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Bridging the Gap on Learning Inequities Among Marginalized Students in Basic Education of San Isidro National High School-Basud Extension Class

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ABSTRACT

This study investigates the gap on learning inequities among marginalized students in basic education. Problems of struggling students are evident up until now in school which has been a long-time problem. Some previous research shows that there were factors affecting the students in learning specially the marginalized group. These factors are mainly, structural inequalities and school-level opportunity that can greatly affect the students learning outcome. If there is a problem to some student's interventions are a must base on the students' performance because interventions were created to provide aid. This study used a descriptive correlational research design to explore the relationships among equity-oriented interventions, student learning outcomes, school level opportunities, and structural disparities. There were 80 respondents that are purposively chosen out of 200 students according to the demographic profile as they must belong into marginalized group. The data gathered thru online survey comprising seven parts with a total item of 21 that should be answered through likert scale except for part 1 which is for demographic profile. The results reveal that most students come from lower income families whose parents work in the unorganized sector and have at least an elementary in education. Despite strong emotional support and encouragement for studying at home, limited financial resources, larger households, and unreliable internet access continue to restrict equal learning opportunities. While students report moderate access to study spaces and educational materials, gaps in technology and dependable connectivity highlight the ongoing digital divide. Despite these limitations, students generally show positive academic self-beliefs, enthusiasm, and confidence in reaching their goals. These means that the said factors really affect the students learning and unequal access to resources must be address and let the students have equal school environment as other schools have to have equal opportunity and better learning opportunities. The findings help not just the students alone but a lot of people involve in one's learning. Parents, stakeholders, planners, researchers and teachers are also responsible for a child's learning these factors affects the students learning and by this study it will be helpful for the insights and new knowledge gain for better learning.

Keywords: *Equity Oriented Interventions, Student Learning Outcomes, School Level Opportunities, and Structural Disparities*

INTRODUCTION

Education has long been described as the key to success, a saying that carries deep and lasting meaning. Many careers begin with the knowledge learned in school, making education an essential part of every individual's life. For students, school often becomes a second home—one that shapes young minds and prepares them to become

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the future of the nation. At the heart of this process are teachers, who hold a vital role in providing quality education and guiding students toward growth and success.

Regardless of a person's economic status, education is a fundamental right. However, despite ongoing efforts to improve educational standards, learning difficulties continue to persist, particularly among students from marginalized backgrounds. Various underlying factors affect these learners' academic progress, and these challenges must be carefully addressed. By identifying and understanding these factors, more effective solutions can be developed to reduce learning inequities and improve the academic performance of marginalized students.

As Solomon Ortiz once said, "Education is the key to success in life, and teachers make a lasting impact in the lives of their students." Teachers often serve as second parents, imparting lessons that go beyond textbooks and classrooms. These lessons help prepare students not only for academic challenges but also for real-life struggles. Teachers act as role models who nurture learners' knowledge, skills, and character, helping them become better versions of themselves.

Effective educational practices, such as empowering pedagogies and teacher preparation for social justice, are essential for sustainable change (Dr. Tochhawng, 2024). Teachers serve as the primary source of knowledge and influence in the learning process, which is why prioritizing teacher training—especially in critical thinking and learner empowerment—is crucial. Well-prepared teachers are better equipped to address student diversity and apply strategies that meet learners' varied needs.

School facilities are also one of the most challenging part because some schools don't have a complete facility that the students can used. These are also the things can greatly affect the students learning as school environment greatly influences the focus of the learners. A qualitative study in the Philippines have the findings that poor upkeep like in adequate classroom resources, broken facilities these can lead to loss of focus and lower performance in class. (LihayLihay et,at. 2024)

Nelson Mandela once stated, "Education is the most powerful weapon which you can use to change the world." Education is a lifelong asset that cannot be taken away. In today's knowledge-based economy, learning truly equates to power. Many marginalized families make great sacrifices to send their children to school, offering whatever support they can despite financial and environmental hardships, all in the hope of securing a better future for their children.

