

## AMIDST THE ONLINE LEARNING IN THE PHILIPPINES: THE PARENTAL INVOLVEMENT AND ITS RELATIONSHIP TO THE STUDENT'S ACADEMIC PERFORMANCE

Jhoselle Tus

Faculty Member, St. Paul College of Bocaue, Bulacan, Philippines  
jhosellepsych@yahoo.com

### ABSTRACT

Parental involvement is one of the determinants of the academic success of the students. Thus, the COVID-19 pandemic affected the living conditions of societies, specifically, the families. Further, this resulted in the implementation of the new normal of education: online learning modalities. Therefore, it challenges the students with their parents to be active in learning in-home while the isolation is relative to their success in their educational goals. Moreover, the study investigates the relationship between parental involvement and the academic performance of the 493 participants in private schools in the Philippines. The study's statistical analysis resulted in a significant relationship between parental involvement and students' academic performance. Thus, the following conclusions were derived: The parents were still in the process of developing their involvement in school, specifically, in this challenging time. Also, the level of academic performance showed that the mean score of the respondents' academic performance was very satisfactory. This revealed that the students performed well in class during online learning modalities.

*Keywords: Parental involvement, Academic Performance, Online Learning, COVID-19 Pandemic*

### INTRODUCTION

The living conditions of families have significantly changed due to the COVID – 19 pandemic. Previous findings have found that students are inactive in learning in-home isolation relative to their success in their educational institutions. They are expected to have more time to amuse themselves, establish irregular sleeping habits, and have unhealthful diets. These detrimental impacts on students are expected to manifest over prolonged quarantine times which would undoubtedly impact their academic success (Wang et al., 2020). Sprang and Silman (2013) have demonstrated that psychiatric conditions ignored during quarantine are more traumatic than those that are not. The data gathered from a survey of 506 parents showed that the pandemic profoundly affected their children's psychological status (Wang et al., 2020).

Furthermore, different types of parental involvement could either be negatively or positively affect the children's ability to succeed in high school and college. Parents played a significant role in the family members, for they are the ones who exposed them to the outside world, including academics. Parental involvement referred to the amount of participation a parent has regarding schooling and a child's life (Erlendsdóttir, 2010).

According to Wallace and Hentgens (2017), treating children negatively, like physical abuse, yelling, and other punishments, negatively impacts the children's academic performance and outputs. On the other hand, those students having an active parenting involvement in their education that education will likely motivate them and lead them to success the idea of making school more exciting and fulfilling in short-process for these students, such as through to peer-to-peer learning, hands-on projects, and experiences, might be more effective.

Parent involvement in schools focused on the family background concerning characteristics of school involvement activities and then tracing it if it genuinely affects academic performance. Thus, it contributes willingness and motivation to their children's outputs (Park & Holloway, 2016).

Moreover, students' academic work supervision may increase students' concerns about the student's image but not their academic performance. School achievement varies directly and positively on the parent's

expectations and children's performance and negatively on the parent's contribution in tasks and orientation about goals and objectives (Valle, 2018).

Likewise, parent-delivered compensatory education for children at risk of educational failure: improving the academic and self-regulatory skills showed that significant gains in parental involvement and their expectations turned into mediated intervention gains in child literacy skills and academic results. Thus, it suggested a need to attend to the beliefs parents hold about their child's academic potential and their way of behavioral support for the child.

Further, there are significant links regarding school-based involvement, parental educational expectations, adolescents' cumulative high school grades, and academic achievement (Benner, 2016). The study results showed a significant positive relationship between parental involvement in education and student's academic performance. As suggested, parents should play the leading role in supporting their children's achievements and goals.

Moreover, the present study investigates the relationship between parental involvement and the student's academic performance, specifically during the COVID-19 pandemic and the new normal education in the Philippines.

## **REVIEW OF RELATED LITERATURE**

### **1.1 Theories of Parental Involvement**

Parental involvement is associated with parenting styles. Thus, a parenting style is a psychological construct that represents regular child-rearing practices used by parents. The quantity of time spent with the child is not always as important as the quality of parenting. For example, a parent may spend an entire afternoon with his or her kid, yet the parent may be engaged in another activity and not show enough interest in the youngster. Parenting styles depict how parents respond to and put expectations on their children.

Baumrind Parenting Styles (Baumrind, 2017) characterizes the parenting styles into four types: First is the Authoritative, which implies that guardians only give their kids requirements. Second, the Authoritarian have levels of popularity and do not give warmth and comfort to their children. While the Permissive gives high comfort and care without setting breaking points to their children. Finally, the Uninvolved Parent demands almost nothing and gives almost nothing in return. These four kinds of parenting styles have an incredible relationship to how a student performs well at school (Esplin, 2017).

Furthermore, on the theory of Powell and Cassidy (2016), Family Systems Theory sees families as living life forms. It stresses limits, rules, desires, and practices that assist the family to keep up harmony and business as usual—given a situation when someone in the family changes, the other members will need to adjust well. Family is the smallest unit in a community. This implies that if one family changes, it will affect & alter other systems as well that surround that family. Family Systems Theory encourages us to comprehend the connection of parental involvement on academic performance.

In connection to our study, it causes us to clarify the procedure of parental involvement since it included the child's and parent's relationship. It likewise illuminates the setting in which parentification happens. Finally, the inner working model causes us to comprehend and give data regarding adulthood's positive and negative results.

Moreover, Vygotsky's Socio-Cultural Theory, affected partially by Piaget's views, emphasizes the relationship between human beings and their environment, both physical and social. As described in Vygotsky's

writings (Miller, 2016), social and cultural factors on development and learning are abundant. Human beings are surrounded by family members and impacted by the culture in which they live (Rieber & Robinson, 2014).

