

This research is also in line with research conducted by Yulianti et al., ([2018](#)) that found Indonesian parents often participate in their children's education through informal support at home rather than structured school activities. In the Indonesian context, parental involvement in schools is influenced by hierarchical cultural norms that create a power gap between parents and teachers. A high-power distance limits parents' participation in school-related activities, as educational responsibilities are perceived as primarily belonging to teachers (Yulianti et al., [2018](#)). Similarly, Syamsudduha and Ginanto ([2017](#)) examined parental involvement found that while parents expressed willingness to engage in school activities, institutional barriers and unclear expectations limited their participation.

Furthermore, low-SES parents may attend school primarily to address non-academic issues, such as behavioral conflicts, which are not directly related to academic support. This reflects the limited scope of school involvement in the Indonesian context, which predominantly focuses on meetings about school maintenance or general activities, rather than pedagogical collaboration, unlike more developed education systems such as that of Melbourne (Desforges & Abouchaar, [2003](#)). As such, parental participation in Indonesia often revolves around addressing school administration matters rather than contributing to curriculum-related decisions.

In terms of home involvement, our finding supports the conclusion that higher Family SES is associated with increased home-based parental involvement. Parents from higher SES backgrounds are more likely to assist with homework, provide learning resources, and engage in academic discussions (Li et al., [2020](#)). Moreover, research indicates that low-SES families often emphasize strict discipline rather than interactive home-based educational activities (Ren et al., [2020](#)). Additionally, a study by Liu et al. ([2020](#)) demonstrated that Family SES significantly influences children's cognitive development through home-based parental involvement. These studies provide strong empirical support for the finding that Family SES plays a crucial role in fostering home involvement.

Our study also found a strong positive correlation between parental education, income, and the level of home-based involvement. This divergence aligns with prior research suggesting that SES factors like income, parental education, and occupational status are more predictive of home-based engagement than school-based engagement (Davis-Kean, [2005](#)). Parents with higher educational qualifications tend to engage more frequently in their children's educational activities at home, providing resources, guidance, and encouragement that contribute to a supportive learning environment (Fantuzzo et al., [2004](#)). Higher social capital embodied by educational attainment and income enables parents to influence their children's educational journey more effectively. This supports Fantuzzo et al. ([2004](#)), who argue that involvement programs tailored for low-income families and focused on improving home learning conditions can foster better academic engagement in children. McLaughlin and Shields ([1987](#)) similarly posited that parents who actively participate in their children's education tend to see improved academic outcomes in their children.

Even for families from low-SES backgrounds, targeted efforts to support their children such as providing affordable educational materials or creating motivational structures can positively impact children's motivation and self-efficacy. Thus, while financial and educational limitations pose

challenges, low-SES parents still have potential to influence their children's academic trajectories positively by using available resources effectively. This finding aligns with Epstein's framework (2018), which emphasizes the importance of equipping all families, regardless of SES, with strategies for supporting their children's educational goals.

This study provides valuable insights into the link between SES and parental involvement in Indonesia, but certain limitations should be recognized. First, relying on self-reported data from parents may introduce response biases, as participants might overstate their level of involvement. To improve data accuracy, future research could cross-check self-reports with observational data or teacher assessments of parental involvement. Furthermore, this study uses solely quantitative measures of SES and involvement, which might miss important qualitative insights into how parents from various SES backgrounds understand and participate in educational activities. Future research should examine qualitative factors, such as school policies and cultural norms, to better understand parental involvement. Studying low-SES families' perspectives may reveal unique barriers and motivations that quantitative data overlook (Perrigo et al., 2022). Additionally, longitudinal research could explore how SES-related involvement evolves as children transition from primary to secondary school, offering deeper insights into changing patterns over time.

Conclusion

This study affirms that SES significantly impacts parental involvement in home-based educational activities, with high-SES families demonstrating greater involvement due to their access to resources and cultural capital. However, SES appears to have minimal influence on school-based involvement, which is influenced by cultural norms and institutional barriers. Additionally, gender roles affect parental involvement, with high-SES mothers more engaged due to flexible work arrangements, while father involvement appears less affected by SES. Addressing these disparities through targeted interventions such as providing resources, knowledge, and strategies can promote equitable parental involvement and support children's academic success. Schools can further promote equitable involvement by offering workshops and guidance for targeted parents and expanding involvement beyond administration to academic discussions.

