

At Its Core: The Roles of Parents in Improving the Online Learning Behaviors of Students

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Abstract— Education at this trying times still really matters and not be compromised since this is everyone's fundamental right. Covid-19 has stricken the globe, however, the quest for quality and relevant learning must still reign. This research study presents the results of the parents' level of attainment on the online learning behaviors of their children. Two-hundred seventy-nine (279) parents from Pangasinan State University-Philippines participated in the study. Responses were consistent throughout, although there were some differences noted in their perceptions and evaluations. There was statistically significant relationship in the level of attainment based on sex, educational attainment, income and number of children. Overall, parents rated their attainment moderate, and a plan of action is proposed to improve the online learning behaviors of students.

Keywords— Online Learning Behavior, Involvement to the Learning of Students, Constant Monitoring and Coaching, Good Conduct towards Online Learning.

I. INTRODUCTION

The Novel Coronavirus (COVID-19) epidemic, which has already infected nearly 4 million people in 148 countries, has resulted in the deaths of more than 200,000 people around the world and has caused widespread unrest worldwide. The crisis has already turned into an economic and labor crisis. Everyone is beginning to understand the economic implications of COVID-19, but many other issues have emerged and need to be addressed urgently, such as the closure of schools and their impact on learning and the educational burden on students, parents and teachers (Bhamani, 2021) [1]

Online learning is no different from other forms of learning; parents are critical to the academic success of students. For some reason, parents think that online learning formats change this, and that magically their child will get everything they need for online education. Regardless of the school format, parental communication and support is needed to achieve, encourage, and be accountable. No school can replace a parent's role, nor should it. Online teachers are not a replacement for parenting or discipline. Their role is to enforce rules and raise the child according to the family's principles. They are the persons in control of their children's education, not school districts, principals, or teachers (Alpha Omega Academy, 2012) [2] Hatten (2020) [3] said for many parents, a sudden skipping of online learning brought on by the COVID-19 epidemic could be an additional challenge presented at an already stressful time. Students who had previously received their own education with a full-time teacher may not feel comfortable going through the apps and software now used to get their courses and full

assignments. While a parent does not expect their child to succeed in online learning right away. It is important to acknowledge when a student is doing well and strengthen their behavior while doing so. When a student does well in a certain task, parents should act as "a willing spirit" and encourage their child to keep up the good work. These behaviors will create a supportive learning environment that motivates the learner and can lead to future success in their studies.

Online learning is continually commended for its ability to tailor individual needs and reflect a positive environment at the individual level. This style creates high success, but the right environment, especially for young students, can set the mood for success. Students should see their parents as their coaches and their great coaches, knowing that a coach will not mislead or be overly good, but constructive and straightforward. They need to reinforce the big picture and how today's bonds point to a larger purpose. Dai (2020) [4] also disclosed that students who see their parent's role as a second teacher are often confused or challenged by weighty ideas. A parent who has authority over their performance in activities focused on activities and can remove the student from his or her independent learning style. Aligning parental and teacher goals can create animosity or revitalize power. Finding a balance to fix a long-term successor as opposed to seeing education as a career is important. Conversely, an overly supportive parent can rob a student of his or her opportunity to learn and succeed on his or her own. Students can rely on parental support and especially in online learning, where the teacher is off-screen, can the parent easily disrupt the learning rhythm (Achieve Virtual Academy, 2020) [5]

Teaching in an open space such as home, children can watch their parents' behavior. If parents force online students to stay committed and work hard, parents should show this by their behavior. Children are ready to engage in activities that they feel are beneficial. Setting the same speed and expectations in any parental emphasis, on a child's learning pattern can create work styles and expectations that the student will follow. As in the traditional learning environment, parental role and impact on student achievement are very important and tangible. Parents work as a mentor for their students, at any time, and support them with their learning process. In the same way that parents can teach and encourage students who walk closer to school, the parent also plays an important role in student learning online (Ali, 2020) [6]

Cornelius (2020) [7] revealed that e-learning means that students spend their school days immersed in an online system (or perhaps several). For parents, taking the time to find out what those platforms look like, how your child uses them, and what resources are available are some of the best ways to provide support. A good work environment makes a big difference in students' minds and ability to focus. When participating in e-learning, students have the ability to complete their work where they want to, so it is important to think about what kind of environment works best for them and make sure they have a chosen space at home. Students participating in e-learning need to build their habits and manage their time well to stay on track. Having a well-thought-out, well-planned daily routine is important, and parents can be very helpful not only in developing such a plan but also in ensuring that it is followed. Parents can start by sitting down with their student and deliberately discussing whether you have a responsibility to complete their daily or weekly online activity, how long those activities will take, and what other responsibilities (sports, art, work, family involvement, etc.) should be considered.

Sarnobat (2020) [8] pointed out that today all students study online as they are not allowed to go to their schools. Therefore, both teachers and parents play a vital role in making online education more effective. Teachers should teach students about commitment in order to arouse interest among students. Parents should also see to it that their child appreciates the discipline they receive so that they do not experience difficulties in school. Parents should monitor their child regularly to watch videos and complete their tasks on time. Parents should understand that a child may not be able to deal with the school curriculum over time when the school reopens. Students have been attending school for about four months, and they are no longer studying. But when the school reopens after two or three months, the children feel as uncomfortable as a fish coming out of the water. Therefore, they should teach their children to adhere to the curriculum so that they can be guided.

Every student has unlimited power. But there are contributing factors that can affect whether they eventually live up to that potential. Experts believe that a parent's role in a child's life is a powerful factor. Parental involvement is very important for a child to do well in school. Some parents may feel that it is the teachers' responsibility to teach, not their own. But such a belief afflicts parents and children alike. Children do not start and do not stop learning only during the school day. They regularly read, at home, with friends, and other influences (Learning Liff, 2020) [9]

Moreover, Topor, et al. (2013) [10] found that parental involvement in a child's education is often found to be positively correlated with a child's academic performance. Numerous mediation models have shown that a child's perception of cognitive skills has completely resolved the relationship between parental involvement and child performance in a limited success test. The quality of student-teacher relationships has completely resolved the relationship between parental involvement and teacher-child performance standards in the classroom.

