

Parental Involvement and Academic Performance of Students in Online Class Learning Modality

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Doi: 10.23918/ijsses.v10i2p16

Abstract: Parental involvement has long been an area of research across the world and is consistently found to have a positive effect on students' academic performance. The global spread of COVID-19 pandemic, however, has caused disruptions in education systems worldwide including the Philippines, therefore, online education was implemented. During online distance learning, parents' role in supervising their children's education was reinforced and appeared to be crucial for some parents. The study used a sample of 49 parents of Grade 12 students at Lala National High School for the academic year 2022-2023. Results indicate a high level of parental involvement in terms of parenting, learning at home, decision making and familiarity with school information. The respondents also showed an outstanding performance during the course of the utilization of the online learning modalities. The study therefore concluded a positive correlation between parental involvement and the academic performance of students.

Keywords: Parent Involvement, Academic Performance, Online Learning, COVID-19

1. Introduction

Parental participation has a positive impact on children's academic success. Family and community have vital influence to students' learning (Erdem & Kaya, 2020; Roy & Giraldo-Garca, 2018). There is no consensus about a standard definition of parental involvement in education, given that it is a multidimensional concept involving various parental practices and behaviors regarding students' education and learning processes. Parental involvement in this study refers to the amount of active and meaningful participation of biological parents, both financially and behaviorally, in children's learning at home and school. Epstein's research (as cited in Smokoska, 2020) asserts that parental involvement has four components: parenting, communicating, learning at home, and participation in decision-making. Parenting is the process of assisting families in establishing a supportive environment at home via knowledge of child development, expertise in child and adolescent care, and the creation of environments that encourage learning in children of all ages and grade levels. To communicate is to develop open lines of communication on student progress and educational initiatives between parents and schools.

Received: December 18, 2022

Accepted: February 20, 2023

Olivar, M.J., & Naparan, G.B. (2023). Parental Involvement and Academic Performance of Students in Online Class Learning Modality. *International Journal of Social Sciences and Educational Studies*, 10(2), 16-31.

Parents are urged to participate in this kind of parental involvement by attending parent-teacher conferences so that they can learn about school rules and initiatives and receive phone calls about their children's performance (Newman et al., 2019). Learning at home, on the other hand, focuses on making sure that families have access to information that explains how to support their children's education (Ramirez et al., 2022). With this kind of parental involvement, students perform better academically, perceive their parents as partners in their education, and have higher levels of self-efficacy (Eguico et al., 2022; Garbacz et al., 2017; Smokoska, 2020). Moreover, decision-making refers to encouraging parents to participate as committee leaders and representatives. For this kind of parental involvement, it is advised that parents be educated about and encouraged to participate in Parent-Teacher Organizations (PTO) and Parent-Teacher Associations (PTA).

As mentioned, empirical investigations and meta-analyses have demonstrated a significant link between parental participation and academic performance, mostly indicating a positive role (Erdem & Kaya, 2020; Tarraga et al., 2017), improving children's self-esteem (Garbacz et al., 2017), increased motivation and self-reliance (Carpenter & Dunn, 2021), as well as school retention and attendance (Ross, 2016) which may lead to improved academic performance and success regardless of economic background (Carpenter & Dunn, 2021; Shao et al., 2022). Research has also evidenced that programs focused on increasing parental involvement in education positively impact children, families, and school communities (Sebastian et al., 2017). Research also affirms that inadequate parental involvement contributes to low student performance and engagement (Tarraga et al., 2017).

The literature also suggests that parental involvement comprises parental attitudes, actions, style, and events that happen inside or outside the school environment to support children's academic or behavioral success in their presently enrolled school (Naite, 2021). The majority of the prior research on parental participation and children's academic success frequently originates from the primary school setting (Anthony & Ogg, 2019; Oswald et al., 2018). Due to elementary students' greater independence from teenage students, it has been discovered that parental participation is higher in the elementary school setting than in the middle and high school settings (Oswald et al., 2018).

