

PARENTAL INVOLVEMENT IN HOMEWORK ON THE STUDENTS' PERFORMANCE

ROCHELLE BUENAFLO RORIBIANA

chelleoribiana@gmail.com

Private School Teacher, United Evangelical Church School Inc. of Sta. Cruz, Sta. Cruz, Laguna, Philippines

Abstract

Parental involvement is one of the elements that affect a student's academic performance. The COVID-19 epidemic had an effect on society in general and families in particular. Online learning styles became the new educational standard as a result of this as well. As a result, while the isolation is linked to their academic success, it motivates kids and their parents to participate in at-home learning.

This study attempted to identify to what extent this parental involvement in homework played a role in students' performance in terms of their grades in third quarter. Data was collected from intermediate students at United Evangelical Church School in Santa Cruz District, Santa Cruz, Laguna for School Year 2021– 2022.

This study utilized the descriptive-survey method of research. The main instrument used in this study was the questionnaire. The instrument was intended to be answered without any verbal instructions. Therefore the survey was easy to complete, easy to understand, and had been written to give the students a stimulus to reflect upon after the survey was completed.

It revealed that the profile of the students and the parental involvement in homework has no significant effect to their performance in terms of grades in third quarter.

The study concluded that there was no significant effect observed from the profile of the students to their performance. Therefore, the null hypothesis which stated that "the profile of the students has no significant effect to their performance in terms of the grades in third quarter" is true since most of the given variables are not significantly related.

The study showed that the parental involvement in homework has no significant effect to the performance of the students in terms of third quarter grades. Therefore, the null hypothesis which stated that "the parents' involvement has no significant effect to the performance of the students in terms of the grades in third quarter" is true since most of the given variables are not significantly related.

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, it is suggested for the parents to empower, engage and lead their children with the values as the first educators.

Keywords: Parents, Assisting in Homework, Correcting Homework, and Students' Performance

1. Main text

Introduction

Each child is fragile and can be shaped into a successful or unsuccessful adult. The child is one of the most significant assets of the Philippines, according to the Child and Youth Welfare Code, and the promotion and development of the child's life and welfare is also based on the moral supervision and assistance provided by his parents or guardians.

The COVID – 19 pandemic has drastically altered the living situations of families. Previous research has indicated that pupils are less engaged in learning at home than they are in their educational institutions. They are likely to have more free time, develop irregular sleeping patterns, and eat unhealthy foods. These negative effects on students are predicted to develop during long periods of quarantine, affecting their academic progress (Wang et al., 2020).

Furthermore, various forms of parental participation may have a beneficial or bad impact on a child's potential to succeed in high school and college. Parents were influential in the lives of their children since they were the ones who exposed them to the outside world, including academics.

Parental involvement in schools focused on the family background in terms of school involvement activities, and then tracing it to see if it actually influences academic performance. As a result, their children's outputs benefit from their willingness and motivation (Park & Holloway, 2017).

Moreover, academic work supervision may enhance students' anxieties about their image rather than their academic accomplishment. School success is influenced directly and positively by parental expectations and children's performance, as well as negatively by parental participation in tasks and orientation to goals and objectives (Valle, 2018).

Similarly, parent-delivered compensatory education for children at risk of educational failure: improving academic and self-regulatory skills revealed that significant increases in parental involvement and expectations were translated into mediated intervention gains in child literacy skills and academic results. As a result, it advised that parent's opinions about their child's academic potential and their methods of behavioural support for the child should be considered.

Background of the Study

One of the most important influences on a child's growth is his or her parents. This is due to the authority and skill they have to shape and develop their children into motivated, inspired and lenient people with their explicit involvement in the process of learning activities. On the other hand, parents who are not involved in their children's education often thought to be demotivating and demoralizing their children through negligence. This has a negative effect on their performance.

To combat the spread of the COVID-19 outbreak, most governments throughout the world have temporarily closed educational institutions. Schools are centres of social interaction and activity. When schools close, many children and teenagers lose out on important social interactions that are necessary for learning and growth (UNESCO, 2020).