Acknowledgements

The authors would like to express sincere gratitude to all the participants who generously contributed their time to make this study possible. Your willingness to participate has been invaluable to the success of this research. We are deeply appreciative of your trust and cooperation throughout this process.

Conflict of Interest

The researchers declare that this paper has no conflicts of interest.

Author Contribution

All authors have contributed equally to the study's conceptualization, interpreting data, reviewing, and editing the manuscript.

Data Availability

Data can be provided upon request to the author.

Declarations Ethical Statement

The study followed the guidelines of the Declaration of Helsinki.

Informed Consent Statement

Informed consent was obtained from all persons involved in the study.

References

- Belaić, Z. (2021). Parental involvement in their children's education. *Life and School: Journal for the Theory and Practice of Education*, 67(2), 108-113. <https://doi.org/10.32903/zs.67.2.7>
- Bourdieu, P. (1986). *The Forms of Capital*. In *handbook of theory and research for the sociology of education*. Edited by: Richardson J. Connecticut: Greenwood Press.
- Careemdeen, J. (2024). Influence of parental income and gender on parental involvement in the education of secondary school children in Sri Lanka. *Journal of Social Science and Humanities*, 21(1), 224-232. <https://doi.org/10.17576/ebangi.2024.2101.19>
- Camacho-Thompson, D. E., Gillen-O'Neel, C., Gonzales, N. A., & Fuligni, A. J. (2016). Financial strain, major family life events, and parental academic involvement during adolescence. *Journal of Youth and Adolescence*, 45(6), 1065–1074. [doi:10.1007/s10964016-0443-0](https://doi.org/10.1007/s10964016-0443-0)
- Cosso, J., von Suchodoletz, A., & Yoshikawa, H. (2022). Effects of parental involvement programs on young children's academic and social-emotional outcomes: A meta-analysis. *Journal of Family Psychology*, 36(8), 1329. <https://doi.org/10.1037/fam0000992>
- Creswell, John W. (2014). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Pearson.
- Davis-Kean, P. E. (2005). The influence of parent education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*, 19(2), 294-304. <https://doi.org/10.1037/0893-3200.19.2.294>
- Desforges, C., & Abouchar, A. (2003). The impact of parental involvement, parental support and family education on pupil achievement and adjustment: A literature review. *Research Report*, 433. London: DfES.
- Domina, T. (2005). Leveling the home advantage: Assessing the effectiveness of parental involvement in elementary school. *Sociology of education*, 78(3), 233-249. <https://doi.org/10.1177/003804070507800303>
- Duan, W., Guan, Y., & Bu, H. (2018). The effect of parental involvement and socioeconomic status on junior school students' academic achievement and school behavior in China. *Frontiers in psychology*, 9, 952. <https://doi.org/10.3389/fpsyg.2018.00952>
- Duncan, O. D., Featherman, D. L., & Duncan, B. (1972). *Socioeconomic Background and Achievement*. New York: Seminar Press
- Epstein, J. (2018). *School, family, and community partnerships, student economy edition: Preparing educators and improving schools*. Routledge. <https://doi.org/10.4324/9780429494673>
- Fantuzzo, J., McWayne, C., Perry, M. A., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review*, 33(4), 467. <https://doi.org/10.1080/02796015.2004.12086262>
- Fitriah, A., Sumintono, B., Subekti, N. B., & Hassan, Z. (2013). A different result of community participation in education: an Indonesian case study of parental participation in public primary schools. *Asia Pacific Education Review*, 14(4), 483-493. <https://doi.org/10.1007/s12564-013-9275-8>

