



Parents' Perception of In-Person Classes, Parental Support, and Academic Performance of Learners: Basis for a Sustainable Parental Support Program

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ABSTRACT

This descriptive-correlational study was conducted to create a sustainable program to strengthen the parental support system in the Schools District of Leganes. The respondents of the study were the 254 selected Grade 4 parents in the Schools District of Leganes, Province of Iloilo, for the School Year 2022-2023. The study determined the parents' perception of in-person classes, their level of parental support, and the academic performance of their children. The findings of the study revealed that parents' perception of in-person classes was "very high". In the same manner, parental support in general was also "very high". Academic performance of the Grade 4 learners, on the other hand, was "very satisfactory". The results also revealed that age of the respondents is a factor in the academic performance of the learners while highest educational attainment and socioeconomic status affect the perception of in-person classes and parental support of the respondents. There were also significant correlations between the parent's perception, parental support, and academic performance of the Grade 4 learners. The proposed sustainable parental support program was developed based on the results of the study.

Keywords: *Perception, In-person Classes, Parental Support, Learners' Academic Performance, Descriptive-correlational, District of Leganes, Iloilo, Philippines*

INTRODUCTION

Background of the Study

The Department of Education (DepEd) in the Philippines has recently approved the resumption of face-to-face classes in low-risk areas, a decision supported by President Duterte and the National Economic and Development Authority (NEDA). This initiative is considered essential for economic recovery, allowing more individuals to return to work during ongoing quarantine measures (Llena, 2021). However, it has garnered mixed reactions from parents. Many recognize the value of in-person education for their children's academic and social development but are also deeply concerned about safety as schools reopen (Dewan, 2022).

Parents worry about the risks of contagion in crowded classrooms, highlighting the health dangers associated with this transition (Levinson et al., 2020). These concerns are juxtaposed with the negative effects of prolonged remote learning, where children miss vital academic instruction, social interactions, and developmental experiences (Kusumawardani & Rizkana, 2021). Thus, while returning to physical classrooms presents health risks, it also addresses the deficiencies of online education.

Throughout the pandemic, parents have taken on significant roles in their children's education, acting as tutors during periods without face-to-face learning. Their views on school quality can offer critical insights into how well educational institutions are adapting to changing circumstances (Haller & Novita, 2021). Research shows a strong link between parental involvement and improved academic performance in children (Topor et al., 2021). Policymakers recognize the importance of enhancing parental engagement in educational initiatives, which is vital for student success.

To respond to the need for schools to adapt continually to fluctuating COVID-19 cases, this study aimed to develop a program that strengthens parental support systems. It examined the relationships among parents' perceptions of in-person classes, parental support, and the academic performance of the learners. By exploring these dynamics, the study sought to create strategies that not only improve educational outcomes but also foster greater parental involvement, ultimately benefiting students' overall development during these challenging times.

Theoretical Framework

This study is grounded in Bandura's Social Learning Theory (1977), which posits that individuals learn by observing and imitating behaviors within their social environments. In this context, parents' perceptions of in-person classes may be influenced by the attitudes and behaviors of their peers, as

well as media coverage and public discourse surrounding education. These social factors can significantly shape parents' decision-making processes regarding their children's schooling.

Additionally, the study drew on Joyce Epstein's Framework of Six Types of Involvement, which emphasizes the importance of collaboration among youth, families, and communities in the educational sphere. Initially developed in the early 1990s and refined over the years, this framework remains a cornerstone for understanding and enhancing school-family-community partnerships. The latest edition of the framework is presented in *School, Family, and Community Partnerships: Your Handbook for Action* (4th Edition, 2019), co-authored by Epstein and several collaborators. This handbook outlines essential components for fostering effective partnerships, including the establishment of a school-based action team to lead initiatives, the formulation of an action plan detailing partnership strategies, and ongoing evaluation and improvement of these partnerships.

The framework encourages a systemic approach to partnerships, aiming to cultivate a "culture of partnerships" within schools and districts. It builds on Epstein's theory of overlapping spheres of influence, which highlights the interconnectedness of school, family, and community dynamics, contrasting this with a more isolated view of these influences.

Through this theoretical lens, the study sought to explore how social dynamics and structured involvement frameworks could enhance parental perceptions and support for in-person education, ultimately influencing their engagement in their children's academic experiences. By addressing both observational learning and collaborative frameworks, the research aimed to contribute to a deeper understanding of parental involvement in education during the transition back to face-to-face learning environments.

