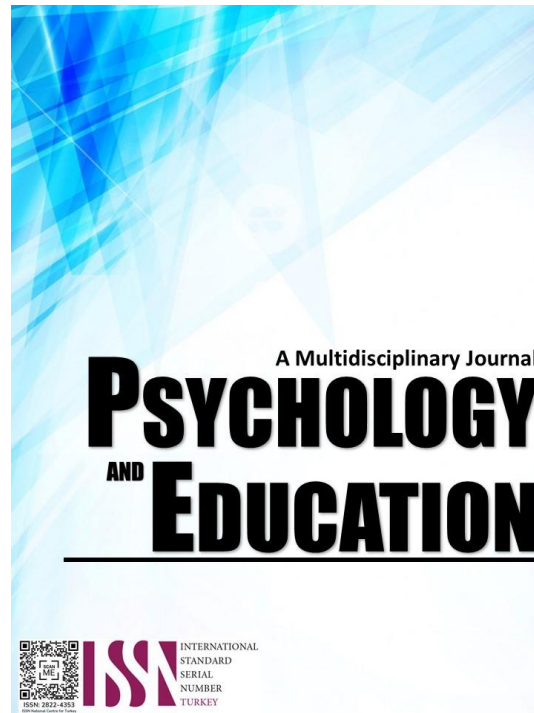


**PARENTS' SOCIO-ECONOMIC STATUS AND THEIR
ROLES IN THE IMPLEMENTATION OF
FULL IN-PERSON CLASSES IN ALABAT ISLAND,
DIVISION OF QUEZON: BASIS FOR SCHOOL
INTERVENTION PROGRAM**



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Parents' Socio-Economic Status and Their Roles in the Implementation of Full In-Person Classes in Alabat Island, Division of Quezon: Basis for School Intervention Program

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Abstract

This Quantitative-descriptive study described the socio-economic status of the respondents in terms of educational level, income, and employment status to depict the roles of the parents in the implementation of full In-person classes when they are grouped into the socio-economic status as: Partners of the school, Clients of the school and Home-educators. There were three hundred sixty-two (362) respondents purposively chosen in January to March of the school year 2022-2023. Questionnaire and Likert Scale was used to gather the data to describe and explain the present conditions and characteristics which were used in designing Parent Education Program (PEP) based on socioeconomic status and roles and their relationship using SPSS. Finding the study showed that Majority of respondents' educational status are up to the elementary level only with a total frequency of One hundred ninety-six (196) which is equivalent to 54%. Occupation were self-employed with a total frequency of two hundred thirty-nine (239) which is equivalent to 66%. Monthly family income is ₱ 11, 957 and below with a total frequency of two hundred fifty-one (251) which is equivalent to 69%, which can be interpreted as families with low income but not poor to families that are poor. Place of residence are on the urban area with a total frequency of two hundred thirty-six (236) which is equivalent to 65%. It was concluded that Parents who performed their role as partners of the school who ensured that their children attend to school daily so they could not miss vital instructions and lessons. Hence, on a regular basis, parents who display positive attitude toward the school personnel that would result to a full respect for each other. Likewise, Parents who performed their role as home-educators who set their selves as a model to their children so they could bring and act right in the school. Therefore, Educational status, occupation and income had high significant correlation to their roles as partner of the school, client of the school and home educator. Somehow, place of residence had low but significant correlation.

Keywords: *socioeconomic status, roles, full in-person classes, partners of the school, clients of the school, home-educators*

Introduction

A child's ability to succeed in school is determined by how well his or her parents manage the child (Vellymalay, 2021). It is with their assistance that the child learns the skills, attitudes, and behaviors that will shape them into productive and successful students.