Children's interaction with their family members in the community is essential for their learning and development since their first teacher is their parents, and their first learning takes place in the community. For this reason, the children gain knowledge about the world through this interaction. Children have levels of problem-solving ability, so Vygotsky focused on internationalization on "knowing how" by addressing the Zone of Proximal Development (ZPD) as a concept to argue that. He defined Zone of Proximal Development as: "The distance between the actual developmental level as determined by the independent problem-solving under adult guidance or in collaboration with more capable peers." Vygotsky claimed that children could learn and achieve by themselves at one level. However, he introduced another level that refers to the child's abilities when working under the guidance of an adult or with more capable peers (Prior & Gerard, 2017).

### *1.2 Parental Involvement in the Philippine Setting*

***Parenting is essential in Philippine society since family is seen as an inside to one's social world. Be that as it may, social settings in which Filipino families are introduced have changed quickly in recent years. Child's learning is progressively advancing toward a more expansive vision of 21st-century learning. As a child's training progressively happens over a scope of settings, guardians are interestingly situated to help guarantee that these settings best help their kids' particular adapting needs (Ochoa & Torre, 2017).***

Meanwhile, Bartolome, Abdul, and Mamat (2018) revealed that parental involvement implies the measure of interest a parent has regarding the tutoring of her kids. However, a few schools develop parental association once in a while guardians have delays in their kids' instruction. It has been pushed in Western nations. In any case, there is a collection of writing that inspects the hugeness of social and social impacts and the impacts of guardians' contribution in and desires for their kids' advancement and learning.

Schools need to perceive social varieties in parent association because there are contrasts among guardians with various foundations on when, why, and how they are engaged with their kids' training. Parenting is essential in Philippine society since family is seen as an inside to one's social world. Be that as it may, social settings in which Filipino families are introduced have changed quickly finished the previous ten years (Ochoa & Torre, n.d.).

Filipino parents put an enormous incentive on kids (Medina, 2015) and treat lengths to guarantee their positive development. In the Philippines, guardians expect dutifulness from their kids yet also give them huge friendships, care, and nurturance. Parent-kid connections are regularly affected by "*Kapwa*" which implies shared personality Filipino relatives. However, guardians and kids share. Filipino guardians have a feeling of interest in their kids and effectively attempt to enhance them.

### *1.3 Parental Involvement*

***Parental involvement, in any frame, produces quantifiable gains in students' accomplishments (Dixon, 2018). Therefore, the idea of parental involvement with the students and the school is necessary and can deliver achievements for all concerned.***

According to Gao (2017), parental involvement is social capital and recognizes the added substance impacts of various sorts of capital (counting social, financial, and social capital) on college access and decision. However, his study hypothesizes and combines the exchange among different sorts of capital and the enlargement of enrollment fees. This investigation tended to this gap. This study proposed an 'associating

various capitals' show and assumed that parental social capital could direct the impacts of social and financial capital on a section to college.

Furthermore, Sohyun and Kim (2018) discussed that the student's mental improvement was negatively associated with home-school association and support of academic achievement. The parents who viewed parental involvement as their obligation did not see their parts as taking an interest in home-school associations and supporting non-academic improvement exercises.

Meanwhile, Hamlin (2018) discussed several key contextual differences, parents across settings identify relatively similar needs for enabling that parental contribution, stressing parenting methodologies for supporting prosperity (e.g., nourishment, psychological wellbeing, and innovation utilize) and skills for locally established learning. However, Jhang and Lee (2018) define parental involvement as accomplishing primary school accomplishment. Results demonstrated that new migrant kids experienced less parental involvement than local children. The progressive straight model uncovered four of the five parental association factors identified with beginning accomplishment, the principal exemption being an intergenerational conclusion.

#### 1.4 Parental Involvement and Academic Performance

*According to Fajoju et al. (2015), their study findings prescribed that guardians be more engaged with their kids' instruction and screen their children's school participation. Moreover, school advisors and instructive therapists should utilize different ways to accomplish more prominent parental contributions in their schools.*

*Thus, Niia et al. (2015) demonstrate that students, educators, and guardians in Swedish schools attribute contrasting implications and equivalence to students' interest in school in connection to academic performance. Students consider the investment to be primarily identified with social cooperation and not an academic accomplishment, while instructors see students' support as more firmly identified with movement and academic performance. The outcomes in past research regarding the connection between cooperation and academic accomplishment can be clarified by raters' decisions, as this association exists in evaluations did by educators.*

*Likewise, Cabus (2016) stated a negative relationship between birth arrange and parental association, and noteworthy positive medium to considerable impacts of parental contribution through birth arrange on different proportions of academic accomplishment. Besides, our discoveries show that academic accomplishment is established in a school-strong home atmosphere and frequently made by the mother.*

*In addition, Cabus and Fernandez (2016) explored the power elements of parental association in schools and how the part, capacity, and importance of inclusion are endorsed for guardians and very much delimited inside school spaces possessed by minimized guardians.*

*However, Thompson (2016) exposed the consequences of the multivariate investigation showed that while positive school-family connections are an indicator of accomplishment, this state is interceded by the level of parent's fulfillment with their child's school*

*Similarly, Pinquart (2016) consolidates the consequences of 308 observational studies on the relationship of general parenting measurements and styles with the academic accomplishment of kids and young people evaluated employing review point standard or academic accomplishment tests. Parental involvement, conduct control, independence allowing, and a definitive parenting style were related to better academic performance. It is concluded that the relationship of academic performance with general parenting*

measurements/styles tends to be littler than the relationship of school-particular parental association, which have been tended to in past meta-examinations.

Also, Wei-wei et al. (2016) emphasize the connection between parental involvement and students' academic performance in families with just a single child and families with an excess of one kid in China. The result demonstrates that guardians with just a single child are more engaged with their kids' learning contrasted and their partners with more than one child. The discoveries likewise recommend that parent-child correspondence and parent-kid exercises can certainly foresee one-just kids' academic performance, while parent-school contact negatively predicts non-just kids' academic performance. These discoveries feature the unpredictability and significance of parental involvement in academic performance and present suggestions for future practice.

