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The importance and role of parental involvement on junior high school students' learning behaviors

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Abstract

The study investigated the effects of parental involvement on the learning behaviors of junior high school students in Zamboanga City during the Covid-19 pandemic. A total of 383 junior high school students from grades seven to ten out of 75,542 were included in the study. A stratified random sampling method was employed in the selection of samples at a 95% confidence level and a 5% margin of error. To answer the research questions, this study employed a quantitative descriptive-survey approach utilizing two adopted validated and reliable questionnaires to measure the extent of parental involvement and the students' learning behaviors, respectively. Based on the results obtained, the participation of parents in their children's education was high, and children perceived parental involvement to be highly important to them. Further, results also indicated that parental involvement is moderately associated with the students' learning behavior, and this association is significant at a p-value <0.05.

Keywords: Learning behaviors, parental engagement, parental involvement, students' performance.

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1. Introduction

The effects of COVID-19 have altered the need for teaching and learning during the 2020–2021 school year. Education organizations, such as the Department of Education, have refocused to offer instruction virtually using a range of distance learning delivery methods (DLDMs). To support the DLDMs that schools have embraced, the Department, its schools, and its workforce are currently working to produce learning tools and retrain and upskill teachers. The obligations teachers have to their students and the standards for their performance adapt along with the ways that learning is delivered.

The COVID-19 pandemic has altered the world. It changes human behaviors, lifestyles, political, cultural, economic landscapes, as well as the educational setting [1]. The extensive prevalence of COVID-19 pandemic has affected academia, including the students, parents, and teachers alike for the reason that schools in many countries, including the Philippines had to close in response to the pandemic [2]. Due to the unprecedented closure of schools, students are missing social interaction, which is deemed to be vital for better learning and grooming. This has become a tough routine for the parents working at home since they have to ensure their children's education [3]. Further, the pandemic has affected and impaired the educational systems and processes as it has created obstacles to existing mechanisms for providing moral, social, personal and professional support and motivation to the teachers [4]. Many teachers voiced concerns about the pressure that had been placed upon them [5]. They were concerned about difficulties caused by their unfamiliarity with how to deliver high-quality teaching and learning remotely, without the immediate verbal and non-verbal feedback that the classroom offers [2].

1.1. Review of Related Literature and Studies

1.1.1. Parental Involvement

Parental involvement refers to the amount of participation a parent has when it comes to the schooling of his/her children [6].

According to Catsambis [7], family involvement is regarded as one of the most successful educational strategies for improving student achievement and eliminating educational imbalances. According to researchers, parent participation in their child's education is associated with success [8] and it is a critical element for children with learning difficulties [9]. According to McLoughlin et al. [9], actively involved parents of students with disabilities are more likely to follow these processes: (a) information exchange between parents and professionals, (b) increased parental encouragement, and (c) a more productive and trusting relationship between parents and teachers.

Parental participation is critical in determining students' academic progress, emotional well-being, and overall learning practices. Research has found various sorts of parental support that contribute to a child's educational experience, such as emotional support, informational support, instrumental assistance, and appraisal support [10]. These types of support assist kids in overcoming academic obstacles, developing self-confidence, and developing effective learning practices.

1.1.2. Emotional Support

Emotional support refers to parents' efforts to provide encouragement, empathy, and a nurturing environment that helps children feel valued and motivated in their studies [11]. Studies show that students who receive consistent emotional support from their parents develop higher self-esteem and resilience in the face of academic difficulties [12]. When parents express warmth, show interest in their child's education, and offer reassurance, students are more likely to engage in learning with a positive mindset [13].

1.1.3. Informational Support

Informational support involves providing guidance, advice, and resources that help students make informed decisions about their education. This can include helping with homework, discussing career paths, or offering strategies for time management and study skills [14]. Research suggests that when parents communicate high academic expectations and provide clear guidance, students develop stronger self-regulated learning behaviors and perform better academically [1].

1.1.4. Instrumental Support

Instrumental support includes tangible assistance such as providing school supplies, enrolling students in tutoring programs, or ensuring access to a conducive learning environment [15]. This type of support is particularly important for students from low-income backgrounds, as it can bridge gaps in educational resources and opportunities [16]. Parents who actively engage in instrumental support contribute to their children's academic persistence and motivation by reducing external barriers to learning.

1.1.5. Appraisal Support

Appraisal support refers to feedback, encouragement, and constructive evaluation that help students assess their own progress and build confidence in their abilities [17]. Parents who provide constructive praise and emphasize effort over innate ability help students develop a growth mindset and resilience [18]. Studies indicate that students who receive regular, positive feedback from their parents are more likely to develop intrinsic motivation and academic perseverance [19].