The environment in traditional learning is quite different from online education. Hence, parental involvement was particularly crucial considering the COVID-19 pandemic and the changes it brought to students' learning. Parents' role in supervising their children's learning was reinforced, mainly through accompanying their children's study and developing self-regulation strategies related to online learning (Kong, 2020). In this vein, the study of Sari and Maningtyas (2020) concluded and categorized that the level of parental involvement in distance learning during the COVID-19 pandemic is good, with a percentage of 83%. Parents can also assist in utilizing learning facilities such as using gadgets, internet services, and understanding learning materials since 53% of the research participants are projected to attain a high educational level. Furthermore, the study also revealed that due to the implementation of work from home setup, parents are observed to be able to spend more of their time accompanying their children to study or play. In addition, Alharti (2022) entailed that the readiness of schools to shift into distance learning also had a positive impact that increased the involvement of the interviewed parents.

Even with the benefits of parental involvement, various factors also facilitate and hinder parents' involvement beyond their control; Consequently, it has not always been discovered that parental

participation improves students' academic success. For instance, the mixed method study by Lee et al. (2020) recounted that during the initial phase of the COVID-19 crisis, 78% of American parents were revealed to suffer from major depression. Moreover, moderate or severe anxiety due to disruptions of the daily schedule, overwhelming responsibilities, lack of preparation for homeschool, and lack of educational resources at home. Dong et al. (2020) also uncovered that Chinese parents generally had negative beliefs and attitudes about the values and benefits of distance learning and preferred traditional learning in early childhood education. This is because they are neither trained nor ready to embrace this learning modality. The challenges of the pandemic have also made them more resistant to online learning at home. The study further revealed that Chinese parents are more concerned about the shortcomings of distance learning, their children's inadequate self-regulation, and their lack of time and professional knowledge in supporting distance learning.

In the Philippines, the Department of Education (DepEd) launched the Basic Education-Learning Continuity Plan (BE-LCP) under DepEd Order no. 012, s. 2020 to secure the learning continuity of primary education among Filipino students amidst public health emergencies (Montemayor, 2020). It also underscores the role of parents in implementing its various learning delivery modalities (Pimentel-Tibon, 2020). It reminds us that parents must closely supervise early grade levels in the use of technology. It responds to the challenge of orienting the parents despite apprehensions about whether they are ready to take on this role.

However, the suddenness and compulsion to use this form of education during the pandemic in the country made it a great challenge for teachers, students, and their parents (Capacio et al., 2021). This setup posed many challenges, particularly parental involvement in children's learning processes. Local literature suggests that several Filipino parents felt unaware of the current educational practices and how they can get involved in their children's learning experience (Cahapay, 2021). Furthermore, parents fail to encourage their children since they are preoccupied with earning a living, especially amidst a pandemic, thus expecting their children to study independently. As a result, their child felt demotivated and did not perform well in their study due to their parents' lack of attention and encouragement. Some of them felt forced to study and could not perform well in their education (Pek & Mee Mee, 2020). Other socio-cultural factors, such as access to technology, economic pressure, financial stresses, and lack of competency (Datu & Episcope, 2021), have also constrained parents' capacities to involve themselves in their children's schooling. As per observation, parental involvement and online learning modality hold a unique relationship, which may depend on the context of different families worldwide.

Most accounts evolve in the elementary school environment and are scarce in the high school context. The purpose of the current study is to investigate the relationship between parental engagement and academic performance during online class learning modality by identifying the challenges posed by the current learning circumstances and the gap identified in the literature. This inquiry must be addressed considering its relevance and importance for ensuring students' success in remote learning to progress further in their learning journey. Especially in these trying times, school retention is a significant concern in the Philippines. The study's findings will contribute new knowledge for scholars and researchers who are interested, especially from parents' perspectives amid this unprecedented crisis. It will also provide practical inputs for policymakers, school administrators, and teachers to inform future policy decisions

and develop appropriate programs or interventions that will respond to the related needs of parents and learners.

