

Social Class Variation And Parental Involvement To Students' Learning Development In Remote Instructions

Djustine Paola Ranojo-Arriola

djustine.ranojo@deped.gov.ph

Elementary Teacher, Famy Elementary School, Famy Laguna, 4021 Philippines

Abstract

The focal purpose of this study is to determine relationship of social class variation and parental involvement to students' learning development during remote instructions. Specifically, it aims to answer the level of social class variation, level of parental involvement, level of student's learning development, significance relation between social class variation and student's learning development and significance relation between parental involvement and student's learning development.

The scope of this study was centers only on the relation of social class variation and parental involvement in the student's academic behavior and academic performance during remote instruction. The researcher avoids causing harm and assure that the actions will take responsibly. The data and information gathered by using questionnaires composing 50 questions that are answered by the parents/guardian and teacher respondents from Famy District.

Findings shows that there are differences in social class variation of every family, some families are earning more and some are on the minimum wage, which can affect the student's education whether if they can give and support the needs of their children. It also reveals that parents try their best to be involved on their children and give focus and attention on the learner's progress, however, there are times that they canny fully monitored their children's output due their works. There is also a high level of student's learning development which is shown from their interest on learning and developing confidence that can positively affect their education. It also shows that social class variation has no significant relationship on student's learning development because students do not rely on their economic status and understand the importance education. Parental involvement, attention, guidance and support has also proven to have a significant effect on the students' learning environment and performance in school.

Recommendations included that the parents continue to be involved on their children education, always try to monitor their progress and address their needs so that they will increase their interest and motivation towards learning, teachers should continue to do some programs to let the parent involve in student's learning environment, reach out and promote the importance of parental involvement on the learner's education, for the school and teachers to help their learners develop their academic behavior by providing more self-reflective activities and/or extracurricular programs that could aid them on enhancing their study habits and interest, and it is suggested that school maintains the good relationship and effective communication with the parents so that they will be able to give their utmost support for the children, teacher and the whole school organization which can also be a foundation of effective learning development.

Keywords: Social Class Variation; Parental Involvement; Learning Development; Remote Instructions; Academic Performance

Introduction

Social class variation mainly talks about the differences of the people within the community in terms of social economic status and family wealth. It refers to the types of social interactions at home, school and work, and the sorts of institutional practices and policies that are common in the community.

Social class greatly impacts child development and student achievement outcomes. (Hebert, 2018). It is well documented in educational and child development research that there is a significant achievement gap between children of economically stable backgrounds and economically disadvantaged environments. Being part of high social classes tend to be more educated because they can earn more income and capable of providing educational advantages for their children.

Social class variation of each family may affect on how the parents handle their children in terms of education. There are many positive effects on the students if their parents and/or guardian are consistently assisting them in their study. Parental involvement helps motivate the student to develop their good attitude in performing their school works and answering their task. further reveals that most parents, regardless of their socioeconomic background showed a high degree of involvement in most of the involvement strategies at home to ensure their child's educational success Vellymalay (2012). However, the parent's education level, employment status, and income among the parents from the lower socioeconomic class affect their understanding and knowledge on the actual values that need to be placed on their child's education. As a result, the higher the parent's socioeconomic status, the greater the parent's involvement in their child's education. Additionally, the parents inculcate good skills, behavior and values of education in their children which are extremely important for their academic success.

Kung (2016) research have the same result which indicated that parents' socioeconomic status has an indirect effect on children's academic achievement through the mediating effects of parental involvement, and has direct influence on children's academic achievement. The implications of the findings are explored and suggestions are made for further research regarding related issues.

In connection with these, pandemic has brought the world into a more complicated situation wherein educational system has been disrupted and forcedly adapted the new normal. New learning modalities have also been implemented such as the remote instructions such as the online distance learning and/or modular learning. In the Philippines, the COVID-19 pandemic necessitated the need to impose various levels of community quarantines across the country. With the enactment of RA 11469 (2020), otherwise known as the Bayanihan to Heal as One Act, the Philippine Government, through its Inter-Agency Task Force for the Management of Emerging Infectious Disease (IATF) has set community quarantine guidelines to cushion the impact of COVID-19 pandemic in the country (IATF, 2020). The shift to flexible learning delivery was needed in spite of issues with remote or online learning like differences in access to various remote modalities of learning due to differences in socioeconomic status among students. (Tuga, Jocson and Mabunga, 2021).

Families have been also affected by these sudden changes including their employment status, mental health and physical needs. Besides, Marshall, Shannon and Love (2020) stated that teachers found all aspects of teaching more challenging during remote instruction and shared a range of experiences related to training opportunities and barriers to student learning. Thus, parental involvement and participation of the guardian plays a vital role in the learning system of the students.

With these in mind, the researcher wants to conduct a study to determine the relationship of social class variation and parental involvement to students' learning development during remote instructions.

Theoretical Framework

Socioeconomic status (SES) is an economic and social combined total measure of a person's economic and social position in relation to others, based on income, education, and occupation; however, SES is more commonly used to depict an economic difference in society as a whole. Socioeconomic status is typically broken into three levels (high, middle, and low) to describe the three places a family or an individual may fall in relation to others. Socioeconomic status is an important source of health inequity, as there is a very robust positive correlation between socioeconomic status and health. Socio economic status theory gives clear explanation of socio-economic status and how it can affect the family and their children. It is connected on the recent study because can support the idea that education in higher socioeconomic families is typically stressed as more important, both within the household, as well as the local community. In poorer areas, where food, shelter and safety are priority, education often takes a backseat – becomes less of a priority.

Parent Development theory examines the role of the parents as a child grows up, and how the way the parent interacts and evolves as a parent affects a child's well-being (Mowder, 2005). This theory focuses on how a person defines his/her own parenting role, and how this definition influences how a parent interacts with his/her child or children. A parent's role can be shaped by many factors, some of which can include a parent's background and their own childhood experiences. This theory coincides with the recent study because it explains the importance of parental involvement and parental support in the development of the child.

