

PARENTAL INVOLVEMENT AS RELATED TO STUDENTS' INTEREST AND ACADEMIC PERFORMANCE IN DISTANCE LEARNING

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Abstract

Distance learning is the new mode of instructional delivery today. Parents and their children are doing go hand in hand to cope up with the educational set up.

The research sought to investigate the status of parental involvement in the chosen school as well as the students' interest and their relationship to academic performance in distance learning. The study used descriptive method to identify relationship between the independent variable and dependent variable. It used a random sampling technique to gather needed data from one hundred and ninety four students and parents in Liceo de Luisiana in Luisiana, Laguna.

The findings of the study were the following: there was no significant relationship on parental involvement, students' interest, and academic performance of the students. The null hypotheses "parental involvement had no significant relationship to students' interest", "parental involvement has no significant relationship to students' academic performance", and "students' interest had no significant effect on the academic performance of the students" were supported and accepted. It is evident in the findings that the null hypotheses are accepted. Thus, parental involvement had no significant relationship to the students' interest and academic performance in distance learning. In this regard the following recommendations based on the outcomes of the study. Parents, teachers and educational leaders may have list of best practices of parental intervention in the education of the learners. There also may be webinar or limited-face-face seminar on the intervention of parents in distance learning. Educational institution may empower parents in their involvement in their children's education both at home and school. They may also consider to monitor the learning of the students in both online and modular classes to guarantee attendance to their studies.

Keywords: Parental involvement; students' interest; academic performance

1. Main text

Introduction

The COVID-19 pandemic has brought so many challenges to the world. One that has been greatly affected is education. The schools have shifted from the traditional face to face classroom set up to online or modular learning.

The Department of Education thought of a solution to the increasing Covid-19 cases. The DepEd Order No. 18, s. 2020 has been implemented and this is the Basic Education Learning Continuity Plan that contains the guidelines on delivering classes as well as the procedure and budgets for its implementation.

The safety of the students has been considered. DepEd thought that students are safer at home than walking at the streets toward school and studying together. Teachers now are remotely teaching the students. They are doing their best to reach out to students in the best way possible.

Essentially, DepEd has developed flexible delivery of instructions to students: making printed materials for the students who do not have stable internet connection; adopting the learning competencies according to the needs of the situation; even reaching out to the students through radio and television broadcasting.

It is committed to its advocacy that no student should be left behind. Despite these challenges brought by the pandemic the department has made solutions to at least sustain the education of the students who are affected by the pandemic.

All of these efforts will be effective when the school, teachers and parents would help the students. Now that students spend most of their study time at home parents have become teachers and guides of the learners. There are parents who have invested much of their time and effort to the present education set up. Parents after their work would still find time to at least ask their children about their studies.

Education is very important. This is the line which most parents tell their children. There are parents who have not finished their high school education yet they are very consistent in getting the modules of their children. There are parents who are eager to work well to provide the needs of their children in online class.

Parents' intervention to the education of their children is part of their responsibility, aside from giving them their other needs. The roles of parents as teachers are being tested this time.

Theoretical Framework

Piaget's (1981) cognitive development theory states that a child is an active learner with constant desire to relate his/her thought to the realities. It shows how a child idea defines his/her perception of the world. Piaget understood that the process of the child development is linear and progressive meaning that as the human person grows so is his/her understanding of the world. Human mind is not fixed and is not stagnant.

The theory suggests that child development is continuous. The human person learns on his/her interpretation and reflection on the events of his/her life. Rapee et al. (2019) said that in adolescence period there are several development of mental disorders which could affect the development.

In Piaget's formal operational stage human person ages 12 and up already has the capacity to think abstractly. This means that the child already knows how to relate himself/herself to the events of his/her life. The child also has the capability to reflect on the things that are happening and be able to get the rationale behind them.

Piaget's theory supports the role of parents in the development and achievement of their children. One way of doing this is an activity of parents with their children at home. Human persons learn by experience. Parents may process the experiences which they have with their children by talking to them, asking them about the school works, their performance, and the ways in which they were able to find solutions to their problem, etc. These may help the children understand how to value experiences and the lessons they have.

