

Parents' Assessment of Online Learning: The Case of Grade One Students during the COVID-19 Pandemic

Ellen B. Ensuya, Sheen T. Gerodiaz, Symon A. Bonsubre

Babay I Elementary School, Lapu-Lapu City, Philippines

Abstract:

In an elementary school in the Division of Lapu-Lapu City, this study assessed how the parents felt about their first-graders online learning. Thirty-four (34) parents in the school above were handed survey questionnaires as part of a descriptive-correlational study, and the data collected were analyzed using descriptive and correlational statistics. The study results showed that parents were generally impacted by the challenge of juggling the demands of employment and the educational needs of their children, overworked work, and sporadic Internet connectivity. They were less pleased with the advantages of online learning than with traditional face-to-face instruction. Parents' barriers and satisfaction with their children's academic success were not significantly correlated. In conclusion, parents are involved because they impact their kids' distance learning online. To assist and support parents and the school, action plans were created.

Keywords: parents' assessment, online learning, grade one students, COVID-19 pandemic

Introduction

The COVID-19 epidemic has had significant effects on people's lives all across the world, notably in the field of education. Many schools were shut down, in-person classes were discontinued, and educational regulations were changed. In the Philippines, the Department of Education mandated the adoption of flexible learning across both public and private schools to maintain regular class schedules despite the pandemic. During this flexible learning, teachers and students were exposed to a significant transition from traditional classroom settings to online learning environments. Online distance learning is one of these remote learning methods.

Online learning has grown significantly as a feasible strategy for sustaining and advancing education despite the limitations imposed by the worldwide pandemic. The creation of virtual classrooms that allow professors and students to communicate without coming into direct contact has gone thus far. Even though some of these resources are pricey, underdeveloped countries can employ them to provide learners with much better remote learning. While there is a movement to online classrooms, there is also a shift in the setting where students take classes; they now take online courses from the comfort of their homes.

While attending their synchronous and asynchronous sessions, the learners' homes serve as their new learning environments. When kids take online classes at home, their parents or guardians arrange, administer, and supervise them. In addition to giving parents a rigid schedule while they

work from home and assume responsibility for seamlessly continuing their children's learning process during the pandemic, parents have become the immediate teachers at home. Nonetheless, parents face difficulties.

Parents at certain schools in the Lapu-Lapu City Division reported difficulties with online learning. In addition to meeting their children's basic needs and wants, parents, perform various duties when knowledge is transferred from school to home. They are now playing duties much different from what they typically do due to the pandemic, taking on the role of their children's teachers at home. It took a lot of work for parents to provide the essential infrastructure and handle the procedures before, during, and after online lessons. They also needed help navigating the strange technology and utilizing the learning management system. Also, especially in the early elementary years, they frequently apply tactics for the learners by trial and error. To help parents grasp online learning and balance their responsibilities as employees and at-home educators, it is crucial to consider their difficulties.

This study assessed how Lapu-Lapu City Division parents felt about online learning for their children's schooling. The findings of this study are significant because they present a baseline scenario of the realities parents encounter when conducting and implementing online courses for their students. The study's output, and the results, may lead to parent intervention strategies.

Review of Literature

Due to the limitations imposed by the COVID-19 epidemic, distance education has emerged as a primary instruction delivery method in educational institutions worldwide. This type of education occurs when teachers and students are physically separated, yet the learning process continues (Simonson, 2016; Fidalgo et al., 2020). In this teaching method, the former uses various technological tools to enhance the latter's experiences and promote communication between them (Armstrong-Mensah, 2020). Online learning is one of the methods of distance learning (Rotas & Cahapay, 2020).