Parental involvement through emotional, informational, instrumental, and appraisal support significantly influences students' academic achievement and personal development. When parents actively participate in their child's education by offering encouragement, guidance, and tangible resources, students experience higher motivation, reduced anxiety, and improved learning behaviors. Understanding and fostering these different forms of support can help educators and parents work together to create an environment that nurtures student success.

According to MetLife (2005), as cited by Qayyum and Hassan [20], the importance of parents' participation is the fact that it increases the knowledge and interest of the child in academic activities. The children have shown better academic results when their parents show active involvement in their learning process [20, 21].

According to Miedel & Reynolds (1999) as cited by Fahey and Joseph [22], parents' involvement presents educational benefits for students. The more involved parents are in a child's schooling, the more they demonstrate the value of education, resulting in more positive attitudes and aspirations for learning [22].

1.1.6. Importance of Parental Involvement

In a study conducted by Henderson and Mapp [23] in Qurtuba and Mahnaz [24], results showed that there is a positive relationship between the academic outcomes of children and parental involvement. According to Kohl & McMahon (2001), as cited by Qurtuba and Mahnaz [24], different research studies have proven that parents who actively participate in their children's education at home show better results. Parents should provide a motivating home environment to increase their child's interest in academic activities. They should create a competitive home environment to utilize the dormant faculties of the child. All family members should contribute to creating a conducive learning environment for children at home.

Parental involvement is a crucial factor in a child's academic success, emotional development, and overall learning experience. Numerous studies have shown that when parents actively engage in their child's education—whether through direct academic support, communication with teachers, or fostering a positive home learning environment—students demonstrate higher academic achievement, better social skills, and increased motivation to learn [10]. The role of parents extends beyond academic assistance, influencing students' attitudes toward school, self-confidence, and long-term educational aspirations.

1.1.7. Academic Achievement and Motivation

Research consistently highlights the positive correlation between parental involvement and students' academic performance. A meta-analysis by Jeynes [25] found that students with involved parents tend to have higher grades, better standardized test scores, and improved cognitive development. Epstein's [26] framework of parental involvement emphasizes that collaboration between schools and families fosters a more effective learning environment, reinforcing students' motivation and commitment to their studies.

1.1.8. Social and Emotional Development

Beyond academic success, parental involvement plays a critical role in students' emotional and social well-being. Wang and Eccles [12] found that students who receive consistent parental support are more likely to develop resilience, positive self-esteem, and strong interpersonal relationships. Emotional support from parents helps students manage stress, develop problem-solving skills, and maintain a positive attitude toward learning.

1.1.9. Reducing Dropout Rates and Enhancing Long-Term Success

Parental engagement is also linked to lower dropout rates and higher educational attainment. Hill and Tyson [14] found that middle and high school students whose parents remain actively involved in their education are more likely to complete their schooling and pursue higher education. By fostering high expectations and providing guidance, parents help shape their children's academic aspirations and career goals [1].

1.10. Creating a Positive Home Learning Environment

A supportive home learning environment, where parents encourage reading, monitor homework, and discuss school activities, significantly enhances student performance. Gonzalez-DeHass et al. [19] argue that parents who demonstrate an interest in their child's education create a culture of learning that extends beyond the classroom, reinforcing the value of education.

1.1.11. Learning Behaviors

Students' learning behavior is a complex interplay of cognitive, emotional, and motivational factors that determine how they engage with academic content, adapt to challenges, and develop skills for lifelong learning. Among these factors, the nature of learning, learning anxiety, expectations, and openness to learning are critical in shaping students' academic performance and overall educational experience.

1.1.12. Nature of Learning

Learning is an active and constructive process where students acquire knowledge through experiences, social interactions, and cognitive development [27]. Theories such as Piaget [28] and Bransford et al. [29] research on brain-based learning emphasize the importance of active engagement, reflection, and the application of knowledge. Effective learning behaviors involve metacognition, problem-solving, and self-regulated learning, which enable students to take ownership of their education [30].

1.1.13. Anxiety of Learning

Learning anxiety, often associated with test anxiety and fear of failure, can significantly impact students' cognitive abilities and motivation [31]. According to Eysenck and Calvo [32] Processing Efficiency Theory, high anxiety levels can reduce working memory capacity, leading to poor academic performance. Zeidner [33] further emphasizes that factors such as parental pressure, high-stakes assessments, and past negative learning experiences contribute to academic anxiety. Strategies such as fostering a growth mindset [18] and providing a supportive learning environment can help reduce anxiety and improve student engagement.