- Francisco, D. R., Allorda, A. I., Cruda, C. L. M., et al. (2024). The influence of parental involvement and socioeconomic status on academic achievement among special science class students. *International Journal of Research and Innovation in Social Science*, 8(4), 2380-2390. <https://doi.org/10.47772/IJRISS.2024.804240>.
- Georgiou, S. N. (2023). Parental involvement: Beyond demographics. *International Journal about Parents in Education*, 1(1). <https://doi.org/10.54195/ijpe.18250>
- Gu, X., Hassan, N. C., & Sulaiman, T. (2024). The Relationship between family factors and academic achievement of junior high school students in rural China: Mediation effect of parental involvement. *Behavioral Sciences*, 14(3), 221. <https://doi.org/10.3390/bs14030221>.
- Guyo, M. D., Mwirichia, D. S., & Kibaara, D. (2022). Parental Occupation and Parental Involvement in Education Among Public Day Secondary Schools in Moyale Sub-County, Marsabit County, Kenya. *Journal of Education*, 2(1), 23–31. <https://doi.org/10.70619/vol2iss1pp23-31>
- Harbola, V. & Dutt, S. (2024). Evaluating the long-term effects of parental involvement in child's education. *International Journal of Indian Psychology*, 12(2), 650-659. DIP:18.01.065.20241202, DOI:10.25215/1202.065.
- Hernández-Padilla E, Bazán-Ramírez A, Bazán-Ramírez W and Solano-Gutierrez J (2023) Parental participation and parents' support: effects on mathematics achievement, 2018 national assessment of learning, Mexico. *Frontier in Psychology*. 14,1154470. <https://doi.org/10.3389/fpsyg.2023.1154470>
- Hill, N. E., Castellino, D. R., Lansford, J. E., Nowlin, P., Dodge, K. A., Bates, J. E., & Pettit, G. S. (2004). Parent academic involvement as related to school behavior, achievement, and aspirations: Demographic variations across adolescence. *Child Development*, 75(5), 1491-1509. doi:10.1111/j.1467-8624.2004.00753.x. <https://doi.org/10.1111/j.1467-8624.2004.00753.x>
- Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740-763. doi:10.1037/a0015362. <https://doi.org/10.1037/a0015362>
- Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current Directions in Psychological Science*, 13(4), 161-164. <https://doi.org/10.1111/j.0963-7214.2004.00298.x>
- Iyoboyi, M., Ademola, A. S., & Veronica, V. L. (2021). Does parental involvement predict children's future economic opportunities? *International Journal of Research and Innovation in Social Science*, 5(5), 372-377.
- Jacobs, N., & Harvey, D. (2005). Do parents make a difference to children's academic achievement? Differences between parents of higher and lower achieving students. *Educational studies*, 31(4), 431-448. <https://doi.org/10.1080/03055690500415746>
- Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110. <https://doi.org/10.1177/0042085906293818>
- Jeynes, William H. (2011). *Parental involvement and academic success*. New York: Routledge. <https://doi.org/10.4324/9780203843444>
- Kumari, J., & Singh, M. (2022). Impact of parental occupation on emotional intelligence and moral values of secondary school students. *Scholarly Research Journal for Humanity Science and English Language*. <https://doi.org/10.21922/srjhsel.v10i54.11787>