Vygostky's (1978) sociocultural theory shows the relationship of human beings and the environment. He holds that social and cultural are always available as external factors of influences. Also his zone of proximal development (ZPD) holds that there are developmental levels. ZPD proposes that the development of a child should be guided by an independent thinker which is embodied by an adult guided or a more capable peers. He added that there are two types of learning one is learning independently and the other is learning under the supervision of an adult or a learned adult.

In his ZPD, Vygostky emphasized the importance of a person outside of the learner that could serve as a guide toward the development of the individual. An example is the household chores that a child could learn. The child may already know how to wash the dishes. However, washing the dishes may need to be supervised because it may not be totally cleaned and the child may be instructed on how to clean the dishes properly.

Veresov (2017), in addition to the Vygostky's theory said that the development happens twice in the human person in the cultural level. First is that it happens among human persons and second is that it happens within the human person himself/herself. Meaning social relation is essential to the learning process. Human development occurs when the person who is social becomes an individual. This happens when the person is able to reconcile the ideas and realities.

Another is Bronfenbrenner's (1979) ecological systems theory which says that the development of the child is not only a matter of internal factor but also the family and the world. He explained his theory using the ecology which means as the setting or locale of development. He identified the setting of the learner as the microsystem. This system contains the person's pattern of activities. In this system the learner is mostly affected. This consists of the persons near the learner which are the family, teachers, school, etc. Bronfenbrenner holds a theory of ecological systems that interact with one another. He used this theory in order to demonstrate relationship of the self to the environment which is consist of other external factors other than the self. Family involvement is essential part of development for the family is within the system which is near to the developing child.

The family as first who could mainly influence the development of the child has the primary role in inculcating the values to the learner. Next are the teacher and the school who could touch the overall development of the child. In the mesosystem of Bronfenbrenner's theory the connection between the immediate surrounding occur. The parent, for example, could ask the teacher about the development of his/her child in Math. Parents could make a way to help the child in his/her development by interacting with other contributing persons in his/her child's development. The process of interaction would make a better result for the issues could be addressed and solutions may be provided.

The theories stated are the foundations of the research. These theories show how important parental involvement is in the development of the learner. Clearly, the theories show that parental involvement may have an effect to the academic performance of the learners.

Statement of the Problem

The purpose of this research was to determine the relation of parental involvement and students' interest to the academic performance of the students in distance learning.

This study sought to answer the following question:

1. What is the status of Parental Involvement with regards to?
 - 1.1 School based
 - 1.2 Home based
2. What is the extent of students' interest in terms of:
 - 2.1 Parental Control
 - 2.2 Parental Communication
 - 2.3 Socioeconomic
3. What is the level of academic performance of the student respondents in terms of grades?
4. Does parental involvement have significant relationship to the students' interest?
5. Does parental involvement have significant effect to the academic performance in distance learning?
6. Does the students' interest have significant effect to the academic performance in distance learning?

Research Methodology

The research instrument used in this study was a survey questionnaire. This is a research tool that is always used to gather data. Also, this is frequently used instrument in this kind of research. In addition, this type of research is always employed in social sciences and educational survey. In this research educational administration had been the focus and so questionnaires regarding this matter were highlighted.

The total student population is 388. And to get the ideal sample size of respondents the researcher used Slovin's formula where $n = N / (1 + Ne^2)$. The confidence was level 95% and the margin of error is 5%. The ideal size of the respondents was 194. There were one ninety-four (194) students and one hundred ninety-four (194) parents. The researcher also limited the study to Liceo de Luisiana at Luisiana, Laguna. The school was in distance learning modality in which students could choose to attend online classes or modular. The research gathered data this school year 2021-2022. The average grade of the students from first to second quarter were obtained from class advisers. The questionnaires were in Likert scale format. Liker Scale according to Joshi et

al (2015) is ‘the most fundamental and frequently used psychometric tools in educational and social sciences research.’ This format requires a thorough examination of the related literature that will be used to determine a coherent conclusion that is based on the findings and literature. The reliability and validity of the data is the focus of Likert Scale format.

