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## PARENTAL SOCIO-DEMOGRAPHIC INFLUENCES ON LEARNERS' EDUCATIONAL ASSISTANCE

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**\*Daisy Mae F. Palutao**

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Master of Arts in Teaching major in Social Studies Valencia Colleges (Bukidnon)

IncorporatedHagkol, Valencia.

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**\*Corresponding Author: Daisy Mae F. Palutao**

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### *Abstract*

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Adviser: Elpedio Y. Lomarda, PhD

This study investigated the demographic profile of respondents in terms of sex, family size, and monthly income, and assessed their satisfaction with educational assistance programs for below-average earners, specifically the Pantawid Pamilyang Pilipino Program (4Ps) and the Unconditional Cash Transfer (UCT) Program. Utilizing a descriptive correlation research design, the study surveyed all eligible households in Barangay Tugaya, Barobo, an Guinoyuran, Valencia City, through a structured questionnaire capturing demographic and educational assistance data.

The findings revealed a predominance of female respondents from families of 4 to 6 members, with most earning below Php 10,000 monthly. Respondents expressed satisfaction with the educational support provided by both programs, indicating their effectiveness in facilitating access to educational resources and alleviating financial burdens. Demographic profile is not associated with the educational assistance received. Equitable distribution of support regardless of demographic differences. It is recommended that teachers enhance engagement with female caregivers to optimize program benefits, while school administrators ensure transparency and fair access to educational assistance. Future researchers should explore additional socio-cultural and psychological factors influencing program uptake and examine long-term outcomes of sustained assistance.

*Keywords: Parental Socio-Demographic*

## ***INTRODUCTION***

Education is often considered the cornerstone of individual and societal development, with the potential to transform lives and shape future opportunities. It is widely recognized that the learning process is influenced by numerous factors, both inside and outside the school environment. While students' personal abilities, motivations, and teachers' instructional methods are key contributors to academic success, the role of parents in their children's education is increasingly acknowledged as one of the most significant determinants of academic achievement. Parental involvement is particularly important in the foundational years of education when learners are developing essential skills and attitudes toward learning. However, the nature and extent of parental involvement in education can vary significantly across different families. This variation is often influenced by a range of demographic and socio-economic factors that shape how and to what extent parents engage in their children's education.

Parental involvement can take many forms, including helping with homework, attending school meetings, providing educational resources, and encouraging positive attitudes toward learning. However, the capacity to offer these forms of support is not uniform across all families. Parents with higher educational attainment, for example, are more likely to understand the academic expectations of the school system and be able to provide guidance in a way that aligns with those expectations. In contrast, parents with lower educational levels may struggle to assist their children with homework or may not be as familiar with educational resources that could help improve academic outcomes. Similarly, the financial capacity of a family plays a critical role in determining the extent to which parents can invest in supplementary educational materials, extracurricular activities, or even private tutoring services. Families with higher income levels are typically in a better position to provide such resources, while families with lower incomes may face challenges in supporting their children's education in this manner. Moreover, the family structure, such as whether a child is raised in a single-parent or two-parent household, can influence the availability of time and resources for parental involvement. Single-parent families, often working with fewer resources and facing greater time constraints, may find it more difficult to provide the level of support needed for their children's academic success. In contrast, two-parent households may have more flexibility and opportunity for shared responsibilities, allowing for greater involvement in school-related activities.

Employment status is another critical factor in determining the level of parental involvement. Parents with stable, full-time employment may have more financial stability, but their work schedules may also limit the amount of time they can devote to supporting their children's education. In contrast, parents who are unemployed or working part-time may have more time to engage with their children's schooling but may also face greater financial pressures that could limit their ability to provide other forms of educational support.

The importance of understanding these dynamics extends beyond academic theory, as it has practical implications for educational policy and intervention strategies. Policymakers and educators must recognize the diverse needs of families from different demographic and socio-economic backgrounds and develop support systems that can help bridge the gaps in parental involvement. Initiatives such as parental education programs, access to low-cost educational resources, and flexible school schedules that accommodate working parents could help foster greater parental engagement in education, regardless of socio-economic standing.