1.1 Statement of the Problem

This research explored the level of parental involvement during the online classes in terms of parenting, learning at home, decision-making, and familiarity with school information communication. It also explored the academic performance of students during the online learning. Furthermore, it presented the relationship between parental involvement and academic performance of students during online learning modality.

2. Method

2.1 Research Design

In order to ascertain how parental involvement is delivered during online class and their impact on student's academic performance, this study employed a quantitative descriptive-correlational research methodology. In a more controlled setting, when the variables, setting, and research objectives are under the researcher's control, quantitative research will be used. In order to ascertain the connections between variables and results, quantitative research is performed. Creating a hypothesis, or a description of the anticipated result, relationship, or predicted consequence from the research question, is a step in quantitative research (Polit & Beck, 2012).

2.2 Research Environment and Participants

The study is conducted in one of the public high schools in the Municipality of Lala, Lanao del Norte. The participants of this study are the selected senior high school Grade 12 students and their parents from Lala National High School for the academic year 2022–2023. They were chosen using simple random sampling. The number of participants is presented in Table 1:

Table 1: Population and sample of the participants

Grade Level	Total Population	Participants Taken
Grade 12	944	49

2.3 Data Gathering Procedure

Initially, the researchers of this study have secured permission from the School Principal of the participating school in this study with written consent for formality purposes. The researchers clarified the purpose and benefits of the study to the school principal and target research participants. The survey was conducted right after the approval and permission of the questionnaire. Informed consent was also sent to the participant's days before the data gathering. The consent aimed to inform the participants about the study's context, purpose, advantages, and disadvantages. These were taken back from the participants upon distributing the questionnaires online. Finally, to collect data, the researcher used google forms. Before

leading the participants to the questions, the google forms required them to agree to the terms, conditions, and consequences (the content of the informed consent) by clicking "yes."

2.4 Research Instrument

The questionnaire adopted in this study is the Parental Involvement Questionnaire by Mejia et al. (2009), as cited in Tus (2021). The questionnaire consists of 26 items categorized to gather information concerning the demographic profile of the parents, the nature and level of parents' participation in their child's school and academic activities. Each question in the second part of the questionnaire has a 4-point Likert-type response with values ranging from strongly agree (4) to strongly disagree (1). Prior studies reported a Cronbach's alpha reliability coefficient of 0.91 for the whole questionnaire (Tus, 2021). The research participants for this survey are the parents or legal guardians of Grade 12 Senior High School students. On the other hand, the academic performance was evaluated through the students' average grades for the last S.Y. 2021-2022. The survey was done virtually using Google forms facilitated by the researcher, who facilitated the retrieval of responses.

2.5 Statistical Treatment

Descriptive and inferential statistics were used in this study to analyse the data that were gathered. Descriptive statistics helped reveal the status of the study's variables and evaluate how data was distributed. On the other hand, inferential statistics were used to assess and measure the significant relationship between the variables. The inferential statistic utilized in the data treatment is Pearson correlation analysis. It determined whether the study's pairs of variables have a significant linear relationship.

The weighted mean was utilized to determine the effects of online class learning among the Senior High School students at the Lala National High School. To measure the degree of strength of the relationship between two variables, the researcher used a correlation coefficient, and in this study, the researchers used the 4-point Likert scale. A 4-point Likert scale is a point on the scale between 4, 3, 2, and 1; the closer the number is to either limit determines the predictive strength of the relationship between the two variables. A coefficient of 4 means the research participants strongly agree, three means agree, two means research participants disagree, and a coefficient of 1 means the research participants strongly disagree with the effects, advantages, and disadvantages of online class learning.