Moreover, Hines et al. (2017) stated the fundamental part that school guides play in turnaround schools to enhance students' accomplishment in such school settings. The survey proposes that even very much planned school programs welcoming association will meet with just constrained achievement if they do not address parental part development advertisement parental feeling of adequacy for helping children succeed in school. However, Reininger and Santana (2017) showed that child solicitations for inclusion, the parental feeling of self-viability, pay, and kid's review level are fundamentally connected with parental at home and school contribution.

Thus, Gordon (2017) stated two typically unique systems as go-betweens of the relationship between father's contribution and youthful's academic accomplishment: self-recognition and father-juvenile relationship quality. The essential condition demonstrates proposed differential intermediate impacts for each model, supporting both fractional and full intervention. Discoveries recommended that how young people feel about themselves and their respective capacities and the nature of the relationship that dads keep up with them has essential development identifying how well they perform academically.

Moreover, Froiland and Worrell (2017) stated that inborn life objectives and students' desires were decently and indeed related and added to academic performance development, which recommends that the self-assurance hypothesis and contemplation esteem hypothesis give added substance understanding foreseeing instructive accomplishment.

## RESEARCH QUESTIONS

This study investigates the relationship between parental involvement and the academic performance of junior high school students in the Philippines. Specifically, the study sought to answer the following questions:

1. What is the level of academic performance of the students?
2. What is the profile of the involvement of parents in terms of:
  - 2.1. parenting;
  - 2.2. learning at home;
  - 2.3. decision making; and
  - 2.4. familiarity with school information communication?
3. Is there a significant relationship between parental involvement and academic performance?

## MATERIALS AND METHODS

### 1.1 Research Design

The researcher utilized a descriptive-correlational design for this study. This design is simply the way to determine parental involvement and its relationship to academic performance. It also consists of description,

analysis, recording, and interpretation of the structure of the data gathering. Furthermore, this study is about examining the significance of parental involvement on the academic performance of Junior High School students in the Philippines. The descriptive correlation method of research is an advantage as, according to Shuttleworth (2008), that the subject is being observed in a completely natural and unchanged natural environment. Furthermore, the primary data gathering tool is the questionnaires. Therefore, the researcher used the questionnaires in obtaining and analyzing appropriate statistics in gathering the data needed.

### 1.2 Study Participants

The study respondents were the parents of junior high school students of the private schools in the Philippines who were enrolled for the school year 2020 - 2021 during the implementation of online learning modality. Thus, the total number of respondents was 493.

### 1.3 Study Instrument

The questionnaire utilized in this study is the Parental Involvement Questionnaire by Mejia et al. (2009). This parental involvement questionnaire was a 21-item scale that was designed to gather information about the nature and level of parents' participation in their child's school and academic work. Each factor was good to acceptable, with Cronbach's alpha coefficient of 0.91 for the whole questionnaire.

### 1.4 Procedures

To obtain the information in determining the relationship between parental involvement and academic performance of the students. First, the researchers gathered the information through an online survey utilizing google form. Then, with the participants' consent, they were subjected to answer the questionnaire and provide their children's grades for the school year 2020 - 2021.

## RESULTS

*This section deals with the gathered data from the online survey following the research questions. Thus, compare the results and analyzed it using statistical techniques such as frequency count, percentage, and mean.*

### 1.1 Level of the Academic Performance

Table 1 consists of the information about the academic performance of the respondents. Studies considered the students' academic performance as an essential part of seeing how the students' execution can additionally advance to meet the guidelines set by the school.

Table 1  
*Academic Performance of the Junior High School Students*

Indicators	Frequency	Percentage
90 - 100 (Outstanding)	105	21%
85 - 89 (Very Satisfactory)	159	32%
80 - 84 (Satisfactory)	192	39%
75 - 79 (Fairly Satisfactory)	37	8%
Below 75	0	0%
<b>Total</b>	<b>493</b>	<b>100%</b>

The data presented in Table 1 shows that the most extensive number of respondents comprised 39% of the 192 students who recorded very satisfactory grades. Followed by 159 students, or 32% with a very satisfactory grade, 37 respondents or 8% with fairly satisfactory, and 21% have an outstanding level of academic performance.

## 1.2 Respondents' profile in terms of Parental Involvement

This part is made out of the distinctive tables for the investigation's explicit parental involvement recognitions profile. Parenting style and its effect on understudy accomplishment in a multidimensional society keep on presenting critical difficulties to clinicians, scientists, teachers, and parents alike (Brown, 2015). The relationship of guardians with kids or parenting style fills different needs. Moral and mental preparation, distinguishing proof, development and improvement of child's gifts, aptitudes, acquainting with the tenets and standards of the general public from the point of view of guardians are among these reasons (Zahedani, 2016). However, an uninvolved child parenting style is described by few requests, low responsiveness, and almost no correspondence. While these guardians satisfy the child's essential needs, they are commonly disengaged from their kid's life. They may ensure that their children are nourished and have a cover yet offer little to nothing in the method for direction, structure, governs, or even help (Cherry, 2018).

Data from Table 2 revealed that the respondents acquired high rate scores of 92% to 97%. Explicitly the respondents trust that they can give a great report in regards to parenting such as, supporting and reinforcing the school's discipline plan, supporting child's learning by providing nutritious meals and adequate time for sleep, discussing the importance of a good education in their child, and identifying a regular time and place in their home for child's homework. Meanwhile, the respondents reported percentage scores of 85% to 90% considered average ratings that they think of themselves as responsible for monitoring their child's television viewing habits, monitoring child's homework, and ensuring their child's excellent attendance at school. However, percentage scores ranging from 62% to 84%, also interpreted as below-average ratings, were reported in terms of attending an open house or back-to-school night in their child's school. These percentage calculations show that respondents have high normal to large amounts of parenting, especially in their child's school involvement.