This study, therefore, aims to fill a gap in existing research by providing a comprehensive analysis of how parental demographic and socio-economic factors influence the level and type of educational assistance provided to learners. By better understanding these factors, the research hopes to offer practical insights that can guide future educational policies and interventions, ultimately improving academic outcomes for children across all socio-economic groups.

Educational assistance programs and scholarships have emerged as vital tools to address these inequalities, promoting academic success among students from disadvantaged backgrounds. Recent studies underscore the importance of these programs in alleviating social inequities and providing pathways for upward mobility (UNESCO, 2017; Fernandez, 2020).

In the Philippines, socio-economic challenges persist, as highlighted by the 2021 Family Income and Expenditure Survey. It found that 13.2 percent of Filipino households lived in poverty, struggling to meet basic food and non-food needs. The average annual household income in 2021 stood at PhP 307.19 thousand, which was 2.0 percent lower than the PhP 313.35 thousand recorded in 2018. These statistics illustrate the economic pressures on families, particularly those earning below the national average, where educational needs often go unmet.

Educational assistance programs have been shown to mitigate these pressures by offering financial aid and support services to students from low-income families. Studies conducted in

recent years affirm the positive impact of these programs on academic achievement and the pursuit of education (Garcia & Navarro, 2016; Manasan, 2021). By providing both financial resources and academic support, these programs empower students to reach their potential, regardless of socio-economic barriers. While the short-term benefits of educational assistance are well-documented, there is limited research on its long-term effectiveness and its relationship with the socio-demographic characteristics of parents. Factors such as parental education level, employment status, and income play critical roles in determining access to and the utilization of educational support (Neri & Atienza, 2022). Understanding these factors is essential for designing more effective programs aimed at low-income families.

This study addresses these gaps by examining the impact of educational assistance programs on both students' academic performance and the socio-demographic profiles of their parents. The research seeks to answer the primary question: How do educational assistance programs and scholarships affect students from below-average income families and their parents' socio-demographic characteristics? Specifically, it will explore the effectiveness of these programs in reducing educational inequalities, enhancing academic success, and understanding the socio-demographic factors that influence families' engagement with these support systems.

### **Theoretical Framework**

This study draws on Epstein's Theory of Parental Involvement (1995) and Social Capital Theory by Coleman (1988). This dual framework will allow you to explore both the forms of parental involvement in education and the broader socio-economic resources that affect children's academic outcomes.

**Parenting:** This involves creating a supportive home environment for children's learning. Socio-economic factors such as income and parental education can determine the quality of the learning environment at home (e.g., access to books, a quiet study space).

**Communicating:** This refers to how schools communicate with parents and how parents stay informed about their child's progress. Higher socio-economic status often facilitates better communication and access to educational resources.

**Volunteering:** Parents' participation in school activities and their ability to volunteer their time or resources can vary based on factors like employment status and income.

**Learning at Home:** The involvement of parents in helping with homework, providing educational materials, and supporting academic activities is significantly affected by their own educational background and socio-economic status.

**Decision Making:** Parents' involvement in decision-making, such as school governance or participation in parent-teacher associations, is often influenced by their education level and

socio-economic position. Collaborating with the Community: Parents help children by connecting them to community resources, including extracurricular activities, mentorship, and tutoring. The availability of such resources is often tied to the socio-economic status of the family.

Relevance to Your Thesis: Epstein's theory will provide a clear lens to examine how different forms of parental involvement in education are influenced by demographic and socio-economic factors. For example, parents with higher education levels or income may be more able to engage in the learning process in multiple ways, from helping with homework to attending school meetings or organizing extracurricular opportunities.

**Citation:**

These programs enable students to engage fully in academic pursuits, ultimately boosting both their academic performance and future socio-economic prospects. Social Capital Theory, as updated by Paxton and Moody (2016), emphasizes the role of social networks, relationships, and community engagement in fostering academic success. This theory is relevant to understanding how factors like parental education and family size shape students' social networks, which are vital for accessing resources beyond financial aid. Educational assistance and scholarships create opportunities for mentorship, networking, and support systems, all of which play a crucial role in motivating and guiding students from low-income backgrounds (Dika & Singh, 2019).