Goal theory is an overall approach to motivation that emphasizes the need to establish goals as intrinsic motivation. A relationship exists between goal difficulty, level of performance, and effort involved. In 1960's, Edwin Locke put forward the Goal-setting theory of motivation. This theory states that goal setting is essentially linked to task performance. It states that specific and challenging goals along with appropriate feedback contribute to higher and better task performance. Goals should be realistic and challenging. This gives an individual a feeling of pride and triumph when he attains them, and sets him up for attainment of next goal. The more challenging the goal, the greater is the reward generally and the more is the passion for achieving it. If students will get reward or any compliment from their parents, they will be more motivated to achieve their goals. Parents who are showing more support and provide educational needs of the student help them engage in a more effective learning.

Conceptual Framework

This study posited a conceptual framework for determining the relation of social class variation and parental involvement in the student's academic behavior and academic performance.

Figure 1 reflects the conceptual model that shows the relationship of the independent variables and dependent variables that will serve as a guide for this study.

Independent variable comprises of the social economic class variation which are family income, educational attainment, occupation and social network and parental involvement which are parental style, parental supervision and focus and attention.

Dependent variable consists of student's learning development includes academic behavior which are study habits, interest, self-regulation, self-esteem, social competence and flexibility and academic performance.

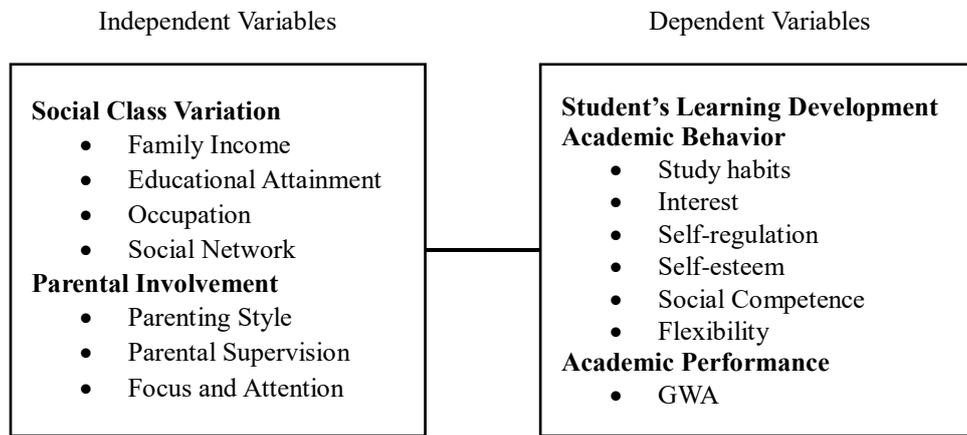


Figure 1. Research Paradigm of the Study

Statement of the Problem

The primary objective of the study is to determine the relation of social class variation and parental involvement in the student's academic behavior and academic performance.

Specifically, it seeks answers to the following questions:

1. What is the status of social class variation in terms of:
 - 1.1 Family Income;
 - 1.2 Educational Attainment;
 - 1.3 Occupation;
 - 1.4 Social Network?
2. What is the status of parental involvement in terms of;
 - 2.1 Parenting style;
 - 2.2 Parental Supervision;
 - 2.3 Focus and Attention
3. What is the status of student's learning development in terms of;
 - 3.1 Academic Behavior;
 - 3.1.1. Study habits;
 - 3.1.2 Interest;
 - 3.1.3 Self-regulation;
 - 3.1.4 Self-esteem;
 - 3.1.5 Social Competence;
 - 3.1.6 Flexibility?
 - 3.2 Academic Performance?
4. Is there any significant relationship between social class variation and students' learning development?
5. Is there any significant relationship between parental involvement and students' learning development?

Research Design

Descriptive method was used to determine the relationship of social class variation and parental involvement to students' learning development in remote instructions.

Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations. (Bhandari, 2021)

Population and Sampling Technique

There are 221 respondents in each school in the district of Famy. Parents/guardian and teachers from Famy District was assessed and used as respondents of this research. The strata is formed based on some common characteristics in the population data. After dividing the population into strata, the researcher randomly selects the sample proportionally.

Stratified random sampling is a method of sampling that involves the division of a population into smaller sub-groups known as strata. In stratified random sampling, or stratification, the strata are formed based on members' shared attributes or characteristics such as income or educational attainment. Stratified random sampling is also called

proportional random sampling or quota random sampling. It involves dividing the entire population into homogeneous groups called strata. (Hayes, 2021)

Research Procedure

The following procedures were undertaken by the researcher during the conduct of the study. After the researcher read various articles and literature that are connected with this study, the questionnaire has been formulated. Then the researcher will seek permission from the school head and principal of each school to gather the needed data through letter of request for this study. Upon approval the respondents will be oriented on how to accomplish the entire set of questionnaires.

The distribution and retrieval of questionnaire were administered personally by the researcher. The researcher will explain fully the direction as well as the purpose of the study before allowing the respondents to answer the questionnaire.

Later, the data was gathered, given appropriate statistical treatment, analysed and interpreted.

Research Instrument

The instrument used in the study was a survey questionnaire-checklist. The questionnaire is a research-made instrument devised to determine the relationship of social class variation and parental involvement to students’ learning development in remote instructions.

In the questionnaire, a five-point rating scale indicated below was used to determine of the selected respondents.

5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Moderately Agree
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

Statistical Treatment of Data

The responses were tabulated as basis for statistical treatment of the data.

In order to analyze and interpret the data gathered, weighted mean, standard deviation, pearson r correlation and regression analysis was utilized in the study.

Results and Discussion

Status of Social Class Variation

In this study, the Status of Social Class Variation refers to the Monthly Family Income, Educational Attainment, Occupation and Social Network.