1.1.14. Expectations in Learning

Students' expectations, shaped by their self-beliefs, teacher feedback, and parental influence, play a crucial role in motivation and performance. Rosenthal and Jacobson [34] *Pygmalion Effect* study demonstrated that higher teacher

expectations lead to better academic outcomes. Eccles and Wigfield [35] Expectancy-Value Theory explains that students are more likely to persist in learning when they believe they can succeed and see value in their studies. Additionally, Hattie and Timperley [36] highlight that constructive feedback strengthens students' expectations and fosters academic resilience.

Understanding students' learning behaviors particularly their engagement with the learning process, responses to anxiety, expectations, and openness to new knowledge is essential for promoting academic success. By addressing these factors, educators and parents can create an environment that supports motivation, reduces anxiety, and nurtures a lifelong love for learning.

Students' learning behaviors encompass the cognitive, emotional, and social processes that influence how they engage with academic content, regulate their studies, and develop knowledge. These behaviors, which include self-regulation, motivation, time management, and persistence, play a crucial role in academic achievement and lifelong learning [30]. Scholars have extensively examined the factors that shape learning behaviors, including individual characteristics, parental involvement, teacher support, and socio-cultural influences [27, 37].

1.1.15. Parental Involvement and Learning Behaviors: Related Studies and Theoretical Framework

Parental involvement is widely recognized as a crucial factor in shaping students' academic success and learning behaviors. Research indicates that when parents engage in their children's education—whether through direct participation in school activities, monitoring homework, or fostering a supportive home learning environment—students exhibit enhanced motivation, self-regulation, and overall academic achievement [25].

According to Salac and Florida [38], children perform better in school when their parents are involved in their education, as parents have a big influence not only in the academic lives of the learners but also on the learners' behavior at home and in school. This claim is backed up by Epstein's Model of Parental Involvement [26], which states that parental involvement contributes significantly to students' learning experiences and behavioral outcomes [39].

Parental involvement influences students' learning behaviors by fostering positive attitudes toward education, improving time management skills, and encouraging self-discipline [40]. According to Epstein's [26] framework, parental engagement takes various forms, including communication with teachers, volunteering in school activities, and assisting with homework. These interactions contribute to students' sense of accountability and persistence, which are critical for academic success.

It is recommended that teachers and parents' motivation and positive reinforcement on learning activities should be enhanced and intensified for higher academic performance. Parents should sustain their support and efforts in setting home conditions in the child's learn-

The school can maximize the use of the community by strengthening barangay partnerships to ensure that quality learning continues to take place in the new normal. (Salac)

Oranga et al. [41] also indicated that parental participation and involvement in education has a positive influence on a child's academic outcomes; and Griffin & Steen, 2010 and Oranga, Obuba & Boinett (2022), as cited by Oranga et al. [41], suggested that parental support, involvement, encouragement and positive reinforcement are all well-linked to children's learning competence, healthy social relations, a strong feeling of self-worth and fewer behavioral problems.

Additionally, Gronick & Slowiaczek (1994) and Wang & Sheikh-Khalil (2014), as cited by Wei et al. [42], showed that parents who were involved in their children's education contribute to improved grades, test scores, graduation rates, behavior, self-esteem, and mental health.

In a study conducted by Henderson and Mapp [23] in Qurtuba and Mahnaz [24] results showed that there is positive relationship between the academic outcomes of child and parents' involvement. According to Kohl & McMahon (2001) as cited by Qurtuba and Mahnaz [24], different research studies have proven that the parents who took active participation in children education at home showed better results. Parents should provide a motivating home environment to increase the interest of their child in academic activities. They should create a competitive home environment to utilize the dormant faculties of the child. All the family members should contribute to create a conducive learning environment for children at home.

Moreover, Leon [43] concluded that students who are homeschooled by more educated parents have higher levels of academic achievement and students who are homeschooled by more conservative parents perform better on standardized tests.

However, despite the overwhelming evidence supporting the benefits of parental involvement, a lack of research has been conducted on the benefits of parental involvement on students' learning behaviors, as most of the studies focus mainly on the academic performance of the learners; hence, this study.

1.2. Research Questions

The study aimed to answer the following specific questions:

1. What is the extent of involvement of parents in Grade 7 students' education?
2. How important is parental involvement to Grade 7 students?
3. What is the level of learning behavior of Grade 7 students?
4. Is there a significant relationship between parental involvement junior high school students' learning behavior?

