Parental Belief towards Online-Based Language Learning Amidst the Pandemic: A Quantitative Analysis of Differences across Educational Attainments

Kathlyn P. Aranas
Western Mindanao State University, Zamboanga City, Philippines

Danilo T. Dinoy
Western Mindanao State University, Zamboanga City, Philippines

Jerry James C. Deran
Western Mindanao State University, Zamboanga City, Philippines

Marvin C. Casalan
University of Antique, Sibalom, Philippines

Joemart P. Aizon
Tictapul National High School-Licomo Annex, Zamboanga City, Philippines

Abstract---The pandemic had impeded the accustomed, traditional face-to-face synchronous modality of instruction. Attributable to the impediment, a revolutionized modality of pedagogy had to be conceptualized and subsequently adopted to ascertain that education does not halt. To date, the state-of-the-art technology provides the optimal option as a route the education sector could take. Though indirectly, parents – being one of the stakeholders of education – had to be involved in the business of educating the next generation. Along these claims, the present study investigated the beliefs of parents towards online-based language pedagogy. A total of 120 respondents of varying educational attainments ranging from elementary, secondary, tertiary, and postgraduate were surveyed online via an adapted research instrument, named as PBOBLLQ. The current paper employed a descriptive quantitative method which aids in shedding light on the beliefs of parents towards online-based language instruction. Also, a significant difference in the parents' beliefs across educational attainment was confirmed.

Introduction

A sudden embrace to the 'new norm' has transpired, as the normal function of various activities across the globe has been disrupted due to the outbreak of COVID-19 (Cabangcala et al., 2021; De La Rama et al., 2020; Jacinto & Alieto, 2020; Mumbing et al., 2021) particularly in education. With an aim to pursue instruction in the midst of the pandemic, there is an increasing demand for the educational system to take a shift from the accustomed face-to-face environment to a digital mode of language instruction through sets of virtual platforms (Dong et al., 2020). This implies that teachers who are managers of learning have transitioned from the traditional manner of teaching within the four corners of the classroom to the screens of their devices at home.

With the ubiquity of technology in an ever-dynamic and globalized society, learning via digital instruction is perceived to be of a great potential in the field of education; thus, it has been extensively studied by various scholars and researchers in recent years (Waits, 2003), one of which is the contention made by Singh & Thurman (2019), that online learning is widely viewed as a flexible approach securing its space in the academic pursuit of delivering innovative and well-designed teaching modalities to students at their convenient place and time with the use of digital resources suited for the enrichment of learning. In effect, it profoundly increases opportunities to carry out desired alternative pedagogical aims without making educational compromises. In a similar vein, Belias et al. (2013), stated that the adoption of this kind of teaching proposes a new manner of presenting the content of education effectively. Hence, through the enhancement of the teaching and learning process, the development of communication and critical thinking skills is easily attained (Boyce, 1999). Considering the shift of the learning platform, it is perceived that parents who are with their own children at home play a pivotal role in securing a purposive and healthy virtual learning environment for the learners (Dong et al., 2020). Relative to this, in the study of Grolnick et al. (1997), it was revealed that parents' positive reinforcement in the schooling of the learners can be associated with their educational success through showing continuous assistance in terms of personal and emotional aspects. Simply put, parents holding positive beliefs toward their children's education is widely considered significant in supporting students' learning progress (Hogarth & Einhorn, 1992; LepicnikBloom & German, 2000).

In light of this, researchers began conducting studies focusing more on the involvement of parents in the learning development of students (Borup et al., 2013; Liu et al., 2010). Consequently, Sebastian et al. (2017), claimed that parents act as the main actors in generating initiatives for the benefit of the learners in understanding a specific educational context. As part of the learner's primary environment, parents are advised to be constructive and goal-oriented in reinforcing education with regard to the shift of learning modalities. Relatively, Dong et al. (2020), affirmed that in creating an impactful environment in the digital milieu where students enhance their academic development competencies

to the greatest extent, parents are believed to provide effective and efficient online resources to make learning objectives more attainable. Further, Kong (2018), discussed the concepts of tangible and intangible as types of assistance parents may maintain in supporting their children's progress in online learning. The former pertains to the provision of resources and materials to support language learning while the latter serves as a vehicle of encouragement in driving students' learning motivation and interest (Moore et al., 2011). These imply that other than the technological support, positive parental involvement are widely recommended to guide their children's utilization of online resources throughout their journey as they embark on the new phase of education.