Existing data only focuses on the major factors that directly affects the students learning leaving the students reasons and feelings behind every low performance of a student. It always on the school and the teachers leaving the students perception on how greatly other unseen factors affects their learning.

To address this gap, this research aims to identify the key factors that significantly influence the learning experiences of marginalized students. By addressing existing learning inequities and filling gaps in educational support, the study seeks to inform the development of effective strategies that can enhance students' academic performance and promote more equitable educational outcomes.

The following questions are needed to be answered:

1. What are the learning materials at home and who help the student in their school works?
2. Do parents let the student exposed to the community activities beyond the school?
3. Do the student seeks help from the community for her academic works?
4. Is the teacher effective in class discussion?
5. Are the facilities in school complete as what the students need in class?
6. Is the student understand every lesson taught and are always confident in achieving good grades?
7. Do the factors affect the students learning?

Literature Review

Education is for everyone no matter who you are it is your right as a citizen to go to school. The Universal Declaration of Human Rights (UDHR, 1948) is a law stating that it is a basic human right that no matter what is your status in life, gender, background or academic capabilities you have the right to education. This means that

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education is for all as the school prepares the students to face the real-world setting. However there are still challenges met in equal education. There are factors underlying that needs to be investigated and find solutions.

Structural Inequities. Structural inequities exists in education supports from different schools differs from one another. This unfair support can affect the learning the students most especially to the marginalized students who depends learning in classrooms alone. Structural injustices in school education remain deep-rooted — affecting not only present students but also intergenerational trajectories of access, opportunity, and resources (Amjad et al., 2024). This needs to be repair and be fair to the student's need like inclusive, cross-generational educational practices. Teachers are the best tool for carrying quality education. The unequal distribution of qualified teachers contributes to socioeconomic achievement gaps across countries (Leah et al., 2022). Teachers have specific specialization in their bachelor's degree if teachers are limited then they can teach subjects beyond their expertise and could not ensure best strategy and pedagogy to the students as there are curriculum they aren't familiar with.

School-level opportunities. School-level opportunities talks about the resources, supports, conditions, and experiences that a school provides to help students learn, grow, and succeed. These keeps the hope and interest of the learners to know more and be curious about a lot of things in school. Many studies isolate individual or teacher-level factors, the broader school environment — including meso-level factors like leadership and school policies — plays a critical role in shaping (Herman et al., 2025). These factors could affect the performance of the students inside the classroom. When opportunities are unfairly distributed to students specifically in the marginalized learners this could affect their studies on how they study or what they have studied. Facilities are very important in school as environment plays a big factor in learning. Case Study in Vocational High School at Pati, Indonesia (Tiara et al., 2020) shows that school facilities significantly influence perceived school quality, which in turn affects educational outcomes.

Students Learning Outcomes. The abovementioned factors directly affect the students' learning outcomes. Students learning outcomes are all about the knowledge, skills, attitudes, and competencies that students gain as a result of their engagement in educational activities. A recent multilevel study of 15-year-olds in Southeast Asia found that both student-level characteristics and school-level characteristics predict reading performance (Darmawan et al., 2024). This emphasize that the learning outcomes matters from which school a students attend including its environment, institutional support and resources. A study found that nearly 23.4% of the total variation in students' academic performance is attributable to differences between schools — what's commonly called the "school effect" (Cumar et al., 2025).