Figure 2 presented the respondents’ level of social class variation in terms of monthly family income. It can be seen that the highest percentage of 26 percent were those who are earning 21,000 and above followed by those earning 5,000 below which composed 23 percent of the respondents and those earning 6,000-10,000 which composed the next 22 percent. There are also 18 percent who belongs to families earning 11,000-15,000 monthly while 11 percent earns 16,000-20,000 each month. This implies that social class variation is manifested in terms of monthly income.

Finding shows that from the group of respondents, most of the families are earning big income but the other families are beyond the minimum monthly income. Family income may be connected on the education of the students, higher income implies that they can support the needs of their children.

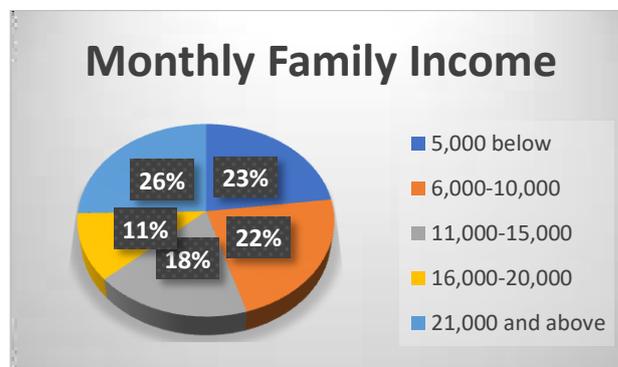


Figure 2. Status of Social Class Variation in terms of Monthly Family Income

Figure 3 represents the level of social class variation in terms of Educational Attainment. Most of the parents are high school graduate which gets the highest percentage of 32 percent, next are those college graduates with 31 percent and parents who are elementary graduate which is 9 percent. Moreover, there is also a percentage for those who are not graduated, in high school with 22 percent, in college level with 4 percent and elementary level with 2 percent.

Finding shows that most of the parents are high school graduate and college graduate. Parent’s educational background may influence the learner’s ability and interest on their education.

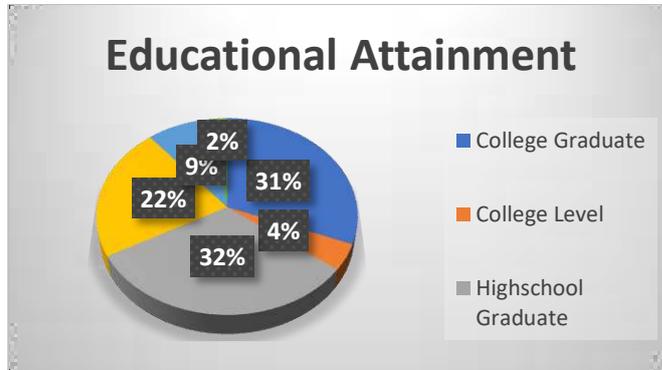


Figure 3. Status of Social Class Variation in terms of Educational Attainment

Figure 4 shows the level of social class variation in terms of occupation. 49.3 percent of the parents answered others which means their works may be laborer or any other job. 26.7 percent of the parents are government employee, 15.3 percent are business owner/self-employed, 4.7 percent are carpenter, 2.4 percent are driver, 1.3 percent are cashier and 0.3 percent are medical/health care professional.

Finding shows that parents’ respondents have different jobs and this may be one of the factors that can affect their education as they will be given support and things they needed for their study.

Parent’s occupation is the most important obligation of the parents and should have a privilege to have a suitable work to raise their children. Students’ academic achievement and educational

Students’ academic achievement and educational attainment have been studied within different frameworks. Many of them have a focus on parents’

education, occupation or home background like, family income, language of the home, activities of the family and work methods, while other studies looked at it from the teachers’ variables such as teacher’s age, experience, education, gender, school variables such as environment, structures, buildings, location, students’ variables such as attitude, self-concept, self-esteem, study habit, interest or parents’ support such as achievement motivation of wards, parental attitudes towards education, the aspiration of parents.

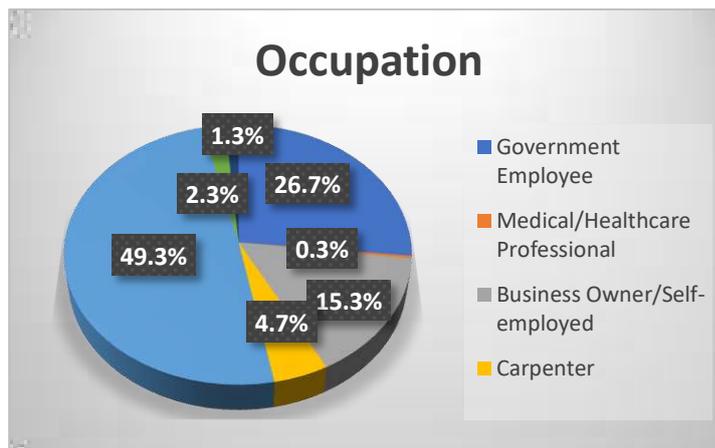


Figure 4. Status of Social Class Variation in terms of Occupation

Table 1. Status of Social Class Variation In terms of Social Network

Statement	Mean	SD	Remarks
1. Children are guided by their immediate parents and grandparents.	4.55	0.75	Strongly Agree
2. Children are able to get support from their aunts, uncle and other relatives.	4.09	0.96	Agree
3. Family friends can provide appropriate guidance and support for the children.	4.34	0.90	Strongly Agree
4. Neighbors can build a good relationship and shows concern on child welfare.	4.15	0.88	Agree
5. Family links on various community group that can help children's education and ensure their safety and protection.	4.29	0.84	Strongly Agree
Grand Mean	4.28		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

It can be seen in table 1 that the level of social class variation in terms of social network was *very high* denoted by the grand (M=4.28). This explains that respondents *strongly agree* the presence of socialization were manifested. The respondents *strongly agree* that the *children are guided by their immediate parents and grandparents*, which gained the highest (M=4.55, SD=0.75). However, *they agree children are able to get support from their aunts, uncle and other relatives*, it obtained the least (M=4.09, SD=0.96). This implies the respondents perceived that the learners were guided by their social network such as their parents, relatives and other members of the community.