In addition, coinciding with the statement that parental engagement is significant with respect to the implemented shift is the claim that schools need to develop a partnership with parents for learners to have meaningful and successful learning (Durisic & Bunujevac, 2017). Considering that parents are one of the key players in the environment of learners only shows that parents have the advantage in providing necessary support to aid learners in succeeding at school and at the same time, serve as a primary educational resource in sustaining their children's educational needs. Hence, parents who provide learners with adequate learning support will augment educational productivity which in return can ensure the learners' educational success. However, studies with regard to the belief of parents towards online-based language learning remain largely under-researched as most of the studies conducted focused on the learners' attitude towards digital classrooms. Relative to this is the study of Andrew et al. (2018), where it revealed that learners preferred the utilization of technological tools in learning with the combination of using traditional learning resources like books. Seemingly, searching for related literature in the present investigation, a similar study was found to have been conducted by Dong et al. (2020). In his study, he investigated about Chinese parents' belief towards young children's online learning during the pandemic. Nevertheless, the study only focused on parents of young learners in the Chinese community without the inclusion of any language-related topic. Consequently, the subject matter remains unexplored from the context of Filipino parents who have children enrolled in language classes going through the process of online education (Song et al., 2004). Thus, the present study aimed to conduct a novel investigation on the parents' perspective towards the new normal phase of education, particularly in the Philippine context with regard to language learning. Additionally, the paper aimed to delve into a deeper understanding of the parents' beliefs in relation to their educational attainment. Furthermore, the investigation sought to provide essential information and formulate recommendations needed for future research.

Review of related literature

Online-based language learning

The incorporation of technology and various digital platforms in the pursuit of delivering language instruction has become a subject of divided opinions in the field of research. Singh & Thurman (2019), defined online learning as an educational experience that requires the utilization of technological devices where students interact with teachers and other students in either synchronous or

asynchronous virtual classes**.** In recent decades, the number of online-based courses has increased immensely (Waits, 2003), in which a rising number of universities across the globe have transitioned from the traditional to online-facilitated classes. Relative to this claim is the study conducted by Hannay & Newvine (2006), where they concluded that learners are more into online-based learning as it is perceived to be of higher quality when compared to traditional classes. This implies that online-based learning continues to grow as an effective means of delivering quality instruction. Moreover, Aldhafeeri & Khan (2016), emphasized that learning in the digital milieu has better access to a vast and wider quantity of knowledgeable sources. This means that through online resources, access to essential information has become broader and has a profound impact that is dramatically changing the education system. Hence, it positively facilitates a more reflective and collaborative learning process among the students and increases digital competitiveness to better equip learners with 21st century skills and competencies.

In a comparative examination between the traditional classroom and learning through online-based instruction, it is highlighted that the former is bound by location and presence of the teacher and students, and linear in terms of methods employed in teaching while the latter is unbound and dynamic as it provides flexibility enabling learners to study at their own pace (Dabbagh & Bannan-Ritland, 2005). In addition, Browne (2005), affirmed that online-based learning provides a wider and diverse range of pedagogical practices. With the existence of the Learning Management System (LMS) and the integration of technological concepts, various educational applications can be utilized for the enrichment of language learning. Although language learning through online instruction is perceived to be a good alternative in the pursuit of delivering continuous teaching modalities, Khurana (2016), cited in Dong et al. (2020), contended that online education creates a sense of isolation from social intercourse, thus, students undergo remoteness and lack of interaction. These factors may drive the learners to several mental health issues such as learning anxiety and stress. Also, responses and feedback from teachers are perceived to be delayed and limited, therefore learning progress is unimaginable as the amount of input is insubstantial and inadequate. Additionally, Aragon & Johnson (2008), stated that students' interest and learning through digital platforms may decrease as teachers tend to focus more on theories and plain content discussions rather than practice. As a result, students are deprived to develop their communication and practical skills in learning a language despite their prolific use of technology in their daily lives as Eijansantos (2018) has shown.

Online-based learning, when compared to the traditional form of education, is perceived to be an effective modality in delivering quality education as it appears to be transformative in helping students activate their engagement in learning. However, the other side of the coin reveals its downfalls and disadvantages. Nkonge & Gueldenzoph (2006), emphasized that some of the barriers include teachers' and students' lack of expertise in technological devices, inaccessibility of some students particularly those who have low socioeconomic status and low internet connectivity. But it can be observed that most of the studies presented mostly center around students and teachers only. Thus, this study focused its lens on parents who are with their children at home and play an essential part in

securing a substantial learning process for the learners as they embark on a shift of educational system in the midst of pandemic.