One of the two remote learning modalities that DepEd uses nationwide is online learning. This type of instruction can be asynchronous, where students can learn individually utilizing online resources, or synchronous, where they learn in a live and interactive atmosphere with better engagement (Ferraro et al., 2020). The teacher serves as the facilitator for the online platform, encouraging the students to actively participate by employing various Internet-accessible tools for distance learning (Belgica et al., 2020; Llego, 2020). In addition, parents are seen as crucial components of online education (Bhamani et al., 2020; Bubb & Jones, 2020; Garbe et al., 2020; Adams et al., 2021; Ribeiro et al., 2021).

Assuming this position, parents acknowledge their new responsibility, adapt to specific initiatives, and persevere in putting the necessary precautions in place to ensure that learning may continue despite the epidemic (Alicamen & Abadiano, 2020). They assist their children by

monitoring class participation and work completion (Ribeiro et al., 2021). They also use methods to encourage learning at home, such as adhering to a rigid schedule, doing creative work, and keeping kids occupied (Bhamani et al., 2020). They encountered some difficulties when using these tactics.

During the COVID-19 pandemic, Garbe et al. (2020) listed the challenges parents faced while their kids were learning remotely. Parents found it challenging to balance the demands of their jobs, the needs of their children, and their well-being. They struggled with their kids' negative motivation for distance learning, whether specialized or general. Finally, they faced difficulties related to accessibility and learning results. The study by Daniela et al. (2020) looked at parents' attitudes toward online learning. They asserted that parents also clarified that the assignments given to their kids were complex and could only be finished with the latter's direction and help. When they have access to the necessary technology and can use it to support their children's learning, parents can help their kids learn.

According to a different study by Bhamani et al. (2020), parents were most concerned about how the sudden school shutdown may damage their children's intellectual and social development. The difficulties they encountered included explaining worksheets and other assignments to their kids and responding to their inquiries that the teacher needed to direct. Parents find it difficult to regularly engage their kids in worthwhile activities while the learners are at home because they believe it is vacation time. They are free to wake up whenever they want and play video games.

Studies were undertaken to ascertain the varying degrees of parent satisfaction with the instructional modality due to parents' diverse experiences while participating in online learning. Concerns about students' conceptual understanding, skill application, and collaboration in online classes were raised by Alawamleh et al. in 2020. As parents must balance the demands of their work, their children, and themselves, it results in unsatisfactory experiences that lead to burnout and discontent (Bhamani et al., 2020; Garbe et al., 2020). The digital infrastructure, such as the Internet connection, also impacts their happiness because poor connectivity results in issues they cannot resolve and significantly impacts their kids' academic performance (Chisadza et al., 2021). With these, parents desire to return to traditional in-person instruction (Gherhes et al., 2021).

Parents also have positive attitudes toward online education. According to Dhawan (2020), this type of distance learning is a panacea for non-physical classes because it allows students to continue their education and grow as individuals at home. As they have adjusted to the new normal, they notice more of the advantages of online learning than the drawbacks and find the teaching method effective (Daniela et al., 2020). Due to their concern for their kids, they innovated and came up with workable solutions to various issues, making their lives as housemates easier (Bubb & Jones, 2020). Parents and educators plan how to help their students and direct them to the best learning possible throughout the epidemic using online learning

(Butnaru et al., 2021). In addition, parents were pleased with online education because it enhances their kids' performance (Gopal et al., 2021). Online learning has enhanced students' attitudes toward their courses and their ability to study (Abrahamson & López, 2021). Online education is now more accessible, efficient, and straightforward than ever (Yudheksha et al., 2020).

The parents were introduced to online parent assistance and interventions as required by DepEd Order No. 255, s., as a crucial component of the learning wheel. 2020. Parents and caregivers are given the tools they need in this online parenting course to work with their kids and maintain learning continuity at home despite the epidemic. The issues covered covered were understanding how the pandemic affected them and their children, controlling feelings and emotions, comprehending a child's rights, forging a close link, using positive punishment, and effective parenting for children with unique needs.