Numerical Scale	Mean Range	Descriptive	Interpretation
4	3.25-4.00	Strongly Agree	Very High
3	2.50-3.24	Agree	High
2	1.75-2.49	Disagree	Low
1	1.00-1.74	Strongly Disagree	Very Low

The Statistical Package for Social Sciences (SPSS) was used for data entry and analysis. The survey scores and the grade point averages were calculated to find Pearson's r coefficient and the central tendencies. The

correlation coefficient was used to determine if a significant relationship exists between the research participants' behaviour relative to the effects of online learning, academic achievement, and the impact of online class learning. A confidence level of 95% was chosen because all correlation was tested at a 0.05 level of significance, and it must be able to select each class level that existed at the school. Choosing a 95% confidence level is the percentage of the sample that refers to the rate of all samples that can be expected to include the valid population parameter ("Statistics and Probability Dictionary," 2014).

3. Results and Discussion

3.1 Parental Involvement in Online Learning Modality

The first component of parental involvement is the parenting component. This component tackles how the parents are on top of the activities of their children especially in terms of their online learning.

Table 2: Level of parental involvement in online learning modality in terms of parenting

No.	Indicators	Mean	SD	Interpretation
1.	I have identified a regular time and place in our home for my child to do homework.	3.04	0.45	High
2.	I monitor my child's homework.	2.96	0.60	High
3.	I monitor my child's television viewing habits or use of mobile devices.	2.98	0.55	High
4.	I ensure that my child has an excellent attendance at school in the midst of online learning modality.	3.22	0.71	High
5.	I have discussed with my child the importance of a good education.	3.44	0.67	Very High
6.	I support and reinforce the school's discipline plan for my child.	3.26	0.56	Very High
7.	I support my child's learning by providing nutritious meals and adequate time for sleep.	3.30	0.65	Very High
	Overall	3.17	0.60	High

Scale: 1.00 –1.75 – Very Low; 1.76–2.50 – Low; 2.51–3.25 – High; and 3.26–4.00 – Very High

The level of parental involvement in online learning modality in terms of parenting as shown in Table No. 2 was categorized as High with an overall weighted mean of 3.17 and standard deviation of 0.60. Statement No. 7, “I support my child's learning by providing nutritious meals and adequate time for sleep” obtained the highest weighted mean of 3.30, with a standard deviation of 0.65, and can be interpreted as Very High. Statement No. 2, “I monitor my child's homework,” on the other hand had the lowest weighted mean of

2.96, with a standard deviation of = 0.60), and can be interpreted as High. It can be interpreted that parents have a high level of involvement, in terms of parenting, in the online learning of their children, which is quite a good indication in ensuring the academic success of their children.

The second component of parental involvement is the learning at home component. This component tackles how the parents are able to support and encourage their children to effectively learn at home during the implementation of the online learning modalities.

Table 3: Level of parental involvement in online learning modality in terms of learning at home

No.	Indicators	Mean	SD	Interpretation
1.	I encourage my child to read by paying attention to what he/she reads as well as how often he/she reads	3.18	0.52	High
2.	I hold my child responsible for completing all assignments on time and to do the best of his/her ability.	3.22	0.46	High
3.	I am knowledgeable about the information and skills my child should master at his/her grade level in his/her major subject areas.	2.98	0.47	High
	Overall	3.13	0.49	High

Scale: 1.00 –1.75 – Very Low; 1.76–2.50 – Low; 2.51–3.25 – High; and 3.26–4.00 – Very High

The level of parental involvement in online learning modality in terms of learning at home as shown in Table No. 3 was categorized as High with an overall weighted mean of 3.13 and standard deviation of 0.49. Statement No. 2, “I hold my child responsible for completing all assignments on time and to do the best of his/her ability” obtained the highest weighted mean of 3.22, with a standard deviation of 0.46, and can be interpreted as High. Statement No. 3, “I am knowledgeable about the information and skills my child should master at his/her grade level in his/her major subject areas,” on the other hand garnered the lowest weighted mean of 2.98, with a standard deviation of = 0.47), and can be interpreted as High. The results can be interpreted that the parents have a high involvement in terms of the concept of their children learning at home. The result can only indicate that children are able to utilize the implementation of the online learning modality in the comfort of their homes because of the involvement of their parents.