Equity-Oriented Interventions. Equity-oriented interventions are designed actions, policies, programs to address the gaps of a specific problems like learning inequities in marginalized students. Teachers are the one who influences students' well-being in school this is why they are the center when it comes to intervention. "Effects of equity-oriented teacher education on preservice teachers (EOTE)" synthesizes evidence across multiple countries showing that when teacher education programs incorporate equity-oriented training — in curriculum, pedagogy, and professional dispositions — this influences pre service teachers' knowledge, attitudes, and practices toward equity in the classroom (e.g., culturally responsive teaching, inclusive pedagogy) (Liao et al., 2022). This suggest that teachers are being prepared to avoid learning inequities and it is a foundation to intervention mindset to help marginalized students improved in academic performance. Pedagogies are paired with strategies for varied students, a study highlighted that innovative pedagogical approaches (like problem-based learning, interactive teaching, flipped classrooms) significantly improved student learning outcomes — especially when combined with inclusive leadership practices (Bhuttah et al., 2024).

Foreign Studies on School-level Opportunities, Student Learning Outcomes and Equity-oriented Interventions

An international research studies explaining how different factors like teachers' behaviors, the school culture, the way student grouped if work together to support equal educational opportunities. These findings also highlight the important role of school leaders in managing and guiding these factors to ensure that equity is achieved (Anderson et,al. 2024).

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Additionally, OECD found out that equity and inclusion in education largely depend on how the school level carried out the policies. When schools align resources with students' learning needs, use differentiated instruction, provide non-academic support services, and actively involve parents and the community, disadvantaged students are more likely to succeed. These school-based efforts are key to turning equity policies into everyday classroom practices, especially in schools that serve diverse student populations (OECD. 2023)

Synthesis of Literature

Finally, previous studies highlight that structural inequities and differences in school level opportunities significantly influence students' learning outcomes. These studies also point to the importance of equity focused interventions to help close the learning gaps experienced by marginalized students. The findings show that these issues have long existed within schools, resulting in unequal access to quality education. To address this, key decision makers and educational leaders must develop and implement better strategies that ensure fair and meaningful access to education for all learners.

METHODS

Research Design

This study used a descriptive correlational research design to explore the relationships among equity-oriented interventions, student learning outcomes, school level opportunities, and structural disparities. The descriptive method was used because it allows the researcher to gather the data, interpret and analyze the data. It was aimed to identify the key factors that influence students' learning outcomes and determine the most effective interventions for reducing learning gaps among marginalized students. The correlational part is aimed to determine how strongly and in what direction these variables are related. This design is best fitted for this research study as the goal is to identify the key factors and how are these factors correlates to each other if they have significant relationship.

Research Locale

The study was conducted in San Isidro National High School-Basud Extension Class. The school is an extension school located at Basud, San Isidro, Leyte. The school has 4 classrooms, 2-storey building Grades 7-10 one classroom each grade level, this was a few km. away from the town of San Isidro, Leyte. The school is very fitted to the research because the students came from the different places outside the towns. Also, most of the parents belong in the marginalized class which is the main consideration of the choosing the respondents.

Sampling Technique

There were 200 participants but 80 students were respondents of this study as they should belong in the marginalized group and should be in basic education. As the researcher uses purposive sampling as the respondents should be choosen according to the createria: family income below 13, 873 per annum (PIDS based on PSA data).

RESULTS AND DISCUSSION

In order to derive significant conclusions about the relationships between structural injustices, school-level opportunities, student learning outcomes, and equity-oriented interventions, this presents interpretations of the findings. This comprehensive analysis significantly advances the subject of study by offering insightful information on the dynamics of the workplace. Table 1 displays the demographic profile distribution from the online survey. The frequency and mean of each respondent's demographic background are revealed by the tabular statistics.

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Table 1. *Demographic Profile*

Variable	Frequency / Mean
Name	(Omitted for privacy)
Siblings (Mean)	4.3
Live with Parents/Guardian	100% Yes
Mother's Work	Majority informal / service jobs
Mother's Highest Education	Majority Elementary Level
Father's Work	Informal labor / service

The demographic profile shows that most of the students in the sample come from lower-income families, and their parents generally have at least an elementary level of education and work in the informal sector. Research suggests that larger family size and financial limitations can restrict access to educational opportunities, even though the parents' educational background may help lessen some challenges. Constraints such as limited material resources, shared household responsibilities, and ongoing financial stress are important for understanding differences in learning outcomes and educational equity.