2. Materials and Methods

The study employed a quantitative research design utilizing a descriptive–survey approach in answering the research questions. This method was used to obtain information about existing conditions, attitudes, or behaviors by gathering data from a sample and generalizing findings to a larger population [44].

The study was conducted in Zamboanga City during the COVID-19 pandemic, where restrictions and lockdowns were imposed by the local government to limit the spread of the COVID-19 virus. Out of 75,542 junior high school students enrolled across 42 schools in the Zamboanga City Division, 383 samples were determined using Raosoft. These samples were identified using stratified random sampling across 42 schools based on demographic variables such as sex, grade level, and socio-economic status. Table 1 shows the distribution of respondents across grade level, socio-economic status, and sex.

Table 1.
Demographic Profile of the Respondents.

Socio-Economic Status	Grade Level	Sex		Total
		Male	Female	
Below 10,000	Grade 7	37	39	76
	Grade 8	37	38	75
	Grade 9	37	40	77
	Grade 10	27	35	62
	Total	138	152	290
10,000 & above	Grade 7	15	11	26
	Grade 8	13	13	26
	Grade 9	10	12	22
	Grade 10	11	8	19
	Total	49	44	93
Grand Total	Grade 7	52	50	102
	Grade 8	50	51	101
	Grade 9	47	52	99
	Grade 10	38	43	81
	Total	187	196	383

Due to the restrictions imposed where minors were not allowed to go leave their residence, parental and informed consent as well as student’s assent were provided for the high school students, thus, only those students who were willing and were consented by their parents to participate in the study. An ethics clearance was also sought before the conduct of the study to ensure that the highest ethical principles while conducting the study were in place.

In collecting data, adopted questionnaires to measure parental involvement and students’ learning behaviors were utilized. For the parental involvement, the questionnaire was adopted from the study of Pappas [45] while the questionnaire to measure the students’ learning behaviors was adopted from Kara [46]. These questionnaires were pilot tested in order to test its appropriateness for the current study and for the target respondents. Both of these instruments were pilot tested in order to assess its validity and reliability for the current study. Based on the reliability test conducted, a high degree of consistency between the given items were observed with Cronbach’s alpha of 0.832 obtained for Learning Behavior Scale, and 0.960 for the Parental Involvement questionnaire.

To interpret the mean scores obtained, parental involvement to was interpreted using the scale adopted from Canlas [47] as shown in Table 2.

Table 2.
Parental Involvement Mean Interpretation Scale.

Range of Mean Score	Qualitative Description	Parental Involvement
1.00 – 1.79	Strongly Agree	Very Low
1.80 – 2.59	Disagree	Low
2.60 – 3.39	Neutral	Moderate
3.40 – 4.19	Agree	High
4.20 – 5.00	Strongly Agree	Very High

Meanwhile, the importance of parental involvement was interpreted using the scale adopted from Razalan [48] which is shown on Table 3.

Table 3.

Importance of Parental Involvement Mean Interpretation Scale.

Range of Mean Score	Qualitative Description	Importance of Parental Involvement
1.00 – 1.79	Strongly Agree	Very Low
1.80 – 2.59	Disagree	Low
2.60 – 3.39	Neutral	Moderately High
3.40 – 4.19	Agree	High
4.20 – 5.00	Strongly Agree	Very High

On the other hand, to interpret the students' learning behavior mean scores, Table 4 was used to interpret the data. This scale was adopted from Andamon & Tan (2018) as cited by Kunwar [49].

Table 4.

Students' Learning Behavior Mean Score Interpretation Scale.

Range of Mean Score	Qualitative Description	Learning Behavior
1.00 – 1.49	Strongly Agree	Highly Negative
1.50 – 2.49	Disagree	Negative
2.50 – 3.49	Neutral	Neutral
3.50 – 4.49	Agree	Positive
4.49 – 5.00	Strongly Agree	Highly Positive

To interpret the r - value obtained from the Pearson analysis, the r - value interpretation score adopted from RStudio Team [50] below was used:

Table 5.

R-value Interpretation Scale.

Absolute Value of r : $ r $	Strength
$0 \leq r < 0.10$	Very weak
$0.10 \leq r < 0.20$	Weak
$0.20 \leq r < 0.30$	Moderate
$ r \geq 0.30$	Strong

3. Results

The main focus of the study was to determine how parental involvement is directly linked with junior high school students' learning behavior. This assumption was based on Epstein's Model of Parental Involvement, which states that children do better in school when parents are involved in their academic lives [38].

