

The Roles of Parent-Teachers' Socioeconomic Status and Parental Involvement on Their Children's Academic Achievement in the Time of Pandemic

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Abstract- Children's academic achievement is crucial in this time of health crisis as learning challenges and opportunities aroused. With the development of the new normal education environment, the current study evaluated the degree of parent-teachers' involvement and socioeconomic status, as well as their relationship on children's academic achievement. This study primarily utilized a descriptive-correlational research design. Data were gathered using an adopted survey questionnaire administered to 39 public school parent-teachers. The results of the study revealed that; (1) majority of the respondents were Bachelor's degree holder, employed as Teacher I position with Salary Grade 11. Parent-teachers' socioeconomic status was generally measured in terms of their highest educational attainment, teaching position, and salary grade (monthly income); (2) parent-teachers were very involved with their children's academic achievement; (3) despite of the pandemic, majority of the children have achieved outstanding academic performance, while others have received satisfactory average grades; (4) there is significant positive correlation between teaching position and salary grade (income) of parent-teachers and their children's academic achievement; (5) and there is no significant relationship and a comparatively tiny negative correlation between parent-teachers' involvement and academic achievement of the children. Thus, parent-teachers have taken on a greater role, were very proactive in educating and nurturing their young children while still functioning as a teacher of other students. To offer financial support and to provide conducive home environment for learning activities for children remarkably linked their academic achievement.

Keywords- Parent-teachers' involvement, socio economic status, children's academic achievement.

I. INTRODUCTION

The Covid-19 pandemic has transformed and affected the world in many aspects primarily, the education sector. School's physical closing and the implementation of distance learning have influenced the education of the learners across four key platforms: less time spent on learning, signs of stress, a shift in the way students communicate, and loss of

enthusiasm for learning (Di Pietro, et. al., 2020). In lieu of this, nevertheless, in circumstances where face-to-face classes are cancelled, distance instruction is vital to guarantee the continuity of learning opportunities.

Improving child's educational success is a top priority for parents, teachers, and policymakers. To focus on continuous improvement, it is critical to first

recognize the factors that affect it. Parents play an important role in their children's education and are essential in their children's everyday lives (Otani, 2017). For instance, the Department of Education (DepEd) developed and enforced DepEd Order No. 012, s. 2020, also known as the Basic Education Learning Continuity Plan (BE-LCP), which protects the health, well-being, and safety of students, teachers, and non-teaching staff.

This framework strives to provide the best alternative learning in a variety of formats, including written self-learning modules, internet, radio, and television. While these measures have been shown to be successful in meeting the needs of the moment, they have also created a challenging routine for parents-teachers who work remotely while also guaranteeing that their children's process of learning and academic performance continue amidst the Covid-19 pandemic.

One aspect which has increasingly studied linked to a child's enhanced academic success is parental involvement (Topor & Kgosidialwa as cited by Mutodi & Ngirande, 2014). Although the connection between parental involvement and a children's educational achievement is well known, research on how parents-teachers parenting involvement affects a child's academic performance, especially in this period of pandemic is yet to be conducted. Topor et al. (2010) described parent involvement as a teacher's view of "the positive attitude parents have toward their child's education, teacher, and school." Parents' involvement in schooling has been shown to improve children's self-esteem and academic performance (Sánchez et al., 2013; Tárraga et al., 2017), as well as school retention and attendance (Garbacz et al., 2017; Ross, 2016). Programs aimed at increasing parental participation in education have also been shown to support children, families, and school populations, according to studies (Jeynes, 2012; Catalano & Catalano, 2014).

Empirical studies highlighted the significant impact of parental involvement on children's academic achievement as revealed by a number of meta-analyses conducted across various communities and educational levels (Castro et al., 2015; Jeynes, 2016; Ma et al., 2016). Despite the fact that there are a number of parental involvement concepts, some more common and others more specific, research findings indicated that parental involvement has a

positive effect on children's academic achievement. For illustration, in Wilder's (2014) meta-synthesis, which scrutinized nine meta-analyses, this effect was apparent across all of the studies regardless of the various meanings and measures used.

As a result of the pandemic, parent-teachers have taken on a greater role, educating and nurturing their young children while still functioning as a teacher of other students from the security of their own homes. According to a study conducted by the Brookings Foundations, about half of all public-school teachers' 48 percent have children living at home; this involves both small children and adolescents who need constant supervision (Barnum, 2020). Where schools and families work together to promote learning, children strive not only to be successful in school but also in their lives. Parents know their children better than any teacher, though teachers know how to teach as well. If what they both understand are combined, the children can be taught successfully even in this time of health crisis.