Likewise, McNeal (2014) [11] argued that parental involvement can be defined as a social relationship full of

practices of trust, commitment, or repetition. When defined in this way, parental involvement is considered a form of social support. Parents invest their time, attention and resources in their children in anticipation of returning - that is, their children will do better in school. It covers three broad domains, parent-child relationships, parent-school relationships, and parent-parent relationships. In all three cases, it is generally assumed that parents spend time with their children, school staff, or other parents in the hope that their involvement will bring tangible benefits. The exact type of benefits expected is not always clear, but may include academic expectations, improved role-playing (i.e. better performance, increased homework, reduced bullying, etc.), increasing success, or strengthening relationships with school staff or other parents. Recognizing that parental involvement can be with a child, school staff, or other parents is important because not all involvement strategies are likely to produce the same outcome. In fact, one of the great contradictions in literature is that many different theories of parental involvement depend on it, and these ideas cut back on backgrounds (child, school, parents) with little discussion of the consequences. This is important because some forms of parental involvement may have a profound effect on students' attitudes and behavior, while other forms have a profound effect on success. In current literature, the two most widely used "domains" of parental involvement include parent-child involvement as well as parental school, which are the focus of this study.

Part of getting involved in children's lives includes making sure they get involved and challenged in their educational environment, as well as supporting their learning along the way. Get involved in children's education, including reading to young children, helping them with homework, and finding ways to study outside of school day (Dai, et al., 2020) [12]

A recent survey of teachers revealed that 75% are concerned that online learning has pushed their classes back, but fortunately most believe they will be able to make up for lost space. To ensure that the person does not go too far back, it is important to observe certain classroom rules so that they know that this is not a holiday. Bonds such as assignments, marks, tests, and tests are still important. These do not go simply because their style has changed. Other ways to encourage this understanding continue to test their learning by working together problems or encouraging them to read their assignments aloud. Simple measures such as asking questions or analyzing problems together can help keep you informed of their progress. Setting up a reward system for efficiency can help them prioritize these values, too. Switching to online learning has been a challenge for all stakeholders including teachers, students and parents. (Mezzini, 2021) [13]

In addition, the universal class (2020) [14] revealed that parents are the best partners in the classroom. They support by teaching at home, supporting appropriate behavior, ensuring homework and projects, and helping with the classroom. Stay in touch with those who show interest and who are trying to contact those who seem uninterested. Make sure you find out what happens to the parents before taking the worst; illness or other circumstances may prevent parents from attending conferences or contacting them. Think of parents as partners in

the best educational interests of their child. Ask for their help and support whenever possible to get the best educational results. For some teachers, working with parents can be very helpful, or one of the most difficult parts of teaching. While this topic does not apply to teachers of adult students, it is a major problem for teachers of children of all ages. Even college educators have situations where they have to deal with black parents, even though their students are usually adults. The ideal situation is for parents who are involved, who are interested, and who are willing to “work” with teachers for the best educational goals of their child. The case scenario is for parents who are completely uninterested in, or completely harmless, in their child's education - or overly involved parents, to manage their education through their children and become a burden, rather than help to the teacher.

The findings of Smith's, et al. (2016) [15] study suggested that with the increase of K-12 in the full online experience, a parent (or adult) in a student's home assumes additional responsibilities for a child with a disability to participate in school. In particular, parents take on the role of teacher. On the basis of this new role of teachers comes the great need for increased parent-teacher interactions regarding their children's learning and greater commitment to parental time. In addition, parents have discussed a number of barriers to their children's full online learning.

Additionally, Gao, et al. (2021) [16] said that as a result of the current COVID-19 epidemic, colleges and universities have begun teaching on the network. E-learning involvement is very important for teachers and parents as this will directly affect student performance. The results showed that regular e-learning and behavioral learning and hard work played important and mediating roles between visible student support and student e-learning. Specifically, these two variables fully integrate the relationship between the student's visible visual support and e-learning engagement. Many mediation models have shown that family members can increase family support for their children by creating a conducive learning environment, showing positive emotions, showing the power to help their children, promoting the importance of normal learning and behavior, and promoting commitment and good learning. The findings complement and broaden the understanding of factors that contribute to student engagement through e-learning.

On the same vein, Bhamani, et al. (2020) [17] also said that the spread of the COVID-19 epidemic has affected academics and parents alike. Due to the sudden closure of schools, students are losing contact with people who are important for better learning and preparation as more and more schools have started online classes. This has been a difficult process for parents working online at home because they have to ensure their children's education. In view of the lock problem, data was collected in Google Docs form with open questions related to COVID-19 and home reading. Three major themes emerged after data analysis: the effect of COVID on children's learning; support provided to schools; and home-based caregivers' strategies to support learning. It was analyzed that nationwide and academics around the world have come forward to support home learning by providing many free online resources to support parents to facilitate home learning. In addition, parents

are quick to adjust to the learning curves that have arisen in their children's learning in these difficult times. Measures should be adopted to provide essential learning skills for children in rural areas. Central data dashboards and educational technologies can be used to keep students, parents and schools updated.

Also, Ćurišić * (2017) [18] pointed out that teachers and parents play a major role in the educational success of students. Students need good reading knowledge to succeed in school: one that offers support, encouragement, and quality instruction. With the growing needs of the family, parental support for student education extends beyond the school building. While it seems that parental involvement is being researched on the topic of many home and international studies, there are still concerns about parental involvement and what makes parental involvement effective in student education. Educators, parents, and members of the public may have differing views regarding effective practices and ways in which individuals can contribute to the educational process. Parental involvement in student education begins at home with parents providing a safe and healthy environment, appropriate learning knowledge, support, and a positive attitude towards school. Numerous studies show an increase in academic and student achievement involving parents. Research also shows that parental involvement is more effective when viewed as a partnership between teachers and parents. By examining the views of parents and teachers, teachers and parents should have a better understanding of the practical practices of parental involvement in promoting student achievement.