This theoretical framework underscores the multifaceted nature of educational success, highlighting the roles of financial support, social networks, motivation, and resilience. It will guide the research design, data collection, and analysis, ensuring a robust examination of the research problem. The schematic diagram below illustrates the relationships between the independent variables, parents' socio-demographic profile (educational attainment, number of family members, and family monthly income), and the dependent variable, which is the educational assistance and scholarships for below-average income families.

***Conceptual Framework of the Study***

This study relies from Coleman's (1988) Social Capital Theory and Epstein's (1995) Theory of Parental Involvement. You can investigate both the types of parental participation in school and the more general socioeconomic resources that impact children's academic performance using this dual paradigm.

Raising entails fostering an environment at home that is conducive to children's learning. The quality of the learning environment at home can be influenced by socioeconomic factors, such as parental education and income (e.g., access to books, a quiet study room). Communicating: This is the process by which schools keep parents updated on their child's development. Higher socioeconomic standing frequently makes it easier to communicate and obtain educational materials. Volunteering: Depending on things like work status and income, parents' involvement in school events and their capacity to provide their time or resources can differ. Learning at Home: Parents' own educational level and socioeconomic status have a big impact on how involved they are in assisting with schoolwork, supplying educational resources, and encouraging academic activities. Decision Making: Parents' socioeconomic status and educational attainment frequently have an impact on their participation in decision-making processes, such as school governance or parent-teacher organizations. Working Together with the Community: Parents assist kids by putting them in touch with extracurricular activities, tutoring, and mentorship. Such resources are frequently correlated with the family's socioeconomic standing. Relevance to Your Thesis: Epstein's theory will offer a clear lens through which to look at how socioeconomic and demographic factors affect various types of parental involvement in schooling. For example, parents with greater financial or educational resources may be better able to support their children's education in a few ways, including helping with academics, going to school events, or organizing extracurricular activities.

### ***Significance of the Study***

This study holds significant implications for various stakeholders, including policymakers, educators, philanthropic organizations, families, communities, students, and future researchers. By examining the impact of educational assistance programs and scholarships on below-average income families, the findings will offer valuable insights into the effectiveness of these interventions in reducing educational disparities and enhancing academic performance.

For policymakers, the study provides data-driven insights that can guide the development of more targeted and effective educational support initiatives. This will ensure that resources are allocated efficiently to meet the needs of families with limited financial means, promoting equity in education.

Philanthropic organizations and donors will benefit from a clearer understanding of how educational assistance affects students' scholastic performance and socio-economic outcomes.

This knowledge will help them make informed decisions about where to invest their resources, ensuring that their initiatives create meaningful and lasting change in communities. Educators will gain a deeper understanding of the socio-economic challenges faced by students from disadvantaged backgrounds, enabling them to develop more inclusive and supportive learning environments. By tailoring their teaching strategies to address specific barriers, educators can improve both academic outcomes and students' long-term opportunities for socio-economic advancement.

For families from below-average income backgrounds, this study highlights the transformative potential of educational assistance programs and scholarships. By showcasing the tangible benefits of these interventions, families can be encouraged to actively seek out and utilize available resources to support their children's educational journeys.

The study also emphasizes the collective benefits for communities, as stronger academic performance among students contributes to overall community growth and development. Additionally, it underscores the importance of educational assistance in motivating learners from low-income families, encouraging them to persist in their educational pursuits.

Lastly, this research serves as a foundation for future studies by exploring the relationship between educational assistance and socio-demographic factors. It opens up opportunities for further investigation into how these programs can be improved and expanded to better serve disadvantaged populations.

### **Definition of Terms**

**Below-Average Income Families.** Below-average income families are households whose income falls below the national average, which is equivalent to PHP 29,435 per month, indicating a greater struggle to meet basic needs, including educational expenses.

**Educational Assistance Programs.** Educational assistance programs are structured initiatives designed to provide financial support, resources, or services to students, particularly those from low-income backgrounds, to facilitate their access to quality education.