Overall, the level of social class variation in terms of social network is 4.28 and verbally interpreted as very high. Finding shows that family are linked on other group of people that can help their children in their education. Different families also have different ways of building good relationship with other people around them.

Understanding the factors that explain academic failure and success of university students is a core interest of educational researchers, teachers, and managers.

Level of Parental Involvement

Table 2. Level of Parental Involvement in terms of Parenting Style

Statement	Mean	SD	Remarks
The parents:			
1. Focus on the positive outcome that children have been done.	4.61	0.67	Strongly Agree
2. Consistently communicate with the children to address their needs and problems.	4.53	0.71	Strongly Agree
3. Encourage the children to do their best, motivates them and teach them the lesson behind failures.	4.45	0.75	Strongly Agree
4. Avoid giving punishment and discouragement when children do something wrong.	4.20	0.88	Strongly Agree
5. Give compliments, uplifting words and/or simple rewards when children achieve something good in their life.	4.57	0.70	Strongly Agree
Grand Mean	4.47		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

Table 2 presents the level of parental involvement in terms of parenting style. Among the statements above, "Focus on the positive outcome that children have been done" yielded the highest mean score ($M=4.61$, $SD=0.67$). This is followed by "Give compliments, uplifting words and/or simple rewards when children achieve something good in their life." ($M=4.57$, $SD=0.70$), "Consistently communicate with the children to address their needs and problems" ($M=4.53$, $SD=0.71$), "Avoid giving punishment and discouragement when children do something wrong" ($M=4.45$, $SD=0.75$). Lastly, with the lowest mean "Avoid giving punishment and discouragement when children do something wrong" ($M=4.20$, $SD=0.88$). All the statements are remarks are strongly agree.

Overall, the level of parental involvement in terms of parenting style obtained a mean of 4.47 that is verbally interpreted as very high.

Finding shows that parents have different style of parenting and it reflects on how they discipline their children. This may also show the good relationship of the parents and the learners in different situations.

The relationship of parents with children or parenting style serves multiple purposes. Moral and psychological training, identification, growth and development of children's talents, skills, familiarizing with the rules and norms of the society from the perspective of parents are among these purposes. "Parsons also consider two basic functions for the family, i.e. socialization and prosperity of the child's personality." So it seems that parents' parenting styles are likely to affect children's personality traits.

Table 3. Level of Parental Involvement In terms of Parental Supervision

Statement	Mean	SD	Remarks
The parents:			
1. Monitor children's progress in terms of performing and answering their school activities.	4.47	0.79	Strongly Agree
2. Assist the children whenever they need help in their school assignments and projects.	4.63	0.68	Strongly Agree
3. Ensure that children will be able to build trust and will not be afraid to talk about the things they wanted to say.	4.60	0.70	Strongly Agree
4. Control and guide the children in developing their attitudes and behavior.	4.50	0.77	Strongly Agree
5. Evaluate child's performance and encourage them to build self-confidence toward their education continuously	4.54	0.71	Strongly Agree
Grand Mean	4.55		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The above result showed that the level of parental involvement in terms of parental supervision was very high supported by the grand ($M=4.55$). This further implies that respondents strongly agree that the parents supervised their children effectively.

The respondents strongly agree that "Assist the children whenever they need help in their school assignments and projects." obtaining the highest ($M=4.63$, $SD=0.68$). Likewise, the respondents strongly agree that "Monitor children's progress in terms of performing and answering their school activities." yet it gained the least ($M=4.47$, $SD=0.79$).

Overall, the level of parental involvement in terms of parental supervision obtained a mean of 4.55 and verbally interpreted as very high.

Finding shows that parents try to do their best to supervise their children. However, there may be some cases that they cannot monitor their children always due to their job, household works and other related stuffs.

Parents supervision about the academic performance of their children because they believe that good academic results will provide more career choices and job security (Carter Jr, Rice, Yang, & Jackson, 2020). Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school's reputation and the possibility of monetary aid from government institutions, which can be a turning point on the overall academic performance of the school (Bell, 2019).

Table 4. Level of Parental Involvement in terms of Focus and Attention

Statement	Mean	SD	Remarks
The parents:			
1. Spend time with the children by playing, eating and teaching modules.	4.50	0.80	Strongly Agree
2. Monitor the children during their online distance learning and modular learning.	4.59	0.79	Strongly Agree
3. Make time to discuss random thoughts with the children to show love and affection.	4.63	0.65	Strongly Agree
4. Prioritize children well-being and self-development.	4.65	0.65	Strongly Agree
5. Take responsibility in guiding and teaching academic lessons to the children.	4.56	0.66	Strongly Agree
Grand Mean	4.58		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The above result showed that the level of parental involvement in terms of focus and attention was very high supported by the grand ($M=4.58$). This further implies that respondents strongly agree that the parents stayed focus and give proper attention to their children performance.

The respondents strongly agree that “Prioritize children well-being and self-development.”, obtaining the highest ($M=4.65$, $SD=0.65$). Likewise, the respondents strongly agree that “Spend time with the children by playing, eating and teaching modules.” yet it gained the least ($M=4.50$, $SD=0.80$). To elaborate, parents have a proper involvement to their children to manage well they performance and achievement.

Finding shows that parents try their best to give focus and attention on their children. Sometimes, their focus may be destructed and affected due to their work or nature of environment. Even so, as a parent they give their utmost support and understanding to prioritize their children’s welfare.

One of the main roles that parents should fulfill in the remote learning set-up is to facilitate learning. In other words, teachers are task to make the process of learning easier for students to accomplish. This does not mean that the curriculum should be watered down or the standards should be lowered. Neither does it mean that teachers will spoon feed information to the students. Instead, they need to make it easier for students to learn how to think critically and understand how the learning process works (Kelly, 2016).