This has immediate and long-term consequences, especially for the most vulnerable and underprivileged communities. Many countries employ online communication apps (such as radio, television, cell phones, computer and network hardware, satellite systems, and numerous services such as video conferencing and distance learning) to ensure communication between teachers and pupils. Interactive online classes encourage social contact while also allowing for the continuation of education for all students through distance learning.

As much as these initiatives are found to be appropriate to address the need of the time, 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.

The researcher being a teacher in this new set-up in education wants to ensure the quality of education that the students will receive. To involve the students in the learning process and motivate them that it is possible to have quality education even in distance learning set up.

Therefore, different types of parental involvement will take place. Parents control the environment. They support setting the pace, building a physical space intended for learning, and continues to encourage in the absence of a daily face-to-face interaction.

The role of a parent and teacher are different. While a teacher or instructor serves as a guiding force in subject matter, a parent knows when to lean in and lean out of their student's experience. They are not meant to serve as the home schooler in conjunction with online course leaders. Instead, they offer support to the learning process.

structure, and reinforce the goals that can be accomplished in and out of school with education. Moreover, the researcher conducted this study to determine the parental involvement in homework on the students' performance.

Theoretical Framework

Parenting philosophies and parental involvement are related. Consequently, a parenting style is a psychological concept that represents the typical methods of parent-child rearing. The quality of parenting is frequently more significant than the amount of time spent with the child. For instance, a parent might spend the entire afternoon with their child, yet the parent might be preoccupied with something else and not be sufficiently interested in the child. Parenting philosophies reflect how parents interact with and hold their kids to high standards.

The engagement theory of Kearsley and Shneiderman was used as a theoretical lens to understand the link between parental involvement and learners' online learning participation and the contribution of adolescent learners' commitment to successful online learning. The basic idea of the theory is that learning involves an active psychological state, which entails affective, behavioral and cognitive commitment to technological tasks (Wiseman et al. 2017).

In addition, the theory hypothesizes that students' will be intrinsically motivated to learn when the learning environment and activities are technological in nature. This is because the use of online learning tools, such as web conferences, emails, and video conferences will significantly increase the learning commitment of all participants. The engagement theory represents a new paradigm for learning and teaching in the divided generation that involves collaborative efforts, project-based homework and non-academic focus for learning commitment to be achieved. The engagement theory is also based on constructivism that believes in collaborative efforts. This encourages and increases learners' commitment to online learning. Several theories are closely related to online learning, including the constructivist theory, situated learning theory and theory of adult learners (Demuyakor 2020). However, given the focus of this study, the researcher adopted the engagement theory because these interactions influence students' motivation, sense of competence, and belief in their abilities. It predicts that children whose parents are involved in the learning process will perform better in their online school. Their education will be more likely to develop a strong, positive sense of efficacy for success. Parental involvement in schools entails more than just attending PTCA and homeroom meetings. Findings have implications for how Filipino parents and educators can help their children achieve academic success children.

Learners of all ages and levels benefit when their supportive parents are involved in their education. It implies that guardians who are informed and involved in their children's education can bring joy and influence to their child's performance. One aspect of parenting parental expectations has a significant impact on pupil achievement. Students achieve more when their parents expect more. The learning environment must foster effective collaboration by creating an open and communicative environment with its larger community, it bridges the gap between the classroom and the family, as well as the school and the family.

According to Baumrind Parenting Styles (Baumrind, 2017), there are four different parenting styles. The first is called Authoritative, which suggests that parents only provide their children the things they need. Second, the Authoritarians are not warm and comforting to their kids despite their popularity levels. While the permissive provides their children with great levels of comfort and attention without pushing them above their limits. Last but not least, the Uninvolved Parent asks for and receives essentially nothing. These four parenting philosophies have a remarkable connection to how well a child does in school (Esplin, 2017).

In addition, the Powell and Cassidy (2016) theory of family systems views families as living organisms. It emphasizes boundaries, desires, rules, and routines that help the family maintain peace and daily operations given that when one family member changes, the other members will need to adjust well. The family is the smallest social group in a society. This suggests that if one family undergoes change, other systems that support that family will also be impacted. We are encouraged by the Family Systems Theory to understand how parental participation affects academic performance.