Conceptual Framework

This study aimed to develop a program to enhance the parental support system in the Schools District of Leganes for the 2022-2023 school year. It examined how parents' perceptions of in-person classes influence their involvement and their children's academic performance. The research considered respondents' profiles, including age, education, sex, and socio-economic status, as key factors. The study identified parents' perceptions, parental support, and learners' academic performance as dependent variables, proposing that these elements are essential for strengthening support systems for students. These concepts are illustrated in a schematic diagram shown in Figure 1.

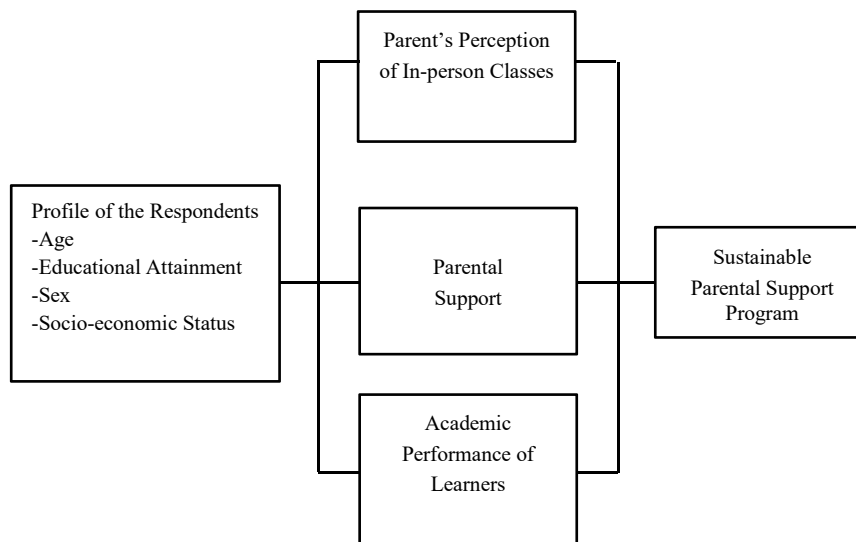


Figure 1. Paradigm of the Study Showing the Relationship of the Variables

Statement of the Problem

This study focused on the creation of a program to strengthen the parental support system based on the results of parents' perception of in-person classes, parental support, and academic performance of learners in the Schools District of Leganes for the School Year 2022-2023.

Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents in terms of age, sex, educational attainment, and socio-economic status?
2. What is the level of parents' perception of in-person classes when taken as a whole and when classified according to age, sex, educational attainment, and socio-economic status?
3. What is the level of parental support of the respondents when taken as a whole and when classified according to age, sex, educational attainment, and socio-economic status?
4. What is the level of academic performance of the Grade 4 learners as assessed by their teachers when taken as a whole and when classified according to age, sex, educational attainment, and socio-economic status?

5. Is there a significant difference in the level of parents' perception of in-person classes when classified according to age, sex, educational attainment, and socio-economic status?
6. Is there a significant difference in the level of parental support of the respondents when classified according to age, sex, educational attainment, and socio-economic status?
7. Is there a significant difference in the level of academic performance of Grade 4 learners when their parents are classified according to age, sex, educational attainment, and socio-economic status?
8. Is there a significant relationship among parents' perception of in-person classes, parental support, and academic performance of learners?
9. How can the results of the study be utilized to develop a sustainable support system?

Hypotheses

Based on the questions, the researcher advanced the following hypotheses:

1. There is no significant difference in the level of parents' perception towards in-person classes when classified according to age, sex, educational attainment, and socio-economic status.
2. There is no significant difference in the level of parental support of the respondents when classified according to age, sex, educational attainment, and socio-economic status.
3. There is no significant difference in the level of academic performance of Grade Four learners as assessed by their teachers.
4. There is no significant relationship between the parents' perception of in-person classes, parental support, and the academic performance of the learners.

METHODOLOGY

The study utilized a descriptive-correlational research design to address the questions formulated in this study. Descriptive-correlational research is a type of study that seeks to describe the characteristics of a population and examine the relationships between variables without manipulating them (Bhat et al., 2020).

The study was conducted in the Schools District of Leganes, Iloilo, Philippines, which is composed of 11 elementary schools. The respondents of this study were the 254 parents of the Grade 4 learners who were officially enrolled in these 11 public elementary schools. They were categorized according to their sex, age, educational attainment, and socioeconomic status. A stratified random sampling procedure was used to determine the number of respondents for each school.