Level of Student's Learning Development

Table 5. Level of Student's Learning Development in terms of Academic Behavior with Regards to Study habits

Statement	Mean	SD	Remarks
The child:			
1. Looks for quite place to study and answer their modules.	4.54	0.71	Strongly Agree
2. Learns how to be organized and do not stress out on doing school task and activities.	4.41	0.73	Strongly Agree
3. Reviews and learns his/her own notes and lessons.	4.38	0.74	Strongly Agree
4. Knows how to avoid distractions when he/she is studying.	4.35	0.79	Strongly Agree
5. Knows how to effectively spend his/her own time in studying lessons.	4.34	0.79	Strongly Agree
Grand Mean	4.41		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The above result showed that the level of students' learning development in terms of academic behavior with regards to study habit was very high supported by the grand (M=4.41). This further implies that respondents strongly agree that the learners established an effective study habit to learn efficiently.

The respondents strongly agree that "Looks for quite place to study and answer their modules." obtaining the highest (M=4.54, SD=0.71). Likewise, the respondents strongly agree that "Knows how to effectively spend his/her own time in studying lessons." yet it gained the least (M=4.34, SD=0.79). To elaborate, learners have the initiate to learn better and come up the ways to learn effectively.

Study habits of the students are different from each other, it may also differ depending on their learning environment and their capacity to learn. The result of the study shows that students develop good study habits despite of the new learning modalities.

Thus, study habit is one of the greatest students or learning factors that hugely influences students' academic achievements. If undermined by students at all levels, teachers, administrators, parents and guardians, school counselors and the government, then, the trend and menace of students' abysmal performance in both internal and external examinations would continue to boom and become more devastating and alarming.

Table 6. Level of Student's Learning Development in terms of Academic Behavior with Regards to Study Interest

Statement	Mean	SD	Remarks
The child:			
1. Develops interest towards different and/or specific subjects.	4.47	0.71	Strongly Agree
2. Shows curiosity and wants to explore more regarding a certain topic or lesson.	4.45	0.73	Strongly Agree
3. Shows enthusiasm in learning and discovering new things.	4.49	0.72	Strongly Agree
4. Responds positively when they are being ask about something related on their school activities.	4.48	0.74	Strongly Agree
5. Presents ideas and concepts they have learn from their class discussion.	4.39	0.79	Strongly Agree
Grand Mean	4.46		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The above result showed that the level of students' learning development in terms of academic behavior with regards to study interest was very high supported by the grand ($M=4.46$). This further implies that respondents strongly agree that the learners' showed interest in their studies.

The respondents strongly agree that "Shows enthusiasm in learning and discovering new things." obtaining the highest ($M=4.49$, $SD=0.72$). Likewise, the respondents strongly agree that "Presents ideas and concepts they have learn from their class discussion." yet it gained the least ($M=4.34$, $SD=0.79$). To elaborate, learners actively participate in class and performed competitively.

Student's interest is really varied depending on their perspectives, skills and abilities. Finding shows that the learners develop positive interest toward their learning and have a willingness to cope up with their study. Academic interests are topics about which the student is curious and wants to spend more time exploring. Some students find their academic interests by looking back at what they've been interested in for most of their life.

Table 7. Level of Student's Learning Development in terms of Academic Behavior with Regards to Self-Regulation

Statement	Mean	SD	Remarks
The child:			
1. Learns how to be discipline and take their responsibilities in terms of academic behavior.	4.39	0.73	Strongly Agree
2. Controls his/her emotions and do not get anxious when doing school activities.	4.33	0.75	Strongly Agree
3. Manages his/her time in answering modules and spending time with social activities.	4.44	0.74	Strongly Agree
4. Practices mindfulness within their selves.	4.35	0.72	Strongly Agree
5. Achieves actively his/her academic goals.	4.37	0.77	Strongly Agree
Grand Mean	4.37		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The above result showed that the level of students' learning development in terms of academic behavior with regards to self-regulation was very high supported by the grand ($M=4.37$).

The respondents strongly agree that “Manages his/her time in answering modules and spending time with social activities” obtaining the highest ($M=4.44$, $SD=0.74$). Likewise, the respondents strongly agree that “Controls his/her emotions and do not get anxious when doing school activities.” yet it gained the least ($M=4.33$, $SD=0.77$).

Some students may experience hardship on independent learning which may affect their self-regulation. There are times that they may be distracted with other things around them or with the gadgets. Despite of that, finding reveals that students know how to regulate themselves and shows discipline toward their study.

Self-regulation by Peterson (2019) perceived those children begin to internalize rules for behavior and conduct and to apply these rules to other people. Although it's typical for teachers and parents to discourage tattling, when young children tell on one another or point out that others are "doing things wrong," it's a positive sign that they're starting to notice both rules and rule violations. While, Janosz (2019) found that children begin to apply the rules of behavior and conduct to themselves, and they do so voluntarily even when no one is watching them. It's at this point those children may be able to stop themselves from doing something "against the rules" and initiate actions that follow the rules.

Table 8. Level of Student's Learning Development in terms of Academic Behavior with Regards to Self-esteem

Statement	Mean	SD	Remarks
The child:			
1. Develops confidence within themselves.	4.52	0.65	Strongly Agree
2. Feels satisfied whenever they done something good in their school.	4.57	0.65	Strongly Agree
3. Shows his/her love on doing and learning new things.	4.54	0.65	Strongly Agree
4. Takes risk and trusts his/her ability toward performing various tasks.	4.53	0.65	Strongly Agree
5. Shows that he/she is being appreciated and loved so that they are able to show good attitudes toward learning.	4.57	0.64	Strongly Agree
Grand Mean	4.55		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The above result showed that the level of students' learning development in terms of academic behavior with regards to self-esteem was very high supported by the grand ($M=4.55$).

The respondents strongly agree that “Feels satisfied whenever they done something good in their school.” obtaining the highest ($M=4.57$, $SD=0.65$) and “Shows that he/she is being appreciated and loved so that they are able to show good attitudes toward learning.” obtaining the highest ($M=4.57$, $SD=0.64$) Likewise, the respondents strongly agree that “Develops confidence within themselves” yet it gained the least ($M=4.52$, $SD=0.65$).