Parent Development Theory (PDT) is an effective theoretical framework for explaining people's parenting beliefs and behaviors. The PDT proposes that people create and adapt their parenting perspectives over time. Parenting is considered a social function that comprises a specific group of individuals known as parents who are involved in a parent-child dyadic connection and undertake actions connected with the parental role. According to PDT research, people see the parent role as including six major characteristics: bonding, discipline, education, general welfare and protection, responsivity, and sensitivity. This theory is beneficial not just for understanding and dealing with parents but also for investigating parental similarities and differences (e.g., cultural) and child development outcomes (e.g., social development). As a result, parental participation appears to be the result

of specific social, economic, and cultural contexts in which SES is relevant but not the sole explanatory variable. In terms of the specific influence of socioeconomic status on parental engagement, research has shown that low-income families encounter hurdles like financial difficulty, time-consuming jobs, lower pedagogical competencies, and limited interactions with schools and teachers. Horby and Lafaele (2016); Lareau, 2020

According to this, a parent's socioeconomic level is vital in providing these educational resources and appears to have the largest impact on the child's educational outcomes. Parental socioeconomic position is a complex notion that is especially important for children's growth, development, health outcomes, and schooling. Its definition often refers to the amount of income earned by parents, their employment status, and their degree of education. However, not every child comes from a household that can offer them the educational resources they need to succeed in school. Lack of economic resources and parental poverty have an impact on many elements of a child's life, including health outcomes, education, and social inclusion. As a result, the repercussions of a

lower parental socioeconomic position have long-term consequences for their children (Henderson, 2016).

A considerable amount of evidence demonstrates that parents from higher socioeconomic backgrounds are more involved in their children's education than parents from lower socioeconomic backgrounds. Furthermore, Morrissey et al. (2016) believed that low family income was linked to poor academic attainment in children. Higher rates of school absence and tardiness could be one way that low family income affects children's academic progress.

Hornby and Lafaele (2016), on the other hand, argue that the gap between rhetoric and reality in parental involvement in schools has arisen due to the effects of elements at the parent and family, child, parent-teacher, and societal levels that operate as barriers to its development. As a result, the crucial role of parents is supported by approximately 100 research papers, as stated by Suresh Kumar (2012), which have discovered numerous positive and concrete impacts of parental participation on student success in school. The association between a parent's socioeconomic situation and parental participation leads to a higher level of education for their child.

According to the Education Bureau (2016), the following summarizes parents' duties and obligations at school: (A) As partners of the school, parents should: actively participate in their children's education; understand their children's requirements; and actively assist schools in interpreting public reactions. (b) As clients of the school, parents should be supplied with thorough information about the education delivered to their children, the school's operation, the child's performance at school, and how this is measured. (c) As home educators, parents should provide fundamental care and guidance for their children's good behavior and overall development. They should keep school personnel aware of their children's progress and any noteworthy occurrences that may have an impact on their learning.

The development of a child's character and education begins with stakeholders shaping a learner who is aligned with DepEd's purpose, vision, and core values. During his two years of teaching and home visits during the pandemic, the researcher saw that the majority of his students had poor academic performance based on the modules and assessments that the teachers had given. The researchers believed that the problem was a learning gap, and they stated that most parents have no spare time to teach their child, no devices, no internet providers, or even books to help their child, as evidenced by news and television

interviews. With this, the researcher considers how parents' socioeconomic status influences their roles as school partners, school clients, and home educators.

A teacher or parent who is more experienced is able to provide the learner or child with scaffolding to support the student's evolving understanding of knowledge in domains or the development of complex skills. Collaborative learning, modeling, and scaffolding are strategies for supporting the intellectual knowledge and skills of learners and facilitating intentional learning.

In light therefore of the above statement, the research proposed to analyze the socio-economic status of the parents of sixth grade pupils and their roles in the implementation of full in-person classes will serve as the basis for the proposed school intervention program.

Research Questions

This study focusses on the Parents' Socio-economic status and their Roles in the Implementation of full In-person classes in Alabat Island, Division of Quezon as basis for the School intervention program. Specifically, it sought to answer the following questions:

1. What is the socio-economic status of the Parents of Grade 6 pupils in the Alabat Districts?
 - 1.1. Educational status;
 - 1.2 Occupation;
 - 1.3 Income; and
 - 1.4 Place of residence.
2. How do the parents perform their roles in the implementation of full In-person classes in terms of the following?
 - 2.1 Partners of the school;
 - 2.2 Clients of the school; and
 - 2.3 Home-educators.
3. Is there a significant relationship between the socio economic status and roles of parents in the implementation of full In-person classes?]
4. What are the challenges encountered by parents in performing their roles in the implementation of full In-person classes in terms of the following?
 - 4.1 Partners of the school;
 - 4.2 Clients of the school; and
 - 4.3 Home-educators.
5. What are the actions taken by the parents to address the challenges they encountered in performing their roles in the implementation of full In-person Classes in terms of the following?
 - 5.1 Partners of the school;
 - 5.2 Clients of the school; and
 - 5.3 Home-educators.