**Educational Attainment.** Educational attainment refers to the highest level of education that an individual has completed, which influences their opportunities and access to resources.

**Expectancy Theory.** Expectancy theory is a motivational theory positing that individuals are driven to act based on the expected outcomes of their efforts, particularly in relation to achieving educational goals.

**Family Monthly Income.** Family monthly income is the total income earned by a household within a month, used as a measure of economic capability to support educational expenses.

**Family Size.** Family size refers to the total number of individuals living together in a household, which can impact the economic resources available for education.

**Human Capital Theory.** Human capital theory is an economic theory suggesting that investments in education and training enhance an individual's productivity and potential earnings.

**Maslow's Hierarchy of Needs.** Maslow's hierarchy of needs is a psychological theory proposing that individuals must satisfy lower-level needs (such as physiological and safety) before they can pursue higher-level needs (such as self-actualization and education).

**Resilience Theory.** Resilience theory focuses on the capacity of individuals to overcome adversity and challenges, particularly in educational settings, emphasizing the role of support systems and resources.

**Scholarships.** Scholarships are financial awards given to students to help cover educational expenses, which do not require repayment, often based on merit, need, or other specific criteria.

**Social Capital Theory.** Social capital theory is a framework that emphasizes the importance of social networks and relationships in facilitating access to resources and opportunities, particularly in educational contexts.

### ***Definition of Terms***

**Families with incomes below average.** Families with incomes below the national average, or PHP 29,435 per month, are considered below-average income families since they have a harder time paying for necessities like schooling.

**Programs for educational assistance.** Programs for educational assistance are organized efforts created to give students—especially those from low-income families—financial support, resources, or services to help them access high-quality education.

**Level of education attained.** The highest degree of education a person has attained is referred to as their educational attainment, which affects their prospects and resource accessibility.

**Theory of Expectations.** Expectancy theory is a motivational theory that holds that people are motivated to do action depending on the anticipated results of their efforts, especially when it comes to accomplishing academic objective.

**Family's monthly earnings.** The total amount of money a household makes in each month is known as family monthly income, and it serves as a gauge of the household's ability to pay for educational cost.

Size of family. The total number of people residing in a household is referred to as family size, and this might influence the financial resources available for educations.

Human Capital Theory. An economic theory known as "human capital theory" contends that investing in education and training increases a person's potential wages and productivity.

Maslow's hierarchy of needs. According to the psychological theory known as Maslow's hierarchy of needs, people cannot pursue higher-level wants like education and self-actualization until lower-level needs like safety and physiology are met.

Theory of Resilience. Resilience theory emphasizes the importance of support networks and resources while focusing on people's ability to overcome hardship and obstacles, especially in educational environments.

scholarships. Scholarships are non-repayable cash rewards provided to students to assist with their educational costs; they are frequently determined by merit, need, or other particular factors.

Theory of Social Capital. A paradigm known as "social capital theory" highlights the value of social networks and connections in making opportunities and resources more accessible, especially in educational settings.

### ***The Methodology***

A quantitative research approach will be used in this study to examine how educational aid and scholarships affect the academic achievement of students from low-income households. Using structured surveys, we will be able to examine numerical data and look at connections between the kinds of help received and overall results. According to Creswell and Plano Clark (2018), the quantitative approach enables the methodical collecting and analysis of data, resulting in dependable and broadly applicable conclusions on how educational support affects students' performance. To evaluate the success of educational aid programs, the emphasis will be on quantifiable indicators like grades, test scores, and other academic measures.

### ***Research Locale***

A quantitative research approach will be used in this study to examine how educational aid and scholarships affect the academic achievement of students from low-income households. Using structured surveys, we will be able to examine numerical data and look at connections between the kinds of help received and overall results. According to Creswell and Plano Clark (2018), the quantitative approach enables the methodical collecting and analysis of

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### **Look Up Locale**

The research will be carried out in Valencia City's Tugaya. It is one of Valencia City, Bukidnon's thirty-one barangays. It is bordered to the northwest by Mount Nebo, to the north by Lurogan, to the east by Barobo, and to the south by Guinoyuran. [1] Thirteen Malaybalay barangays were amalgamated to form the present-day city of Valencia.