Table 1. Population and Sample

Grade level	Students	Parents (Guardian)	Total Sample
Grade 7	42	42	84
Grade 8	57	57	114
Grade 9	43	43	86
Grade 10	52	52	104
TOTAL	194	194	388

There were two sets of questionnaires. One was for the parents/guardian that measured parental involvement. The second was for the students which measured their interest.

The first part of the questionnaire was the demographic profile which asked for the name, year level and section of the student. The demographic profile for parents/guardian required to identify the name of their student/s. The second part of the questionnaire was focused on parental involvement for parents/guardians. The questionnaire for students was about their interest in terms of parental control, parental communication, and socioeconomic status.

The questionnaire for parental involvement was self-made. The basis of the questions was the actions of parents that were already existing in the school. These actions had been considered as parental involvement. The questions had two parts. One was home-based parental involvement and the second was school-based parental involvement. The questions had been analyzed by the school principal, academic coordinator, and guidance coordinator of the school. The researcher asked them to validate the questions to guarantee that the questions were patterned to the usual parental involvement performed by parents/guardians. They were also validated by experts to assure consistency.

Questions for students’ interest to parental involvement were also self-made. They were patterned to parental involvements questionnaires. The questions served as the validation to the existing parental involvement and whether students really were interested to parental involvement. The questions were divided into three parts: parental control, parental communication, and socioeconomic status. These questions were also validated by experts.

The questionnaires were transferred into Google form for online gathering of data. This method was used to avoid direct contact to the respondents and it was also a way to follow health protocol in this time of pandemic.

Results and Discussion

Status of Parental Involvement

Presented in Table 2 is the status of parental involvement with regards to school base was high denoted by the grand (M=4.16). This further explains that parents took active participation in students’ activities in

school.

The respondents strongly agreed that as parents they should go to school to pay the fees of their son/daughter and ask about other fees that still need to settle, which obtained the highest ($M=4.51$, $SD=0.77$). However, respondents agreed that they felt at ease whenever at their son/daughter's school because they understood the programs and procedures of the school, which gained the least ($M=3.98$, $SD=0.73$). This further means that parents gave priority to their school obligations and were aware of the programs and operations of the school.

This is in accordance to the study made by Hamlin and Flessa (2018). They said that parental school involvement is the way parents show concern to their children by actively attending school programs and activities. Parents are aware of their part in the education of their children.

Table 2. Status of Parental Involvement with regards to School-Based

As a parent, I ...	Mean	SD	Remarks
... feel at ease whenever I am at my son/daughter's school because I understand the programs and procedures of the school.	3.98	0.73	Agree
... find time to talk to the teacher adviser of my son/daughter about his/her progress and behavior during online class or module making.	4.14	0.90	Agree
... attend meetings scheduled by the school whether it be limited face to face or online.	4.04	0.93	Agree
... attend school programs like recollections and other programs organized by the school.	3.99	0.89	Agree
... talk to the teacher of my son/daughter about the rules and regulations on delivering classes online or on the schedule of distribution and submission of modules.	4.29	0.83	Strongly Agree
... pass the project of my son/daughter on the day and time set by the teacher.	4.30	0.94	Strongly Agree
... personally get the modules or materials at school of my son/daughter or monitor his/her online classes.	4.25	1.04	Strongly Agree
... volunteer at my teenage son/daughter's school whenever they need extra help from parents/guardians.	4.02	0.88	Agree
... go to school to pay the fees of my son/daughter and ask about other fees that I still need to settle.	4.51	0.77	Strongly Agree
... participate in fundraising activities of my son/daughter's school.	4.08	0.90	Agree
Grand Mean	4.16		High

Table 3 presented parents' involvement in their home with an interpretation that was very high and had a grand mean ($M=4.35$). This means parents were actively involved in the education of their children at home.

Parents strongly agreed that they provided learning materials that were essential to modular and online learning like paper, notebook, pen, cellphone, laptop, computer, internet connection, etc. which gained the

highest ($M=4.60$, $SD=0.75$). Nevertheless, parents agreed that they are trying to help their children understand their module or online activity and check it to make sure it was done which obtained the lowest ($M=3.98$, $SD=0.99$).