Given the inclusion of the child's and parent's relationship in this study, it prompts us to clarify the process of parental participation. It also sheds light on the environment in which parentification takes place. Finally, the inner working model helps us understand and provide information about the advantages and disadvantages of adulthood.

Additionally, Vygotsky's Socio-Cultural Theory, which was influenced by Piaget's ideas in part, emphasizes the interaction between people and their social and physical environments. The influence of social and cultural elements on development and learning is widespread, as stated in Vygotsky's writings (Miller, www.ijrp.org)

2017). Humans live in a family-centered world that is influenced by their culture (Rieber & Robinson, 2014).

Since parents are a child's first teacher and their initial learning occurs in the community, it is crucial for a child's learning and development that they engage with their family members there. As a result, through this interaction, the kids learn about the outside world. Vygotsky emphasized on globalization on "knowing how" by addressing the Zone of Proximal Development (ZPD) as a notion to claim that children have varying levels of problem-solving capacity. Vygotsky believed that children could learn and achieve on their own at one level, and he defined the 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." He did, however, include another level that deals with the child's skills when dealing with adults or more experienced peers (Prior & Gerard, 2017).

Since this study also deals with studies regarding the new normal education that might be used as the foundation for doing research, it is grounded in the aforementioned theories. These ideas served as the foundation for the creation of the conceptual framework for the study since they offer a wealth of data that can be used to gather the essential information for the project's success.

To give a better view of the research problem, it is presented in a paradigm form.

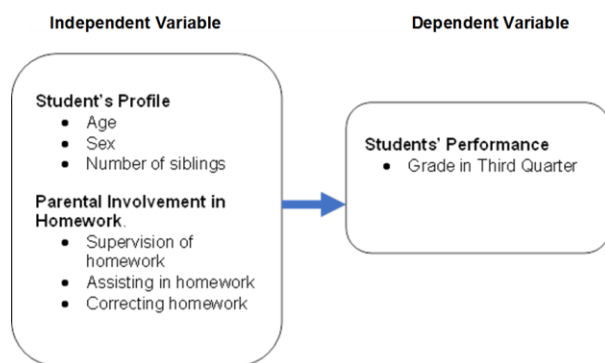


Figure 1. Research Paradigm of the Study

Figure 1. The Research Paradigm of the Study

The framework of this study presented in research paradigm model aimed to explain the effect of the independent variables which are the student's profile as to age, sex, number of siblings and parental involvement in homework as to supervision of homework, assisting in homework, correcting in homework to the dependent variable which is the students' performance in terms of grade in third quarter.

Statement of the Problem

This study determines the parental involvement in homework on the students' performance. Specifically, the study sought to answer the following questions:

1. What is the student's profile with regards to:
 - 1.1 Age;
 - 1.2 Sex; and
 - 1.3 Number of siblings?
2. What is the extent of Parental involvement in homework as to
 - 2.1 Supervision of homework;
 - 2.2 Assisting in homework; and
 - 2.3 Correcting homework?
3. What is the level of students' performance in terms of grade in Third Quarter?
4. Do the student's profile has significant effect on students' performance in terms of grade in Third Quarter?
5. Do the parental involvement in homework has significant effect on student's performance in terms of grade in Third Quarter?

Research Methodology

In order to determine the impact of parental involvement in homework on children's performance, the descriptive technique of research is used in this study.

Descriptive research, according to Fox et al. (2007), is "meant to shed light on existing difficulties or problems through a process of data collecting that enables them to explain the situation more thoroughly than was feasible without using this method. While descriptive research can include a variety of variables, just one variable is necessary to carry out a descriptive study. This is an essential element of descriptive research. Descriptive studies have three basic goals that can be summed up as describing, explaining, and validating study findings.

In this study, a quantitative research design is also used. The goal of quantitative research is to develop a broad understanding of behavior and other phenomena in various contexts and populations (Hoy et al., 2015). Studies using numbers are frequently quick, precise, factual, and understandable.