Finding shows that students have a confidence on their selves which means that they also develop high self-esteem. They show enthusiasm and love what they do that could help them perform their task more effectively.

The purpose of self-esteem is to feel and imagine that people nurtured in their mind over time about their self. In simple words, self-esteem is self-assessment; this perception and evaluation can be positive or negative and pleasant or unpleasant. Children with high self-esteem, usually feel good about themselves and better able to resolve their conflicts with other children and are resistant to deal with problems.

Table 9. Level of Student's Learning Development in terms of Academic Behavior with Regards to Self-Competence

Statement	Mean	SD	Remarks
The child:			
1. Shows positive reactions and build good relationship with their classmates.	4.48	0.71	Strongly Agree
2. Interacts with his/her classmates during group activities.	4.31	0.84	Strongly Agree
3. Shares his/her knowledge to educate people around them.	4.47	0.73	Strongly Agree
4. Shows support on his/her classmates during task performances.	4.45	0.71	Strongly Agree
5. Learns to recognize and solve social problems.	4.48	0.67	Strongly Agree
Grand Mean	4.44		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The above result showed that the level of students' learning development in terms of academic behavior with regards to self-competence was very high supported by the grand (M=4.44).

The respondents strongly agree that "Shows positive reactions and build good relationship with their classmates" obtaining the highest (M=4.48, SD=0.41) and "Learns to recognize and solve social problems." obtaining the highest (M=4.48, SD=0.67) Likewise, the respondents strongly agree that "Interacts with his/her classmates during group activities." yet it gained the least (M=4.31, SD=0.84).

Students' relationship with their peer and classmates may be affected due to the learning modalities they are using during this time. Nevertheless, the result of the study still shows that students are able to build effective communication with other people around them.

Heckman & Masterov (2018), argue that the greatest returns on education investments are "from nurturing teacher's non-cognitive skills, giving them social, emotional and behavioral benefits that lead to success later in life" and investing in emotion skills is a cost effective approach to increasing the quality and productivity of the workforce through fostering workers' motivation, perseverance, and self-control.

Table 11. Level of Student's Learning Development in terms of Academic Behavior with Regards to Flexibility

Statement	Mean	SD	Remarks
The child:			
1. Learns how to adapt in his/her learning environment.	4.45	0.67	Strongly Agree
2. Learns despite of changing learning modalities.	4.40	0.68	Strongly Agree
3. Does things and able to reflect with their own.	4.40	0.67	Strongly Agree
4. Learns and look at things differently.	4.45	0.68	Strongly Agree
5. Develops himself/herself and learns how to unlearn old ways of doing things that is not helpful in their study.	4.41	0.73	Strongly Agree
Grand Mean	4.42		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.00 – 1.79	Strongly Disagree	Very Low

The above result showed that the level of students' learning development in terms of academic behavior with regards to self-competence was very high supported by the grand (M=4.42).

The respondents strongly agree that “Learns how to adapt in his/her learning environment.” obtaining the highest (M=4.45, SD=0.67) and “Learns and look at things differently” obtaining the highest (M=4.45, SD=0.68) Likewise, the respondents strongly agree that “Learns despite of changing learning modalities” yet it gained the least (M=4.40, SD=0.68) and “Does things and able to reflect with their own” gained the least (M=4.40, SD=0.67) and.

Finding shows that students are able to adapt on the new learning modalities and are able to learn even with the changing situation brought by the pandemic.

Rapidly progressive nature of today's world requires upbringing students who prepare themselves to face the new challenges (Ghannad, 2020). The purpose of the present study was to investigate the relationship between perceptions of classroom quality (appeal, challenge, choice, self-efficacy and meaningfulness) and cognitive flexibility with academic challenge and academic performance among Ize city high school students.

Table 10. Level of Student's Learning Development in terms of Academic Performance with Regard to General Weighted Average

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	12	5%	Outstanding
85 – 89	102	46%	Very Satisfactory
80 – 84	94	43%	Satisfactory
75 – 79	13	6%	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Mean	85.00	Interpretation	Very Satisfactory

The above result showed that the level of students' learning development in terms of academic behavior was very satisfactory by the grand (M=85.00).

The grade “90 to 100” got the frequency of twelve (12) or 5 % of the sample population and with descriptive equivalent of *Outstanding*. The grade “85 to 89” got the frequency of one hundred two (102) or 46 % of the sample population and with descriptive equivalent of *Very Satisfactory*. The grade “80 to 84” got the frequency of ninety-four (94) or 43 % of the sample population and with descriptive equivalent of *Satisfactory*. The grade “75 to 79” got the frequency of Thirteen (13) or 6 % of the sample population and with descriptive equivalent of *Fairly Satisfactory*.

Table 11. Significant Relationship between Social Class Variation in terms of Academic Behavior

Variables		r-value	Degree of Correlation	p-value	Analysis
Family Income	Study Habits	0.047	Negligible	0.491	Not Significant
	Interest	0.021	Negligible	0.752	Not Significant
	Self-Regulation	0.004	Negligible	0.949	Not Significant
	Self-Esteem	0.040	Negligible	0.554	Not Significant
	Social Competence	0.018	Negligible	0.789	Not Significant
	Flexibility	0.132	Negligible	0.052	Not Significant
Educational Attainment	Study Habits	0.004	Negligible	0.956	Not Significant
	Interest	0.032	Negligible	0.641	Not Significant
	Self-Regulation	0.013	Negligible	0.848	Not Significant
	Self-Esteem	0.042	Negligible	0.536	Not Significant
	Social Competence	0.021	Negligible	0.761	Not Significant
	Flexibility	0.076	Negligible	0.261	Not Significant
Occupation	Study Habits	0.027	Negligible	0.686	Not Significant
	Interest	0.023	Negligible	0.731	Not Significant
	Self-Regulation	0.047	Negligible	0.485	Not Significant
	Self-Esteem	0.119	Negligible	0.080	Not Significant
	Social Competence	0.068	Negligible	0.315	Not Significant
	Flexibility	0.033	Negligible	0.631	Not Significant
Social Network	Study Habits	0.704	Strong	0.000	Significant
	Interest	0.657	Strong	0.000	Significant
	Self-Regulation	0.679	Strong	0.000	Significant
	Self-Esteem	0.587	Moderate	0.000	Significant
	Social Competence	0.546	Moderate	0.000	Significant
	Flexibility	0.609	Strong	0.000	Significant