In like manner, Ba (2020) [19] stated the epidemic has brought many challenges and that fact cannot be denied. From global turmoil in fear of the spread of the disease to negative effects in the workplace, sleeping patterns and bank accounts, the coronavirus is something most of us never thought possible but came and brought our worst fears, unknown to life. In response to the epidemic, the online learning option was included as an important way to prevent any issues related to children and their learning. Parents must make sure that they change the way they go about the learning process. It should not be a schoolwork or any other type of work because it is already a job associated with fatigue and low gain. Instead, change the view by referring to it as more open words like class time, study hour, brain power hour or something that sounds more fun. Once that is done, have a different perspective and show interest in the class and the child. Children will see the interest given and whether it is accepted or not, they will always do their best when they see their parents encouraged and those around them encouraged and happy with the lessons. Everyone is a social being, so, the usual ways of having fun in class are over yet, so while they are at home, be sure to meet and play, talk and learn with them. Look for jobs at home that will connect the topics taught (Chang, 2020) [20]

Lastly, Schaffhauser (2020) [21] acknowledged that parents have expressed great appreciation for the technology in education and their use. Three quarters reported that the effective use of technology in school was "critical" to their child's future success, compared to 55 percent before school closure. And while a third of parents (32 percent) acknowledged that technology was being used effectively by

their children's teachers to support pre-school education, that increased to 51 percent during closure. Parents also had many opportunities to find that teaching their children the skills of digital citizenship was difficult; their level of luxury in doing so dropped by 14 percent. Twenty-one percent of parents lacked confidence in their ability to demonstrate good digital citizenship skills in their children.

These concepts led the researchers to determine the roles of parents in improving the online learning behaviors of students in Pangasinan State University.

II. METHODOLOGY

This study utilized the descriptive survey method of research. Descriptive research can be explained as a statement of affairs as they are at present with the researcher having no control over variable. It aimed at casting light on current issues or problems through a process of data collection that enables them to describe the situation more completely than was possible without employing this method (Dudovskiy, 2018) [22]

The respondents of the study involved the 279 parents of students of Pangasinan State University. The researcher-made questionnaire checklist was utilized as the main instrument in gathering the needed data of the study. The instrument had two parts where Part I reflected the profile variables of the respondents. Part II focused on the level of attainment of the roles of parents in improving the online learning behaviors of students in Pangasinan State University. The researchers sought permission from the Office of the Campus Executive Director of PSU-Urdaneta Campus as standard operating protocol though this has been approved by the University as institutional research. The researcher personally conducted and administered the questionnaire to establish credibility, integrity and authenticity of the data through google form. Also, interview was randomly conducted to elicit first-hand information from the respondents. The researcher-made questionnaire was used in this study which was designed, crafted, and patterned from the various related studies. The questionnaire was made in accordance with the main purpose of the present study.

After the questionnaire was simplified, improved, and refined, the questionnaire was subjected to content validation by five experts in the field of educational management, psychology, and social sciences. The experts ascertained the content validity of the instrument with the average of 4.79. In describing the validity, the average weighted mean was adopted.

The following mean scale range and descriptive rating below were used to interpret the validity of the questionnaire.

Numerical Values	Mean Scale Range	Descriptive Rating
5	4.51 – 5.00	Very Highly Valid
4	3.51 – 4.50	Highly Valid
3	2.51 – 3.50	Moderately Valid
2	1.51 – 2.50	Not Valid
1	1.00 – 1.50	Not Valid at All

Tabulation and tallying started right after the retrieval then submitted to the Campus Research Coordinator. All the needed

and relevant data that were gathered was consolidated and analyzed. In determining the profile of respondents, frequency counts and percentages were used as the main statistical tool. Likewise, to determine the level of attainment of the roles of parents in improving the online learning behaviors of students in Pangasinan State University, Average Weighted Mean (AWM) was utilized.

The following scale was adopted to interpret the data:

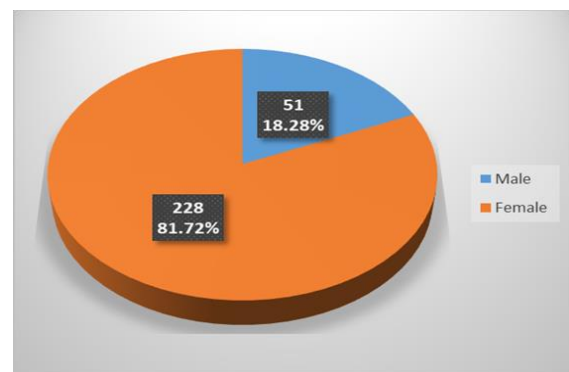
Scale	Range	Descriptive Equivalent
5	4.51 – 5.00	Very Highly Attained (VHA)
4	3.51 – 4.50	Highly Attained (HA)
3	2.51 – 3.50	Moderately Attained (MA)
2	1.51 – 2.50	Slightly Attained (SA)
1	1.00 – 1.50	Least Attained (LA)

Lastly, to determine the significant difference between the level of attainment of the roles of parents in improving the online learning behaviors of students in Pangasinan State University, Spearman Rank and Eta Coefficient were utilized.