It can be stated that, when parents and children work together on projects that promote learning, the amount of quality time that can be spent with one another rises, which in turn strengthens the bonds that exist between the parent and children. In situations like these, parents have the opportunity to become a source of comfort for their children, easing their pain and worries, and to have dialogues with their children, also with the goal of assisting the children in reducing their nervousness. It has been suggested that parents receive training on different approaches that can teach them how to provide children with emotional support when they are experiencing uncertainty. A system of online education that includes parental

support guidelines might be beneficial in terms of strengthening the connection that exists between children and their parents (Bhamani et al., 2020).

Furthermore, when parents and children work together on projects that promote learning, the amount of quality time that can be spent with one another rises, which in turn strengthens the bonds that exist between the parent and kid. In situations like these, parents have the opportunity to become a source of comfort for their children, easing their pain and worries, and to have dialogues with their children, also with the goal of assisting the children in reducing their nervousness. It has been suggested that parents receive training on different approaches that might help them provide children with emotional support while they are experiencing uncertainty (Wang et al., 2020). A system of online education that includes parental support guidelines might be beneficial in terms of strengthening the connection that exists between children and their parents.

The third component of parental involvement is the decision-making component. This component tackles how the parents are able to make sure that they are able to be aware and involved in the decision-making process in the education of their children, even during the implementation of the online learning modalities.

Table 4: Level of parental involvement in online learning modality in terms of decision making

No.	Indicators	Mean	SD	Interpretation
1.	I have attended at least one PTA or other support group meeting this year.	3.00	0.64	High
2.	I assist in providing information to the School Governing Council (SGC) or serve as a SGC parent representative.	2.66	0.77	High
	Overall	2.83	0.71	High

Scale: 1.00 –1.75 – Very Low; 1.76–2.50 – Low; 2.51–3.25 – High; and 3.26–4.00 – Very High

The level of parental involvement in online learning modality in terms of decision making as shown in Table No. 4 was categorized as High with an overall weighted mean of 2.83 and standard deviation of 0.71. Statement No. 1, “I have attended at least one PTA or other support group meeting this year” obtained the higher weighted mean of 3.00, with a standard deviation of 0.64, and can be interpreted as High. Statement No. 2, “I assist in providing information to the School Governing Council (SGC) or serve as a SGC parent representative,” on the other hand garnered the lower weighted mean of 2.66, with a standard deviation of 0.77), and can be interpreted as High. The results can be interpreted that there is a high involvement among parents in terms of the decision making for the education of their children even in the implementation of the online learning modality.

The term "decision-making of parents" refers to the process of producing parent leaders and representatives as well as incorporating parents in school decision-making processes. When parents join groups like the parent-teachers association or serve on school governance committees, they are able to have a voice in the educational decisions that affect their children's schools. Taking on leadership

responsibilities that require knowledge to be disseminated to other parents is another activity that falls under the umbrella of decision-making. Included are active PTA/PTO or other parent organizations, advisory councils or committees for parent leadership and participation, independent advocacy groups to lobby for school reform and improvements, and networks to link all families with parent representatives. Advisory councils and committees for parent leadership and participation are also included (Durisic & Bunijevac, 2017).

The parent-school collaboration enables a more nuanced view of roles and relationships, as well as the impact on the development of children. According to this methodology, families and schools are the primary actors in the building of their respective roles and forms of involvement. As a result, families and schools generate new and different activities to relate to each other based on the particular educational situation (Lara & Saracostti et al., 2019). The final component of parental involvement is the school information communication. This component tackles how the parents are able to make sure that they are knowledgeable and familiar with the school's policies, rules, among others.