Another factor that can be related to the children's academic performance is the parents/family socioeconomic status. It is widely acknowledged that a parent's social and economic status may have a direct effect on a child's academic achievement. Low-income families are less likely to have the financial resources or the ability to provide their children with sufficient academic support (Soharwardi et al., 2020). Likewise, Cowen (2011) agreed that parents with such a higher socioeconomic status have a greater chance of increasing their child's educational achievements than families with a lesser means.

This was consistent with the results of Makewa et al. (2012) that displayed socioeconomic status, parental level of education, family size, family type, and parental involvement all have an effect on children's student achievement. Smith's (2021) data analysis of socioeconomic status, on the other hand, found that lower-class students outperformed middle-class students. This result rebuts the predictive nature of socioeconomic status and academic success.

According to the feedback relevant to this research paper, parental involvement and socioeconomic status has an important and optimistic impact on children's academic success. As previously mentioned, there are contradictory findings in the research literature. These points to a discrepancy or

"blind spot" in current research findings about the impact of parental engagement and socioeconomic status on children's academic achievement. In view of the identified gap and the development of a new normal education environment, the current study aims to evaluate the degree of parental-teacher involvement and socioeconomic status, as well as their relationship on children's academic achievement.

While there is a wealth of information on stakeholders' (parents/guardians') parental involvement and socioeconomic status, information on parents-teachers who deal with their parental involvement and socioeconomic status on a routine basis is limited. This research will provide a source of awareness and a deeper understanding of how current parent-teacher involvement and socio economic status impact their children's academic performance during pandemic. Finally, the findings of this study will be potentially exposed in improving and strengthening the teaching-learning process in the current standard learning environment.

II. CONCEPTUAL FRAMEWORK

This research was theoretically anchored on Epstein's research-based method, as cited by Mutodi and Ngirande (2014). To illustrate the mutual roles of home, school, and society for children's learning and growth, the structure summarizes the theory of overlapping spheres of influence. Learning at home is about providing parents with ideas and knowledge about the ways in which their children can better help with homework and related curricula.

The parenting of learning at home, among others, refers to activities initiated by the parent or demands for assistance initiated by the infant, and teachers' ideas or guidance that track or encourage the child's activities aligned with the children's class at home. parenting includes children and children. This system assists educators in creating more robust school and family engagement services.

Evans et al., as Thomson (2018) said, have since the beginning been able to offer financial support and home services for learning activities to the parents who have a higher socio-economic status. They are also more likely to provide a more stimulating home atmosphere to foster cognitive growth because of their likelihood that they will be more educated.

Parents who have a higher socio-economic background can also provide their children with higher levels of psychological support through environments that support the development of skills needed for academic achievement.

This research suggested that socio-economic status and parent-teacher's involvement significantly affects the academic achievement of students. Figure 1 presents the conceptual model of the study that was utilized in evaluating the implication of the study.

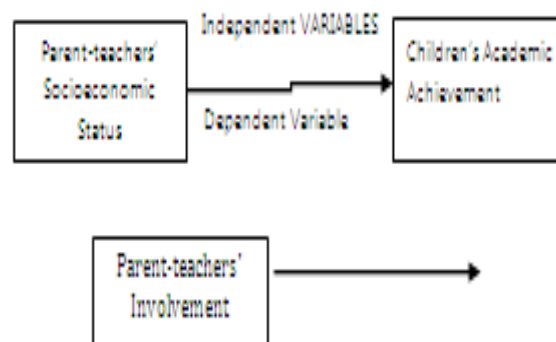


Fig 1. Conceptual Framework of the Study.

III. RESEARCH QUESTIONS

The main purpose of this study was to determine the connection of socioeconomic status and parental involvement of parent-teachers on their child's academic achievement. Specifically, it sought to answer the following questions:

1. How may the socioeconomic status of the parent-teachers in the time of pandemic be described in terms of:
 - Highest Educational Attainment;
 - Current Employment Status; And
 - Salary Grade?
2. How may the parental involvement of parent-teachers in the time of pandemic be elucidate in terms of:
 - Parental Encouragement;
 - Parental Modeling;
 - Parental Reinforcement; And
 - Parental Instruction?
3. What is the level of the academic achievement (GWA) of the children in the time of pandemic?
4. Does socioeconomic status of parent-teachers significantly affect the academic achievement of their children in the time of pandemic?
5. Does parental involvement of parent-teachers significantly affect the academic achievement of their children in the time of pandemic?