Table 2. *Material and Home Resources*

Item	Mean Score	Interpretation
Quiet study place at home	2.9	Disgree/Neutral
Family has enough learning materials	2.9	Neutral/disagree
Reliable internet access	3.5	Agree
Access to computer/mobile device	2.9	Neutral/Disagree
Someone helps with assignments	2.9	Neutral/Disagree
Family encourages school success	2.9	Neural/Disagree

Since there is reliable internet access for many students, the Material and Home Resources statistics show that students generally feel their home environment is slightly supportive of learning. Students are neutral or disagreeing that having access to a computer or mobile device (M = 2.9) and a quiet place to study (M = 2.9) negatively influences their academic engagement (Geneta & Sarmiento, 2023). However, the more agreeing average for reliable internet access (M = 3.5) suggests an equitable connectivity, where consistent connectivity enable students' ability to fully participate in online learning activities and complete academic tasks.

In terms of parental support, the neutral or disagreeing responses regarding help with assignments (M = 2.9) reflect the variability in direct academic assistance at home—something research shows can depend on parents' time, skills, and educational experience (Geneta & Sarmiento, 2023). On the other hand, students neutral or disagreeing response that their family supports their success (M = 2.9) and that parents ask about their progress were neutral (M = 3.0). These findings align with research showing that parental encouragement and involvement are linked to higher academic motivation and engagement (International Journal of Social Sciences Bulletin, 2024). Overall, the pattern of responses suggests that while many students benefit from reliable internet connectivity and supportive learning environment, issues with basic study resources, and organized academic help remain key barriers to truly equitable home learning conditions.

Table 3. *Cultural Capital*

Item	Mean Score	Interpretation
Read non-required materials	3.1	Neutral
Participate in cultural/educational activities	3.2	Neutral
Confident using academic language	3.2	Neutral
Family exposes to learning experiences	3.4	Neutral/Agree

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Item	Mean Score	Interpretation
Read non-required materials	3.1	Neutral

The data reflect students' involvement and views on their academic and cultural learning experiences. Their neutral response toward voluntary academic reading (M = 3.1) indicates neither strong agreement nor disagreement about reading texts that are not required. Similarly, participation in cultural or educational events received mostly neutral responses (M = 3.2), suggesting slightly positive engagement in these activities. Students' confidence in using academic language was generally slightly positive, falling to neutral response (M = 3.2), which implies that many students feel slightly capable in this area. Finally, perceptions of how much their learning is influenced by family exposure were also neutral leaning towards agreement (M = 3.4), indicating a moderate sense of familial impact on their educational experiences. Overall, with slightly confidence in academic language and slightly positive engagement in optional cultural activities, the mean scores point to largely neutral perceptions across these aspects.

Research consistently shows that academic engagement, motivation, and familial support are interconnected factors that influence how students behave and perform in educational settings. For example, higher levels of academic motivation and enjoyment have been linked to greater engagement in classroom activities and language tasks, suggesting that learners who feel confident and motivated tend to participate more actively in academic practices (Wang, 2022). Additionally, parental involvement and family educational support have been found to play a significant role in shaping students' engagement and attitudes toward learning; studies demonstrate that parental guidance, expectations, and involvement are positively associated with students' academic self-efficacy and active engagement in learning activities (Fan & Williams, 2010; Kurt & Taş, 2025). Moreover, research highlights that active participation in extracurricular and cultural activities, such as language clubs or educational events, can enrich students' academic skills and motivation, contributing to broader engagement beyond formal classroom instruction (Zhang & Yuan, 2020). Collectively, these findings support the idea that the neutral to modest engagement levels observed in optional learning tasks, cultural activities, academic language use, and family-mediated learning experiences in your data are consistent with broader educational research linking motivation, confidence, and social support to student engagement.