In gathering the data needed for the study, the researchers prepared the instruments based on the study by Barredo (2021). The instrument was subjected to both validity and reliability tests. Using Cronbach's alpha, the instrument on parents' perception of in-person classes registered a reliability coefficient of 0.932, while for parental support, it registered a reliability coefficient of 0.950.

Research ethics were properly observed during the conduct of the study. Informed consent and voluntary participation were sought prior to the distribution of the instruments. Respondents were also informed about the confidentiality of the information that they would share, the benefits that they could gain upon participation in the study, and the minimal risks that they might face.

Descriptive and inferential statistics were employed in the presentation, analysis, and discussion of results. Non-parametric tests were utilized because the data were not normally distributed, as revealed by the Kolmogorov-Smirnov test.

RESULTS AND DISCUSSION

Profile of the Parents

The demographic profile of the 254 parents was considered interesting in the study in terms of sex, age, educational attainment, and socioeconomic status. The results, shown in Table 1, revealed that the majority of the selected Grade 4 parents were females, aged 35-50 years old, college level/graduate, and belonged to the poor class with less than ₱12,082 monthly family income.

In terms of sex, 204, or 80.3%, were female, while 50, or 19.7%, were male. As to age, 133, or 52.4%, were 35-50 years old, 89, or 35.0%, were 34 years old and below, and 32, or 12.6%, were 51 years old and above. Based on their highest educational attainment, the result showed that 130, or 51.2% were college level/graduate, 110, or 43.3%, were secondary level/graduate, and 14, or 5.5%, were elementary level/graduate. Meanwhile, according to socio-economic status, the result showed that 119 or 46.9% were poor (less than ₱12,082), 65, or 25.6% belongs to low-income class (between ₱12,083 and ₱24,164), 48 or 18.9% belongs to lower middle-income class (between ₱24,165 and ₱48,328), and 22 or 8.7% belongs to middle middle-income class (between 48,329 and 84,574).

Table 1. *Profile of the Respondents*

Categories	Frequency	Percent
As a Whole	254	100
Sex		
Male	50	19.7
Female	204	80.3
Age		
34 and below	89	35.0
35 - 50 years old	133	52.4
51 years and up	32	12.6
Educational Attainment		
Elementary	14	5.5
High School	110	43.3
College	130	51.2
Socioeconomic Status		
Poor	119	46.9
Low-income class	65	25.6
Lower middle-income class	48	18.9
Middle middle-income class	22	8.7

Parents' Perception of In-Person Classes

Table 2 presents parents' perceptions of in-person classes, indicating an overall very high level ($M=3.63$, $SD=0.37$). When analyzed by sex, both males ($M=3.65$, $SD=0.38$) and females ($M=3.64$, $SD=0.36$) showed similarly high perceptions. By age, perceptions remained very high across groups: those 34 and below ($M=3.65$, $SD=0.37$), ages 34-50 ($M=3.65$, $SD=0.35$), and 51 and older ($M=3.59$, $SD=0.41$). Regarding educational attainment, perceptions were very high among those with secondary education ($M=3.61$, $SD=0.36$), but lower for elementary ($M=3.30$, $SD=0.52$) and college graduates ($M=3.30$, $SD=0.52$). In terms of socio-economic status, the middle-income class reported the highest perception ($M=3.76$, $SD=0.26$), followed by lower middle-income ($M=3.74$, $SD=0.34$), low-income ($M=3.66$, $SD=0.32$), and poor ($M=3.56$, $SD=0.40$) categories, all indicating very high levels of perception towards in-person classes.

Table 2. Level of Parents' Perception of In-Person Classes as a Whole and When Classified According to Age, Sex, Highest Educational Attainment, and Socioeconomic Status

Category	Mean	SD	Description
As a Whole	3.64	0.37	Very High
Sex			
Male	3.65	0.38	Very High
Female	3.64	0.36	Very High
Age			
34 and below	3.65	0.37	Very High
35-50 years old	3.65	0.35	Very High
51 and up	3.59	0.41	Very High
Highest Educational Attainment			
Elementary	3.30	0.52	High

Secondary	3.61	0.36	Very High
College	3.70	0.33	High
Socioeconomic Status			
Poor	3.56	0.40	Very High
Low-income class	3.66	0.32	Very High
Lower middle-income class	3.76	0.34	Very High
Middle middle-income class	3.64	0.26	Very High

Scale: 3.51-4.00 Very High (VH); 2.51-3.50 High (H); 1.51-2.50 Low (L); 1.00-1.50 Very Low (VL)

The results align with the study done by Safira (2022), showing that most parents are satisfied with face-to-face learning, citing its conducive environment compared to distance education. Parents appreciate having a choice in their children's education and support the school's health and safety measures, emphasizing shared responsibility in decision-making.