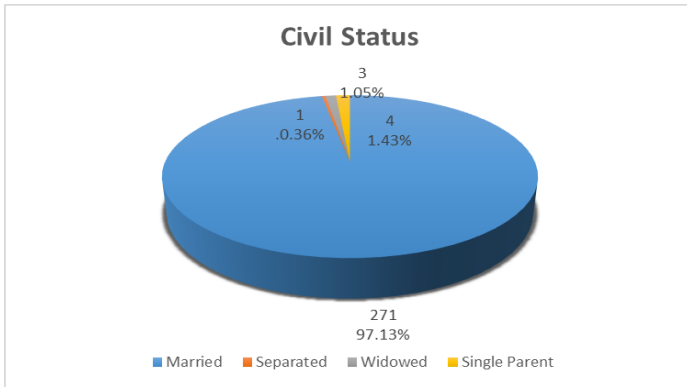
III. RESULTS AND DISCUSSION

The Profile of the Parents of Students of Pangasinan State University

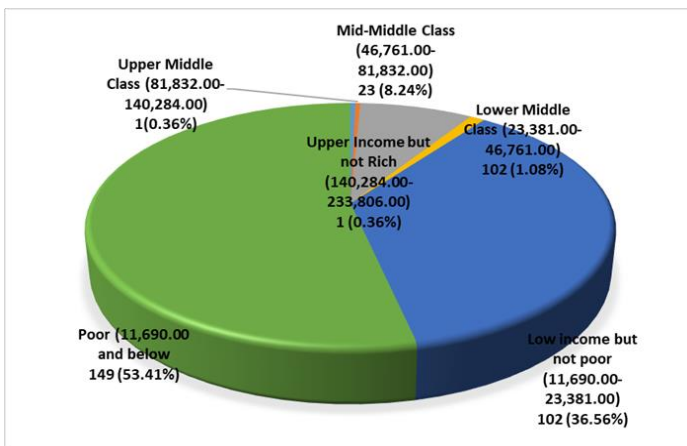
Sex. It could be gleaned on the chart that majority of the parents of the student-respondents are male as indicated by the frequency of 228 or 81.72% while there are only 51 or 18.28% are female. Males made up 50.4 percent of the Philippines' 92.1 million household population, while females made up 49.6 percent. As a result, there were 102 males for every 100 females. In the year 2000, there were 101 males for every 100 females (psa.gov.ph, 2012) [23]



Civil Status. The chart denotes that majority of the parents are married as indicated by the frequency of 271 or 97.13%. Four (4) or 1.43% are single parent. Moreover, three (3) or 1.08% and one (1) or 0.36% are widowed and separated. This implies that parents still exist with their partners who serve as their cohorts in rearing their children. The overall number of recorded weddings in 2019 was 431,972, which was lower than the 449,169 in 2018. CALABARZON had the largest number of registered marriages in 2019, accounting for 13.9 percent of all marriages. The National Capital Region (NCR) (12.4 percent) and Central Luzon came in second and third, respectively (11.8 percent). Since 2016, these territories have consistently kept the same positions (psa.gov.ph, 2021) [24]



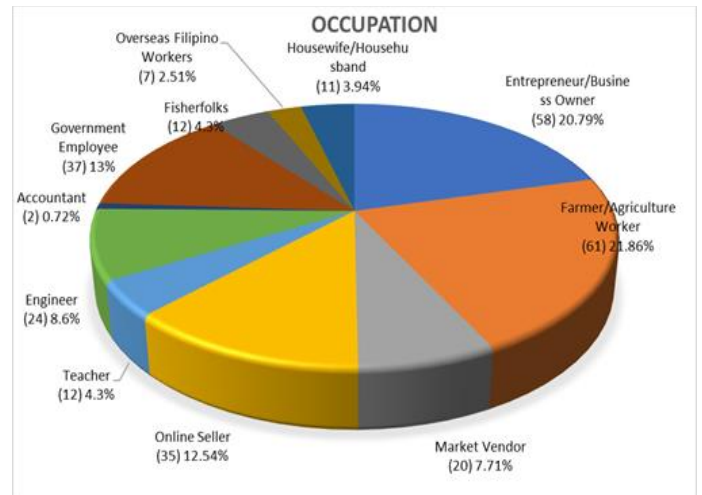
Monthly Family Income. Majority of the families of the parents of the students of Pangasinan State University are poor having an income of 11,690.00 and below as indicated by the frequency of 149 or 53.41%. One-hundred two (102) or 36.56% belong to low income but not poor (11,690.00-23,381.00), twenty-three (23) or 8.24% are considered mid-middle-class families which have a monthly income ranging from 46,761.00-81,832.00 and three (3) or 1.08% belong to the lower middle class (23,381.00-46,761.00). moreover, one (1) each or .36% belong to the upper middle class (81,832.00-140,284.00) and upper income but not rich (140,284.00-233,806.00). To live over the poverty line, a family of five needs a monthly household income of at least Php 42,000. This figure is the sum of all household incomes, assuming the family's heads (parents) each make Php 21,000.00 (Adrian, 2019) [25]



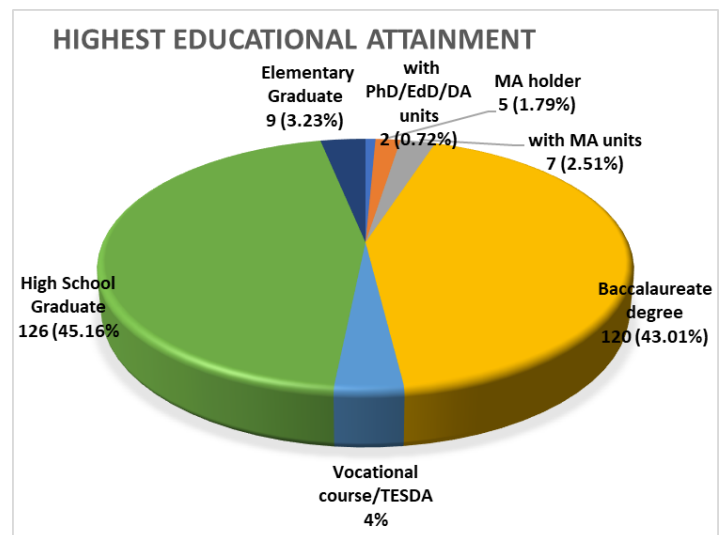
Likewise, in 2015, 31.4 percent of children lived in low-income households. As a result, it is critical to ensure their survival and living conditions, as well as their health and education, as their rights, welfare, and development, are vital to the country's social development goals (psa.gov.ph/statistics, 2017) [26]

Occupation. The chart shows that most parents are farmers/agriculture workers as evidenced by the frequency of 61 or 21.86%, followed by entrepreneurs/business owners (58 or 20.79%), government employees (37 or 13.26%), online seller (35 or 12.54%) and market vendors (20 or 7.17%). Professional parents include engineers (24 or 8.60), teachers (12 or 4.30) and accountants (2 or .72%). Moreover, twelve (12) parents are fisherfolks, housewives/househusbands and

overseas Filipino workers as evidenced by the frequencies of 12 (4.30%), 11 (3.94%) and 7 (2.51%), respectively.