After a rigorous data collection, the results of the study are posited below:

3.1. What is the Extent of Parental Involvement Provided to Junior High School Students?

Table 5 shows the extent of parental involvement provided to junior high school students. As it can be seen in Table 5, the overall parental involvement received by the junior high school students was high, with a mean score of 3.88. On a specific level of parental involvement in emotional, instrumental, informational, and appraisal, it can also be gleaned from Table 6 that the parental involvement in all these aspects is high. These results imply that parents are highly involved in their children's education at home during the COVID-19 pandemic, providing the necessary support to their children at home.

Table 6.

Extent of Parental Involvement Descriptive Statistics.

	N	Mean	Std. Deviation	Interpretation
Emotional	383	4.14	0.95	High
Instrumental	383	3.88	0.99	High
Informational	383	3.66	1.17	High
Appraisal	383	3.85	1.12	High
Overall Parental Involvement	383	3.88	0.96	High

3.2. How Important is Parental Involvement to Junior High School Students?

Presented in Table 7 are the descriptive statistics on the importance of parental involvement as perceived by junior high school students. It can be seen in Table 7 that generally, students perceived parental involvement to be of Very High Importance with a mean score of 4.22. Similarly, on a specific aspect of parental involvement, Appraisal and Emotional obtained the highest means, which are both interpreted as Very High. This implies that junior high school students placed very high importance on the emotional and appraisal forms of involvement from their parents, which they deem very significant in their learning process. The feeling of being loved, cared for, and/or supported, as a form of emotional aspect of

parental involvement, as well as being recognized for their achievements and efforts under the appraisal aspect, are perceived to be very important for the junior high school students, followed by informational and instrumental aspects.

Table 7.
Importance of Parental Involvement to Junior High School Students - Descriptive Statistics.

	N	Mean	Std. Deviation	Interpretation
Emotional	102	4.31	0.90	Very High
Instrumental	102	4.18	0.95	High
Informational	102	4.20	1.03	High
Appraisal	102	4.21	0.91	Very High
Overall Importance of Parental Involvement	102	4.22	0.84	Very High

3.3. What is the Level of Learning Behavior of Junior High School Students?

Table 8 shows the descriptive statistics on the level of learning behaviors of junior high school students. Data shows that the overall learning behavior of junior high school students is Positive with a mean score of 3.56. Specifically, expectations and openness of students toward learning are also Positive while their nature and anxiety of learning are moderate. This implies that junior high school students had a positive learning behavior during the COVID-19 pandemic, presumably because of the support provided to them by their parents.

Table 8.
Students' Learning Behaviors - Descriptive Statistics

	N	Mean	Std. Deviation	Interpretation
Nature	383	3.08	0.57	Moderate
Anxiety	383	3.31	0.64	Moderate
Expectations	383	3.98	0.71	Positive
Openness	383	3.84	0.69	Positive
Overall Students' Learning Behavior	383	3.56	0.49	Positive

3.4. Is There a Significant Relationship between Parental Involvement and Students' Learning Behaviors?

Table 9 shows the relationship between parental involvement and students' learning behaviors using Pearson's Product-Moment Correlation. The data shows that the r-value = .207 indicates a moderate relationship between the two variables with a p-value of less than 0.05. This implies that there is a significant relationship between parental involvement and students' learning behaviors at a moderate level. This means that students learn better or develop a positive attitude towards learning when their parents are greatly involved in their learning process.

Table 9.
Parental Involvement and Students' Learning Behaviors.

		Parental Involvement	Students' Learning Behavior
Parental Involvement	Pearson Correlation	1	0.207**
	Sig. (2-tailed)		<0.001
	N	383	383
Students' Learning Behaviors	Pearson Correlation	0.207**	1
	Sig. (2-tailed)	<0.001	
	N	383	383

Note: **. Correlation is significant at the 0.01 level (2-tailed).

4. Discussion

The value of parental involvement among junior high school students' learning behavior cannot be emphasized enough. Based on the results of this study, parents play a crucial role in shaping their children's learning behavior. This means that as parental involvement increases, children's learning behavior also positively increases, while a decrease in parental involvement can also cause negative effects on children. It can also be noted that, based on the results obtained in this study, children have a high regard for the support provided by their parents. They believe that as their parents show support for their learning, their positive behavior towards learning also takes place. Thus, this study recommends that schools and authorities, including the community, should prioritize measures that promote family engagement, recognizing the long-term benefits to students' learning behavior.

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