The differences in the levels of parents' perception of in-person classes were also determined. Table 3 shows the difference in levels of parents' perception of in-person classes when parents were classified according to sex.

Using a *Mann-Whitney U test*, the results show that there was no significant difference in the level of parents' perception of in-person classes when classified according to sex, $U=4,844.500$, $p=.577$. This leads to the non-rejection of the null hypothesis, which states that "There was no significant difference in the level of parents' perception towards in-person classes when classified according to sex."

The perception of in-person classes among male and female respondents is nearly identical, with only a minimal difference in their means. This indicates that both groups share similar views on the matter. The findings align with Jalos Jr. (2023), whose research emphasized the critical role of parental involvement in successfully implementing in-person classes, showing that parents, regardless of gender, demonstrate strong support for this approach.

Table 3. Difference in the Level of Parents' Perception of In-person Classes when Classified According to Sex

Category	Group	Mean	<i>U</i>	<i>p</i>	Remark	Decision
Sex	Male	3.65	4,844.500	.577	Not Significant	Do not reject the Null Hypothesis
	Female	3.64				

Table 4 analyzes parents' perceptions of in-person classes based on age, educational attainment, and family income using the Kruskal-Wallis H test.

Age: The results indicate no significant difference in perceptions across age groups ($X^2(2)=0.369$, $p=0.832$), leading to the acceptance of the null hypothesis. This suggests that perceptions do not vary significantly by age, with minimal differences in mean scores.

Educational Attainment: In contrast, there was a significant difference in perceptions based on educational attainment ($X^2(2)=12.302$, $p=0.002$), resulting in the rejection of the null hypothesis. Pairwise comparisons revealed that parents with college degrees had a higher perception of in-person classes compared to those with only elementary education.

Socio-economic Status: Similarly, perceptions varied significantly by socio-economic status ($X^2(4)=11.602$, $p=0.021$), leading to the rejection of the null hypothesis. Specifically, parents in the lower middle-income class had a more favorable perception of in-person classes than those in the poor category, while no significant differences were found among other income groupings.

The analysis of respondents' perceptions of in-person classes, stratified by socioeconomic status, reveals significant differences between income brackets. Notably, parents from lower middle-income households have a more favorable view of in-person classes compared to those classified as poor. While disparities exist between these two groups, other income categories showed no significant differences. This suggests that socioeconomic status is crucial in shaping parental attitudes towards in-person education, with economic factors significantly influencing perceptions and preferences regarding educational options. Overall, these findings highlight the importance of understanding how financial background affects views on educational modalities.

Table 4. Difference in the Level of Parents' Perception of In-Person Classes when Classified According to Age, Educational Attainment, and Socioeconomic Status

Category	df	X^2	<i>p</i>	Remark	Decision
Age	2	.369	.832	Not Significant	Do not Reject the Null Hypothesis
Educational Attainment	2	12.302	.002*	Significant	Reject the Null Hypothesis

Socioeconomic Status	4	311.602	.021*	Significant	Reject the Null Hypothesis
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**p-value* < 0.05

Level of Parental Support

Table 5 indicates a very high level of parental support for in-person classes, with an overall mean of 3.57 (SD=0.37).

Table 5. Parental Support as a Whole and when Classified According to Age, Sex, Highest Educational Attainment, and Monthly Income

Variables	Mean	SD	Description
Total	3.57	0.37	Very High
Sex			
Male	3.52	0.38	Very High
Female	3.58	0.36	Very High
Age			
34 and below	3.57	0.37	Very High
35-50 years old	3.59	0.36	Very High
51 and up	3.52	0.38	Very High
Highest Educational Attainment			
Elementary	3.23	0.36	High
Secondary	3.51	0.38	Very High
College Level	3.66	0.32	Very High
Socioeconomic Status			
Poor	3.45	0.38	High
Low-income class	3.62	0.33	Very High
Lower middle-income class	3.73	0.34	Very High
Middle middle-income class	3.73	0.26	Very High