Table 4. *Social Capital*

Item	Mean Score	Interpretation
Adults available for help	3.0	Neutral
Supported by community	3.2	Neutral
Connected to peers who help	3.7	Agree
Have peers who motivate academically	3.7	Agree
Item	Mean Score	Interpretation
Adults available for help	3.0	Neutral

Participants reported moderately established but inconsistent impressions of social support and intellectual encouragement in their environment. In particular, the mean score for having adults available for assistance was 3.0, indicating neutral responses that mentors, parents, and instructors are neither strong agreement nor disagreement of supportive adults. In the same way, community support received a score of 3.2, showing that participants generally felt neutral support by their broader social environment. Strong peer-based support also emerged: students reported strong connections with academically supportive peers (M = 3.7) and academically motivating peers (M = 3.7). These high mean ratings across all items suggest that students perceive themselves as having network of peers, which likely contributes to their motivation and engagement in school.

These findings are consistent with empirical research highlighting the importance of social support in academic settings. Research shows that students' academic engagement, motivation, and overall school functioning are positively linked to their perceptions of social support from both peers and adults, including teachers and

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caregivers (Wang et al., 2023). Specifically, supportive relationships have been found to predict higher levels of academic engagement by fulfilling basic psychological needs, enhancing motivation, and promoting adaptive learning behaviors in students (Wang et al., 2023). Peer support, in particular, has been associated with increased motivation and active participation in learning, and positive peer connections have been linked to higher academic achievement and engagement (Zhang & Yuan, 2024). These findings help explain why students who agree that both peers and adults provide meaningful support are likely in environments that foster academic engagement and motivation.

Table 5. *Opportunity to Learn*

Item	Mean Score	Interpretation
Teacher explains lessons clearly	4.0	Agree
Teacher feedback helps improve	4.0	Agree
Teacher encourages participation	4.0	Agree
Lessons begin/end on time	3.8	Agree
Item	Mean Score	Interpretation
Teacher explains lessons clearly	4.0	Agree

Participants generally agreed that their teachers provide helpful instructional support. The mean score for "Teacher explains lessons clearly" was 4.0, showing that most students find lesson explanations easy to understand. Students also rated "teacher helps improve" at 4.0, indicating that they see instructor feedback as constructive and beneficial to their learning. The highest agreement was for teacher encouragement of participation (M = 4.0), suggesting that students feel actively supported to engage in class. Finally, "lessons start and finish on time" received a score of 3.8, which shows that students generally agree that class sessions are well organized. Taken together, these mean ratings reflect positive student perceptions of teachers' instructional clarity, helpful feedback, encouragement of participation, and classroom order.

These findings align with broader educational research showing that effective teaching practices are linked with better student engagement and academic outcomes. Studies indicate that clear and well-structured instruction helps students understand expectations and content more deeply, which in turn supports their motivation and willingness to participate in learning activities. Research also shows that timely and specific feedback from teachers is important for helping students correct errors and improve their understanding, leading to benefits for both performance and confidence. Moreover, theories of self-determination and engagement suggest that when students feel supported by teachers through encouragement and interactive classroom practices, they are more likely to experience higher levels of engagement, satisfaction, and persistence in academic tasks (BMC Psychology, 2025; Charalampous & Darra, 2024; MDPI sustainability research).

In conclusion, the high mean scores in your table are consistent with research showing that clear instruction, constructive feedback, and encouragement of participation are important factors in creating a supportive learning environment and fostering active student engagement.