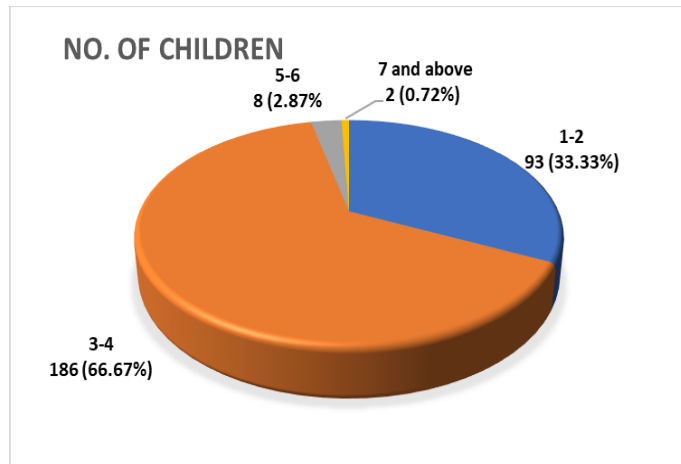


Highest Educational Attainment. The chart shows that most of the parents are High School Graduates as indicated by the frequency of 126 or 45.16%. One-hundred twenty (120) or 43.01% are Baccalaureate degree holders. Ten (10) or 3.58% and nine (9) or 3.23% are completers of vocational course/TESDA and Elementary level, respectively. Likewise, seven (7) or 2.51% are parents who have MA units, five (5) or 1.79% are MA holders and two (2) or 0.72% are parents with PhD/EdD/DA units.



No. of Children. It could be gleaned on the chart that majority of the parents do have 3 to 4 children as indicated by the frequency of 186 or 66.67%. Ninety-three (93) or 33.33% have 1 to 2 children in the family. Moreover, eight (8) or 2.87% and 2 or .72% have 5-6 and 7 and above children, respectively. In 2020, the average American family had 3.15 members. From 1960 through 2020, the average number of people per family in the United States (Danna, 2021) [27]. In the Philippines, the average family still has three children. This is one of the reasons why, once the epidemic is under control, say within the next

two years, the economy can quickly recover (Villegas, 2020)[28]



Level of Attainment on the Roles of Parents in Improving the Online Learning Behaviours of Students in Pangasinan State University

TABLE 1. Involvement to the Learning of Students

No.	Involvement to the Learning of Students Indicators	Mean	Descriptive Equivalent	Rank
1	Motivate the child to attend the classes in the same spirit as he/she attends school.	4.67	VH	1.5
2	Talk about the positives of the current pandemic situation.	3.25	M	4
3	Not treat the online classes as a temporary arrangement.	2.67	M	7.5
4	Not have any unrealistic expectations from the children and their teachers that magically the child will receive everything that's educationally necessary through internet.	3.00	M	5.5
5	Be empathetic and understanding towards classes and school's efforts.	3.56	H	3
6	Not allow the children to skip the online classes suggesting everything would be repeated once school reopens.	2.67	M	7.5
7	Assist in their online class duties	4.67	VH	1.5
8	Provide their needs like laptop, data and internet connections.	3.00	M	5.5
Average Weighted Mean		3.43	M	

Legend: 4.51 – 5.00 Very High (VH) DE=Descriptive Equivalent
 3.51 – 4.50 High (H)
 2.51 – 3.50 Moderate (M)
 1.51 – 2.50 Slight (S)
 1.00 – 1.50 Least(L)

It could be gleaned on the table that motivating the child to attend the classes in the same spirit as he/she attends school has been assessed as very high, as indicated by the mean of 4.67. This means that the energy, passion and dedication that the students show during the face-to-face classes should be the same as should be displayed this online mechanism of learning.

During the present pandemic, the majority of college students around the country have shown a lack of academic

desire. For many students, "campus life" fuels their academic enthusiasm as well as their overall well-being. Virtual classes are frequently perplexing, with an abundance of information to keep track of. To further comprehend how college students feel about universities across switching to online classes, consider how deadlines are dubious, assignments are deceiving, and examinations are incredibly tough for students to study for. (Nell, 2020) [29]

Assisting in their modular responsibilities or online class duties has been evaluated as very high as supported by the mean of 4.67. This implies that their role as encourager to make their children have the sustained momentum to learn online must be done consistently. Parents can assist their children in rediscovering their sense of purpose, inspiring a drive to learn while assisting them through these difficult moments (Mintz, 2020) [30]

Being empathetic and understanding towards classes and school's efforts has also been assessed as high, with a mean of 3.56. This implies that consideration and utmost understanding towards the online learning of their children should also be extended. Only 32% of pupils believe they are doing well academically now, compared to 58% who claim they were doing well before the outbreak. The self-reported academic decline is consistent across ethnic categories, and there is minimal difference between students who learn in person, in hybrid mode, or completely online. (Long, 2020) [31]

Talking about the positives of the current pandemic situation has been assessed as moderate as indicated by the mean of 3.25. Despite how bad the pandemic is, there have been a lot of good things that have come out of it. Many people have learned important lessons about what it means to be human as a result of the pandemic. Staying connected across distances, leveraging technology for good, seeing life in a larger context, gaining new skills, and generating innovative solutions are all examples of positivity (Geher, 2021) [32]

Moreover, many parents' worries have turned from academics to their children's overall well-being, particularly the connections and social experiences that school provides. The pandemic has some beneficial aspects for parents and pupils, such as the fact that children all across the world will have learnt new skills while in lockdown. A growing number of kids are learning to bake, draw, paint, and ride bicycles, among a variety of other skills that aren't tested, tracked, or traced by standard curriculum and assessments. Never underestimate the value of a sibling disagreement in the development of conflict resolution, self-confidence, and arguing abilities (Knight, 2020) [33]

Other indicators that have been assessed as moderate are the following indicators that are arranged in descending means: Not have any unrealistic expectations from the children and their teachers that magically the child will receive everything that's educationally necessary through internet (3.00), provide their needs like laptop, data and internet connections (3.00) and not treat the online classes as a temporary arrangement (2.67). Lastly, not allowing the children to skip the online classes suggesting everything would be repeated once school reopens (2.67) has also been assessed as moderate. This means that concentration on the studies must be the number one priority.