*significant at .05 level of significance

Range	Degree of Correlation
±0.81 – ±1.00	Very Strong
±0.61 – ±0.80	Strong
±0.41 – ±0.60	Moderate
±0.21 – ±0.40	Weak
±0.00 – ±0.20	Negligible

Table 12 presents the significant relationship between social class variation in terms of family income and student's learning development in terms of academic behavior.

The academic behaviour were observed to have negligible significant relationship. This is evidenced by the computed r values for Study habits ($r=0.047$), Interest ($r=0.021$) and Self-regulation ($r=0.004$), Self-esteem ($r=0.040$), Social Competence ($r=0.018$), which are less than the critical values for r and Flexibility ($r=0.132$) greater than the critical values for r . Furthermore, the computed p -values for the tests were shown to be greater than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the family income and student's learning development is accepted and the alternative is rejected."

It also presents the significant relationship between social class variation in terms of educational attainment and student's learning development in terms of academic behavior.

The academic behaviour were observed to have negligible significant relationship. This is evidenced by the computed r values for Study habits ($r=0.004$), Interest ($r=0.032$) and Self-regulation ($r=0.013$), Self-esteem ($r=0.042$), Social Competence ($r=0.021$), which are less than the critical values for r and Flexibility ($r=0.076$) greater than the critical values for r . Furthermore, the computed p -values for the tests were shown to be greater than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the educational attainment and student's learning development is accepted and the alternative is rejected".

It also presents the significant relationship between social class variation in terms of occupation and student's learning development in terms of academic behavior.

The academic behaviour were observed to have negligible significant relationship. This is evidenced by the computed r values for Study habits ($r=0.027$), Interest ($r=0.023$) and Self-regulation ($r=0.047$), Self-esteem ($r=0.119$), Social Competence ($r=0.068$), and Flexibility ($r=0.033$) which are less than the critical values for r . Furthermore, the computed p -values for the tests were shown to be greater than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the educational attainment and student's learning development is accepted and the alternative is rejected".

It also presents the significant relationship between social class variation in terms of social network and student's learning development in terms of academic behavior. Specifically, it presents the relationship of the social network and student's learning development to their Study habits, Interest, Agility, Self-regulation, Self-esteem, Social Competence and Flexibility

The academic behaviour were observed to have strong significant relationship. This is evidenced by the computed r values for Study habits ($r=0.704$), Interest ($r=0.657$) and Self-regulation ($r=0.679$), Self-esteem ($r=0.119$), and Flexibility ($r=0.609$), while the Self-esteem ($r=0.587$), and Social Competence ($r=0.546$) have moderate significant relationship and greater than the critical values for r . Furthermore, the computed p -values for the tests were shown to be less than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the social network and student's learning development is rejected. Hence, it calls for the acceptance of the alternative which incites that there is a significant relationship between the two.

Table 13. Significant Relationship between Social Class Variation and Student's Learning Development in terms of Academic Performance

	Variables	r-value	Degree of Correlation	p-value	Analysis
Academic Performance	Family Income	0.031	Strong	0.645	Not Significant
	Educational Attainment	0.049	Strong	0.466	Not Significant
	Occupation	0.009	Strong	0.890	Not Significant
	Social Network	0.056	Strong	0.413	Not Significant

*significant at .05 level of significance

Range	Degree of Correlation
$\pm 0.81 - \pm 1.00$	Very Strong
$\pm 0.61 - \pm 0.80$	Strong
$\pm 0.41 - \pm 0.60$	Moderate
$\pm 0.21 - \pm 0.40$	Weak
$\pm 0.00 - \pm 0.20$	Negligible

Table 13 presents the significant relationship between social class variation and student's learning development in terms of academic performance. Specifically, it presents the relationship of the academic performance to learners' family income, educational attainment, occupation, and social network.

The academic performance were observed to have strong significant relationship. This is evidenced by the computed r values for family income ($r=0.031$), educational attainment ($r=0.049$), occupation ($r=0.009$), and social network.

($r=0.056$), which are less than the critical values for r . Furthermore, the computed p -values for the tests were shown to be greater than the significance alpha of 0.05.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the educational attainment and student’s learning development is accepted” and the alternative hypothesis is rejected”.

Table 14. Significant Relationship between Parental Involvement in terms of Academic Behavior

Variables		r-value	Degree of Correlation	p-value	Analysis
Parenting Style	Study habits	0.681	Strong	0.000	Significant
	Interest	0.673	Strong	0.000	Significant
	Self-regulation	0.683	Strong	0.000	Significant
	Self-esteem	0.606	Strong	0.000	Significant
	Social Competence	0.570	Moderate	0.000	Significant
	Flexibility	0.629	Strong	0.000	Significant
Parental Supervision	Study habits	0.706	Strong	0.000	Significant
	Interest	0.692	Strong	0.000	Significant
	Self-regulation	0.693	Strong	0.000	Significant
	Self-esteem	0.696	Strong	0.000	Significant
	Social Competence	0.555	Moderate	0.000	Significant
	Flexibility	0.610	Strong	0.000	Significant
Focus and Attention	Study habits	0.694	Strong	0.000	Significant
	Interest	0.838	Very Strong	0.000	Significant
	Self-regulation	0.658	Strong	0.000	Significant
	Self-esteem	0.739	Strong	0.000	Significant
	Social Competence	0.584	Moderate	0.000	Significant
	Flexibility	0.620	Strong	0.000	Significant

Table 14 presented the relationship between parental involvement in terms of parenting style and student’s learning development in terms of academic behavior.

