

## Abstract

The researcher in the current study compared parental involvement perceptions and practices between lower socioeconomic status parents of high-achieving students and lower socioeconomic status parents of students who struggle academically. A review of the literature indicates the benefit parental involvement has on student achievement, however, schools across the nation continue to face the challenge of implementing strategies that increase parental involvement among lower socioeconomic families. The purpose of the study was to determine if there is a significant difference in the level of home and school-based roles and responsibilities, practices, perceptions and beliefs, and self-efficacy between parent groups. The current study used a multivariate analysis of variance (MANOVA) and the Kruskal-Wallis Test to compare differences in parental involvement between lower socioeconomic status parents of third and fourth grade students who had *Ready* or *Exceeds* performance level indicators on the ACT Aspire Assessment in math and reading and lower SES parents of students who were at *Close* or *Needs Support* performance levels. Data revealed in the current research may inspire increased parental participation among lower SES parents, change parental involvement perceptions among administrators and teachers, and help schools that struggle to create effective involvement opportunities for parents of children in low-income families.

*Keywords:* socioeconomic status, academic achievement, parental involvement, socioeconomic achievement gap, Bioecological Systems Theory, microsystem, mesosystem, self-efficacy, magnet schools, ACT Aspire.