Notwithstanding, the level of attainment of parents on their roles in improving the online learning behaviors of students in Pangasinan State University was moderate as evidenced by the average weighted mean of 3.43.

TABLE 2. Constant Monitoring and Coaching

No.	Constant Monitoring and Coaching Indicators	Mean	Descriptive Equivalent	Rank
1	Enter into a separate chatroom with their friends while the class is still on.	3.24	M	3
2	Set up a designated area for their children to attend the classes without disturbance.	3.00	M	6
3	Enforce routine and structure so that they treat it as a normal school.	3.25	M	1.5
4	Get familiar with the child's e-learning tool and help them navigate through too, so they also feel comfortable using it.	3.25	M	1.5
5	Help with homework and support them upload the completed tasks on tools/apps as mentioned by the school.	2.56	M	8
6	Arrange the required devices and tools for learning.	3.12	M	4
7	Ask the professors/instructors as regards their school performance.	3.00	M	6
8	Inspect the learning tasks and achievement of the child.	3.00	M	6
Average Weighted Mean		3.04	M	

Legend: 4.51 – 5.00 Very High (VH) DE=Descriptive Equivalent
 3.51 – 4.50 High (H)
 2.51 – 3.50 Moderate (M)
 1.51 – 2.50 Slight (S)
 1.00 – 1.50 Least(L)

The table shows that enforcing routine and structure so that they treat it as a normal school has been assessed as moderately attained by the parents as evidenced by the mean of 3.25. According to Rachel Goldman, not having a pattern or structure in one's day can lead to greater stress and worry, as well as overwhelming feelings, a lack of concentration, and focus. Lack of structure and regularity can worsen feelings of anguish and cause one to focus more on the root of the issues. Maintaining some structure and regularity throughout the day is one approach to break free from the cycle that encourages brooding on the source of stress (Cherry, 2020) [34]

Getting familiar with the child's e-learning tool and help them navigate through too, so they also feel comfortable using it has been moderately attained by the parents as evidenced by the mean of 3.25. Likewise, entering into a separate chatroom with their friends while the class is still on has also been moderately attained by the parents as supported by the mean of 3.24.

Arranging the required devices and tools for learning (3.12), asking the professors/instructors as regards their school performance (3.00), inspecting the learning tasks and achievement of the child (3.00) and setting up a designated area for their children to attend the classes without disturbance (3.00) have been moderately attained by the parents.

Lastly, helping with homework and support them upload the completed tasks on tools/apps as mentioned by the school has been moderately attained by the parents as evidenced by the mean of 2.56. This means that the parents extend their assistance to their children to the best that they can and in various ways that they can do.

Many students struggle to stay on top of everything they have to do each day. This is especially true when students are expected to be more independent. For example, in an online class, students are expected to be able to take their own notes and complete their projects, which might be challenging for some. The good news is that technological solutions are available to assist these students. They can benefit all students, but notably those who have trouble managing their time or taking effective notes (McCoy, 2020) [35]

Over-all, the parents have moderate level of attainment on their roles along constant monitoring and coaching as supported by the average weighted mean of 3.04.

TABLE 3. Good Conduct towards Online Learning

No.	Good Conduct towards Online Learning Indicators	Mean	Descriptive Equivalent	Rank
1	Inspire them to go forth with their dreams	4.00	H	3
2	Stimulate a sense of responsibility and accountability in doing their online duties and responsibilities	3.56	M	7
3	Motivate with a lot of patience that online learning is just temporary	3.82	H	4
4	Encourage your children to exert more effort to excel in their academics	3.74	H	5
5	Persuade them to exemplify tolerance of staying at home for online learning	4.10	H	1
6	Encourage them to function effectively and do all the necessary requirements to pass all their subjects	3.67	H	6
7	Re-assure to them that you are there always as the primordial support	3.00	M	8
8	Cheer them up if they are feeling down, unhappy and dissatisfied	4.12	H	2
Average Weighted Mean		3.74	H	

Legend: 4.51 – 5.00 Very High (VH) DE=Descriptive Equivalent
 3.51 – 4.50 High (H)
 2.51 – 3.50 Moderate (M)
 1.51 – 2.50 Slight (S)
 1.00 – 1.50 Least(L)

Over-all, the parents have moderate level of attainment on their roles along good conduct towards online learning as supported by the average weighted mean of 3.74.

Persuading their children to exemplify tolerance of staying at home for online learning has been assessed as high, as evidenced by the mean of 4.10. When it comes to how they parent their children, most parents have the greatest of intentions. They usually want their child to grow up to be a healthy, well-adjusted person who respects others, is

considerate, and self-sufficient, among other things. However, despite our best efforts to be perfect parents, our parenting style can make this challenging at times (Surfnets, 2010). Cohesion is crucial in persuading children to comply with stay-at-home rules and other social distancing advice. (Druckman, 2020) [36]

Cheering their children up if they are feeling down, unhappy and dissatisfied has been highly attained by the parents as supported by the mean of 4.12. School closures, being stuck at home with family members, and not being able to visit friends and peers have the greatest impact on adolescents. Adults and adolescents have various developmental demands. Teenagers are at a time in their lives when they are particularly interested in making social connections and distancing themselves from their parents. As a result, the emotional impact of COVID-19 social distance rules on children differs from those on adults. Some adolescents, depending on their age and developmental stage, may struggle to comprehend what the pandemic entails and how it affects their lives (Volkin, 2020) [37]

Inspiring their children to go forth with their dreams has been highly attained by the parents as indicated by the mean of 4.00. Other indicators which are highly attained by the parents along good conduct towards online learning are the following: motivate with a lot of patience that online learning is just temporary (3.82), encourage your children to exert more effort to excel in their academics (3.74), encourage them to function effectively and do all the necessary requirements to pass all their subjects (3.67).