Table 2  
*Respondents' profile in terms of Parenting*

Parenting	YES	NO
	Percentage	Percentage
Have you identified a regular time and place in your home for your child to do homework?	97%	3%
Do you monitor your child's homework?	90%	10%
Do you monitor your child's television viewing habits?	85%	15%
Do you ensure that your child has excellent attendance at school?	90%	10%
Have you discussed with your child the importance of a good education?	97%	3%
Did you attend Open House or Back-To-School Night at your child's school?	62%	38%
Do you support and reinforce the school's discipline plan?	92%	8%
Do you support your child's learning by providing nutritious meals and adequate time for sleep?	93%	7%

With regards to academics, there are various routes for guardians to be included. Assisting with homework, meeting with instructors, and going to class occasions are only a couple of them. For Henry (2017), the home learning environment is another fundamental part of a child's school execution. A setting in the home that is helpful for learning can positively affect grades. However, guardians who are separated are less inclined to give this. Guardians who routinely speak with their kids about their assignments can positively affect their

learning and grades, though offspring of uninvolved guardians are less inclined to finish homework, which can contrarily affect scores.

Based on the information exhibited in Table 3, it may be gathered that about 87% to 93% of the respondents that their child's learning at home was reported high such as holding their child's responsibility in completing all assignments on time and to the best of their child's ability and being knowledgeable about the information in terms of their child's skills and mastering their grade levels for particular major subject areas.

Table 3  
*Respondents' profile in terms of Learning at Home*

	YES	NO
<b>Learning at Home</b>	<b>Percentage</b>	<b>Percentage</b>
Do you read to your child? If your child is older, do you encourage reading by paying attention to what your child reads as well as how often he/she reads?	87%	13%
Do you hold your child responsible for completing all assignments on time and to do the best of his/her ability?	93%	7%
Are you knowledgeable about what information and skills your child should master at his/her grade level in his/her major subject areas?	93%	7%

Moreover, 87% of respondents are responsible for reading their child and encouraging them through reading and paying attention to their child's reads and how often they read. About 93% consider themselves responsible for completing all assignments on time and letting their child do their best at all times, and being knowledgeable about that information and skills their child should master at their grade level, particularly in their major subject areas. The information would imply that there are signs that the respondents have positive feedback about their responsible parenthood.

Setting aside the opportunity to be engaged with a child's instruction demonstrates that they care about their kid's scholarly achievement and that training is essential to the family. Getting included likewise offers guardians the chance to ensure that the child is accepting the quality instruction they merit. There are numerous purposes behind creating and building up an association between school, family, and network. The primary purpose behind such an organization is to help students in succeeding at school. Other reasons include improving school atmosphere and school programs, developing parental abilities and authority, helping families interfacing with others in the school and the network, and helping instructors with their work (Bunijevak, 2017).

Table 4  
*Respondents' profile in terms of Decision Making*

	YES	NO
<b>Decision Making</b>	<b>Percentage</b>	<b>Percentage</b>
Have you attended at least one PTA, PTO, or other support group meeting this year?	78%	30%
Did you assist in providing information to your SCC or serve as a SCC parent representative?	60%	40%

Overall, 60% of the respondents believed that they have assisted in providing information to their SCC or serve as an SCC parent representative, and 78% stated that they'd attended at least one PTA, PTO, or other support group meeting this year. The table above represents that the reported percentage scores are interpreted as below average.

Countless studies have found that kids perform better in school when their parents are involved with their schoolwork. Children whose guardians are included with their schoolwork go to class more consistently than children whose guardians are uninvolved. This most likely happens for various reasons. For one, guardians who are included commonly esteem school and empower predictable participation. Furthermore, kids who motivate assistance from guardians will, in general, feel all the more academically capable, so they are less inclined to need to abstain from going to class. At long last, parent contribution enhances children's mentalities about the school, making school participation increasingly alluring (Fraser, 2017).

Table 5  
*Respondents' profile in terms of Familiarity with School Information Communicating*

Familiarity With School Information Communicating	YES	NO
	Percentage	Percentage
Have you read the student code of conduct and/or discipline policy?	83%	17%
Do you regularly read the school newsletter?	60%	40%
Are you familiar with the extra services provided at your child's school? (examples are speech therapy, resources help for gifted students, and counseling.)	73%	27%
Have you had at least one parent-teacher conference with the teacher(s) of your child?	65%	35%
Do you initiate contact with your child's teacher or principal just to show your support?	78%	22%
Are you aware of your child's academic strengths and weaknesses?	93%	7%
Do you ensure that your child takes courses to prepare him/her for a chosen career path?	98%	2%
Are you familiar with the grading scale used on your child's report card?	93%	7%

There were 60% of the respondents believed that they regularly read the school newsletter, while there are 65% of them that they had at least one parent-teacher conference with the teacher(s) of their child. Meanwhile, there are 44 of them who believe that they are familiar with the extra services provided at their child's school, such as speech therapy, resources help for gifted students, and counseling. Similarly, 78% of them stated that they initiate contact with their child's teacher or principal just to show their support. Also, 83% have read the student code of conduct and discipline policy. In addition to that, 93% of the respondents believe that they are aware of their child's academic strengths and weaknesses and that they are familiar with the grading scale used on your child's report card. Moreover, 98% of them believe that they ensure the course is taken to prepare their child for a chosen career path. The data showed above represents that the reported percentage is interpreted as high average

### 1.3 Relationship of Parental Involvement on the Academic Performance

The study aims to investigate the relationship between parental involvement on the academic performance of the students. Pearson r correlation was employed in this study with the null hypothesis:

Ho: There is no significant relationship between parental involvement and the academic performance of the students.