This means that parents had really provided materials necessary in their child's modular or online class to accommodate distance learning and they were trying to help their children to do their tasks at home.

Pek and Mee (2020) were right when they said that the effect of home-based parental involvement may vary depending on the socioeconomic status and the level of parents' education. Parents may provide materials that their children need in their studies but time and the level of education that parents have acquired may also affect the interest and focus of the students to study.

Table 3. Status of Parental Involvement with regards to Home-based

As a parent, I ...	Mean	SD	Remarks
... try to help my son/daughter understand his/her module or online activity and check it to make sure it is done.	3.98	0.99	Agree
... talk to my son/daughter about what he or she is learning and to be updated about his/her education and progress.	4.30	0.81	Strongly Agree
... provide materials that are essential to modular or online learning like paper, notebook, pen, cellphone, laptop, computer, internet connection, etc.	4.60	0.75	Strongly Agree
... let my son/daughter finish his/her modules or online classes before I ask him/her to help me with some chores.	4.43	0.77	Strongly Agree
... limit my son/daughter TV watching, gaming and social media use during modular or online class.	4.27	0.80	Strongly Agree
... share to my son/daughter my story when I was in school and my realization on the importance of studying.	4.35	0.85	Strongly Agree
... ensure that my son/daughter has a space to study at home where he/she can make his/her modules or online classes.	4.55	0.75	Strongly Agree
... set rules at home that would help my son/daughter know his/her priorities.	4.36	0.80	Strongly Agree
... make sure my son/daughter has a daily schedule for him/her not to waste time and to accomplish his/her modules or online classes.	4.26	0.83	Strongly Agree
... talk to my teenager about the things that I could still provide to help him/her in his/her school work.	4.39	0.80	Strongly Agree
Grand Mean	4.35		Very High

Extent of Students' Interest

Table 4 shows students' interest in terms of parental control. The result shows that students were very interested which has a grand mean ($M=4.15$).

This means that students allowed their parents to control their schedule to be able to attend to the needs in their studies.

The students strongly agreed that their parents reminded them to finish their projects so that they could pass them on time, this obtained the highest mean ($M=4.39$, $SD=0.79$). While students agreed that their parents told them to do household chores before attending their online classes or doing their modules which gained the least mean ($M=3.70$, $SD=1.06$). This means that students were reminded to do and finish their projects, and they were given much time to focus on their online classes and modules.

This is in accordance to what Won et al. (2018) said. Parental control has a positive effect over procrastination. Students may avoid cramming. This may help students to be on track doing their school requirements. This means that parental control takes an active part in the students' focus on their studies. This study also means that parental control helps students to perform well in their academic requirements by focusing on their essential task.

Table 4. Extent of Students' Interest in terms of Parental Control

My parent/guardian....	Mean	SD	Remarks
... encourages me to attend my online classes or to finish my modules of the day.	4.34	0.81	Strongly Agree
... reminds me to finish my school projects so that I can pass them on time.	4.39	0.79	Strongly Agree
... tells me to do household chores before attending online classes or doing my modules.	3.70	1.06	Agree
... persuades me to focus on my modules or online classes and monitors my TV viewing and social message usage.	4.06	0.89	Agree
... helps me to understand the house rules and prioritize things and my studies.	4.27	0.83	Strongly Agree
Grand Mean	4.15		Very Interested

In Table 5 students' interest in terms of parental communication gained a very interested result which was shown by the grand mean ($M=4.16$). This explains that parents took an active communication to their children.

Table 5. Extent of Students' Interest in Terms of Parental Communication

My parent/guardian....	Mean	SD	Remarks
... asks me to share my experiences or progress.	3.91	1.00	Agree
... shares his/her story to inspire me to be more focused in my studies.	4.06	1.00	Agree
... asks me about school programs and activities.	4.22	0.83	Strongly Agree
... asks me about the things I need for my studies.	4.32	0.83	Strongly Agree
... discusses about the importance of studying and why do I need to focus on my studies.	4.30	0.89	Strongly Agree
Grand Mean	4.16		Very Interested

The respondents strongly agreed that their parents asked them about the things they needed for their studies, which gained this is the highest mean ($M=4.32$, $SD=0.83$). However, the respondents agreed that their parents asked them about their experiences and progress which gained the lowest mean ($M=3.91$, $SD=1.00$). This means that students were asked more about their needs and less on their experiences and progress.