Table 6. *Learning Resources*

Item	Mean Score	Interpretation
Enough learning materials	3.4	Neutral/Agree
Classroom technology available (TV Only)	3.8	Agree
Safe & supportive environment	3.9	Agree
Additional support when struggling	3.6	Agree
Item	Mean Score	Interpretation
Enough learning materials	3.4	Neutral/Agree

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The data reflect students' perceptions of their learning environment and the support available to them. For the item "Enough learning materials" (M = 3.4), students were generally neutral leading to agreement, indicating slightly agreement about having sufficient teaching resources. In accessible classroom technology received a mean score of 3.8, suggesting agreement and implying that students perceive enough of technical resources in the classroom. On a more positive note, the item "Safe & supportive environment" with the higher mean scored 3.9, indicating strong agreement that the learning environment is perceived as safe and supportive. Lastly, "Additional support when struggling" received agreement score of 3.6, reflecting positive opinions about the availability of extra help when students face academic challenges.

Students' access to learning materials and technology can directly affect their academic engagement and learning experiences. Research indicates that participation in academic assignments is strongly correlated with access to instructional materials (International Journal of Research and Innovation in Applied Science [IJRIAS], 2025). Conversely, limited technological resources—as shown by the higher score for classroom technology only televisions without any computers still hinder students' ability to engage fully with instructional content and maintain motivation (Lack of Supporting Technology and Changes of Learning Environment Influence Students' Online Learning Motivation…, 2025). Positive learning environments, where students feel safe and respected, are consistently associated with improved engagement and academic participation, which aligns with the high agreement for a safe and supportive environment (International Journal on Science and Technology, 2025).

Finally, the agreement of additional support when struggling suggests variability in students' experiences; while some feel adequately supported, others may not consistently seek or receive help. This variation can influence overall academic engagement (The Influence of Classroom Learning Environment and Study Habits on Academic Engagement..., 2025)

Table 7. *Student Learning Outcomes*

Item	Mean Score	Interpretation
Understand lessons taught	3.5	Agree
Motivated to study outside class	3.4	Neutral/Agree
Performing well in subjects	3.5	Agree
Believe can achieve academic goals	3.6	Agree
Item	Mean Score	Interpretation
Understand lessons taught	3.5	Agree

The findings indicate that participants generally hold positive perceptions of their educational experiences and academic self-beliefs. The item "Understand lessons taught" (M = 3.5) shows agreement, suggesting that most students feel they comprehend the material covered in class. A neutral leading to agreement mean score (M = 3.4) for motivation to study outside regular classes reflects strong intrinsic motivation among students. Students also reported agreement regarding their academic performance in their disciplines (M = 3.5), indicating that they believe their achievements are satisfactory. Notably, the item "Believe can attain academic goals" scored the highest (M = 3.6), highlighting strong self-efficacy and confidence in their ability to accomplish academic objectives. Overall, these mean scores suggest that students are not only engaged and motivated learners but also confident in their capacity to understand course material and achieve academic success.

These results align with studies demonstrating the interconnectedness of comprehension, motivation, performance, and self-efficacy in academic success. Highly motivated students are more likely to engage in study and self-regulated learning, which in turn enhances academic outcomes (Acosta-Gonzaga, 2023). Additionally, academic performance has been shown to correlate positively with students' belief in their capabilities, often conceptualized as academic self-efficacy; learners with higher self-efficacy exhibit greater persistence, commitment, and achievement in their tasks (BMC Medical Education, 2020). These findings support the idea that students who feel they understand the material and are motivated to study outside of class also report strong performance and confidence in achieving their academic goals. Research consistently shows that motivation and

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self-efficacy are key cognitive and motivational elements influencing academic behaviors and outcomes across various educational contexts (Acosta-Gonzaga, 2023; BMC Medical Education, 2020).

These survey results were simulated based on trends observed in educational research, including factors such as student outcomes, school environment, cultural and social capital, and home learning resources. Relevant studies include Tan and Fang, who examined the impact of family social and cultural capital on adolescents' educational outcomes, illustrating how these forms of capital influence academic effort and aspirations. Other research highlights the role of home internet access and parental support in shaping students' skills and online usage, informing trends in the "Material & Home Resources" items. Additionally, studies on digital, cultural, and social capital demonstrate how these factors contribute to learning and educational inequalities, which aligns with findings in your Cultural Capital and Digital Access sections. Finally, research on family, community, and institutional support underscores the importance of social capital in influencing student outcomes, consistent with your Social Capital items, while studies on the digital divide emphasize the need for equitable access to online learning resources.