6. Based on the results of the study, what intervention program may be proposed?

IV. RESEARCH HYPOTHESES

The study tested the following hypotheses:

- Socioeconomic status of parent-teachers does not exert significant correlation on the children's academic achievements.
- Parental involvement of parent-teachers does not exert significant correlation on the children's academic achievements.

V. METHODS

A quantitative approach was used in this study to systematically clarify the degree of parent-teacher involvement and socioeconomic status, as well as their effects on children's academic achievement, using the interpreted numerical and empirical data gathered from the respondents' answers to the given questionnaire.

The researchers used descriptive-correlation research design analysis to perform the study. Sousa et al., as cited by McGregor, 2018, described descriptive correlation research as the variables and the natural relationships that occur between and among them. The aim of this study was to see whether parent-teachers' socioeconomic status and parental engagement had an effect on their children's academic achievement.

1. Respondents and Sampling Method

The respondents of the study consisted of 43 parent-teachers as calculated using the Slovin's Formula. They came from seven (7) different public schools in elementary and high school level within the Province of Bulacan during the school year 2020-2021. The table below shows the distribution of the respondents per school.

Table 1. Respondents of the Study.

Schools	Population	Sample
San Rafael BBH Elementary School	21	20
Masukol Elementary School	2	2
Sapang Kawayan Elementary School	3	3

Calantipe High School	4	4
Dampol B Elementary School	8	6
Pandi Residences Elementary School	4	3
Sapang Pahalang Elementary School	1	1
TOTAL	43	39

2. Research Instruments:

To create a systematic research instrument, this analysis combined and developed a survey questionnaire. The first part was a researchers-made to measure the level of parent-teachers' socioeconomic status. It consists of 3 questions relating to parent-teachers level of educational attainment; current employment status; and salary grade (income).

The second part was an adopted questionnaire from the study conducted by Liu et. al. (2010) entitled, *"The Validation of One Parental Involvement Measurement in Virtual Schooling"*. It is a 5-point likert scale consisting of 51 statements pertaining to the four (4) indicators of parental involvement which are; parental encouragement, parental modeling, parental reinforcement, and parental instruction.

As a result, Cronbach's alpha was used to assess the questionnaires' reliability, the coefficient value of the parental encouragement scale is 0.91, for the parental modeling construct was 0.88, parental reinforcement construct is 0.90 and a greater reliability coefficient of the parental instruction scale, 0.93; this indicates that overall, the questionnaire was reliable and valid. Finally, the researchers asked parents/teachers to include the children's General Weighted Average (GWA) during the first grading period for the academic achievement measurements.

3. Data Gathering Procedure and Ethical Considerations:

The data was collected using the questionnaire process. A standardized collection of questions was given to each of the respondents. The researchers used the following protocol to collect information:

- To obtain permission to perform the study/survey, a letter was sent to the School Heads of the participating schools.

- After receiving approval, the researchers used Google Forms to submit the online survey questionnaire to the respondents.
- Prior to the survey/study, the respondents were given the opportunity to give their informed consent and assent. The researchers clarified the contents of the survey questionnaire as well as the study's intent to them. They also told the respondents that they might ask questions or get clarifications while filling out the survey questionnaire.
- The researchers used the google form to generate the answers of the respondents and double-checked that all of the questions were answered.

4. Data Processing Method (Statistical Treatment):

The data collected in this study will be treated and analyzed using the SPSS which is statistical software designed for easy tabulation.

In analyzing the collected data, appropriate statistical treatment was used as follows:

- Weighted Mean. To find out the average of a set of numerical values, computed by adding them together and dividing by the number of terms and to determine the level of the parent-teachers involvement and socioeconomic status.
- Pearson r correlation. To measure whether the identified variables (parental involvement and socioeconomic status) significantly correlate to the academic performance of their children and to what extent.

For the analysis of weighted mean, the table (computed likert scale) was adapted.

Table 2. Likert-scale for Parental Involvement.