As seen in Table 6, it can be gleaned that the study's findings led to the conclusion that there is a significant relationship between parental involvement and students' academic performance. Thus, the null hypothesis is rejected.

Table 6

*Pearson Correlations between Parental Involvement and Academic Performance*

#### CORRELATIONS

		<i>Parental Involvement</i>	<i>Academic Performance</i>
<i>Parental Involvement</i>	<i>Pearson Correlation</i>	1	-.52
	<i>Sig. (2-tailed)</i>		.691
	<i>N</i>	493	493
<i>Academic Performance</i>	<i>Pearson Correlation</i>	-.52	1
	<i>Sig. (2-tailed)</i>	.691	
	<i>N</i>	493	493

\*Correlation is significant at the 0.05 and 0.01 level (2-tailed)

### DISCUSSION

Studies think about parental involvement as a huge determinant of the academic performance of the students. Indicators, for example, individual's assessment of their responsible parenthood and the conviction to play out a given errand effectively sorts the parenting discernments. Parents are the first educators — investigating nature, perusing together, cooking together, and checking together. When a youthful child starts formal school, the respondents' primary responsibility is to demonstrate how the school can broaden the learning started at home and how energizing, and significant this learning can be. As preschoolers develop into school-age kids, guardians turn into their child's learning mentors. Through direction and updates, guardians enable their children to compose their time and bolster their wants to adapt to new things all through school. Similarly, students also need to cooperate with their parent's advice and path and apply the experiences both from home and at school to bring the best out of them and enhance the parent-child relationship.

The researcher has explicitly achieved an understanding that parents, instructors, and academic establishments ought to recognize the importance of parental involvement or the relationship of the guardian and the child to serve as an opportunity for improvement. Overall, improving parental involvement would help the students. This can be accomplished by sharing data identified with parenting that incorporate kids' wellbeing, nourishment, order, and immaturity. Consequently, the schools should try to absorb and join the students' family life introduction into what is instructed in the classroom. The advantages of the parenting sort of inclusion to the students incorporate enhanced control, enhanced school participation, expanded learning time, and understanding the importance of schooling later in life.

### CONCLUSIONS

The study investigates the Relationship between parental involvement and the academic performance of the students. The following conclusions were derived: The parents were still in the process of developing

their involvement in school, specifically, in this challenging time. Also, the level of academic performance showed that the mean score of the respondents' academic performance was very satisfactory. This revealed that the students performed well in class during online learning modalities.

Moreover, it is suggested that even though there is no significance between the variables, the parents must be responsible for providing guidance and supervising the children, especially during the online learning modalities. Also, they suggested empowering, engage and lead their children with the values as the first educators.

## REFERENCES

- [1] Alonso et al. (November 2017). Parental Involvement and Academic Performance: Less Control and More Communication. Vol. 25(Issue 5, p453-461. 9p.). doi:10.7334/psicothema2017.181. <http://www.psicothema.com/psicothema.asp?id=4420>
- [2] Arriero. (2006). Beginning Learning in the Home and School Readiness. University of the Philippines (Dissertation). [https://www.researchgate.net/publication/325348961\\_PARENTAL\\_INVOLVEMENT\\_IN\\_THE\\_PHILIPPINES\\_A\\_REVIEW\\_OF\\_LITERATURES/amp\\_js\\_v=a2&amp\\_gsa=1&usqp=mq331AQCCAE%3D#referrer3A%2F%2Fwww.google.com&amp\\_t\\_f=From%20%251%24s&ampshare=https%3A%2F%2Fwww.researchgate.net%2Fpublication%2F325348961\\_PARENTAL\\_INVOLVEMENT\\_IN\\_THE\\_PHILIPPINES\\_A\\_REVIEW\\_OF\\_LITERATURES](https://www.researchgate.net/publication/325348961_PARENTAL_INVOLVEMENT_IN_THE_PHILIPPINES_A_REVIEW_OF_LITERATURES/amp_js_v=a2&amp_gsa=1&usqp=mq331AQCCAE%3D#referrer3A%2F%2Fwww.google.com&amp_t_f=From%20%251%24s&ampshare=https%3A%2F%2Fwww.researchgate.net%2Fpublication%2F325348961_PARENTAL_INVOLVEMENT_IN_THE_PHILIPPINES_A_REVIEW_OF_LITERATURES)
- [3] Bartolome et al. (2018). *Parental Involvement in the Philippines: A review of Literatures Alampay, L.* (n.d.) Parenting in the Philippines. Ateneo De Manila University (Research). <https://ejournal.upsi.edu.my/GetFinalFile.ashx.pdf>
- [4] Blair (2014). Parental involvement and children's educational performance: A comparison of Filipino and U.S. parents. *Journal of Comparative Family Studies*, 45(3), 351-36. Ecological Models of Human Development. International Encyclopedia of Education, Vol. 2(2nd Ed. Oxford), elsevier. <http://www.jstor.org/stable/24339542>
- [5] Brown. (2015). Associations of Parenting Styles and Dimensions with Academic Achievement in Children and Adolescents: A Meta-analysis. <https://link.springer.com/article/10.1007/s10648-015-9338-y>.
- [6] Bunijevak. (2017). Parent-Teacher Association (PTA) Responses to Changing Educational Policy: A Malaysian Experience. [https://link.springer.com/chapter/10.1007/978-981-10-1458-1\\_43](https://link.springer.com/chapter/10.1007/978-981-10-1458-1_43).
- [7] Cabus & Aries (2017). *Educational Review*. Vol. 69(Issue 3, p285-302. 18p. 5 Charts, 1 Graph.). doi:10.1080/00131911.2016.1208148. <https://www.tandfonline.com/doi/abs/10.1080/00131911.2016.1208148>
- [8] Cherry, K. (2018). Filipino Parenting: A Need for A Progressive Change from Smooth Interpersonal Relations. [https://scholar.google.com.ph/scholar?hl=en&as\\_sdt=0,5&as\\_vis=1&q=kendra\\_cherry\\_2018\\_a\\_uninvolved\\_child\\_parenting\\_style&btnG=#d=gs\\_qabs&u=#p=Ed\\_EzArF4DQJ](https://scholar.google.com.ph/scholar?hl=en&as_sdt=0,5&as_vis=1&q=kendra_cherry_2018_a_uninvolved_child_parenting_style&btnG=#d=gs_qabs&u=#p=Ed_EzArF4DQJ)
- [9] Fajoju & Ojugo (2015). Parental involvement as a correlate of academic achievement of primary school pupils in Edo State, Nigeria. <https://journals.sagepub.com/doi/abs/10.7227/RIE.0023?journalCode=riea>.
- [10] Ferguson (2009). A Toolkit for Title I Parental Involvement. Austin, TX:
- [11] Fraser (2017). Youth-Development-Principles-and-Practices-in-Out-of-School-Time-Settings. [https://www.researchgate.net/profile/Peter\\_Witt5/publication/323389633\\_Youth\\_Development\\_Principles\\_and\\_Practices\\_in\\_Out-of-School\\_Time\\_Settings/links/5abe51a645851584fa719e3b/Youth-](https://www.researchgate.net/profile/Peter_Witt5/publication/323389633_Youth_Development_Principles_and_Practices_in_Out-of-School_Time_Settings/links/5abe51a645851584fa719e3b/Youth-)