Literature Review

Parent as Stakeholders of the Schools

A stakeholder is an individual or group with a vested interest in an organization's performance in accomplishing its mission—delivering desired results and ensuring the long-term survival of its products, services, and outcomes. Internal stakeholders are people who work in the school system on a daily basis and have a big influence over what happens there. They include school personnel, district personnel, and, to a lesser extent, school boards. External stakeholders are individuals who have a strong interest in school outcomes but do not directly influence what goes into achieving those outcomes and are not involved in the day-to-day operations of the schools.

Parental involvement in school has traditionally taken one of three forms:

1. Parent education Learn how to be a good parent, how to instill the value of education in your child, and how to talk to your child about essential subjects.
2. Parental support for the school's homework policies and practices as well as the child's homework efforts (including student independent reading outside of school).
3. Parental involvement Volunteering in the classroom, assisting with social activities at school (e.g., class parties, school carnivals, field excursions), or raising money are all options.

Socio-economic Status

The position of an individual or group within a hierarchical social system is referred to as socioeconomic status. Socioeconomic status is determined by a number of factors, including occupation, education, income, wealth, and place of residence. Sociologists frequently use socioeconomic status to predict behavior. As part of assessing a family's socioeconomic standing, household income, earner education, and occupation are examined, as well as the combined income as compared to an individual. To explain the three fields into which a family or a person may fall, socioeconomic status is often split into three categories: high socioeconomic status, middle socioeconomic status, and poor socioeconomic status. When categorizing a family or individual, any or all of the three variables: income, education, and occupation, can be reviewed and assessed (2019). It is a method of observing how

individuals or families adjust in society by employing economic and social metrics that have been found to affect people's health and well-being.

Educational Status

The educational standing of parents influences their children's immediate educational outcomes as well as their children's educational and occupational achievements beyond middle adulthood (Dubow et al., 2019). Children learn through direct experience and observation of those around them. These interactions then shape their behavior (Bandura, as cited in Dubow et al., 2019). Parental time investment in a young child is one of the most important determinants of a child's adult success (Kalil et al., 2020).

College-educated parents spend more time providing child care and engaging in age-appropriate activities with their children than high-school-educated mothers (Kalil et al., 2020). In general, highly educated parents (those with more than four years of college experience) spend more time with their children than less educated parents (Guryan et al., 2021). Because highly educated parents view time with their children as an investment opportunity to build human capital (Guryan et al., 2021), they actively develop their children's talents and skills, whereas less educated parents allow their children's talents and skills to develop with little or no guidance or stimulus (Lareau, 2015). Furthermore, high-income and well-educated parents are more likely to be interested in their children's education, which is an important determinant of adolescents' academic achievement (Cabrera et al., 2018). Parent-child interactions result in the formation of success beliefs or expectations that influence and sustain behavior throughout time.

Furthermore, when parents model achievement-oriented behavior (e.g., obtaining advanced degrees, reading, and continuing education) and provide opportunities for their children to participate in achievement-oriented experiences (e.g., library trips, museums, after-school programs), their children develop the belief that achievement-oriented behavior is valued and expected (Dubow et al., 2019). Such accomplishments could include graduating from high school, pursuing higher education, and searching out desirable career possibilities.

Occupation

Work/Occupation can sever the link between parents and their young children, especially if the parents work long hours or evening and night shifts. The stress that

parents bring home from work can detract from their parenting abilities, damage the atmosphere in the home, and thereby inject stress into the lives of their children. Unfortunately, low-income parents are more likely to work in stressful, low-quality professions with low pay, little autonomy, rigid schedules, and few or no benefits. Furthermore, low-income children whose parents work are more likely to be placed in insufficient child care or to be left unsupervised

According to Carolyn Heinrich (2020), working parents are not always advantageous to their children. On the one hand, working parents can be excellent role models for their children, and the money they earn can help their children in a variety of ways.