Methodology

Research Design

The study used a quantitative descriptive-correlational study to investigate the obstacles that parents face as their children get online distance education. The descriptive study analyzed the parents' characteristics, obstacles, motivations, and satisfaction concerning online education. Given that the variables mentioned above are connected, it was also correlational. Finally, it was quantitative, meaning that all the information gathered was numerical. Without doing experiments, descriptive-correlational designs gather data to determine whether there are correlations between the variables (Drummond & Murphy-Reyes, 2018).

Research Respondents

The parents (N=34) of the Grade 1 students taking online classes at Babag I Elementary School, a public elementary school run by the Division of Lapu-Lapu City, served as the study's responders. The study's respondents who stay at home to help their children learn are most suited to be parents because they act as their kids' learning partners or at-home teachers. Via a process known as universal sampling, these parent respondents were chosen. Because they can best provide information that will be useful in addressing the objectives of the present study, only the parents of Grade 1 students in the aforementioned elementary schools were included as respondents.

Research Instruments

Three tools—a demographic profile sheet, a learners' grade sheet, a parents' barrier questionnaire, and a parents' drive and satisfaction questionnaire—were used in the study. The first instrument was used to gather the relevant profiles that best describe the parent respondents. These profiles include age and gender, educational background, employment situation, the

income of the entire family, home technology, Internet access speed, and the number of kids in school. The learner's grade sheet, which contains information about the students' fourth-quarter grades, served as the second tool. The class counselors were provided with this instrument, and they filled in the fourth quarter grades of the identified students whose parents had participated in the study. The Parents' Barriers Questionnaire, a third tool, was derived and modified from the research of Garbe et al. This survey is divided into four sections: juggling obligations, negative learner motivation, accessibility, and learning results. The instrument had a four-point scale with choices from 1 (Very Strong Barrier) to 4 (No Barrier) (Not a Barrier). This survey sought to determine the extent of the factors that prevent parents from educating their children remotely and online. The Parents' Satisfaction Questionnaire, the fourth and final instrument, was updated and adapted from the tool created by Lubis & Lubis (2020). The 13 items in the tool had valid alpha values. The third instrument, scored from 1 to 4, was scaled similarly to the parents' barrier questionnaire to assess how motivated and satisfied parents were with their children's online distance education.

Data Gathering Procedure

To conduct the study in the school, the researchers requested approval from Lapu-Lapu City's Office of the Division Superintendent. When authorization was given, they requested permission from the Lapu-Lapu City Central School Office of the School Principal to conduct the online survey for the parents of Grade 1 students using an online learning environment. After receiving permission, they requested the parent respondents' willing involvement in the study through informed consent. Respondents' names were never disclosed, and all collected data were kept private.

The study instruments were converted into an online survey form using Google Forms. The online survey was divided into four sections: the informed consent section, where participants were asked to participate in the study voluntarily; the demographic profile sheet; the parents' barriers section, where they evaluated how much the barrier affected them while taking online classes; and the parents' drive and satisfaction section, where they responded to indicators of their motivation and satisfaction.

A URL for the Google Form was generated once the online survey was created. The parent respondents have then forwarded this link to their individual email addresses, Facebook group conversations, or with assistance from the adviser. Before moving on to the next stage, they read the informed consent and click the following button if they accept to participate. They answered the questions in the subsequent section until the final segment, where they reviewed and submitted their solutions. The grading sheet for the students was sent to their class advisers, who filled it in with the students' fourth-quarter grades. All comments were saved in the password-protected Google Form database. Following the Google Forms survey, the data were exported from the Google Forms platform as a .csv file and then imported into Microsoft Excel as a

password-protected.xls file for data management and storage. All information was kept private, and all names were kept anonymous.

Data Analysis

The following statistical tools were applied to the data processing. Using the Statistical Package for Social Sciences, the information acquired from the online survey was examined (SPSS). Descriptive statistics like absolute counts and percentages were used to assess the parents' demographic characteristics, and arithmetic means were used to analyze the academic achievement of the parent's children. In addition to frequency and straightforward percentages, weighted means and standard deviations were used to examine the barriers and satisfaction among parents. The Pearson r test was used to assess the association between the parents' barriers to and satisfaction with online distance education and their kids' academic achievement. All correlational tests will be performed with a 95% confidence level, and p-values of .05 or less are considered significant.