Bukidnon indigenous established a community along the banks of the Pulangi River and the confluence of the Dumanggas River, making them the first people to live in what is now part of the Poblacion. Together with the families of the Binalhays, Laugas, Dongogans, Gua-ans, Lanayans, and Arenzos, Darwin Dumanggas Manangkila led the pioneers. The earliest settlement site was a sitio known as "Panglibatuhan" due to the area's dense forest, which the locals referred to as "Malibato trees."

The late Leon Galorport was the first instructor at the one-room barrio school that began in 1911. The school site is roughly where Poblacion Barangay High School is currently located. Galorport called the institution "Valencia School" because he was from Valencia, Bohol. The locals decided to call the sitio "Valencia" when it became a Malaybalay neighborhood. Ultimately, the petitioners decided to call the newly formed municipality "Valencia" after the southern part of Malaybalay was divided. Nonetheless, the name "Valencia" appears in Spanish records as early as 1893, placing it under the administration of Linabo or Sevilla (now Mailag) in the Province of Misamis.

The region's abundant natural resources eventually drew Christian settlers from the densely populated coastal regions of Mindanao, Visayas, and the islands of Luzon. Residents petitioned to make barrio Valencia a full-fledged municipality under the leadership of Teodoro Pepito. The petition was sent to the province of Bukidnon's Provincial Board for review. A resolution authorizing the establishment of the Municipality of Valencia was voted by the Provincial Board and sent to the Philippine President's Office. On October 11, 1959, the municipality of Valencia was legally established under the terms of Executive Order No. 360. To create the Municipality of Valencia, the barrios of Bagontaas, Cawayanon, Guinoyuran, Laligan, Lilingayon, Lumbayao, Lurugan, Maapag, Mailag, San Isidro, Sugod,

Tongantongan, and Valencia were split off from the Municipality of Malaybalay. Some of the original barrios' sitios later developed into normal barangays.

***Respondents of the Study***

Students from Tugaya Integrated School will be the study's respondents. This group's diverse origins and experiences will offer crucial insights into how scholarships and educational aid programs affect their lives. The study aims to comprehend the everyday difficulties that students encounter and how educational support aids them in overcoming these difficulties by focusing on the voices of the students. The study's relevance to the community's educational environment will be ensured by the insights obtained, which will inform stakeholders about the efficacy of present initiatives and indicate areas for development.

**Table 1 shows the respondents' distribution in Barangay Tugaya.**

Section 1. Distribution of responders according to Purok

<u>Purok</u>	Total Number of People
One	
2	
3,	
Four,	
5,	
(6)	
(7)	
Altogether,	100

***Sampling Procedure***

The researcher will personally visit homes in Barangay Tugaya to poll all eligible respondents within the study area as part of the total enumeration technique used in this study. Total enumeration, in contrast to sampling techniques, entails gathering information from every member of the target population, guaranteeing thorough coverage and removing selection bias. According to Taherdoost (2016), this method is especially helpful when the

population size is manageable, enabling more precise and representative results. Additionally, students will be grouped according to important criteria including grade level (elementary, high school, tertiary), scholastic performance indicators (test scores, grades), and the kind of educational assistance received (e.g., government aid, institutional scholarships, private sponsorships).

The sociodemographic profile of the parents of the pupils will also be collected, including information about their employment status, income level, and educational background. This method offers a thorough comprehension of the ways in which family circumstances and other forms of educational support influence children's academic experiences.

### ***Research Instrument***

To get informed consent, a letter will be sent to the respondents or, in the case of a minor, to their parents. A structured questionnaire created by the researcher to collect quantitative data will serve as the research instrument for this study. In order to gather comprehensive data on the kind and quantity of educational assistance received, academic performance, and socioeconomic background, this questionnaire will include demographic questions such as multiple-choice questions about educational attainment and the number of family members, fill-in-the-blank questions about the family's actual monthly income, and Likert-scale items for social program participation. This methodical approach will make it easier to analyze data to find patterns and connections between student performance and educational support (Bryman, 2016).