Many researchers are drawn to the quantitative method because of its effectiveness and rapidity. Even with huge sample numbers, data processing technology enables quick data processing and analysis. A few examples of tools used to gather and measure quantitative data are surveys, polls, statistical analysis software, and weather thermometers (Allen, 2017).

The researcher organized the distribution and data collection program in chronological order once the research-made questionnaire-checklist had its internal consistency, reliability, and validity evaluated.

Questionnaire- checklist was distributed to the target respondents. The responses were gathered for processing. Data were collated, tallied, tabulated, and computed using the appropriate statistical tools.

As the primary instrument in this study, the researcher utilized a Likert scale to collect data on the effects of parental involvement in homework on kids' performance. The aforementioned instruments were split into two sections: the first section included the respondent profile; the second section covered the various parental involvements in homework.

This survey software is included with the Google Form survey. Because it is illegal to distribute questionnaires face-to-face because to the ongoing pandemic, the researchers will use Google forms to administer the pre-test, post-test, and survey.

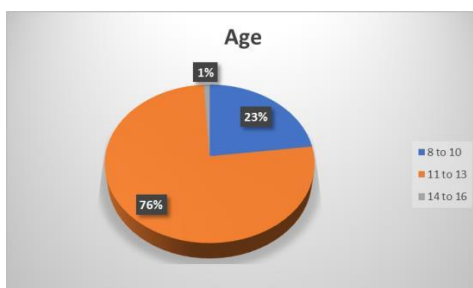
Rating Scale for the Questionnaire for Parental Involvement in Homework

Range	Interpretation
5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

Results and Discussion

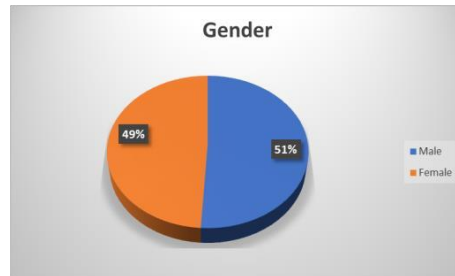
Figure 3 presents the students' profile with regards to age. Out of one hundred (100) respondents, seventy-six (76) were identified to be of the ages -11 to 13 which accounts to 76% of the population. This is seconded in frequency by the respondents who are aged between -8 to 10 which makes up 23% of the population which is about twenty-three (23) respondents. On the other hand, there was only one (1) respondent that was identified to be aged between -14 to 16.

It can be inferred from the above information that the respondents of the study are approaching their teens. Young teen needs their parents in their life more than they may admit — although they may want their parents present under different terms and conditions than they did previously. Some parents misread the signals that their children send and back off too soon. Learners whose parents are involved, active, and eager to learn. They learn to be punctual from a young age, and they learn to be persistent as their parents are. They would not want to disappoint anyone who inquired about their progress. Accepting responsibility becomes a part of such children's nature because they plan ahead and are able to complete their work according to their schedule, which is the quality of being organized (Sapungan & Sapungan, 2014:45)



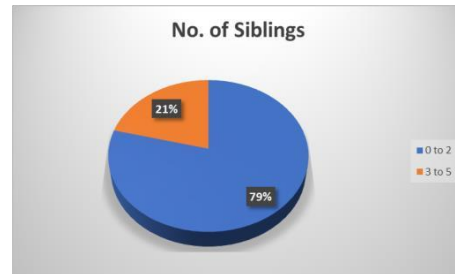
Parental involvement in a student's education can be beneficial. Students in their early twenties with parents who read to them tend to have better language acquisition and literacy development later in life achievement in reading comprehension and increased overall success in school programs involving Parents' involvement in their children's education has also been shown to improve students' academic performance performance.

Figure 4 presents the profile of students with regards to gender. Out of one hundred (100) respondents, fifty-one (51) were identified to be -Male which makes up 51% of the population. On the other hand, -Female respondents make up the remaining 49% which is about forty-nine (49) students.