Moreover, stimulating a sense of responsibility and accountability in doing their online duties and responsibilities has been assessed by the parents as supported by the mean of 3.56. Lastly, re-assuring to their children of their support has been moderately attained as indicated by the mean of 3.00. During the COVID-19 pandemic, several early care and education programs remained open to offer required care. Many families, however, were forced to keep their children at home. Many families are experiencing greater stress, fear, and worry as a result of the COVID-19 epidemic. Parenting has become more difficult as a result of worries about illness, finances, and solitude, as well as coping with grief from loss and having less outside aid. Many parents report greater behavior problems in their children, such as anxiousness and acting out, but parents assure their children of their support (CDC, 2021) [38]

TABLE 4. Summary on the Level of Attainment on the Roles of Parents in Improving the Online Learning Behaviors of Students in Pangasinan State University

Roles	Average Weighted Mean	Descriptive Equivalent	Rank
Involvement to the Learning of Students	3.43	M	1
Constant Monitoring and Coaching	3.04	M	3
Good Conduct towards Online Learning	3.74	H	2
Overall Weighted Mean	3.40	M	

Legend: 4.51 – 5.00 Very High (VH) DE=Descriptive Equivalent
 3.51 – 4.50 High (H)
 2.51 – 3.50 Moderate (M)

1.51– 2.50 Slight (S)
 1.00 – 1.50 Least(L)

It could be gleaned on the table that the level of attainment on the role of parents in improving the online learning behaviors of students in Pangasinan State University has been assessed as moderate as indicated by the overall weighted mean of 3.20. This means that the parents are just only confident to the structure of the learning mechanism of the University despite the onslaught of the pandemic. Their involvement in improving the online learning of their children is deemed just with the right amount. Thus, their function should not be taken for granted yet must be given attention and care.

Coinciding with the results of the study, Jain’s (2021) [39] study disclosed that when compared to pre-pandemic times, sixty percent (60%) of children report increased parental involvement in their education as a result of the study-from-home form of learning.

TABLE 5. Correlation Between the Roles of Parents in Improving the Online Learning Behaviors of Students across their Profile Variables

Profile	Involvement to the Learning of Students		Constant Monitoring and Coaching		Good Conduct towards Online Learning	
	Statistics	Sig.	Statistics	Sig.	Statistics	Sig.
Sex (a)	.003	.965	-.077	.186	-.147*	.011
Length of service (a)	-.047	.420	.081	.162	.017	.776
Civil Status (b)	.098	-	.169	-	.156	-
Monthly Income (a)	.019	.748	.021	.723	-.004	.952
Occupation (b)	-.120*	.039	-.086	.137	-.073	.210
Highest Educational Attainment (a)	-.147*	.011	-.077	.186	.003	.965
No. of Children (a)	-.017	.767	-.071	.221	-.150**	.010

aSpearman Rank, bEta Coefficient

**Relationship significant at 1% level, *Relationship is significant at 5% level
 Note: For Eta Coefficient test, the minimum tolerance for a statistically significant association between variables is above 0.2

The table shows that sex is correlated to the good conduct towards online learning as evidenced by the value of $-.147^*$ $sig=.011$. This means that sex is a determinant in improving the students’ online learning behaviors specifically good conduct.

Moreover, the occupation of parents is correlated to the involvement to the learning of the students as evidenced by the value of $-.120^*$ $sig=.039$. Coinciding with the results of the study, Rafanan’s (2015) study stated that pupils having a formal occupation do better than those with an informal occupation.

Further, the highest educational attainment is also linked to the involvement to the learning of students as evidenced by the computed value of $-.147^*$ $sig=.011$. Odoh’s (2017) [40] study indicated that students’ academic success in accounting studies in Nigeria was highly influenced by parents’ occupational level, and parental educational levels have a strong positive association with students’ academic performance in accounting studies in Nigeria.

Also, 2018 U.S. Education Department’s National Center for Education Statistics found out that people who entered the job straight out of high school and whose parents did not have a college degree were more likely to believe that a college degree was not worth the money or that they did not need more

education to pursue their desired vocation. Putting a high emphasis on education can present itself in a variety of ways. A student whose parents model achievement-oriented behaviors (such as earning advanced degrees, reading frequently, and encouraging a strong work ethic) and provide achievement-oriented opportunities (such as trips to the library and after-school enrichment programs) is more likely to believe that achievement is something to be valued and pursued. As a result of this conviction, greater education and good employment should be pursued (Lamar University, 2021) [41]

Lastly, the no. of children is deemed correlated to the good conduct towards online learning as indicated by the value of $-.150^{**}$, $sig=.010$. This means that the higher the number of children in the family, the higher the possibility of having a good conduct in dealing with the online learning. However, this is relative because income is also a factor to be considered here.

TABLE 6. Problems Encountered by the Parents in Improving the Online Learning Behaviors of Students in Pangasinan State University (n= 279)

Problems	Frequency	Percentage	Rank
Apathy of students to online learning	210	75.27	2
Lack of interest in doing their school tasks	175	62.72	3
Low esteem in attending classes because of instant QA process in the discussion	128	45.88	7
Disrespectful to the instructors and other classmates	12	4.30	11
Indolence in passing the requirements on time	135	48.39	5
Struggles in online learning	268	96.06	1
Gallivanting instead of attending classes	13	4.66	10
Procrastination	159	56.99	4
Irritated and always annoyed	118	42.29	8
Dependence to classmates in doing school chores	65	23.30	9
Not focused and attentive because of online games	127	45.52	6

The table shows that struggles in online learning has been the number one problem encountered by the parents in improving the online learning behaviors of students as evidenced by the frequency of 268 or 96.06%. This means that the students have a lot of struggles in attending online classes.