Philippine Statistics Authority Employment Situation (2020) a) The labor force participation rate (LFPR) for Filipinos aged 15 and up is expected to be 55.7 percent in April 2020. This equates to around 41.1 million Filipinos in the labor force. b) The employment rate in April 2020 was 82.4 percent, or around 33.8 million total employed people. c) Among the broad industry sectors, the services sector employed more than half of the total (57.1%), agriculture employed 25.9 percent, and industry employed 17.0 percent. d) Workers in elementary occupations accounted for the highest share of the working population, accounting for 27.7 percent of the total employed population. f) The unemployment rate was predicted to be 17.6 percent, corresponding to around 7.2 million unemployed Filipinos. f) It was estimated that 18.9 percent of all employed people were unemployed. This translates to roughly 6.4 million unemployed people in April 2020. Due to the coronavirus illness of 2019 (COVID-19), this is the lowest in Philippine labor market history.

Income

Family income is another element that influences children's academic achievement. Morrissey et al. (2016) found that low family income is connected with poor academic attainment in children. Higher rates of school absence and tardiness could be one way that low family income affects children's academic progress.

According to Chukwudi (2017), Simiyu defines family income as "wages, salaries, profit, rents, and any other flow of earnings received." He contended that income can also take the form of unemployment or workers' compensation, a social security pension, interest or dividends, royalties, trusts, alimony, or other governmental, public, or familial financial aid. He went on to say that money can be viewed in two ways:

relative and absolute. According to economist Keynes, absolute income is the relationship in which, as income rises, so does consumption, but not at the same rate. Relative income determines a person's or family's savings and consumption based on the income of the family in comparison to others. Income is a popular metric of economic position since it is simple to calculate for most people. Income inequality is the cause of social and economic equality. The Gini Coefficient, where 0 represents perfect inequality, is the most often used indicator of income disparity around the world. Low-income people prioritize fulfilling their immediate needs rather than accumulating riches that can be passed down to future generations.

Place of residence

The area where one lives is considered their place of residence. Anene (2015) defined the environment as the culmination of all internal and external factors influencing the survival, development, and welfare of organisms. It is a significant thing that a person encounters once the heredity has passed via the gene plasma. She clarified the distinctions between physical, social, and abstract environments. The items or materials found in a home, a school, or a community comprise the physical environment. Parents, siblings, and classmates are also included, according to Anene (2015). She also explained that the social environment and the social life of societies and clubs affect the individual. Abstract environment is the reactions, feedback, and responses received from interactions with others.

Roles of Parents

According to the Education Bureau (2016), the following paragraphs provide an outline of parents' roles and duties in school:

- (a) As partners of the school, parents should: play an active role in their children's education; understand their children's needs and play an active role in assisting schools in interpreting public responses; show an active interest in their children's schooling; participate in activities and consultation related to their children's education; cooperate with the school and other parents in the interests of their children's education; be supportive of
- (b) As clients of the school, parents should be provided with comprehensive information related to: the education provided to their children; the operation of the school; the child's performance at school and how this is assessed; the performance of the school and

how this is assessed; and other matters related to the educational development of their children.

(d) As home educators, parents should provide fundamental care and guidance for their children's good behavior and overall development. They should keep school personnel aware of their children's progress and any noteworthy occurrences that may have an impact on their learning.

Partner of the School

According to the Child Trends Organization, the key facts about parental involvement in schools in 2016 were the percentages of students whose parents reported attending a general meeting at a child's school, a parent-teacher conference, or a school or class event (89, 78, and 79 percent, respectively).

Martinez (2015) mentions that parents' and teachers' approaches are crucial elements that influence pupils' performance. For example, how parents care for their children and teachers interact with students has an impact on their behavior in school. The way parents interact with their children and teachers interact with their pupils also contributes to a student's academic performance in school.