From the above data, it can be stated that there is an almost equal distribution of respondents with respect to their genders. Gender is also significant in the ways some of the girls, in contrast to the boys, wished for their parents to be involved in their learning process, they loved to work in pairs rather than individually. 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).

Figure 5 presents the students' profile with regards to number of siblings. Out of one hundred (100) respondents, seventy-nine (79) have stated that they have -0 to 2 siblings which is about 79% of the total population. On the other hand, twenty-one (21) stated that they have -3 to 5 siblings which makes up 21% of the population.



It can be inferred from above that the majority of the students have a few numbers of siblings. Also, Wei-wei et al. (2016) emphasize the link between parental involvement and students' academic performance in Chinese families with a single child and families with more than one child. The findings show that guardians with a single child are more engaged in their children's learning than their partners with more than one child. The findings also suggest that parent-child correspondence and parent-kid exercises can predict one-only child's academic performance, whereas parent-school contact predicts non-only child's academic performance negatively. These findings highlight the unpredictability and importance of parental involvement in academic performance and offer recommendations for future practice.

Table 1. Extent of Parental Involvement in Homework as to Supervision of Homework

My Parents...	Mean	SD	REmarks
...set a regular time and place in our home for me to do my homework.	3.30	1.40	Sometimes
...check my assignment notebook, books, or VSMART output for homework, projects and tests reminders.	3.22	1.25	Sometimes
...encourage labeling of homework with textbook page numbers, dates, and others.	3.29	1.41	Sometimes
...want completeness of answers (full sentences, units of measure, etc.).	3.83	1.21	Often

<i>...look over completed or not completed homework or outputs.</i>	3.51	1.40	Often
Overall Mean	3.43	1.35	High

Table 1 illustrates the extent of parental involvement in homework as to Supervision of Homework. Among the statements above, –My Parents want completeness of answers (full sentences, units of measure, etc.) yielded the highest mean score (M=3.83, SD=1.21) and was remarked as Often. This is followed by –My Parents look over completed or not completed homework or outputs with a mean score (M=3.51, SD=1.40) and was also remarked as Often. On the other hand, the statement –My Parents check my assignment notebook, books, or VSMART output for homework, projects and tests reminders received the lowest mean score of responses with (M=3.22, SD=1.25) and was remarked Sometimes.

Overall, the extent of parental involvement in homework as to Supervision of Homework attained a mean score of 3.43 and a standard deviation of 1.35 and was High among the students. 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.

Table 2. Extent of Parental Involvement in Homework as to Assisting in Homework

<i>My Parents...</i>	Mean	SD	REmarks
<i>...are my study buddy whom I work with.</i>	2.84	1.28	Sometimes
<i>...ask me about what they can do to help me in my homework.</i>	3.04	1.37	Sometimes
<i>...sit next to me as I completed my homework tasks.</i>	2.11	1.14	Seldom
<i>...help me make a plan when there's an especially hefty assignment.</i>	3.37	1.40	Sometimes
<i>...make themselves available for questions and concerns which I can't understand in my homework.</i>	3.60	1.23	Often
Overall Mean	2.99	1.38	Moderate

Table 2 illustrates the extent of parental involvement in homework as to Assisting in Homework. Among the statements above, –My Parents make themselves available for questions and concerns which I can't understand in my homework yielded the highest mean score (M=3.60, SD=1.23) and was remarked as Often. This is followed by –My Parents help me make a plan when there's an especially hefty assignment with a mean score (M=3.37, SD=1.40) and was remarked as Sometimes. On the other hand, the statement –My Parents sit next to me as I completed my homework tasks received the lowest mean score of responses with (M=2.11, SD=1.14) and was remarked Seldom.

Overall, the extent of parental involvement in homework as to Assisting in Homework attained a mean score of 2.99 and a standard deviation of 1.38 and was Moderate among the students. 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).

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.