Cervantes (2021) was right when she said that positive communication among parents, teachers, and students may result to a positive outcome. Parents should consider talking to their children about their experiences and progress as well for this may help them become more focus to their studies. This could also have a positive effect to their performance aside from asking them their needs at school.

Presented in Table 6 is the students' interest in terms of socio-economic status which is extremely interested and has a grand mean ($M=4.27$). This explains that students were aware and concerned about their socio-economic status.

Table 6. Extent of Students' Interest in terms of Socioeconomic

My parent/guardian....	Mean	SD	Remarks
... provides me things that I need in my modules or online classes.	4.47	0.72	Strongly Agree
... pays school fees on time for me to focus in my studies.	4.40	0.82	Strongly Agree
... is on time in paying my school contributions.	4.05	0.78	Agree
... gives me comfortable space at home to do my modules or online classes.	4.28	0.86	Strongly Agree
... contributes things needed for the beautification of my school classroom.	4.15	0.85	Agree
Grand Mean	4.27		Extremely Interested

The students strongly agreed that their parents provided them things that they needed in their modular or online classes this got the highest mean ($M=4.47$, $SD=0.72$). Yet, respondents agreed that their parents were on time paying their school contributions this had the lowest mean ($M=4.05$, $SD=0.78$).

In addition, this means that students were aware of that their parents were providing them their needs in their studies and they were also aware of the instances when paying school contributions were late.

Laurin & Engstrom (2020) stated that motivation is affected by socioeconomic status. Students have come from different socioeconomic status that is why they have differences when it comes to accomplishing their school payments and needs. This may affect the interest of the students in such a way that they may lose focus on their studies. There also may have been delayed in accomplishing their school tasks when they do not have resources.

Level of Academic Performance

Table 7 presents the student's level of academic performance in terms of their average grade. It could be seen from the table that 86 out of 194 (44 percent) students showed an outstanding performance. Furthermore, 69 out of 194 (36 percent) respondents got a very satisfactory performance, 36 out of 194 (9 percent) respondents obtained a satisfactory performance while only 3 out of 194 (2 percent) respondents performed fairly satisfactorily. The mean grade of 88.43 indicated that the performance of the students was very satisfactory. This means that majority of the students complied with the school requirements beyond satisfaction.

Table 7. Level of Academic Performance in terms of Average Grade

Grading Scale	Frequency	Percentage	Descriptors
90 – 100	86	44%	Outstanding
85 – 89	69	36%	Very Satisfactory
80 – 84	36	19%	Satisfactory
75 – 79	3	2%	Fairly Satisfactory
Below 75	0	0	Did Not Meet Expectations
Mean	88.43	Interpretation	Very Satisfactory

Significant Relationship between Parental Involvement and Students' Interest**Table 8. Significant Relationship between Parental Involvement and Students' Interest**

Variables	r-value	Degree of Correlation	p-value	Analysis	
School-Based	Parental Control	0.020	Negligible	0.786	Not Significant
	Parental Communication	0.033	Negligible	0.644	Not Significant
	Socioeconomic	0.009	Negligible	0.898	Not Significant
Home-based	Parental Control	0.002	Negligible	0.975	Not Significant
	Parental Communication	0.022	Negligible	0.762	Not Significant
	Socioeconomic	0.004	Negligible	0.954	Not Significant

Table 8 presents the relationship between parental involvement and student's interest.

It could be seen that school-based parental involvement had no significant relationship to students' interest in terms of parental control, parental communication, and socio-economic with r-value ranging from (0.009 to 0.033) which implied a negligible correlation and p-values of (0.898 to 0.644) which were higher than the 0.05 level of significance. This further expound that parent's participation in the school activities was not in relation to the interest of the students. Parents may be highly involved in school undertakings of their children but the students did not show interest of the same level.