The loss of face-to-face interaction with professors and other students is perhaps the most prevalent problem students confront in online degree programs. Virtual learning platforms are commonly used to deliver online courses. This platform could include reading materials, homework, and perhaps a forum or chat room where students can discuss class topics. Professors can deliver course content in a variety of methods, including providing slide shows, posting videos of recorded lectures, and even live streaming lectures. Despite the variety of ways teachers can engage students, some students simply do not find a virtual classroom to be as engaging as a traditional one. (BestCollegesOnline.org., 2021) [42]

Apathy of students to online learning has also been considered as the problem of the parents as supported by the frequency of 210 or 75.27%. As COVID-19 has progressed, a decline in student mental health has been more apparent. Many

students are becoming increasingly exhausted on a daily basis, and they are struggling mentally to complete the enormous number of assignments they have. Although the epidemic has exacerbated student apathy in the classroom, the nationwide distribution of COVID vaccines gives pupils hope for the future. (Blackard, 2021) [43]

Further, the lack of interest in doing their school tasks among students has also been considered as a problem as evidenced by the frequency of 175 or 62.72%. Students may not be motivated to put forth effort if they do not recognize the value of an activity or topic, regardless of its objective value. Students will be more likely to value coursework if they can clearly see how it connects to their goals, interests, and worries, and so will be more motivated to devote time and effort if they can clearly understand how coursework ties to their goals, interests, and issues. Interest is a strong motivator that energizes learning, directs academic and professional paths, and is critical to academic achievement. Interest is a psychological condition of attention and affect toward a specific item or topic, as well as a long-term proclivity to return to it. The four-phase model of interest development, which incorporates these two definitions, directs interventions that foster interest and capitalize on current interests. Four interventions that appear to boost interest appear to be effective: Setting that attracts attention, circumstances that elicit prior individual interest, problem-based learning, and increasing utility value are all examples of attention-getting settings. Promoting interest can help students have a more engaged and motivated learning experience (Harackiewicz et.al, 2016) [44]

Procrastination has also been assessed as a problem encountered by the parents as indicated by the frequency of 159 or 56.99%. According to the study of Ojo (2019) [45], many students fail to acquire anything in their studies as a result of procrastination. Many students, on the other hand, waste a lot of time on unimportant things when they should be reading their books to gain knowledge. Instead, they are enticed to focus on irrelevant topics, which leads to their bad academic performance. As a result, many children drop out of secondary school each year, while others perform poorly in Nigeria due to their inability to cope with their academics. In conclusion, students should avoid procrastinating so that they can devote more time to their studies, which would help to alleviate the low academic performance that is prevalent in Nigerian secondary schools.

Other problems encountered are the following: Indolence in passing the requirements on time (135 or 48.39%), not focused and attentive because of online games (127 or 45.52%), low esteem in attending classes because of instant QA process in the discussion (128 or 45.88%), irritated and always annoyed (118 or 42.29), dependence to classmates in doing school chores (65 or 23.30%) and gallivanting instead of attending classes (13 or 4.66).

However, a very slight problem is on disrespectful to the instructors and other classmates as evidenced by the frequency of 12 or 4.30%. When students in a video engaged in active incivility, Yrisarry, et al. (2019) [46] found that bald-on-the-record reactions were more motivating and effective than avoidance and resulted in better ratings of instructor

compassion and trustworthiness. Except for trustworthiness, teacher response did not predict any outcome variable in the passive incivility condition.

TABLE 7. Plan of Action to Improve the Online Learning Behaviors of Students in Pangasinan State University

Key Result Area	Objectives	Strategy	Time Frame	Personnel Involved	Budgetary Requirement	Expected Output
Interest Enhancement Among Students of PSU	To enrich the interest of online students	Series of Interest Enhancement Seminars	December 2021-May 2022	Administrative Officer, CED, Deans, Chairs, Faculty, Parents	Php 50,000.00	A strong mechanism of interest improvement among students is established.
Behavior and Skills Needed in Online Learning	To improve the behavior and competitive skills of students online	Trainings on Skill Development	Twice in every school year	CED, Deans, Chairs, Faculty, Parents	Php 35,000.00	Behavior and skills are strengthened through trainings
Establishing synergy for Online Learning	To establish a very sound linkage with the other schools/universities or in the entire Region	School linkages and interschool relations among SUCs/LUCs/HEIs (Criss-cross Mechanism and sharing to intellectual resource)	All-year round	CED, Deans, Chairs, Faculty, Parents	Php 50,000.00	Linkage among SUCs/LUCs/HEIs is intact and collaborating
Behavioral Growth of Students	To augment net-based skills as part of professional growth among students	Creation of leaders and frontlines as core group	June 2022	CED, Deans, Chairs, Faculty, Parents	Php 40,000.00	Core group is created maintained
Strong behavior development framework	To plan a framework that establishes effective behavior modification and skill development	Behavior/Skill Development Framework Plan	March 2022	CED, Deans, Chairs, Faculty, Parents	Php 25,000.00	Plan is well-organized
Incentive Program for Good Performance of Students Online	To dish out a schema to incentivize performances of students who have garnered high scores of students	Creative Incentive Strategy/Policy	June 2022	CED, Deans, Chairs, Faculty, Parents	Php 50,000.00	Incentive Program is put in place
Benchmarking on the involvement to the learning of students, constant monitoring and coaching good conduct towards online learning	To propose a strong mechanism on conducting benchmarking activities with high performing schools in the region or even in the national level.	Benchmarking Endeavors	March 2022	CED, Deans, Chairs, Faculty Parents	Php 40,000.00	A strong piece of school-based legislation on benchmarking mechanism is properly put in order.
TOTAL					Php 290,000.00	

IV. CONCLUSIONS

1. The profile variables of the parents are relative.
2. There is a moderate level of attainment on the roles of parents in improving the online learning behaviors of students in Pangasinan State University.
3. Sex, occupation, highest educational attainment, and no. of children are significantly related to the roles of parents in improving the online learning behaviors of students.
4. An action plan is proposed for effective means of improving the online behaviors of students.

Recommendations

1. Parents may venture to self-sustaining businesses to ensure constant support to the education of their children. Though some of them did not finish their college diploma and have not been exposed themselves in the use of technology, they

should support emotionally their children in their flare for online learning.

2. Attainment of the parents along their execution of their roles in the improvement of the learning behaviors of the students was just moderate. On this end, they should exert more effort to elevate it to the higher level.
3. Occupation seems to be the most significant profile in improving the online learning behaviors. That is why, this should be given an utmost attention. Likewise, the educational attainment of parents really matters, therefore, to aid in supporting their children, a call for the parents to pursue their studies, not that formal but maybe through training. Lastly, the number of children has been also deemed so relevant leading to the proposal that the right number of household members should also be logically considered.
4. The plan of action being proposed is believed so significant.

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