Table 3. Extent of Parental Involvement in Homework as to Correcting Homework

<i>My Parents...</i>	Mean	SD	REmarks
<i>...check my homework for faults and analyze them.</i>	2.97	1.42	Sometimes
<i>...sit next to me to answer inquiries and correct my errors.</i>	2.66	1.33	Sometimes
<i>...make changes to my answers before sending my homework to our teacher.</i>	2.24	1.35	Seldom
<i>...go over my schoolwork with me and go over the errors.</i>	2.63	1.35	Sometimes
<i>...kept an eye on me as I worked on my homework and kept track of any errors I made.</i>	2.84	1.38	Sometimes

Overall Mean	2.67	1.38	Moderate
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Table 3 illustrates the extent of parental involvement in homework as to Correcting Homework. Among the statements above, –My Parents check my homework for faults and analyze them|| yielded the highest mean score (M=2.97, SD=1.42) and was remarked as Sometimes. This is followed by –My Parents kept an eye on me as I worked on my homework and kept track of any errors I made|| with a mean score (M=2.84, SD=1.38) and was also remarked as Sometimes. On the other hand, the statement –My Parents make changes to my answers before sending my homework to our teacher|| received the lowest mean score of responses with (M=2.24, SD=1.35) and was remarked Seldom.

Overall, the extent of parental involvement in homework as to Correcting Homework attained a mean score of 2.67 and a standard deviation of 1.38 and was Moderate among the students. 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 4 illustrates the level of students' performance in terms of grades in third quarter. Out of one hundred (100) students, seventy-five (75) or 75% of the total population gained grades of –90 to 100|| which was outstanding. This was followed in frequency by those who had grades of –85 to 89|| which nineteen (19) students or 19% of the population was identified to perform as such. On the other hand, only one (1) respondent gained a grade between –75 to 79|| which was fairly satisfactory.

Table 4. Level of Students' Performance in terms of Grades in Third Quarter

<i>range</i>	<i>FReQUeNCY</i>	<i>PeRCeNTAgE</i>	<i>REmarks</i>
90 to 100	75	75.00	Outstanding
85 to 89	19	19.00	Very Satisfactory
80 to 84	5	5.00	Satisfactory
75 to 79	1	1.00	Fairly Satisfactory
Below 75	0	0.00	Did Not Meet Expectations
Total	100	100.00	
Overall Mean	91.78		
Standard Deviation	4.04		
Verbal Interpretation	Outstanding		

Overall, the level of students' performance in terms of grades in third quarter was outstanding with a mean score of 91.78 and a standard deviation of 4.04. Participation of parents in the educational process means that teachers and parents share the responsibility to teach students and work together to achieve educational goals. The importance of parental involvement in the education of their children was affirmed in various empirical studies. Research from the National Coalition for Parent Involvement in Education shares that –no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behaviour and adapt well to school|| (Brooks, 2019).

Table 5. Significant Effect of the Profile of the Students to their Performance in terms of Grade in Third Quarter

Profile	Beta	t value	p-value	Analysis
Age	-0.221	-1.557	0.123	Not Significant
Gender	-0.073	-0.591	0.556	Not Significant
Number of Siblings	-0.084	-0.550	0.583	Not Significant

R Square: 2.90%

F value: 0.957

Sig.: 0.416

Table 5 presents the significant effect of the profile of the students to their performance in terms of the grades in third quarter.

There was no significant effect observed from the profile to the performance based on the computed p-values which were greater than the significance alpha 0.05. Furthermore, only a small percentage of the performance was explained by the profile as presented by the r-square 2.90%.

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis –The profile of the students has no significant effect to their performance in terms of the grades in third quarter is true. Thus there is no significant effect.

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 schoolage 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 (Tus, 2021).

From the findings above, it can be inferred that at 0.05 level of significance, the null hypothesis –The parents' involvement has no significant effect to the performance of the students in terms of the grades in third quarter is true. Thus there is no significant effect. According to Blair (2014), through discourse, some parents unconsciously subscribed to the belief that it was not their primary responsibility to be involved with the children's schooling; that, it was their children's teacher's responsibility to ensure that their children performed well. This was opposed by Castro et.al. (2015) that parental involvement in their child's education garnered support over the years as it was a factor that affected the academic successes of children.