It can be seen that parental involvement in terms of parenting style employs a *strong significant* relationship to student’s students learning development in terms of study habits, interest, self-regulation, self-esteem and flexibility which obtained r -value ranging (0.606 to 0.683) and all gained p -value (0.000) which was lower than 0.05 level of significance. Besides, parenting style showed a *moderate significant* relationship to student’s students learning development in terms of social competence obtaining the r -value (0.570) and the p -value (0.000) which was lower than 0.05 level of significance. This further expound that parents’ participation on students learning activities contributes to their development towards learning.

It presented the relationship between parental involvement in terms of parental supervision and student’s learning development in terms of academic behaviour.

It can be seen that parental involvement in terms of parental supervision employs a *strong significant* relationship to student’s students learning development in terms of study habits, interest, self-regulation, self-esteem and flexibility which obtained r -value ranging (0.706 to 0.610) and all gained p -value (0.000) which was lower than 0.05 level of significance. Besides, parenting style showed a *moderate significant* relationship to student’s students learning development in terms of social competence obtaining the r -value (0.555) and the p -value (0.000) which was lower than 0.05 level of significance. This further expound that parents’ management on students learning activities contributes to their development towards learning.

The table also presented the relationship between parental involvement in terms of focus and attention and student’s learning development in terms of academic behaviour.

It can be seen that parental involvement in terms of parent’s focus and attention employs a *strong significant* relationship to student’s students learning development in terms of study habits, interest, self-regulation, self-esteem and flexibility which obtained r -value ranging (0.838 to 0.584) and all gained p -value (0.000) which was lower than 0.05 level of significance. Besides, parenting style showed a *moderate significant* relationship to student’s students learning development in terms of social competence obtaining the r -value (0.584) and the p -value (0.000) which was lower than 0.05 level of significance.

Table 15. Significant Relationship between Parental Involvement in terms of Parenting style, Parental Supervision Focus And Attention and Student's Learning Development in terms of Academic Performance

Variables		r-value	Degree of Correlation	p-value	Analysis
Academic	Parenting Style	0.081	Strong	0.231	Not Significant
Performance	Parental Supervision	0.045	Very Strong	0.503	Not Significant
	Focus and Attention	0.031	Strong	0.649	Not Significant

*significant at .05 level of significance

Range	Degree of Correlation
±0.81 – ±1.00	Very Strong
±0.61 – ±0.80	Strong
±0.41 – ±0.60	Moderate
±0.21 – ±0.40	Weak
±0.00 – ±0.20	Negligible

Table 15 presented the relationship between parental involvement in terms of parenting style, parental supervision and focus and attention and student's learning development in terms of academic performance.

It can be seen that academic performance employs a strong significant relationship to parental involvement in terms of parenting style ($r=0.081$), p-value (0.231) and focus and attention ($r=0.031$), while the parental supervision got ($r=0.045$) which employ a very strong significant relationship and the p-value ranging (0.649-0.231) which was greater than 0.05 level of significance.

Summary

The purpose of this study is to determine the relationship of social class variation and parental involvement to students' learning development during remote instructions. The study described the level of social class variation, level of parental involvement, level of student's learning development, and the significant relationship between social class variation and parental involvement to student's learning development.

Findings

1. Level of social class variation

Finding shows that there are differences in social class variation of every family. There are some families who are earning more and some are on the minimum wage. Their status can affect the student's education as they can give and support the needs of their children.

2. Level of parental involvement

Finding reveals that parents try their best to be involved on their children. They also give focus and attention on the learner's progress, however, there are times that they cannot fully monitor their children's output due to their works.

3. Level of student's learning development

Finding shows that there is a high level of student's learning development. Student shows interest on their learning and develop confidence that can positively affect their education.

4. Relationship between social class variation and student's learning development

Finding shows that social class variation has no significant relationship on student's learning development. Maybe because students do not rely on their economic status and understand the importance of education.

5. Relationship between parental involvement and student's learning development.

Finding shows that parental involvement has a significant effect on the students' learning environment. Parents' attention, guidance and support can really affect the student's performance in school. The more the parents get involved, the more that the learners will value their education.

Conclusion

The social class variation and parental involvement have a significant relationship with the student's learning development. The best predictor to student's success is the extent to which families encourage learning at home. Students with parents involved in their education don't just have high academic performance: their study habits, interest, self-regulation, self-esteem, social competence and flexibility will rise, too. Parental Involvement through their Parenting Style, Parental Supervision, Focus and Attention really matters because the more parents involved, the better the student's academic behaviour and academic performance will be.

Therefore, the researcher concludes that the hypothesis stating that "There is no significant relationship between social class variation and student's learning development" is accepted. The other hypothesis stating that "There is no

significant relationship between parental involvement and student's learning development." is rejected which infers that parent getting involved on the children's education can affect their performance and learning development.

Recommendations

In light of the conclusion drawn from the findings, the following recommendations are hereby given.

1. It is recommended that the parents continue to be involved on their children education. Always try to monitor their progress and address their needs so that they will increase their interest and motivation towards learning.
2. It is suggested that the teachers continue to do some programs to let the parent involve in student's learning environment. Reach them out and promote the importance of parental involvement on the learner's education.
3. Moreover, it is recommended for the school and teachers to help their learners develop their academic behavior. They can provide more self-reflective activities and/or extracurricular programs that could aid them on enhancing their study habits and interest.
4. It is suggested that school maintains the good relationship and effective communication with the parents so that they will be able to give their utmost support for the children, teacher and the whole school organization which can also be a foundation of effective learning development
5. Lastly, it is suggested that the teachers in the school will share classroom goals or expectations openly with parents and address common challenges that inhibit parent engagement like scheduling conflicts or an intimidating atmosphere.

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