- Lareau, A. (1987). Social class differences in family-school relationships: The importance of cultural capital. *Sociology of education*, 73-85. <https://doi.org/10.2307/2112583>
- Lareau, A. (2018). *Unequal childhoods: Class, race, and family life*. In *Inequality in the 21st Century* (pp. 444-451). Routledge. <https://doi.org/10.4324/9780429499821-75>
- Lee, C. H., & Song, J. (2012). Functions of parental involvement and effects of school climate on bullying behaviors among South Korean middle school students. *Journal of interpersonal violence*, 27(12), 2437-2464. <https://doi.org/10.1177/0886260511433508>
- Lee, J. S., & Bowen, N. K. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal*, 43(2), 193-218. <https://doi.org/10.3102/00028312043002193>
- Li, X., Yang, H., Wang, H., & Jia, J. (2020). Family socioeconomic status and home-based parental involvement: A mediation analysis of parental attitudes and expectations. *Children and Youth Services Review*, 116, 105111. <https://doi.org/10.1016/j.childyouth.2020.105111>.
- Lim, W. (2021). Impacts of parental involvement and parents' level of education on student's academic accomplishment. *Education Journal*, 10(1), 35-39. <https://doi.org/10.11648/j.edu.20211001.15>
- Liu, T., Zhang, X., & Jiang, Y. (2020). Family socioeconomic status and the cognitive competence of very young children from migrant and non-migrant Chinese families: The mediating role of parenting self-efficacy and parental involvement. *Early Childhood Research Quarterly*, 51, 229-241. <https://doi.org/10.1016/j.ecresq.2019.12.004>.
- Lumaygay, S. R. T., & Orong, D. O. (2024). Parental involvement and its effect on the academic achievement of college students in a private catholic institution. *International Journal of Innovative Science and Research Technology (IJISRT)*. 2670-2679. <https://doi.org/10.38124/ijisrt/IJISRT24MAY2254>.
- Mao, W. (2022). Family socioeconomic status and young children's learning behaviors: The mediational role of parental expectation, home environment, and parental involvement. *International Journal of Chinese Education*, 11(3). <https://doi.org/10.1177/2212585X221124155>
- Marsiglio, W., & Roy, K. (2012). *Nurturing dads: Social initiatives for contemporary fatherhood*. Russell Sage Foundation.
- Martinez-Gonzalez, R., Symeou, L., Alvarez-Blanco, L., Roussounidou, E., Iglesias-Muniz, J., & Cao-Fernandez, M. (2008). Family involvement in the education of potential drop-out children: A comparative study between Spain and Cyprus. *Educational Psychology*, 28(5), 505-520. <https://doi.org/10.1080/01443410701811121>
- McLaughlin, M. W., & Shields, P. M. (1987). Involving low-income parents in the schools: A role for policy? *Phi Delta Kappan*, 69(2), 156-60.
- McNeal Jr, R. B. (2014). Parent involvement, academic achievement and the role of student attitudes and behaviors as mediators. *Universal Journal of Educational Research*, 2(8), 564-576. <https://doi.org/10.13189/ujer.2014.020805>
- McWayne, C., Hampton, V., Fantuzzo, J., Cohen, H. L., & Sekino, Y. (2004). A multivariate examination of parent involvement and the social and academic competencies of urban kindergarten children. *Psychology in the Schools*, 41(3), 363-377. <https://doi.org/10.1002/pits.10163>
- Mueller, C. W., & Parcel, T. L. (1981). Measures of socioeconomic status: Alternatives and recommendations. *Child Development*, 52(1), 1330

- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. London, UK: Sage Publication Ltd. <https://doi.org/10.4135/9781849209014>.
- Omarkhanova, A., Sugiralina, A., & Yesbergen, N. (2024). Investigating the impact of parental involvement on student academic achievement. *Scientific and Pedagogical Journal «Bilim» of the Y. Altynsarin National Academy of Education*, 109(2), 43–52. <https://doi.org/10.59941/2960-0642-2024-2-43-52>
- Perrigo, J. L., Hurlburt, M., Harris, T., Villamil Grest, C., Borja, J., & Samek, A. (2022). A qualitative methods approach to reimagine education-related parental involvement among low-socioeconomic status families. *Children and Schools*, 44(4), 224-235. <https://doi.org/10.1093/cs/cdac020>
- Phillipson, S., & Phillipson, S. N. (2007). Academic expectations, belief of ability, and involvement by parents as predictors of child achievement: A cross-cultural comparison. *Educational Psychology*, 27(3), 329-348. <https://doi.org/10.1080/01443410601104130>
- Phillipson, S., & Phillipson, S. N. (2012). Children's cognitive ability and their academic achievement: the mediation effects of parental expectations. *Asia Pacific Education Review*, 13(3), 495-508. <https://doi.org/10.1007/s12564-011-9198-1>
- Phillipson, S., & Phillipson, S. N. (2010). The involvement of Hong Kong parents in the education of their children: A validation of the parents' attributions and perception questionnaire. *Educational Psychology*, 30(6), 625-649. <https://doi.org/10.1080/01443410.2010.496900>
- Pinquart, M. (2016). Associations of parenting styles and dimensions with academic achievement in children and adolescents: A meta-analysis. *Educational Psychology Review*, 28(3), 475-493. <https://doi.org/10.1007/s10648-015-9338-y>
- Poon, K. (2020). The impact of socioeconomic status on parental factors in promoting academic achievement in Chinese children. *International Journal of Educational Development*, 75, 102175. <https://doi.org/10.1016/j.ijedudev.2020.102175>
- Puspitasari, M., Rahmadhony, A., Prasetyo, S., & Fadila, W. (2020). Early childhood parenting practices in Indonesia. *Population Review*, 59. <https://doi.org/10.1353/prv.2020.0006>
- Rahman, M. N. A., Tang, D., & Chew, F. P. (2024). Does socioeconomic status moderate the relationship between parental involvement and young children's literacy development?. *International Journal of Instruction*, 17(1), 559-578.
- Ren, L., Hu, B. Y., & Zhang, X. (2021). Disentangling the relations between different components of family socioeconomic status and Chinese preschoolers' school readiness. *Family process*, 60(1), 216-234. <https://doi.org/10.1111/famp.12534>
- Reynolds, A. J. (1991). Comparing measures of parental involvement and their effects on academic achievement. *Early Childhood Research Quarterly*, 7(3), 441-462. [https://doi.org/10.1016/0885-2006\(92\)90031-5](https://doi.org/10.1016/0885-2006(92)90031-5)
- Seginer, R. (2006). Parents' educational involvement: A developmental ecology perspective. *Parenting: Science and Practice*, 6(1), 1-48. https://doi.org/10.1207/s15327922par0601_1
- Sreekanth, Y. (2023). Parents Involvement in the education of their children: Indicators of level of involvement. *International Journal about Parents in Education*, 5(1). <https://doi.org/10.54195/ijpe.18173>