Scale: 3.51-4.00 Very High (VH); 2.51-3.50 High (H); 1.51-2.50 Low (L); 1.00-1.50 Very Low (VL)

Analysis by gender shows that female respondents (M=3.58, SD=0.36) have slightly higher support than males (M=3.52, SD=0.38). In terms of age, parents aged 34-50 (M=3.59, SD=0.36) and those 34 and below (M=3.57, SD=0.37) also exhibit high support, while parents 51 and older (M=3.52, SD=0.38) have slightly lower support. Educational attainment reveals that college graduates (M=3.66, SD=0.32) show the highest support, followed by secondary graduates (M=3.51, SD=0.38), and elementary graduates (M=3.23, SD=0.36). Socioeconomic analysis shows very high support across all income classes, with middle and lower middle-income respondents both at (M=3.73, SD=0.26) and (M=3.73, SD=0.34), while low-income (M=3.62, SD=0.33) and poor (M=3.45, SD=0.38) households also show strong support.

The study's findings are supported by Chohan et al. (2020), who noted that over 50% of respondents received parental support, and Careemdeen et al. (2022), which reported a high mean score of 4.296 for parental educational support. The results indicate that parental support for children's education is strong across various demographics, showing that parents actively endorse their children's learning and agree with school health and safety measures. Careemdeen et al. also found that higher parental income correlates with increased educational support, while Qi and Wu (2020) highlighted that financial and social backgrounds significantly influence parental involvement in education, with poorer families offering less support.

Meanwhile, Table 6 shows the difference in the level of parental support provided by the respondents when they were classified according to sex using a *Mann-Whitney U test*.

The results show that there was no significant difference in the level of parents' perception of in-person classes when classified according to sex, $U=5,619.00$, $p=.262$. The *p*-value was more than 0.05 level of significance, which means that there was no significant difference in the level of parental support when parents were classified according to sex. This leads to the non-rejection of the null hypothesis, which states that "There was no significant difference in the level parental support when respondents were classified according to sex."

Table 6. *Difference in the Level of Parental Support when Respondents are Classified according to Sex*

Category	Group	Mean	<i>U</i>	<i>p</i>	Remark	Decision
Sex	Male	3.52	5,619.000	.262	Not Significant	Do not reject the Null Hypothesis
	Female	3.58				

Moreover, as shown in Table 7, the study found no significant difference in parental support between male and female respondents, with minimal differences in their means indicating similar levels of support for children's education. This aligns with Wu et al. (2022), who noted that while female parents generally provide slightly higher support, the difference is not significant.

Using the Kruskal-Wallis H test, there was no significant difference in parental support based on age ($X^2(2)=0.705$, $p=0.703$), leading to the acceptance of the null hypothesis. However, there was a significant difference in parental support based on educational attainment ($X^2(2)=20.666$, $p=0.000$), indicating that higher educational levels correlate with better support, with college graduates providing the most support.

Additionally, socioeconomic status also showed significant differences in parental support ($X^2(4)=25.395$, $p=0.000$), leading to the rejection of the null hypothesis in this category as well.

Table 7. *Difference in the Level of Parental Support when Respondents were Classified According to Age, Educational Attainment, and Family Monthly Income*

Category	df	X^2	<i>p</i>	Remark	Decision
Age	2	.705	.703	Not Significant	Do not Reject the Null Hypothesis
Educational Attainment	2	20.666	.000*	Significant	Reject the Null Hypothesis
Socioeconomic Status	4	25.395	.000*	Significant	Reject the Null Hypothesis

* p -value <0.05

The results indicate significant differences in respondents' perceptions based on educational attainment and socioeconomic status, but not age. This aligns with Careemdeen et al. (2022), who found that higher parental income (above 15,000 Sri Lankan rupees) correlates with greater educational support. Similarly, ALIYU (2018) noted that higher-income parents provide necessary materials for their children's education. Sirin (2020) emphasized how financial and social backgrounds shape parental support, revealing that students from economically disadvantaged households receive the least educational support. This disparity can hinder academic success, highlighting the need for targeted interventions to promote educational equity and support marginalized communities.

Academic Performance of Grade 4 Learners

Elementary school is crucial for developing literacy, numeracy, and critical thinking skills (Pañares & Ramacula, 2023). Various factors, including instructional methods, home support, resource access, and individual learning styles, impact children's academic performance.