Similarly, home-based parental involvement had no significant relationships to students' interest in terms of parental control, parental communication, and socio-economic with r-value ranging from (0.002 to 0.022) which implied a negligible correlation and p-values of (0.975 to 0.0762) which were higher than the 0.05 level of significance. This explains that parents' involvement in school works was not related to the interest of

the students. The parents might be intervening to the school works of their children at home but it did not give engagement on the part of the students.

Palma et al. (2021) affirmed that there are some factors that influence parental involvement. One is socioeconomic status wherein parents have a hard time accomplishing both school needs and fees. Second is self-efficacy. This is when parents know how to teach their children on their subject matters and not only providing them their needs. This is why we have to consider why parental involvement does not have relationship to students' interest in this study.

The no relationship result between parental involvement and students' interest may have been the result of several factors. According to Kapur (2018), role of parents play an important part in the education of children. It is important that parents encourage their children to be active at school. When students are experiencing difficulties, parents have to guide their children on their problem. Parents are expected to communicate to their children. This should have been the common practice at home. However, this was less observed by the respondents from their parents. The result was shown in Table 5 in the extent of students' interest in terms of communication. Parents asking their children about their experiences and progress gained the lowest. This could be one of the factors why students' did not show too much interest because their parents were not interested about their experiences and progress in life and in the school. This might have affected the positive outlook of the students about their lives.

Significant Effect of Parental Involvement on Students' Academic Performance

Table 9. Significant Effect of Parental Involvement on Students' Academic Performance

Variables	t-value	p-value	Analysis
School Based	-0.19	0.847	Not Significant
Home-based	0.60	0.547	Not Significant

*significant at .05 level of significance

Table 9 presents the significant effect of parental involvement on students' academic performance.

Parental involvement had no significant effect on academic performance of the students. School-based parental involvement obtained p-value (0.847) at (0.5) level of significance got a not significant difference. While home-based parental involvement got a p-value (0.547) which was higher than (0.5) level of significance. This means that both school-based parental involvement and home-based parental involvement had no significant effect to the academic performance of the students. Parental involvement has no direct effect on students' academic performance. Meaning students grades are not affected by the involvements of parents.

This is in contrast to what Otani (2020) said which was educational outcomes is the result of parents' involvement. The attitude of students as well as their goals are positively affected by the involvement made by parents in their children's education.

There was no relationship between parental involvement and students' academic performance which could be the result of ineffective parental involvement.

According to Boonk et al. (2018) not all kinds of parental involvement positively affect academic performance. Parental involvement is not the same in all ethnicity and race. Also, according to Tan et al (2020) parental learning support is essential to parental home involvement. Parents who put more emphasis on learning and are more knowledgeable as well as educated had a stronger relationship to academic excellence. This may seem contradictory to the result in the status of parental involvement with regard to home-based in Table 3. The

lowest was parents were trying to help their children understand their module or online activity and check it to make sure it is done.

Table 10 presents the significant effect of students' interest on academic performance.

Students' interest in terms of parental control, parental communication, and socioeconomic had no significant relationship to academic performance. The p-value obtained ranges from (0.279 to 0.838) which were higher than the level 0.05 level of significance. This implied a not significant relationship between academic performance and students' interest in terms of parental control, parental communication, and socioeconomic status. This further clarified that parental control, parental communication, and socioeconomic status did not affect the school performance of the students.

Table 10. Significant Effect of Students' Interest on Academic Performance

Variables		t-value	p-value	Analysis
Parental Control		1.09	0.279	Not Significant
Parental Communication	Academic Performance	0.86	0.393	Not Significant
Socioeconomic		0.21	0.838	Not Significant

*significant at .05 level of significance

The result was in contrast to Bubb & Jones (2020) statement that students were interested in distance learning. The effect of distance learning on students was they become more creative learners and progress had also been observed in them. Through this, educational leaders have had an innovation to amplify students' interest.