Range	Verbal Description	Interpretation
4.51-5.00	Mostly True	Highly Involved
3.51-4.50	Very Often True	Very Involved
2.51-3.50	Somewhat True	Involved
1.51-2.50	A Little Bit True	Rarely Involved
1.00-1.50	Not at All True	Not Involved

For the analysis of the mean of the children's academic performance, the table (adopted Likert-

scale top from DepEd Form 138) below was employed;

Table 3. Likert-scale for Children's Academic Achievement.

Grading Scale	Description/Interpretation
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

VI. RESULTS AND DISCUSSION

This study primarily measured the parent-teachers level of socioeconomic status and parental involvement in the time of pandemic and determined their connections to their children's academic achievement. After the data gathered were treated, the following results were obtained.

1. Parent-teachers' Socioeconomic Status:

Education, salary, and employment are often used to determine socioeconomic status (SES). The table below shows the frequency distribution of the parent-teachers' socioeconomic status in the time of pandemic described in terms of highest education attainment, teaching position, and salary grade (monthly income).

Table 4. Parent-Teachers' Socioeconomic Status.

Socio Economic Status		Frequency	Percent
Highest Educational Attainment	Bachelor's Degree	31	79.5
	Master's Degree	7	17.9
	Doctoral Degree	1	2.6
	Total	39	100
Teaching Position	Teacher I	20	51.3
	Teacher II	4	10.3
	Teacher III	12	30.8
	Master Teacher I	1	2.6
	Master Teacher II	1	2.6
	Master Teacher III	1	2.6
	Total	39	100
	SG 11	20	51.3
	SG 12	7	17.9

Salary Grade	SG 13	9	23.1
	SG 18	1	2.6
	SG 19	1	2.6
	SG 20	1	2.6
	Total	39	100

It can be gleaned from the table that majority (79.5%) of the parent-teachers have finished Bachelor's Degree, as it is the minimum qualification of the Department of Education (DepEd) on the hiring and recruitment of teachers process.

Out of the 39 respondents, seven of them took their Master's Degree, while only 1 had studied and completed Doctoral Degree. In terms of their teaching positions, more than half (51.3%) of them were Teacher I and 30.8% were Teacher III.

The remaining three (3) hold Master Teacher positions. Since most of the respondents were Teacher I, they receive a SG 11 monthly income. 23.1% of them obtain a SG 13, whereas 17.9% of the parent-teachers enjoy SG 12 remuneration.

It is said that becoming a teacher is a challenging and often stressful job (Keller et. al., 2014). While this was not quantified in the research literature, We rang et al. (2017) assumed that there are numerous teachers who are daily overburdened by the demands of helping their students succeed while at the same time taking care for their families. The findings of Badung et al. (2018) indicated that public school teachers' financial capability is far from ideal, and solely represents a national and global pattern of declining financial capability.

2. Parent-Teachers' Parental Involvement:

Parents invest their time, energy, and wealth in their child in the aim of improving their academic performance. This study assessed the level of parent-teachers' involvement on their children's education amidst Covid-19 pandemic among the following parameters;

2.1 Parental Encouragement: It is shown in table 5 that the parent-teachers were very involved in terms of parental encouragement (4.16). It is mostly true that the teacher-parents encourage their children to believe that he/she can learn new things (4.51).

Furthermore, they encourage very often their children when they don't feel like doing schoolwork (3.97); when children having trouble organizing

schoolwork (3.97); trying new ways to do schoolwork when having hard-time, to be aware of how he or she is doing with schoolwork (4.18); having trouble doing schoolwork (4.03); in looking for more information about school subjects (4.21); in developing an interest in schoolwork (4.44); to stick with problems until he or she solves it (3.97); to ask other people for help when a problem is hard to solve (4.26); to explain what he or she thinks to the teacher (4.03); and to follow the teacher's directions (4.44).

Table 5. Parent-Teachers' Parental Encouragement.