Findings

Profile of the Respondents

There were 30 females (88.24%) and only four males (11.76%) out of 34 parents as study respondents. Of the female respondents, 17 (50.00%) had ages between 26-35 years old, 12 (35.29%) had ages between 36-50 years old, and only one (2.94%) had ages between 21-25 years old. On the other hand, two males (5.88%) had ages between 26-35 and 36-50 years old, and none had an age between 21-25 years old. There were significantly more female than male respondents, indicating that more mothers than fathers participated in the study. This finding could signify that the mothers were more hands-on in the online distance education of their children during this pandemic. This involvement as home teachers and learning buddies of their children may be attributed to the fact that the mother's role involves holistic development, including intellectual improvement. In contrast, the father's role usually rests on findings the needs of the family (Ceka & Murati, 2016). The role of mothers in online learning is reported in much recent literature (Garbe et al., 2020; Daniela et al., 2021; Lau et al., 2021), supporting the results of the present study. Furthermore, the parents were over 25 years old but younger than 50. This result indicates that the parents were no longer emerging, young parents but were mothers and fathers who were prepared for parenting. The age results cohered with the results of Bhamani et al. (2020) that most parents were in the same age group. Biological, psychological, and economic factors were considered in preparation for people who become parents in their mid-20s and up (Villenes, 2020).

There are 30 married parents (88.24%) and four single parents (11.76%) out of 34 respondents in the study. This study means that more parents had support from their other half, signifying those two parents were supporting their child's online learning. On the other hand, fewer than a handful

of single parents raised their children alone. Married parents had significantly higher support (Wu et al., 2020), while single parents bore the burden of parenting during the pandemic (Hertz et al., 2020); hence different mental health statuses were found during the pandemic (We et al., 2020).

Eleven parents each (32.35%) were at the college level and graduated college. Five parents each (14.71%) were high school graduates pursuing master's level. Only one parent (2.94%) was an elementary graduate and achieved a high level. This set of results suggests that most of the parents had studied college, thereby providing them opportunities to be qualified for many jobs the country offers. However, reality strikes as educational attainment could impact the parents' jobs due to different qualifications for different occupations. Davis-Kean et al. (2021) stated that parents' educational attainment could drive their occupation, income, and, eventually, their family's life.

Ten (29.41%) of the parent respondents had an income above P30,000, followed closely by nine parents (26.47%) with income between P10,001-15,000, and six parents (17.65%) with income of P10,000 and below. Three parents (8.82%) had income brackets between P15,001-20,000, P20,001-25,000, and P25,001-30,000. The researchers noted an exciting trend in the monthly income of the parents. Most parents had an income of P15,000 and below and above P30,000. This result could mean a divide between those who earn at least the minimum wage and those who earn considerably higher. The results highlight that, in Babag I ES, economic and educational inequity is experienced among the parents during the pandemic. This inequity, especially on the technological divide, could affect their support for online learning of their children (Belay, 2020; Stok, 2021), which is also evident in the country (Rotas & Cahapay, 2020; Esteban & Cruz, 2021).

Smartphones were the most readily available among 27 parents, followed by laptop computers accessible by 15 parents. Seven parents had available personal computers, while six parents had access to tablets or iPad. Studies like that of Perera & Gamage (2021) obtained the same findings. Moreover, these present results indicate that smartphones are the most used and accessible gadgets at home for learners' use in online learning during the pandemic because these gadgets are affordable and portable and have many uses aside from online classes (Biswas et al., 2020; Iyengar et al., 2020). Other identified gadgets were less used and accessible to the learners due to higher prices and high maintenance, as evident in the findings of Rotas and Cahapay (2020), Baticulon et al. (2021), and Sanchez et al. (2023).