Furthermore, Ziraldo (2016) makes the following suggestions for effective parent-teacher conferences: Concentrate on developing a constructive plan of action. Concentrate on the student's best interests. Encourage parents to bring questions to the meeting. Inform students about their strengths, needs, programming goals, and instructional methodologies. Inform the student; by attending parent-teacher conferences, students can offer their views and viewpoints and learn to advocate for their own needs. Set up a follow-up procedure; synthesize the information, as this will serve as the foundation for the next meeting; Express gratitude for each other's attendance at the conference.

Client of the School

Many parents whose children are currently enrolled in a particular school are extremely concerned, frequently volunteering in their child's classroom, communicating constantly with their child's teacher, assisting with homework, participating in school projects, and discussing their child's individual academic strengths and weaknesses with teachers. Parental involvement in their children's learning, according to the Center for Child Well-Being (2010), not only enhances a child's morale, mood, and academic achievement across all subject areas, but it also encourages better behavior

and social adjustments. It goes on to argue that parental involvement in school helps children grow into productive, responsible members of society.

Meador (2020) agreed, noting that "true school reform will always begin with increased parental involvement in their children's education." It has been demonstrated time and again that parents who devote time and respect their children's education will produce children who excel in school." There are certainly exceptions, but teaching a youngster to respect school benefits their education. Simbre (2016) mentioned Smith as well, arguing that learning is a triad comprised of teachers, parents, and pupils. It would be insufficient without the others. Everyone involved in the learning process should understand how important each other is.

Learning should be a collaborative effort among its constituents to make it more solid and robust. Teachers frequently blame their pupils' low performance on their home circumstances. When teachers invite parents to a conference and they mistakenly believe they are scolding them, they withdraw from school rather than working with them. This, however, should not be the case. Negative attitudes may emerge from a lack of or inadequate communication between teachers and parents.

Home-educators

Time spent with parents is a crucial influence on children's health and development, according to a study conducted by David et al. (2015). Shared activities foster intimate, nurturing relationships, which are essential for young people's psychological and behavioral adjustments as well as their potential to form close relationships with classmates and romantic partners. Parent-child shared time also allows parents to monitor their children's activities, discourage health-risk behaviors, promote healthy food and exercise, schedule healthcare appointments, and cultivate skills and knowledge that are critical for youths' current and future success.

The action of the parent is critical. Teachers offer instruction in the classroom, but it must be reinforced at home by parents. Teachers and parents must work together as a teaching team to achieve similar educational goals. D'vera's recent research suggests that today's US mothers and fathers spend at least as many hours caring for their children each week as parents did decades ago during what was perceived to be a golden age of family togetherness.

Erik Erikson's "Eight-stage Theory of Psychosocial

Development" analyzes life's growth and change, focusing on social interaction and conflicts that arise at various phases of development. Although he shared certain commonalities with Freud, his is vastly different in many aspects. Instead of focusing on sexual interest as a driving force in development, they believed that social connection and experience were more important. From infancy to death, his eight-stage theory of human development detailed the process. People experience a developmental struggle at each stage, which affects later functioning and progress. It focuses on growth throughout the lifespan. Children and adults confront a developmental crisis at each stage, which acts as a crucial turning point. Successfully navigating the hurdles with the help of parents at each level results in the development of a lifetime of psychological virtue.

Methodology

A quantitative-descriptive design is used in this study to describe the socio-economic profile of the respondents in terms of educational level, income, and employment status. Likewise, this will be applied to depict the roles of the parents in the implementation of full in-person classes when they are grouped into socio-economic status as: partners of the school, clients of the school, and home-educators.

According to Manuel and Medel (n.d.), as cited by Cynthia Joy (2014), the quantitative-descriptive survey method describes what is. It involves the description, recording, analysis, and interpretation of the present nature, composition, or processes of phenomena.

Participants

The study is conducted during the 2nd semester from January to March of the school year 2022-2023 in Districts of Alabat Island, Division of Quezon, which are composed of three (3) central schools, namely: Alabat Central School with total enrollees of 1,372 "very large" school size classification based on DepEd Order No. 19, series of 2016; Quezon Elementary School with 968 enrollees (large); and Perez West Elementary School with 780 enrollees (medium).