Summary of Findings

This study aimed to determine the parental involvement in homework on the students' performance. The respondents of this study are one hundred (100) intermediate learners of United Evangelical Church School in Santa Cruz District, Santa Cruz, Laguna for School Year 2021– 2022.

With the change in the location of school education from the classroom to the home during the COVID-19 outbreak, there should be more educational caregiving from children's parents when children learn online. Parental involvement in children's online learning including study guide and psychological counseling is the specific content of educational caregiving, which is different from face-to-face learning. More attention should be paid to parental involvement and parents' satisfaction with the online learning effect.

This study found that there is an almost equal distribution of respondents with respect to their genders. It was also seen that the respondents of the study are almost approaching their teens and majority of them have a few number of siblings. Also, there is an almost equal distribution of respondents with respect to their genders.

The extent of parental involvement in homework as to supervision of homework is high. Parents as they supervised their children while doing their homework oftentimes wanted to look over their children while completing their task at home, specifically in doing homework or other outputs while, the extent of parental involvement in homework as to assisting in homework is moderate. In terms of the extent of parental involvement in homework as to correcting homework is moderate. Parents tend to assist and correct the homework or other outputs of the intermediate students sometimes. Since they are approaching their teenage years they receive minimal help from their parents or guardians.

Some schools promote constructive family involvement, although occasionally parents are hesitant to get involved in their children's education. Even while parental engagement is acknowledged as being important for children's education, there is still a lot of variation in this area. The results in this case may be influenced by a number of variables, including those over which schools have little control and various parenting styles; a parent's lack of social capital; learners' failure to inform and communicate with their parents about school activities, programs, and events; and learners who perceive their parent to be a secondary educator who frequently feel confused or challenged by weighted opinions. Additionally, there are a number of obstacles to parental involvement that have been discovered, including a lack of time, access, financial resources, awareness, feelings of inadequacy, poor educational background, or attention to fundamental needs.

The profile of the students has no significant effect to their performance in terms of grades in third quarter. However, the aforementioned studies demonstrated that parental involvement is influenced by a variety of www.ijrp.org

factors, including race, socioeconomic status, parental education level, and student gender and age.

The parental involvement in homework has no significant effect to the performance of the students in terms of the grades in third quarter. Students and their parents spend a lot of time with homework, although parents report barriers to their homework involvement in the sense that – for instance – they sometimes feel unable to provide appropriate help to their children.

Conclusion

Based on the data gathered, the following conclusions were deduced:

There was no significant effect observed from the profile of the students to their performance. Therefore, the null hypothesis which stated that "the profile of the students has no significant effect to their performance in terms of the grades in third quarter" is true since most of the given variables are not significantly related.

Parental involvement in homework has no significant effect to the performance of the students in terms of third quarter grades. Therefore, the null hypothesis which stated that "the parents' involvement has no significant effect to the performance of the students in terms of the grades in third quarter" is true since most of the given variables are not significantly related.

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.

Recommendations

Based on the findings and conclusions formulated in this study, the following recommendations were proposed:

1. Teachers and administrators of the school need to change their approach and attitude in dealing with parents, so parents we feel welcome and comfortable to involved school. Learners must also be aware of the bad effects of too much exposure to gadgets. On the other hand, parents should reinforce proper guidance for the learners.
2. PTA meetings should be organized continuously through the year to help parents remain involved in the school and aware of weaknesses and strengths of the children.
3. The school should organize Parent-Teacher professional development to reinforce their partnership which will help them work together as a team.
4. Educators, school administrators and policy makers should design programs which enable parent involvement in child education in this new normal set-up of education.
5. Parents possess a key role and they should play this role to guide and back their children's developments and academic learnings because parents are the foremost teachers and the first educators which introduce the children to the society and school.
6. The schools' administrators should to take necessary steps to encourage parents in participating to enhance their children's online learning skills.
7. Future research must emphasis on the effect of parental active involvement or association in children's education and how it might be related to socio-economic status and marital status. It should also compare parents' involvement in private and public schools with a larger sample. This could be achieved by conducting a descriptive-quantitative study.

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