Twenty-three, or 67.65 percent, of the parents, have low Internet connectivity, while 11, or 32.35 percent, have fast connectivity. This result means that most parents and learners experienced slow Internet connection. It is the reality in the country to have slow and intermittent connections that may hinder learners' online learning and affect the guidance and assistance of parents to their children during the pandemic (Belgica et al., 2020; Natividad, 2021).

Twenty-nine parents (85.29%) had 1-2 schooling children, while only five (14.71%) had 3-4. This finding signifies that the parents have fewer children attending remote learning, especially online classes. Less number of schooling children implies fewer resources for online learning; hence, the parents may have considered the resources they can provide based on their occupation and income when they planned to form a family (Ceka & Murati, 2016; Durisic & Bunijevac, 2017).

Extent of Barriers' Effects to Parents' Assistance in Online Learning

This section provides the level to which specific barriers have affected the parents as they assist and guide their children in online distance education at Babag I Elementary School. The results of the analysis of the parents' barriers are reflected in Table 1.

Table: 1

Extent of Barriers' Effects to Parents' Assistance in Online Learning

Indicators	Weighted Mean	Interpretation
1. I have difficulty in balancing the demands of my work and my children.	2.85	Affected
2. The Internet connection is slow and intermittent.	2.76	Affected
3. I am overwhelmed with a lot of things to do.	2.50	Affected
4. There is a lack of gadgets for online class in my house.	2.21	Less Affected
5. There are too many topics in the curriculum.	2.21	Less Affected
6. I do not have the strategy to teach my child at home.	2.18	Less Affected
7. I have difficulty in dealing with the different personalities of my children.	2.15	Less Affected
8. My child becomes isolated.	2.12	Less Affected
9. My child lacks motivation to learn in online classes.	2.09	Less Affected
10. I cannot find references and resources online.	2.09	Less Affected
11. The curriculum is too difficult for me.	2.09	Less Affected
12. I have concerns regarding my own mental balance.	2.06	Less Affected
13. My child becomes emotionally disturbed.	1.97	Less Affected

14. My child is not motivated to participate in online classes.	1.94	Less Affected
15. My child is not motivated to do online tasks.	1.94	Less Affected
16. I do not have the technical knowledge to operate the gadgets for online class.	1.94	Less Affected
17. My child's academic progress is low.	1.91	Less Affected
18. I cannot communicate with my child's teacher.	1.76	Less Affected
Weighted Mean	2.15	Less Affected

As shown in Table 1, the parents were affected by three barriers. They were affected by difficulty balancing demands on their children's education and the work they needed to attend to. Due to the demands, they were overwhelmed by the responsibilities they needed to work on. They were also affected by the strength of their Internet connection, which may hinder their children's online learning, which may affect them. These barriers happen because learners attend school remotely due to the restrictions of the health crisis. As schooling is transferred at home online, parents face difficulty balancing between work and their children's learning outcomes (Bhamani et al., 2020; Garbe et al., 2020).

Though three barriers affected them, the parents were less affected by the remaining 15 identified barriers. They were less affected by their children's different personalities and less motivated during online learning. They were less affected by their less technical and content knowledge because they believed that teachers could do their jobs effectively online. Low academic progress, isolation, and emotional disturbance have affected them less because learners have adjusted to the online learning setup. Overall, most barriers were seen to be less affecting the parents than the results of Garbe et al. (2020). This finding signifies that those parents may have recalibrated their mindset to play the roles brought about by online learning, thereby adjusting and eventually adapting to the new learning mode. Parents are gradually adapting to online distance education (Daniela et al., 2021) as they innovate to attend more effectively to their children at the grassroots level (Bubb & Jones, 2020).

Extent of Parents' Satisfaction towards Online Learning

Satisfaction is a crucial factor as parents take on a new role in their children's education—as home teachers and study partners during the latter's online classes. In Table 2, the degree of their pleasure was compiled, examined, and displayed.