- Development- Principles-and-Practices-in-Out-of-School-TimeSettings.pdf?origin=publication\_detail.
- [12] Froiland & Worrell (2017). *Educational Psychology*. Vol. 37(Issue 3, p261-271. 11p.). DOI: 10.1080/01443410.2016.1214687.  
<https://www.tandfonline.com/doi/abs/10.1080/01443410.2016.1214687>
- [13] Gao & Ng (2017). *British Educational Research Journal*. Vol. 43(Issue 6, p1206-1224. 19p. 1 Diagram, 4 Charts, 1 Graph.). DOI: 10.1002/berj.3298. <http://repository.lib.ied.edu.hk/jspui/handle/2260.2/23844>
- [14] Garcia, S., Lim, W.C., Pascua, P., Santiago, M., & Tus, J. (2021). Inang Tatay: The Journey of Single Moms Amidst COVID 19 Pandemic. *International Journal Of Advance Research And Innovative Ideas In Education*. 7(1). DOI:10.6084/m9.figshare.13726213.v1.
- [15] Gordon (2017). Children and Youth Services review. Vol. 77(P94-100. 7p.). DOI: 10.1016/j.childyouth.2017.04.001. , Database: Academic Search Premier.  
<https://www.journals.elsevier.com/children-and-youth-services-review>.
- [16] Halsey (2005). Eer reviewed Direct linkDirect link ERIC Number: EJ720390 Record Type: Journal Publication Date: 2005 Pages: 13 Abstractor: ERIC Reference Count: 0 ISBN: N/A ISSN: ISSN-0003-1003 Parent Involvement in Junior High Schools: A Failure to Communicate. *American Secondary Education*, Vol. 34(Issue 1, p57-69. 13p.). <https://eric.ed.gov/?id=EJ720390>.
- [17] Hamlin & Flessa (2018). *Educational Policy*. Vol.35(Issue 5, p697-727. 31p.). DOI: 10.1177/0895904816673739. , Database: Academic Search Premier  
<https://journals.sagepub.com/doi/abs/10.1177/0895904816673739>.
- [18] Henry, F. (2017). Accelerated Schools for At-Risk Students. CPRE Research Reports.  
[https://repository.upenn.edu/cpre\\_researchreports/104](https://repository.upenn.edu/cpre_researchreports/104)
- [19] Iowa (2005), Parent Engagement Tool Kit. The original version is available at  
<http://www.iowaparents.org/files/toolkit/2-1.pdf>.
- [20] Jhang & Lee (2018). *International Journal of Educational Research*. Vol. 89(P68-79. 12p.). DOI: 10.1016/j.ijer.2017.09.003.Database: Academic Search Premier.  
<https://educationaltechnology.net/ijet/index.php/ijet>.
- [21] Johnson & Descartes (2017). *Early Child Development & Care*. Vol. 187(Issue 7, p1221-1227. 7p. 4 Charts.). DOI: 10.1080/03004430.2016.1163549. , Database: Academic Search Premier  
[https://www.researchgate.net/publication/299943216\\_Parental\\_influence\\_on\\_academic\\_achievement\\_among\\_the\\_primary\\_school\\_students\\_in\\_Trinidad](https://www.researchgate.net/publication/299943216_Parental_influence_on_academic_achievement_among_the_primary_school_students_in_Trinidad).
- [22] Kim et al. (2016). Meaning of parental involvement among Korean immigrant parents: A mixed-methods approach. *Journal of Educational Research*., Vol. 111(Issue 2, p127-138. 12p. 3 Charts.), 127-138. .DOI: 10.1080/00220671.2016.1220355.Database: Academic Search Premier  
<https://www.tandfonline.com/doi/abs/10.1080/00220671.2016.1220355>
- [23] Lai & Vadeboncoeur. (2013). The Discourse of Parent Involvement in Special Education: A Critical Analysis Linking Policy Documents to the Experiences of Mothers. *Educational Policy*, Vol. 27(Issue 6, p867-897. 31p.). DOI: 10.1177/0895904812440501. , Database: Academic Search Premier  
<https://journals.sagepub.com/doi/abs/10.1177/0895904812440501>.