This is selected as a research location largely because no study has been done and the researcher believes that there is a great source of information about parents' socio-economic status and their roles in the implementation of full in-person classes. The researcher notices that these situations must be addressed in order to create a school intervention

program. As a result, it will improve the academic performance of pupils in in-person classes.

Instruments of the Study

The researcher used a questionnaire and Likert scale in this study. Part 1 of the checklist included the Socio-economic status of the Parents of Grade 6 pupils in terms of educational status, occupation, income, and place of residence; Part II is the Likert Scale dealt with Roles of Parents in the Implementation of Full In-person Classes as: partners of the school, clients of the school, and home educators; Part III is the Likert Scale aims to validate the answer of the respondents through the Teacher on Roles of Parents in the Implementation of Full In-person Classes as: partners of the school, clients of the school, and home educators; Part IV is the Likert Scale aims to determine the challenges encountered by the respondents as: partners of the school, clients of the school, and home educators; and Part IV is the Likert Scale aims to determine the action taken by the respondents to address the challenges as: partners of the school, clients of the school, and home educators.

Research instruments refer to different methods where the researcher obtains data from the respondents for a research study (Jaspeth, 2014).

Procedure

The questionnaire and Likert scale was presented to the researcher's adviser for comments and suggestions. After the approval, it was presented to the two guidance counselors and grammarians of Alabat Island National High School and another guidance counselor from Atimonan National Comprehensive High School, Atimonan, Quezon, for face and content validation. After the validation, the researcher presented the instrument to Dr. Liza Marie M. Manos for further consultation regarding its statistical aspects.

The researcher sought the approval of the school division superintendent and the district supervisor to gather the information from the respondents to the study.

The administration of the questionnaire followed a sequence. Prior to the distribution of the questionnaire, the subject-respondents were first oriented on the purpose of the study. After administering the questionnaires, they were personally retrieved to ensure the confidentiality of the respondents' answers. After which, the data from the questionnaires was tabulated in tally forms and presented in tables for ease of analysis and interpretation of findings.

Ethical Considerations

It is important to adhere to ethical principles in order to protect the dignity, rights and welfare of research participants. Furthermore, all research data were treated with at most confidentiality.

Results and Discussion

Socio-economic Status of the Parents of Grade 6 Pupils

Table 1.1. *Educational Status Profile of the Respondents*

<i>Educational Status</i>	<i>Frequency</i>	<i>Percentage</i>
Elementary Graduate	196	54
Secondary Graduate	127	35
Tertiary Graduate	39	11
Total	362	100

The majority of respondents' educational status is up to the elementary level only, with a total frequency of one hundred ninety-six (196), which is equivalent to 54%.

Table 1.2. *Occupation Profile of the Respondents*

<i>Occupation</i>	<i>Frequency</i>	<i>Percentage</i>
No work	29	8
Self – employed (farmer, fisherman, micro business etc.	239	66
Employed (Public/Private)	94	26
Total	362	100

Most of the respondents' occupations were self-employed, with a total frequency of two hundred thirty-nine (239), which is equivalent to 66%.

Table 1.3 *Income of the Respondents*

<i>Monthly Income</i>	<i>Frequency</i>	<i>Percentage</i>
11, 957 and below	251	69
11,958 to 20,914	77	22
20,915 and above	34	9
Total	362	100

Most of the respondents' monthly family income is 11, 957 and below, with a total frequency of two hundred fifty-one (251) which is equivalent to 69%, which can be interpreted as families with low income but not poor to families that are poor.

Table 2. *Summary table of the performance of the respondents on their roles in the implementation of full In-person classes*

<i>Role of Parents</i>	<i>Mean</i>	<i>SD</i>
Partnes of the school	2.51	1.18
Clients of the school	2.61	1.12
Home-educators	2.38	1.15
Grand Mean	2.50	1.14

The parents perform the following roles in the implementation of full in-person classes:

Parents who performed their role as partners of the school ensured that their children attended school daily so they could not miss vital instructions and lessons had the highest mean of 2.66 (rank 1), while the least that they did was use social media platforms to be informed by the adviser on updates regarding my child's performance with a mean of 2.44 (rank 10).