- Stevenson, D. L., & Baker, D. P. (1987). The family-school relation and the child's school performance. *Child development*, 1348-1357.
<https://doi.org/10.2307/1130626>
- Suizzo, M. A., Jackson, K. M., Pahlke, E., McClain, S., Marroquin, Y., Blondeau, L. A., & Hong, K. (2016). Parents' school satisfaction and academic socialization predict adolescents' autonomous motivation: A mixed-method study of low-income ethnic minority families. *Journal of Adolescent Research*, 31(3), 343-374.
<https://doi.org/10.1177/0743558415605617>
- Syamsudduha, S & Ginanto, D. (2017). Parental involvement in Indonesia: A study on two public schools in Makassar. In *1st Yogyakarta International Conference on Educational Management/Administration and Pedagogy (YICEMAP 2017)* (pp. 407-411). Atlantis Press.
<https://doi.org/10.2991/yicemap-17.2017.72>
- Tan, C. Y. (2018). Involvement practices, socioeconomic status, and student science achievement: insights from a typology of home and school involvement patterns. *American Educational Research Journal*, 56(3), 899-924.
<https://doi.org/10.3102/0002831218807146>
- Wang, Yiji, Ciping Deng, and Xiangdong Yang. (2016). Family economic status and parental involvement: Influences of parental expectation and perceived barriers. *School Psychology International* 37(5), 536-553. <https://doi.org/10.1177/0143034316667646>
- Yamamoto, Y., & Holloway, S. D. (2010). Parental expectations and children's academic performance in sociocultural context. *Educational Psychology Review*, 22(3), 189-214.
<https://doi.org/10.1007/s10648-010-9121-z>.
- Yizengaw, S. S. (2024). Parental involvement in preschool education and its contribution to children's developmental outcomes. *Bahir Dar Journal of Education*, 24(3), 30-41.
<https://doi.org/10.4314/10.4314/bdje.v24i3.3>
- Yulianti, K., Denessen, E., & Droop, M. (2018). The effects of parental involvement on children's education: a study in elementary schools in Indonesia. *International Journal about Parents in Education*, 10, 14-32. <https://doi.org/10.54195/ijpe.14123>
- Zhang, F., Jiang, Y., Ming, H., Ren, Y., Wang, L., & Huang, S. (2020). Family socio-economic status and children's academic achievement: The different roles of parental academic involvement and subjective social mobility. *British Journal of Educational Psychology*, 90(3), 561-579. <https://doi.org/10.1111/bjep.12374>
- Zhang, F., Jiang, Y., Huang, S., Ming, H., Ren, Y., & Wang, L. (2021). Family socioeconomic status, parental involvement, and academic achievement: The moderating role of adolescents' subjective social mobility. *The Journal of Early Adolescence*, 41(9), 1425-1454. <https://doi.org/10.1177/02724316211002254>