Table 8 reveals that Grade 4 learners had a very satisfactory average academic performance ($M=87.98$, $SD=3.75$). In terms of sex, students with female guardians perform slightly better ($M=88.14$, $SD=3.63$) than those with male guardians ($M=87.34$, $SD=4.18$). Learners with parents aged 35-50 show the highest performance ($M=88.83$, $SD=3.56$), while those with parents 51 and older have the lowest ($M=86.69$, $SD=4.22$).

Educational attainment significantly influences performance; children of college graduates achieve the highest scores ($M=89.09$, $SD=3.32$), while those with elementary-educated parents score the lowest ($M=82.86$, $SD=5.19$). Socioeconomic status also plays a role, with middle-income learners achieving outstanding performance ($M=92.32$, $SD=1.29$), followed by lower middle-income ($M=89.67$, $SD=3.01$), low-income ($M=88.32$, $SD=3.03$), and poor students ($M=86.32$, $SD=3.71$).

Table 8. *Academic Performance of the Grade 4 Learners when Taken as a Whole and when Classified According to their Parent's Sex, Age, Educational Attainment, and Socioeconomic Status*

Variables	Mean	SD	Description
As a Whole	87.98	3.75	VS
Sex			
Male	87.34	4.18	VS
Female	88.14	3.63	VS

Age			
34 and below	87.19	3.59	VS
35-50 years old	88.83	3.56	VS
51 and up	86.69	4.22	VS
Highest Educational Attainment			
Elementary	82.86	5.19	S
Secondary	87.33	3.33	VS
College	89.09	3.32	VS
Socioeconomic Status			
Poor	86.32	3.71	VS
Low-income class	88.32	3.03	VS
Lower middle-income class	89.67	3.01	VS
Middle middle-income class	92.32	1.29	O

Scale:90-100 Outstanding (O); 85-89 Very Satisfactory (VS); 80-84 Satisfactory (S); 75-79 Fairly Satisfactory (FS); below 75 Did not meet expectations (DNME)

Table 9 analyzes the academic performance of Grade 4 learners based on the sex of their parents using the *Mann-Whitney U test*. The results indicated no significant difference in academic performance, with $X^2(4)=5,709.500$, $p=0.189$, which exceeds the 0.05 significance level. This leads to the non-rejection of the null hypothesis, confirming that parental sex does not significantly impact Grade 4 learners' academic performance as assessed by their teachers.

Table 9. Difference in the Academic Performance of Grade 4 Learners when Classified According to their Parent's Sex

Category	Group	Mean	<i>U</i>	<i>p</i>	Remark	Decision
Sex	Male	87.34	5,709.500	.189	Not Significant	Do not reject the Null Hypothesis
	Female	88.14				

The finding that academic performance does not significantly differ between learners with male and female parents suggests that parental gender does not substantially influence students' academic achievement. This indicates that other factors, such as parental involvement, socioeconomic status, and educational support, may be more critical in shaping academic outcomes. The results highlight the need for inclusive and supportive learning environments that address the educational needs of all students, regardless of family structure. By prioritizing factors that enhance academic success, such as quality teaching and resource access, educators and policymakers can promote equitable educational opportunities for all students.

Table 10 presents the differences in Grade 4 learners' academic performance based on their parents' age, highest educational attainment, and socioeconomic status, analyzed using the *Kruskal-Wallis H test*. There is a significant difference in performance based on age, $X^2(2)=12.971$, $p=.002$, with learners whose parents are aged 35-50 achieving higher grades compared to those with younger parents. Additionally, a significant difference is noted in academic performance based on parents' educational attainment, $X^2(2)=30.048$, $p=.000$, indicating that children of parents with higher education perform better than those with parents who only completed elementary school. Lastly, socioeconomic status also significantly affects performance, $X^2(4)=72.425$, $p=.000$, revealing that academic outcomes vary significantly with socioeconomic classification.