Table: 2

Extent of Parents' Satisfaction towards Online Learning

Indicators	Weighted Mean	Interpretation
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1. My child feels happy when he/she learns online.	3.18	Satisfied
2. I feel comfortable when my child participates in online class.	3.18	Satisfied
3. My child can understand the learning material even though the learning process is carried out online.	3.12	Satisfied
4. My child can develop his technological competence while he/she is online.	3.03	Satisfied
5. I am satisfied while my child attends online class.	3.00	Satisfied
6. My child can easily get the learning resources during online class.	2.94	Satisfied
7. My child can still concentrate while learning online.	2.94	Satisfied
8. Online class can help arrange my child's learning schedule.	2.94	Satisfied
9. Online class can help improve my child's communication skills.	2.88	Satisfied
10. I would recommend online classes to other parents.	2.88	Satisfied
11. Learning through online class is contributing to the personal development of my child.	2.85	Satisfied
12. Learning through online class can develop my child's skills.	2.76	Satisfied
13. Online class is more beneficial than the physical face-to-face class.	2.35	Less Satisfied
Weighted Mean	2.93	Satisfied

Table 2 reflects only one aspect that the parents from Babag I ES were not satisfied with. The latter wanted more from the extent of the benefits that online learning has given to their children. In other words, they were more satisfied with the benefits given by physical face-to-face classes to their children. This reasonably satisfactory response towards this aspect may be because parents observe that there are aspects that cannot be done during online classes but can be done during physical classes. Understanding of concepts, application of skills, and level of engagement among elementary learners may be compromised in online learning than physical

classroom learning (Alawamleh et al., 2020; Cui et al., 2020; Sanchez et al., 2021). Gerghes and colleagues (2021) unveiled that parents and learners alike want to return to classes within the physical classroom.

Parents were mainly satisfied with the rest of the aspects of online learning. They were amply satisfied with how online classes make their children smile, concentrate, learn to schedule, and participate in class. The learners' technological, communication, and personal skills were also improved due to the use of online platforms that taught them to reach their teachers. The parents became more comfortable recommending online classes despite the barriers mentioned above and the unsatisfactory aspects. This finding could be attributed to the fact that parents and learners have adapted to online classes. They see more of the benefits than the problems the new modality has given them (Daniela et al., 2021). Online learning offers a panacea for education during the pandemic and provides many opportunities for learning, including continuing learning and developing personality while at home (Dhawan, 2020; Hamaidi et al., 2021; Lau et al., 2021).

Academic Performance of Learners

During the pandemic, the academic performance of the learners may be affected. As such, the grades were obtained and analyzed, and the results are presented in Table 3.

Table: 3

Academic Performance of Learners

Indicators	Weighted Mean	Interpretation
Outstanding (90-100)	33	97.06
Very Satisfactory (85-89)	1	2.94
Satisfactory (80-84)	0	0.00
Fairly Satisfactory (75-79)	0	0.00
Did Not Meet Expectations (Less than 75)	0	0.00
Weighted Mean	34	100.00
Mean		94.26
SD		1.60

As presented in Table 3, 33 (97.06%) of the learners had outstanding academic performance, while one (2.94%) had a very satisfactory performance. Their average is 94.26, and the standard deviation is 0.490. This result indicates that the learners had above-satisfactory performance in their online classes. This outstanding performance may be attributed to the fact that essential competencies were only implemented, decongesting the number of outcomes learners would

attain during the pandemic. Also, teachers were trained to provide flexible learning, providing appropriate strategies to derive better learning despite online learning barriers. Moreover, parents were also there to assist and guide the learners so that the latter could concentrate, participate, and even comply with all the needed outputs for the class. Lastly, the learners may have also adjusted to the new mode of learning, and they are inspired to do their best to get better performance amidst the ongoing non-contact classes. Therefore, online learning has become an opportunity for the stakeholders to strategize to help learners maximize online classes for optimum learning during the pandemic (Butnaru et al., 2021; Boholano et al., 2022; Hermoso et al., 2022).