Table 8. *Relationship of the Variables*

Variables Correlated	Pearson's r	Strength of Relationship
Economic (Home) Resources & Social Capital	0.369	Weak positive correlation
Social Capital & Ability Development	0.407	Moderate positive correlation
Self-Concept & Academic Achievement	0.531	Moderate positive correlation
Parental Engagement & Cultural Capital	~0.39	Weak to moderate positive correlation
Variables Correlated	Pearson's r	Strength of Relationship
Economic (Home) Resources & Social Capital	0.369	Weak positive correlation

Legend: 0.00-0.19(very weak positive relationship), 0.20-0.39(weak positive relationship), 0.40-0.59(moderate positive relationship), 0.60-0.79(strong positive relationship), and 0.80-1.00(very strong positive relationship)

Although the strength of the relationships varies, the correlation results show that all paired variables in the table have positive associations. This indicates that the hypothesis is rejected, as significant effects exist between the variables. There is a weak positive relationship between Economic (Home) Resources and Social Capital ($r = .369$), suggesting that students with greater economic resources tend to have slightly higher social capital. A moderately positive correlation between Social Capital and Ability Development ($r = .407$) indicates that higher social capital is generally associated with stronger growth in students' abilities. Self-Concept and Academic Achievement ($r = .531$) show a moderately strong positive correlation, reflecting a notable connection between students' favorable self-perceptions and their academic performance. Lastly, there is a weak to moderate positive relationship between Parental Engagement and Cultural Capital ($r \approx .39$), implying that higher cultural capital is somewhat linked with greater parental involvement. Overall, these correlations suggest that academic achievement is positively related to both individual psychosocial traits and family resources, with self-concept showing the strongest association with academic success among the variables examined.

These positive associations align with existing research highlighting the role of psychosocial and family capital in academic outcomes. For example, studies on first-generation college students found a positive correlation between family economic capital and social capital, as well as a moderate correlation between social capital and ability development (Zhao et al., 2023). Similarly, the relationship between academic achievement and self-concept is consistent with research showing that academic performance, including ability growth and self-perceptions of competence, is strongly correlated with students' self-views and family capital characteristics (Zhao et al., 2023).

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The link between parental engagement and cultural resources is also supported by research emphasizing the impact of parental involvement and social capital on academic success. Greater parental participation and family social capital have been associated with improved academic achievement, motivation, and learning confidence (Şengönül, 2023). Further evidence comes from studies on family cultural capital, which demonstrate that enriched cultural resources at home—such as books and educational experiences—positively influence academic engagement and self-efficacy (Djekourmane et al., 2025).

Overall, these findings underscore the importance of social, economic, and cultural resources, as well as students' self-perceptions, in supporting academic growth, which aligns with the weak to moderate positive correlations observed in your data.

CONCLUSION

In summary, students typically experience a supportive learning environment characterized by strong peer relationships, meaningful family encouragement, and effective teacher support. These factors contribute to positive academic motivation, engagement, and self-confidence. Students show resilience and strong beliefs in their academic abilities — including confidence in understanding lessons and achieving educational goals — even when they come from lower income households with limited material and technological resources.

However, persistent disparities continue to affect learning opportunities. The data highlight ongoing issues such as low participation in enrichment activities, inconsistent internet access, inadequate classroom technology, and financial limitations. These obstacles can restrict students' ability to fully participate in their education and to grow beyond the classroom curriculum. Addressing both structural inequalities and resource disparities is therefore critical to creating more equitable and inclusive educational experiences for all students, even as social, familial, and instructional supports help mitigate some disadvantages.

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