There was no significant effect of students' interest on the academic performance of the students which might have been brought about by some hindrances in distance learning. According to Adelantado-Renau et al (2019), television viewing and playing video games are related to the academic performance of the students. In distance learning students are responsible to their learning particularly the junior high school. Students are divided on their preferred mode of learning which are online and modular. In this case students have to show their interest aside from studying and focusing on the lesson.

Summary of Findings

The study aimed to determine the relationship of parental involvement to students' interest and academic performance. The respondents of the study were one hundred and ninety-four (194) students and one hundred and ninety-four (194) parents of Liceo de Luisiana in Luisiana District, Luisiana, Laguna for the school year 2021-2022.

Parents had high level of school involvement. Parents were active to participate in school activities which had been developed and implemented by the school. They had high level of involvement in settling school fees of their children. Parents' awareness of school programs and procedures helped them in their involvement. However, they were not too comfortable when they were at the school.

On the other hand, home-based parental involvement had a very high level. Parents had very high involvement when it comes to providing school supplies and internet connection to their children. They were very involved in the education of their children at home and they were also trying to help their children in their school works.

Parental control had a very interested level of students' interest. The students were extremely interested when their parents reminded them of their school tasks that they needed to accomplish on time. Their parents let them focus to their school works by giving them fewer household duties.

Also, parental communication had a very interested level of students' interest. Students were extremely interested when parents were communicating to them about the things that they still needed to accomplish at school. And students were very interest when their parents asked them about their progress and experiences at school.

Moreover, socioeconomic status had an extremely interested level of interest to students. The students were mindful and concerned of their financial status. They were extremely interested when their parents gave them their needs in their studies and they were aware that there are times that there were lapses and late payments.

Academic performance in terms of mean grade had a very satisfactory level. The students were complying with the school requirements and were given reasonable grade for their performance.

There was no significant relationship between parental involvement in and students' interest. There was no significant relationship between school-based parental involvement and students' interest in terms of parental control, parental communication and socioeconomic status. The same happened to home-based parental involvement and students' interest in terms of parental control, parental communication and socioeconomic status which had no significant correlation. Even though parents had high school and home involvements the students exhibited less interest in these.

Likewise, parental involvement in terms of school-based and home-based had no significant effect on the academic performance of the students. Parental involvement did not affect the grades of the students. Both school-based and home-based parental involvements had no direct effect on the performance of the students.

Students' interest in terms of parental control, parental communication, and socioeconomic status had no significant effect on the academic performance of the students. The grades of the students were not affected by their interest in parental control, parental communication, and socioeconomic status.

Conclusion

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

School-based parental involvement had no significant relationship to students' interest in terms of parental control, parental communication, and socioeconomic. The same was true to home-based parental involvement. It had no significant relationship to students' interest. Thus, the null hypothesis that "parental involvement had no significant relationship to students' interest" is accepted. Since significant relationship was not observed between parental involvement and students' interest the null hypothesis was accepted. The test of relationship indicated to accept and support the null hypothesis.

Parental involvement in terms of school-based and home-based had no significant relationship to the academic performance of the students. Hence, the null hypothesis "parental involvement had no significant relationship to students' academic performance" was supported. The result of the test of relationship indicates to accept the null hypothesis. There was no relationship observed between parental involvement and students' academic performance.

Students' interest in terms of parental control, parental communication, and socioeconomic status had no significant effect on students' academic performance. Therefore, the null hypothesis "students' interest had no significant effect to the academic performance of the students" was supported. Based on the findings, the null hypothesis was accepted.

Recommendations

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

1. Parents, teachers and the educational leaders may have assessment of the best practices of intervention and involvement in the education of the learners. This may happen when parents are empowered through webinar or limited face-to-face seminar.
2. High school students may be re-oriented on the importance of support exerted by their parents which

may happen through their annual retreat or recollection. The topics which could be given are the benefits of parental control, the power of parental communication, and inspiration in family socioeconomic status.

3. The administration and faculty of the school may consider to monitor the learning of the students in both online and modular classes to guarantee attendance in their studies.

4. Parents need to give more effort on their task to remind the students on their requirements and school works. They may also have time to communicate to them about their future, progress, and about their plans in life.

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