On a regular basis, parents who display a positive attitude toward the school personnel that would result in full respect for each other had the highest mean of 2.93 (rank 1). However, the parents who performed their role as clients of the school and monitored and evaluated their child's actions needed to maintain or improve grades had the lowest mean of 2.46 (rank 10).

Parents who performed their role as home-educators and set themselves as a model to their children so they could bring and act right in school had the highest mean of 2.49 (rank 1), while the least that they did was offer more examples in the books and on the internet to level up our children's knowledge with a mean of 2.44 (rank 10).3. Parents' Educational status, occupation and income had high significant correlation to their roles as partner of the school, client of the school and home educator. Somehow, place of residence had low but significant correlation.

Relationship between Socio-Economic Status and Roles of the Parents in the Implementation of Full In-person Classes

Table 3. *Relationship between Socio-Economic Status and Performance of the Respondents on their Roles in the Implementation of full In-person Classes*

Performance	<i>r</i>	<i>P</i>
Educational Status	0.922	0.001
Occupation	0.870	0.001
Income	0.881	0.001
Place of Residence	0.155	0.003

Parents' Educational status, occupation and income had high significant correlation to their roles as partner of the school, client of the school and home educator. Somehow, place of residence had low but significant correlation.

Table 4. *Challenges encountered by parents in performing their roles in the implementation of full in-person classes*

Challenges encountered in terms of:	Mean	SD
Partners of the school	4.02	0.98
Clients of the school	3.93	0.99
Home-educators	4.06	0.95
Overall	4.00	0.96

The overall mean was 4.0 with a standard deviation of 0.96, which means that the parents highly encountered (51% to 75%) the challenges in the implementation of full in-person classes. In addition, the parents encountered greater challenges when it came to "home educators," followed by partners of the school, and lastly, clients of the school.

Lack of information about school programs, policies and routines have challenged encountered by the parents the most had the highest mean of 4.06 (rank 1), while the least that they encountered was Difficulty in relating with their children and teachers to help boost their child's academic performance with a mean of 3.98 (rank 10).

On a regular basis, Weak/No internet connection to contact teachers to address strong cooperation had the highest mean of 4.03 (rank 1). However, Teacher's improper attitude towards parents had the lowest mean of 3.79 (rank 10).

Failure to vest simple positive reinforcements such as words to praise my child after a good performance when they got home had the highest mean of 4.10 (rank 1), while the least that Lack of instructional reinforcement given to my child at home with a mean of 4.03 (rank 9.5).

Table 5. *Actions taken by the parents to address the challenges they encountered in performing their roles in the implementation of full In-person classes*

Action taken by the parents in term of:	Mean	SD
Partners of the school	2.76	0.73
Clients of the school	2.81	0.78
Home-educators	2.70	0.72
Overall	2.75	0.72

The overall mean was 2.75 with a standard deviation of 0.72, which means that the parents moderately improved (26% to 50%) with regards to the actions taken to address the challenges they encountered in performing their roles in the implementation of full in-person classes. In addition, the parents resulted in greater improvement when it came to "clients of the school," followed by partners of the school, and lastly on the home-educator indicator.

Parents who Communicating with the school regularly about school programs, policies and routines had the highest mean of 2.86 (rank 1), while the least that they did was Talking to my child and their teacher consistently about their academic progress inside the school with a mean of 2.61 (rank 10).

On a regular basis, parents who maintaining good communication to avoid unlikely teacher's attitude towards parents had the highest mean of 2.93 (rank 1). However, the parents who providing internet connection for my child by using wifi at home or "Piso Wifi had the lowest mean of 2.68 (rank 10).

Parents who Giving words of motivation that is essential to boost their confidence and felt support from us parents had the highest mean of 2.83 (rank 1), while the least that they did was Saving and finding budget to make my child participate in educational tours and activities like going to museums, sanctuaries, libraries etc. with a mean of 2.53 (rank 10). Parents' Educational status, occupation and income had high significant correlation to their roles as partner of the

school, client of the school and home educator. Somehow, place of residence had low but significant correlation.

Conclusion

The result of the study revealed that there is a significant relationship between socio-economic status in terms of educational status, occupation income, and place of residence and the roles of parents as partners in the school, clients of the school, and home educators; hence, the null hypothesis is rejected.

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