Table 10. Difference in the Academic Performance of Grade 4 Learners when Classified According to their Parent's Age, Educational Attainment, and Socioeconomic Status

Category	df	X^2	<i>p</i>	Remark	Decision
Age	2	12.971	.002*	Significant	Reject the Null Hypothesis
Educational Attainment	2	30.048	.000*	Significant	Reject the Null Hypothesis
Socioeconomic Status	4	72.425	.000*	Significant	Reject the Null Hypothesis

**p*-value <0.05

The results indicate that students from families earning less than ₱12,082 have a significantly lower mean general weighted average (GWA), while those from families with incomes between ₱48,329 and ₱84,574 achieve a significantly higher GWA. This finding aligns with Liu et al. (2022), which highlights that low-income students often lack access to essential educational resources, negatively impacting their academic performance. Additional

challenges, such as unstable housing and food insecurity, further hinder their focus on schoolwork (Kaya & Selvitopu, 2024). Supportive school systems can help mitigate these issues, while Selvitopu and Kaya (2023) emphasized that higher parental education correlates with greater involvement in children's academic activities.

Relationship among Parents' Perception of In-Person Classes, Parental Support, and Academic Performance of Grade 4 Learners

Table 10 presents the relationship between parental involvement in in-person classes, parental support, and the academic performance of Grade 4 learners, analyzed using Pearson's r correlation. A significant positive correlation was found between parents' perception and parental support ($r(254)=.662, p=.001$), indicating that parents with a high perception of in-person classes also provide strong support for their children's education. Similarly, there was a moderate positive correlation between parents' perception and learners' academic performance ($r(254)=.360, p=0.001$), suggesting that favorable perceptions are associated with better academic outcomes. Additionally, a significant relationship was noted between parental support and academic performance ($r(254)=.457, p=0.001$), indicating that higher parental support correlates with improved student performance. These findings imply that each factor—parental perception, support, and student performance—mutually influences the others.

Table 10

Relationship among Parents' Perception of In-person Classes, Parental Support, and Academic Performance of Learners

Factor	r	p -value	Remark	Decision
Parents' Perception *Parental Support	0.662	0.000*	Significant	Reject the null hypothesis
Parents' Perception* Academic Performance	0.360	0.000*	Significant	Reject the null hypothesis
Parental Support*Academic Performance	0.457	0.000*	Significant	Reject the null hypothesis

* p -value < 0.05

Scale: Very Weak (0.00 - 0.199); Weak (0.20 - 0.399); Medium (0.40 - 0.599); Strong (0.60 - 0.799); Very Strong (0.80 - 1.000)

Sustainable Parental Support Program

Parental involvement or support refers to parents' participation in their children's education at home and school. This can take many forms, such as helping with homework, attending school events and parent-teacher conferences, participating in decision-making processes, or regularly communicating with the child's teacher. The following narratives are excerpts from the program drafted by the researchers based on the results of the study to improve parental involvement.

Rationale. Parental involvement is a critical factor in the success of children's education. When parents are involved in their children's education, children are more likely to do well in school and have better social and emotional development. Parental involvement improves student achievement, self-esteem, and behavior. It also helps to build strong relationships between parents and their child's school.

Poverty, the high cost of education, and the lack of awareness of the importance of education result in a lack of parental involvement in education. Parental involvement is essential for the success of any education system. It has been shown to improve student achievement, reduce truancy and dropout rates, and improve the quality of education. The Philippine government has recognized the importance of parental involvement and has taken steps to encourage it. However, more needs to be done.

Objectives. The objectives of the proposed sustainable parental support program are the following:

1. Create a safe and supportive learning environment with the school personnel, learners, parents, and the community;
2. Establish, implement, and monitor strict compliance to policies and guidelines on personal hygiene, safety, and cleanliness;
3. provide opportunities to celebrate learners' achievements to boost their confidence by creating spaces for connection and conversation; and
4. engage parents and community to internalize their roles in nation-building, as stewards of learning for the learners' holistic development.

CONCLUSIONS

The study concludes that parents' perceptions of in-person classes are influenced by their educational attainment and socioeconomic status, with those having higher education and income showing more positive perceptions and support. Learners with younger, college-educated, and financially stable parents tend to perform better academically. Improved parental perception of in-person classes leads to increased support, resulting in better academic performance for children. A collaborative support program involving schools, parents, and the community was developed to address identified educational needs, emphasizing a holistic approach to student development.

RECOMMENDATIONS

The researchers recommend that teachers enhance communication strategies to engage parents and secure their support for school activities. Parents are encouraged to actively participate in their children's education, emphasizing shared responsibility for academic success. Future researchers should explore additional demographic factors, such as school location, that may influence perceptions and performance. The Parental support questionnaire should be organized for better analysis, and qualitative research should be conducted to validate survey findings. A parallel study in different contexts is also suggested to corroborate or challenge the results.

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