STATEMENTS	Mean	Standard Deviation	Verbal Description
PARENTAL ENCOURAGEMENT			
1. ... when he or she doesn't feel like doing schoolwork.	3.97	1.16	Very Often True
2. ... when he or she has trouble organizing schoolwork.	3.97	1.18	Very Often True
3. ... to try new ways to do schoolwork when he or she is having a hard time.	3.97	1.04	Very Often True
4. ... to be aware of how he or she is doing with schoolwork.	4.18	.76	Very Often True
5. ... when he or she has trouble doing schoolwork.	4.03	1.11	Very Often True
6. ... to look for more information about school subjects.	4.13	.80	Very Often True
7. ... to develop an interest in schoolwork.	4.21	.92	Very Often True
8. ... to believe that he/she can do well in school.	4.44	.68	Very Often True
9. ... to stick with problems until he/she solves it.	3.97	1.04	Very Often True
10. ... to believe that he/she can learn new things.	4.51	.64	Mostly True
11. ... to ask other people for help when a problem is hard to solve.	4.26	.64	Very Often True
12. ... to explain what he/she thinks to the	4.03	.96	Very Often True

teacher.			
13. ... to follow the teacher's directions.	4.44	.85	Very Often True
Average	4.16		Very Involved

2.2 Parental Modelling: The general weighted mean of 4.46 in Table 6 indicates that the parent-teachers' parental modeling was really present. Similarly, it is mostly true for them as they show their children that they want them to learn new things (4.54); to not give up when things get tough (4.54); to be able to learn new things (4.56); and to want to learn as much as possible (4.62). On the other hand, it's very expected for parent-teachers to like it when their children know how to solve problems (4.38); enjoy working things out (4.38); ask for help when a problem is difficult to solve (4.44); can explain what they're thinking to others (4.38); like to solve problems (4.41); and find various ways to solve problems when things get tough (4.33).

Table 6. Parent-Teachers' Parental Modelling.

STATEMENTS	Mean	Standard Deviation	Verbal Description
PARENTAL MODELING			
14. ...like to learn new things.	4.54	.643	Mostly True
15. ... know how to solve problems.	4.38	.847	Very Often True
16. ... enjoy figuring things out.	4.38	.747	Very Often True
17. ... do not give up when things get hard.	4.54	.555	Mostly True
18. ... ask others for help when a problem is hard to solve.	4.44	.680	Very Often True
19. ... can explain what we think to others.	4.38	.711	Very Often True
20. ... can learn new things	4.56	.552	Mostly True
21. ... want to learn as much as possible.	4.62	.544	Mostly True
22. ... like to solve problems.	4.41	.715	Very Often True
23. ... try different ways to solve a problem when things get hard	4.33	.772	Very Often True

Average	4.46	Very Involved
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2.3 Parental Reinforcement: As reflected on the data below, the parent-teachers' parental reinforcement was very prominent, with an average of 4.30. It is usually true that they reinforced their children to learn as much as they could (4.59). That being said, it is most often true that parent-teachers show appreciation when children want to learn new things (4.44); have a positive attitude about doing their homework (4.44); keep working on homework even when he or she doesn't feel like it (4.15); ask the teacher for help (4.23); explain what he or she thinks to the teacher (4.21); explains to us what he or she thinks about school (4.28); work on assignment even when he or she doesn't feel like (4.23).

Table 7. Parent-Teachers' Parental Reinforcement.

STATEMENTS	Mean	Standard Deviation	Verbal Description
PARENTAL REINFORCEMENT			
24. ...wants to learn new things.	4.44	.718	Very Often True
25. ... tries to learn as much as possible.	4.59	.595	Mostly True
26. ... has a good attitude about doing his or her homework.	4.44	.912	Very Often True
27. ... keeps working on homework even when he or she doesn't feel like it.	4.15	.904	Very Often True
28. ... asks the teacher for help.	4.23	.931	Very Often True
29. ... explains what he or she thinks to the teacher.	4.21	.801	Very Often True
30. ... explains to us what he or she thinks about school.	4.28	.759	Very Often True
31. ... works hard on homework.	4.28	.686	Very Often True
32. ... understands how to solve problems.	4.28	.759	Very Often True
33. ... sticks with a problem until he or she solves it.	4.26	.715	Very Often True
34. ... organizes his or her schoolwork.	4.36	.707	Very Often True
35. ... checks his or her	4.18	.854	Very Often

work.	True		
36. ... finds new ways to do schoolwork when he or she gets stuck.	4.23	.902	Very Often True
Average	4.30		Very Involved

2.4 Parental Instruction: The parent-teachers' parental supervision was very involved (M=4.35), as can be seen in table 5. They do teach their children to obey the teacher's directions (4.56) and to ask questions when they do not understand anything (4.51). Although, it is very often true that respondents monitor their kids to go at their own rhythm while doing schoolwork (4.31); to take a break from their work when they become frustrated (4.38); how to check homework as they go along (4.23); how to get along with others in their class (4.21); how to make their homework fun (4.18); how to learn more about the things that interest them (4.26); to try new things (4.21); to go at their own pace while doing schoolwork (4.38).