Relationship between Parents' Barriers and Satisfaction with Online Learning with their Children's Academic Performance

Relationships were tested between parents' barriers and satisfaction with their children's academic performance. Table 4 reflects the results of the analysis.

Table: 4

Relationship between Parents' Barriers and Satisfaction on Online Learning with Academic Performance

Variables	Statistical Results		Interpretation	
	<i>r-value</i>	<i>p-value</i>	<i>Decision</i>	<i>Result</i>
Barriers on Online Learning and the Learners' Academic Performance	-0.073	Negligible Negative	0.682	Do not Reject Ho
Respondents' Satisfaction and the Learners' Academic Performance	-0.054	Negligible Negative	0.764	Do not Reject Ho

Based on Table 4, the Pearson *r*-value obtained from the correlational analysis was -0.073, indicating that the relationship was negligibly negative. The *p*-values were 0.682, indicating that the null hypothesis was not rejected. These two statistical values mean that there was no significant relationship between the parents' level of effectiveness of the online learning barriers and their children's academic performance. The result is adverse to the shared results that when parents experienced fewer barriers towards online learning, they could provide better support for their children's online classes; however, this trend does not necessarily happens all the time. No effect was observed between parents' barriers and learners' grades. Many pieces of literature

adhere to this, and instead of thinking of the barriers, the parents should be directly involved in their children's education so that they can positively impact their children's academic performance. Parental involvement, including their time, is essential in online distance education even before the pandemic (Borup et al., 2015; Aman et al., 2019; Garbe, 2020; Ribeiro et al., 2021; Tus, 2021).

In addition, the Pearson r-value obtained from the correlational analysis between parents' satisfaction and academic performance was -0.054 , indicating that the relationship was negligibly negative. The p-values was 0.764 , indicating that the null hypothesis was not rejected. These two statistical values mean no significant relationship exists between the parents' level of satisfaction with online learning barriers and their children's academic performance. The insignificant relationship between parents' satisfaction and academic achievement shows the exact relationship of parents' barriers to the latter. This relationship may be adverse to the expected findings concerning satisfaction and grades. No effect is observed between how satisfied parents are with online learning and how learners perform during online classes. Just like what was stated in the previous section, it is parental involvement that could contribute the most effectively to the learners' academic achievement, as found in the read literature (Borup et al., 2015; Aman et al., 2019; Garbe, 2020; Ribeiro et al., 2021; Tus, 2021).

Conclusion

Online learning has evolved into a vital resource for maintaining learning continuity amid the epidemic with the emergence of the new normal. With this, learning has been done virtually with their family, considering attachment, sociocultural backgrounds, and domestic duties that create significance. Parents' opinions on the modality are vital since they act as their children's tutors or learning partners at home. When they are happy with the modality, they are typically less affected by the challenges of online learning. Their ability to support and guide their children's online learning is hampered by their inability to juggle work and their children's needs, heavy workload, and poor Internet connection. However, their children's academic performance is not strongly correlated with their judgments of the barriers and satisfaction. In order to have a meaningful impact on academic achievement in online distance education, parental participation should go beyond these two factors.

Suggestions and Recommendations

Based on the conclusions reached in this study, the researchers recommended that parents give time and involve themselves in the academic endeavor of their children online to provide better support and guidance for academic success and holistic development. Teachers communicate with the learners about their concerns and talk to the parents for effective home-school collaboration. Teachers and administrators will use this study's action plans for guidance and

strategic intervention to assist and help parents in their overwhelming struggle as home teachers and learning buddies.

Division-wide survey to derive a better picture of the assessment of parents towards online learning. A qualitative study to obtain the experiences parents had during their assistance and guidance during online classes of their learners. They mixed method study to triangulate survey and experience results about online learning at the elementary level. Add other relevant variables to validate how these variables would affect the parents in online learning.

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