- [24] Lanozo, J.G., Tabieros, L., Solmiano, E.L., Paras, N., & Tus, J. (2021). Buhay Estudyante: The Lives of Students from Broken Families Amidst the Pandemic. *International Journal Of Advance Research And Innovative Ideas In Education*. 7(1). 10.6084/m9.figshare.13726210.v1.
- [25] Mante, F. (2015). Effects of parental involvement on academic performance of pupils: A Case Study at Adukrom Methodist Primary School. [https://www.researchgate.net/publication/299635358\\_Effects\\_of\\_parental\\_involvement\\_on\\_academic\\_performance\\_of\\_pupils\\_A\\_Case\\_Study\\_at\\_Adukrom\\_Methodist\\_Primary\\_School](https://www.researchgate.net/publication/299635358_Effects_of_parental_involvement_on_academic_performance_of_pupils_A_Case_Study_at_Adukrom_Methodist_Primary_School).
- [26] Mejia et al. (2009). Increasing student engagement by supporting sustainable partnerships between local communities and the Hawaii Department of Education The Learning Coalition: <http://www.thelearningcoalition.org/complete-document-library/>
- [27] Milledzi, E. Y. (2018). Relationship between Parental Involvement and Academic Performance of Senior High School Students: The Case of Ashanti Mampong Municipality of Ghana. *American Journal of Educational Research*. [https://scholar.google.com.ph/scholar?hl=en&as\\_sdt=0,5&as\\_vis=1&q=there is a significant positive relationship between parental involvement and students' academic performance \(Milledzi, 2018\)&btnG=#d=gs\\_qabs&u=#p=OWIU49RpgDOJ](https://scholar.google.com.ph/scholar?hl=en&as_sdt=0,5&as_vis=1&q=there+is+a+significant+positive+relationship+between+parental+involvement+and+students'+academic+performance+(Milledzi,+2018)&btnG=#d=gs_qabs&u=#p=OWIU49RpgDOJ).
- [28] Milovanovic, I. (2014). Intelligence and school achievement in the light of genetic and environmental factors. Vol. 7(Issue 3, p381-400. 20p.). Database: Academic Search Premier. [https://www.researchgate.net/publication/289916277\\_Intelligence\\_and\\_school\\_achievement\\_in\\_the\\_light\\_of\\_genetic\\_and\\_environmental\\_factors\\_Inteligencija\\_i\\_skolsko\\_postinuce\\_u\\_svetlu\\_naslednih\\_i\\_sredinskih\\_cinilaca](https://www.researchgate.net/publication/289916277_Intelligence_and_school_achievement_in_the_light_of_genetic_and_environmental_factors_Inteligencija_i_skolsko_postinuce_u_svetlu_naslednih_i_sredinskih_cinilaca).
- [29] Newchurch, A. (2016). The Impact of Parental Involvement on Student Success: School and Family Partnership from the Perspective of Parents and Teachers. [https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1022&context=teachleaddoc\\_etd](https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1022&context=teachleaddoc_etd).
- [30] Niiia & Granlund. (2015). Student Participation and Parental Involvement in Relation to Academic Achievement. Vol. 59(Issue 3, p297-315. 19p. DOI: 10.1080/00313831.2014.904421.). DOI: 10.1080/00313831.2014.904421. , Database: Psychology and Behavioral Sciences Collection. [https://www.researchgate.net/publication/271666350\\_Student\\_Participation\\_and\\_Parental\\_Involvement\\_in\\_Relation\\_to\\_Academic\\_Achievement](https://www.researchgate.net/publication/271666350_Student_Participation_and_Parental_Involvement_in_Relation_to_Academic_Achievement).
- [31] Nurit (2013). Psychology in the Schools. Vol. 50(Issue 6, p634-649. 16p. 1 Black and White Photograph, 1 Diagram, 5 Charts.). DOI: 10.1002/pits.21698. , Database: Psychology and Behavioral Sciences Collection. <https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.21698>
- [32] Ocampo, C., Tibudan, A., Marcelo, D., & Tus, J. (2021). The Lived Experiences and Challenges Faced of the Lesbian Parents: A Phenomenological Study in the Philippines During COVID-19 Pandemic. *International Journal Of Advance Research And Innovative Ideas In Education*. 7(1). DOI:10.6084/m9.figshare.14029394.v1.
- [33] O Connor et al. (2002) The Relative Influence of Youth and Adult Experiences on Personal Spirituality and Church Involvement. *Journal for the Scientific Study of Religion*, Vol. 41(Issue 4, p723-732. 10p. 2 [https://www.researchgate.net/publication/229642677\\_The\\_Relative\\_Influence\\_of\\_Youth\\_and\\_Adult\\_Experiences\\_on\\_Personal\\_Spirituality\\_and\\_Church\\_Involvement](https://www.researchgate.net/publication/229642677_The_Relative_Influence_of_Youth_and_Adult_Experiences_on_Personal_Spirituality_and_Church_Involvement).
- [34] Perante, L., Solmiano, E.M., Lunesto, J.P., Malicdem, J., Malaca, J.M., & Tus, J. (2021). Mag-Aral ay Di' Biro: A Phenomenological Study on the Lived Experiences of the Students on Blended Learning Amidst