Table 8. Parent-Teachers' Parental Instruction.

STATEMENTS	Mean	Standard Deviation	Verbal Description
PARENTAL INSTRUCTION			
37. ...to go at his or her own pace while doing schoolwork.	4.31	.731	Very Often True
38. ... to take a break from his or her work when he or she gets frustrated.	4.38	.815	Very Often True
39. ... how to check homework as he or she goes along.	4.23	.872	Very Often True
40. ... how to get along with others in his or her class.	4.21	.923	Very Often True
41. ... to follow the teacher's directions.	4.56	.680	Mostly True
42. ... how to make his or her homework fun.	4.18	.970	Very Often True
43. ... how to find out more about the things that interest him or her.	4.26	.880	Very Often True
44. ... to try the problems that help	4.36	.811	Very Often True

him or her learn the most.			
45. ... to have a good attitude about his or her homework.	4.46	.756	Very Often True
46. ... to keep trying when he or she gets stuck.	4.31	.832	Very Often True
47. ... to stick with his or her homework until he or she finishes it.	4.31	.766	Very Often True
48. ... to work hard.	4.44	.852	Very Often True
49. ... to communicate with the teacher when he or she has questions	4.36	.811	Very Often True
50. ... to ask questions when he or she doesn't understand something.	4.51	.601	Mostly True
51. ... to make sure he or she understands one part before going onto the next.	4.38	.673	Very Often True
Average	4.35		Very Involved

It can be observed in the summary of average means of Parental Involvement parameters that parent-teachers were generally involved on their children's academics even in the time of pandemic. Specifically, they were very involved in parental modelling. They were also active in instructing their child and by giving them reinforcement or motivation in learning. Lastly, parent-teachers encourage their kids to achieve success in their academics.

Table 8. Summary of Average Means of Parental Involvement Indicators.

Parental Involvement	Mean	Interpretation	Rank
Parental Encouragement	4.16	Very Involved	4 th
Parental Modeling	4.46	Very Involved	1 st
Parental Reinforcement	4.30	Very Involved	3 rd
Parental Instruction	4.35	Very Involved	2 nd

According to Khajehpour and Ghazvini (2011) findings, those who completed the self-report study, attended the parent class, or were involved in more home-type involvement (such as testing child's programming, talking with child at home about classroom, classes, and friend subjects, or participating in educational activities outside of school, and so on) had children who performed better in various types of assessments. It is evident from the results of the current study that parent-teachers were involved in their children's academic achievement since they understand the significant role of parenting/involvement in the teaching-learning process most especially in these trying times.

3. Children's level of Academic Achievement:

Academic achievement refers to the degree to which an individual has achieved concrete objectives that were the focus of activities in educational settings, such as school, college, and university (Steinmayr et. al., 2017). Learner's academic achievement is vital in this time of health crisis as learning challenges and opportunities aroused. The data below indicates the level of the academic achievement of the parent-teachers' children.

Table 9. Children's Academic Achievement.

Grading Scale	Descriptors	Frequency	Percent
Below 75	Did Not Meet Expectations	1	2.6
75-79	Fairly Satisfactory	0	0
80-84	Satisfactory	16	41
85-89	Very Satisfactory	0	0
90-100	Outstanding	22	56.4
		39	100

In spite of the pandemic, the majority (56.4 percent) of the children have excellent academic results, as seen in the table. Furthermore, 16 of them received satisfactory average grades, while one child failed to reach the expected passing mark.

4. Relationship between Parent-Teachers' Socioeconomic Status and Children's Academic Achievement:

The duty of nurturing a child rests on the shoulders of the parents. The concept of education as a

method of cultural change is a widespread belief among sociologists is important in this context. Thus, it is entirely reasonable to assume that parental socioeconomic status may have an effect on children's educational achievements in school.

Consequently, this study sought to determine whether there is a significant relationship between parent-teachers' socioeconomic status and their children's academic achievement. The inferential statistical technique Pearson's r parametric test of correlation revealed that parent-teachers' teaching position and salary grade (income) were significantly correlated with their children's academic performance ($p < .05$). Likewise, there is a low positive association between their teaching position and salary grade (income) and child's academic achievement ($r = .32, .31$).