Table 5: Level of parental involvement in online learning modality in terms of school information communication

No.	Indicators	Mean	SD	Interpretation
1.	I have read the student code of conduct and/or discipline policy.	2.92	0.57	High
2.	I regularly read newsletters, notes, emails, or texts from the school.	2.74	0.66	High
3.	I am familiar with the extra services provided at your child's school (examples are speech therapy, resources help for gifted students, and counselling.)	2.68	0.65	High
4.	I had at least one parent-teacher conference with the teacher(s) of your child.	2.80	0.64	High
5.	I initiate contact with my child's teacher or principal just to show my support.	2.76	0.62	High
6.	I am aware of my child's academic strengths and weaknesses.	3.14	0.61	High
7.	I ensure that my child takes courses to prepare him/her for a chosen career path.	3.22	0.58	High
8.	I am familiar with the grading scale used on my child's report card.	3.08	0.53	High
	Overall	2.92	0.61	High

Scale: 1.00 –1.75 – Very Low; 1.76–2.50 – Low; 2.51–3.25 – High; and 3.26–4.00 – Very High

The level of parental involvement in online learning modality in terms of familiarity with school information communication as shown in Table No. 5 was categorized as High with an overall weighted mean of 2.92 and standard deviation of 0.61. Statement No. 7, “I ensure that my child takes courses to prepare him/her for a chosen career path,” obtained the highest weighted mean of 3.22, with a standard deviation of 0.58, and can be interpreted as High. Statement No. 3, “I am familiar with the extra services provided at your child's school (examples are speech therapy, resources help for gifted students, and counselling,” on the other hand garnered the lowest weighted mean of 2.68, with a standard deviation of 0.65), and can be interpreted as High. The results can be interpreted that there is a high involvement among parents in terms of the school information communication to make sure that they are in the know when it comes to the school’s policy, among others, even during the implementation of the online learning modality.

The academic performance of children can benefit from having parents who are more actively involved in their education. Students are held to a higher standard of accountability when their parents take an interest in the activities that take place at school. Students get the impression that their families care about them and want them to do well in school when their parents are open and honest with their children's educators about the needs of their children. Helping their children acquire key habits, including assisting them with their schoolwork and reminding them to study for examinations, can enhance the likelihood that their children will be successful in the near term as well as the long term.

Encouragement from parents to their children when they perform well in school is a great way to support them and make them feel more confident. Furthermore, effective communication between parents and teachers can also be beneficial for parents. Because parents are not always able to be actively involved in their children's classroom experiences, having consistent talks with their children's instructors can help them better understand which curricular areas their children excel in and which ones they struggle with. Additionally, it can help students feel valued, which in turn can boost their confidence in actively participating in the learning process. If a parent is interested in being more active in their child's education, one way they can do so is by providing supplemental materials at home and helping their child work through difficult difficulties in their homework (American University, 2020).

Communication plays a significant role not just between school administrators, teachers, and students, but also between teachers and the parents of the kids. This is because effective education in educational institutions depends on effective communication. In particular, communication between teachers and parents concerning students' performance in the classroom bears vital importance in terms of better understanding students' problems, increasing parents' support in education, effectively performing counselling and guidance, and ultimately increasing students' motivation and success (Ozmen et al., 2016).

Table 6: Summary of results

No.	Indicators	Mean	SD	Interpretation
1.	Parenting	3.17	0.60	High
2.	Learning at Home	3.13	0.49	High
3.	Decision Making	2.83	0.71	High
4.	Familiarity with School Information Communication	2.92	0.61	High
	Overall	3.01	0.60	High

Scale: 1.00 –1.75 – Very Low; 1.76–2.50 – Low; 2.51–3.25 – High; and 3.26–4.00 – Very High

The summary level of parental involvement in online learning modality is shown in Table No. 6. It can be gleaned from the table that the indicators of the level of parental involvement in online learning modality had a High overall interpretation, with an overall weighted mean of 3.01 and standard deviation of 0.60. With parenting obtaining the highest weighted mean of 3.17, with a standard deviation of 0.60, and can be interpreted as High. While decision making on the other hand garnered the lowest weighted mean of 2.83, with a standard deviation of 0.71, and can be interpreted as High.