### ***Data Gathering Procedure***

The chosen students at Tugaya Integrated School will be given structured questionnaires to complete either during school hours or on specified free days to collect data. This procedure will be individually supervised by the researcher to guarantee correctness and clarity in the completion of the questionnaire. The questionnaires will methodically gather quantitative data on a range of topics related to academic achievement and educational support, including particular inquiries regarding the kinds of support received, the length of support, and perceived efficacy. To ensure participant confidentiality, all collected data will be safely saved and anonymized. The reliability of the results will be improved by this meticulous approach to data collection.

### *Scoring Procedure*

After being verified for accuracy and completeness, the completed questionnaires will be coded and imported into statistical software for analysis. In addition to computing demographic data averages and percentages, this method will look at the connections between different forms of educational support and academic success metrics. This methodical technique guarantees that the data is prepared for thorough examination (Pallant, 2022).

### **List 1. The sociodemographic characteristics of parents and their rating systems for educational support.**

<b>Scale</b>	<b>Variety</b>	<b>Interpretation of Variety</b>	<b>Descriptiveness</b>
5.	4.20-5.00	Vigorously Concur	Very happy
Four	3.40-4.19	I concur Content	
Third	2.60-3.39	Equivocal	Neither
2	1.80-2.59	Disagree	Unsatisfied
1	1.00-1.79	Strongly	Contrary
	Dissatisfied		

### *Statistical Treatment of Data*

The questionnaire results will be summarized by the study using descriptive statistics, which will reveal information about the respondents' demographics and the kinds of educational support they got.

This will enable a better comprehension of the data distribution by computing means, medians, modes, and standard deviations for a variety of quantitative variables.

Correlation analysis will be used to investigate connections between various forms of educational support and students' academic achievement. Regression analysis will also be used to evaluate how educational support affects academic results while taking other factors like family income and parental education into consideration.

### ***Findings***

The following were the findings of the study:

In terms of demographic profile, the majority of the respondents were female, most of them had 4 – 6 members in the family, and most of them had a family income of less than Php10,000.00.

They were satisfied with the educational assistance of the family from below-average students in terms of Pantawid Pamilyang Pilipino Program. Unconditional Cash Transfer (UCT) Program.

There is no relationship between the demographic profile of respondents in terms of sex No. Of family members in the family and the family's monthly income, and educational assistance for below-average learners.

### ***CONCLUSIONS***

According to the respondents' demographic profile, the majority of participants are female, most come from families with four to six members, and a sizable majority earn less than Php 10,000 each year.

The educational support programs, particularly the Unconditional Cash Transfer (UCT) Program and the Pantawid Pamilyang Pilipino Program (4Ps), were deemed satisfactory by the respondents. This satisfaction shows that these programs are thought to be successful in offering concrete assistance, especially when it comes to assisting low-income families in managing financial difficulties and gaining access to educational possibilities.

It appears that the provision of educational support through programs like 4Ps and UCT is equitable and independent of these specific sociodemographic factors, as evidenced by the lack of significant correlations between respondents' demographic variables, such as sex, number of family members, and family monthly income, and the educational assistance received.

### ***RECOMMENDATIONS***

To increase parental involvement and support for students, educators can actively interact and work with female household members, who are more likely to respond and take part in educational help initiatives. They can equip them with the information and abilities they need to optimize the educational benefits of the program for their kids.

Regardless of a family's demographics, school officials may make sure that information concerning educational support programs like 4Ps and UCT is delivered fairly and

transparently. Administrators must concentrate on preserving accessibility while addressing issues with fairness and openness to build confidence and optimize program impact, given the established satisfaction with program effectiveness.

It is recommended that future studies investigate aspects other than basic demographic characteristics that could affect the efficiency and acceptance of educational aid programs. Examining factors at the psychological, cultural, and communal levels may offer more complex insights into the obstacles and facilitators of program success. Additionally, longitudinal studies might be carried out to monitor the long-term effects of consistent support on educational outcomes in a variety of family circumstances.

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