Table 10. Correlation Analysis of Socioeconomic Status and Academic Achievement.

Socio economic Status	Academic Achievement	
	r value	P value
Highest Educational Attainment	-.08	Highest Educational Attainment
Teaching Position	.32*	Teaching Position
Salary Grade	.31	Salary Grade

However, parent-teachers' highest educational attainment has a little/negligible relationship to their children's academic success and was not found significant ($r = -.08$) ($p > .05$).

These results were congruent to the research conducted by Özdemir et. al. (2014) which found out that there is a significant positive relationship between socioeconomic status and student achievement in Turkey ($r = .20$, $p = .000$). Liu et al. (2019) also found a moderate relationship between socioeconomic status (SES) and academic achievement ($r = 0.243$). In addition, low-income students have a much lower performance rate in science, technology, engineering, and mathematics than children who came from the higher income families (Doerschuk et al., 2016). On the other hand, the current study's findings on parent-teachers' highest educational attainment was supported by Ogunshola and Adewale (2012) claiming that parental educational background does not have

significance effect on the academic performance of the students.

5. Relationship between Parent-Teachers' Parental Involvement and Children's Academic Achievement:

A good education starts at home. It is important to highlight that it is a joint responsibility to educate children. For a child achievement to take place, parents must be actively engaged in the educational work in the early years. Parental involvement is essential to student academic performance. Correspondingly, the current study sought to determine whether there is a significant association between parent-teachers' involvement and their children's academic achievement.

Table 11. Correlation Analysis of Parental Involvement and Academic Achievement.

Parental Involvement	Academic Achievement	r value	p value
Parental Encouragement		-.03	.87
Parental Modeling		-.03	.85
Parental Reinforcement		-.01	.93
Parental Instruction		.09	.58

The table above reveals that there is no significant relationship between parent-teachers involvement and their children's academic achievement ($p > .05$). Moreover, there was a little/negligible negative association between parental encouragement, modelling, reinforcement, and children's academic performance ($r = -.03, -.01$), while a little/negligible positive association on parental instruction and academic achievement of their children ($r = .09$).

The result of the current study contradicts with the existing empirical findings that demonstrated a positive association between parental involvement in education and academic achievement (Pérez Sánchez et al., 2013; Tárraga et al., 2017). Accordingly, Hussain et al. (2018) established a positive and significant relationship between parental involvement and student's academic achievement. Even though parent-teachers were very involved in their children's education in this time of pandemic, it does not significantly correlate with their children's academic achievement. Thus, Smokoska (2020) found out that most of the data from the Pearson correlation revealed that there was no significant

correlation between parental involvement and student academic achievement.

VII. CONCLUSIONS

Based on the results of the study, the following conclusions were drawn; Parent-teachers' socioeconomic status was generally measured in terms of their highest educational attainment, teaching position, and salary grade (monthly income). Majority of the respondents were Bachelor's degree holder, employed as Teacher I position with SG 11.

Parent-teachers were very proactive with their children's academic success. They were particularly interested in parental modeling. More so, they were interested in educating their child and offering support or encouragement for learning. Finally, parent-teachers help their children to excel academically.

Academic achievement of learners is crucial in this period of health crisis as learning difficulties and opportunities arise. Despite this, the majority of the children have achieved outstanding academic performance, while others have received satisfactory average grades.

The Pearson's r statistical technique of correlation showed that the teaching position and salary grade (income) of parent-teachers were significantly associated with their children's academic success. Their highest educational achievement, on the other hand, has a slight association with their children's academic performance and was not found to be significant. Hence, the null hypothesis # 1 was rejected.

The findings showed that there is no significant relationship and a comparatively tiny negative correlation between parent-teacher involvement and academic achievement of the children. Therefore, null hypothesis # 2 was accepted.

VIII. RECOMMENDATIONS

Based on the conclusions presented, the following recommendations were made;

- Since the current study focuses on the impact of parents' and teachers' socioeconomic status on children's academic achievement, a more in-

depth examination of the position of teachers' socioeconomic status as a predicting factor for school life is highly recommended. In other words, future researchers may elucidate the influence of teachers' socioeconomic status on school life factors such as teacher burnout, teacher engagement, and student academic achievement.

- The existing literature claimed that parental involvement significantly correlates with children's academic achievement while the current study results do not agree with these. To address the gap, parent-teachers' involvement can be examined as a significant predictor of their children's academic achievement.

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