- COVID-19. International Journal Of Advance Research And Innovative Ideas In Education. 7(1). DOI:10.6084/m9.figshare.13717864.v1.
- [35] Pinguart, M. (2015). Associations of Parenting Styles and Dimensions with Academic Achievement in Children and Adolescents: A Meta-analysis. *Educational Psychology Review*, Vol. 28(Issue 3, p475-493. 19p.).DOI: 10.1007/s10648-015-9338-y. , Database: Psychology and Behavioral Sciences Collection. [https://www.researchgate.net/publication/281561178\\_Associations\\_of\\_Parenting\\_Styles\\_and\\_Dimensions\\_with\\_Academic\\_Achievement\\_in\\_Children\\_and\\_Adolescents\\_A\\_Meta-analysis](https://www.researchgate.net/publication/281561178_Associations_of_Parenting_Styles_and_Dimensions_with_Academic_Achievement_in_Children_and_Adolescents_A_Meta-analysis)
- [36] Prince et al. (2006). The Importance of Making the Well-Being of Children in Poverty a Priority. *Early Childhood Educational Journal*, Vol. 34(Issue 1, p21-28. 8p.). DOI: 10.1007/s10643-006-0118-7. , Database: Academic Search Premier. [http://www.academia.edu/4606104/The\\_Importance\\_of\\_Making\\_the\\_WellBeing\\_of\\_Children\\_in\\_Poverty\\_a\\_Priority](http://www.academia.edu/4606104/The_Importance_of_Making_the_WellBeing_of_Children_in_Poverty_a_Priority)
- [37] Ramos, E. S., & Tus, J. (2020). Beating the Odds: An Exploratory Study on Single Mothers' Lived Experiences in Child-Rearing Practices. *Asian Journal of Current Research*, 5(1), 58-70. <https://doi.org/10.6084/m9.figshare.13377443.v1>
- [38] Reininger & Alejandra (2017). Parental involvement in municipal schools in Chile: Why do parents choose to get involved? *School Psychology International.*, Vol. 38(Issue 4, p363-379. 17p. DOI: 10.1177/0143034317695378. , Database: Academic Search Premier). <https://journals.sagepub.com/doi/abs/10.1177/0143034317695378?journalCode=spia>. SEDL.
- [39] Shuttleworth (2008). Descriptive Research Design. Retrieved Sep 15, 2018 from Explorable.com: <https://explorable.com/descriptive-research-design>
- [40] Sprang, G. & Silman, M. (2013). Post-traumatic stress disorder in parents and youth after health-related disasters. *Disaster Medicine and Public Health Preparedness*, 7(1), 105-110. <https://doi.org/10.1017/dmp.2013.22>.
- [41] Thompson & Galindo (2017). School–family relationships, school satisfaction and the academic achievement of young people. Vol. 69(Issue 2, p248-265. 18p. DOI: 10.1080/00131911.2016.1207613. , Database:AcademicSearch Premier). <https://www.tandfonline.com/doi/abs/10.1080/00131911.2016.1207613>.
- [42] Thrill (2018). The Impact of Parental Involvement on Children's Education. <https://campussuite-storage.s3.amazonaws.com/prod/1558547/25fac70c488911e881cf123d46065de8/1791897/4f285b62704811e8b46412e5197c3b90/file/TheImpactofParentalInvolvementon365kb.pdf>.
- [43] Tus, J. (2020). The Demographic Profile of the Residents of the Partner Community of St. Paul College of Bocaue: A Basis for Community Action Program. *Asian Journal of Arts, Humanities and Social Studies*, 35-44. <https://doi.org/10.6084/m9.figshare.13377434.v1>
- [44] Tus, J. (2020). Academic Stress, Academic Motivation, and Its Relationship on the Academic Performance of the Senior High School Students. *Asian Journal of Multidisciplinary Studies*, 8 (11). <https://doi.org/10.6084/m9.figshare.13174952.v1>
- [45] Tus, J. (2021). Amidst Covid-19 Pandemic: Depression, Anxiety, Stress, and Academic Performance of the Students in the New Normal of Education in the Philippines. *International Engineering Journal for Research & Development*, 6(ICMRD21), 13. <https://doi.org/10.6084/m9.figshare.14775339.v1>

- [46] Tus, J., Lubo, R., Rayo, F., & Cruz, M. A. (2020). The Learners' Study Habits and Its Relation on their Academic Performance. *International Journal Of All Research Writings*, 2(6), 1-19. <https://doi.org/10.6084/m9.figshare.13325177.v1>
- [47] Wang, G., Zhang, Y., Zhao, J., Zhang, J., & Jiang, F. (2020). Mitigate the effects of home confinement on children during the COVID-19 outbreak. *The Lancet*, 395(10228), 945-947. [https://doi.org/10.1016/S0140-6736\(20\)30547-X](https://doi.org/10.1016/S0140-6736(20)30547-X)
- [48] Wong et al. (2018) Ip, Patrick. *Journal of Child & Family Studies.*, Vol. 27 Issue 5, p1544-1555. 12p. 2 Diagrams, 3 Charts, 1 Graph. DOI: 10.1007/s10826-017-1011-2. , Database: Psychology and Behavioral Sciences Collection. <https://yonsei.pure.elsevier.com/en/publications/parental-involvement-in-primary-school-education-its-relationship>
- [49] Wu et al. (2016). The Relationship Between Parental Involvement and Elementary Students' Academic Achievement in China: One-Only Children vs. Children with Siblings. *Journal of Comparative Family Studies.*, Vol. 47(Issue 4, p483-500. 18p. , Database: Academic Search Premier). <https://www.jstor.org/stable/44109641>
- [50] Zahedani (2016). The Relationship of Authoritarian Parenting Style and Academic Performance in School Students . [https://www.thefreelibrary.com/THE RELATIONSHIP OF AUTHORITARIAN PARENTING STYLE AND ACADEMIC...-a0534010053](https://www.thefreelibrary.com/THE+RELATIONSHIP+OF+AUTHORITARIAN+PARENTING+STYLE+AND+ACADEMIC...-a0534010053).
- [51] Zhang et al. (2017). Personality and Individual Differences. *Journal of Affective Disorders*, Vol. 104(P470-475. 6p. DOI: 10.1016/j.paid.2016.09.013. , Database: Academic Search Premier). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3221043/>.