3.2 Students' Academic Performance

The table below showed that the level of academic performance of the students in online learning modality obtained an average grade of 90.24, with a standard deviation of 2.17, which can be interpreted as Outstanding. This result indicates that the respondents showed an outstanding performance during the course of the utilization of the online learning modalities.

Table 7: Level of academic performance of the students in online learning modality

Variable	Average Grade	SD	Interpretation
Academic Performance	90.24	2.17	Outstanding

Scale: 90 –100 – Outstanding; 85–89 – Very Satisfactory; 80–84 – Satisfactory; 75–79 – Fairly Satisfactory and Below 75 – Did Not Meet Expectations

This result is supported by the study of Hamdan and Amorri (2022), which stated that, in general, students benefited from participating in online learning because it was reflected in their level of academic achievement. A sizable percentage of students have reported feeling very comfortable taking their classes

entirely online, within a digital classroom, rather than relying on traditional methods of education. When students are passionate and motivated to learn, they excel in the online learning modality (Macasling et al., 2023).

3.3 Test of Relationship

Table 8: Test of relationship between parental involvement and students' academic performance

Variables	Pearson "r"	Interpretation	p-value	Interpretation
Parental Involvement and Students' Academic Performance	.389*	Low Positive Correlation	.042	With Significant Relationship

*. Correlation is significant at the 0.05 level (2-tailed).

Pearson "r" Scale: 0 – ± 0.30 = Negligible Correlation *N = 50
 ± 0.31 – ± 0.50 = Low Correlation
 ± 0.51 – ± 0.70 = Moderate Correlation
 ± 0.71 – ± 0.90 = High Correlation
 ± 0.91 – ± 1.00 = Very High Correlation

The relationship between parental involvement and students' academic performance, had a Pearson "r" value of .389*, which can be interpreted as Low Positive Correlation. This result reveals that parental involvement in online learning is positively correlated to the performance of the students. This outcome suggests that if parents are highly involved in facilitating and monitoring the learning activities of the students in the online modality, academic performance of the students will increase. Conversely speaking, if parents are not involved in the online learning activities of the students, their performance will also be affected negatively. Moreover, a p-value of .042 is interpreted as with Significant Relationship. This result warrants the claim that parental involvement and students' academic performance during the implementation of online learning modality are significantly associated. Meaning, the two variables coexist and depend on each other.

This study is in concurrence with the primary takeaways from the study of Naite (2021), in which students whose parents were actively involved in their education had superior academic performance and higher test scores across the board when compared to students whose parents did not participate in any aspect of their education. The findings suggested that parents ought to cultivate a greater understanding of the value of visiting and supporting their children while they are attending school. Because parents are their children's first teachers, it was suggested that they should have an active role in supporting their children's education both at school and at home.

4. Conclusion and Recommendations

4.1 Conclusion

Based on the results shown in the study, parents have a high level of involvement, in terms of parenting, in the online learning of their children, which is quite a good indication in ensuring the academic success of their children. The parents have a high involvement in terms of the concept of their children learning at home. The result can only indicate that children are able to utilize the implementation of the online learning modality in the comfort of their homes because of the involvement of their parents. Additionally, parents have a high involvement in terms of the concept of their decision making. Furthermore, there is a high involvement among parents in terms of the decision making for the education of their children even in the implementation of the online learning modality. Moreover, there is a high involvement among parents in terms of the school information communication to make sure that they are in the know when it comes to the school's policy, among others, even during the implementation of the online learning modality. Finally, respondents showed an outstanding performance during the course of the utilization of the online learning modalities.

4.2 Recommendations

Parents should be involved more with the studies of their students since it is concluded parental involvement and students' academic performance during the implementation of online learning modality are significantly associated. Furthermore, students should continue to have a positive attitude towards online learning. Encourage others to have a positive outlook on the challenges that they are facing in the new normal. School heads should also develop a program to positively promote parental involvement to the education of students. Lastly, further and future research should be conducted in order to validate the result of this study, especially in terms of the level of academic performance of the students during online learning.

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