Parental belief

Belief, or what is accepted by an individual to be in the sphere of reality and truth, pertains to a person's judgement that concerns some aspect of themselves or of the world (Underwood, 2002). This closely related construct is not to be confused with attitude which is said to comprise critical attributes: behavioral, cognitive, and affective (Altman, 2008 as cited in Eijansantos et al., 2018). The adoption of online learning as advanced by Belias et al. (2013), posited a novel presentation of the content of education through simpler means. This asserts that teachers may only encounter little to no difficulty in carrying out the lessons intended for the learners since the platform used in learning is through the utilization of technology. However, this type of learning does not only revolve around the idea that only teachers and learners are involved in the current educational system, but also the parents of the learners. Corroborating to this statement is the claim of Erdogan et al. (2019), stating that parents' beliefs can somehow directly or indirectly influence the quality of online learning of the learners. The fact that parents are the closest people in the learners' environment serves as an aid in the process of learning. This can be done through educational support and by providing the needs of the learners which include the technology used for online learning and the necessary help in pursuing the virtual class. This only means that the roles of parents can extend not only at homes as primary caregivers but also in the educational experience of learners.

Relatively, the development of a positive outlook and strong support among parents signifies a strong foundation for the success of online learning (Kong & Li, 2009). Therefore, parental beliefs toward digital learning only reflect that there is a need for a strong establishment of understanding among the school and the home environment of the learners. Several research shows that parents' beliefs toward online learning have been found to elicit both positive and negative views throughout the years. On the one hand, in the investigation conducted by Hatzigianni & Margetts (2014), parents tend to exhibit a positive attitude on their children's usage of computers and other gadgets with the belief that it can help the child gain technical skills for later use. Hence, having the knowledge in the use of digital tools may help learners to attain a step-by-step progress in education and at the same time to gain more opportunities in the future. On the other hand, there are also some concerns pointed out by the parents as to the possible risks of too much involvement in digital use (Lepicnik-Vodopivec & Samec, 2013). This only proves that parents are well aware of the impact of technology in the healthy development of their children as well as the social aspect, while others seem to question the ideal benefits of digital use. In another study administered by Dong et al. (2020), it was revealed that parents possess a negative belief about the perceived benefits of online learning in young children's academic development. It was also suggested that the implementation of online learning has been found to be a major drawback and challenging for Chinese families. Some reasons are due to the inactiveness and being unfocused of the young learners during online classes.

Although there is a gradual increase in research and publications about online learning, only a limited number of studies were conducted on this particular subject. In the previous research presented, the study was only limited to the parents' beliefs toward young children's online learning in the Chinese community. However this study would explore the beliefs of Filipino parents having children in the tertiary level who apparently have been exposed to the new normal phase of language learning. Through conducting this investigation, it would provide useful information in acknowledging the possible concerns of online learning in the context of the Philippines, specifically from Filipino parents' point of view.

Educational attainment

It is without a doubt that the utilization of educational attainment as one of the variables in conducting a study has already gained popularity in the field of research. Dornbusch et al. (1987), stated that factors such as the parents' educational level has a pivotal role in the learners' educational success. This suggests that the parents' educational level affects parenting style which can lead to either academic success or failure. This notion was supported by the claim that parents' educational attainment appears to have a strong correlation to learners' academic achievement (White, 1982). Additionally, it is contended that parents with higher educational attainment compared to the ones with lower educational attainment are more likely to converse about their child's school performance, making the former hold a higher level of expectation for academic success from their children (Stevenson & Baker, 1987). Moreover, parents' educational attainment has been found to influence parents' perspective towards the effectiveness of integrating technology in learning. Hence, this study sought to explore parents' beliefs with regards to the shift of learning modality focusing on their educational attainment as it is perceived to be a great factor affecting their beliefs. Essentially, in the investigation conducted by Livingstone et al. (2015), which surveyed 70 families varying from education, it yielded a conclusion that parents who are less educated are more anxious about the devices their children are using instead of focusing on the possible impact of online-based instruction in their children's learning progress. However, this does not mean that these parents do not exhibit interest in their child's learning at all, they are only showing constraints due to their lack of expertise in using technology. On the contrary, parents who attained higher educational levels than the previous group tend to become more engaged in their children's learning, providing them with essential digital support and assistance, since they also possess expertise in utilizing digital media. Thus, the latter showcase a positive belief towards the value and significance of virtual learning. Albeit educational attainment is far from being unprecedented in the sphere of scholarly research, it remains to be an under-research area when investigated alongside parents' belief towards online learning. Hence, this current investigation seeks to fill in that gap in the purview of virtual language pedagogy.

Research questions

- What is the belief of parents toward online-based language instruction?

- Is there a significant difference in the belief of parents toward online-based language instruction when data are grouped according to educational attainment?

Methodology

Research design

This investigation purposefully employed a descriptive-quantitative research design as the data gathered were analyzed quantitatively, using percentages, averages and frequencies aimed at describing a phenomenon (Calderon, 2006 in Rillo & Alieto, 2020; Johnson, 2000 in Devanadera & Alieto, 2019; Nassaji, 2015; Singh, 2006) to determine the beliefs of the parents towards online-based language instruction. Further, the end goal of the study is not only to quantify the variable, but also to determine whether or not a significant difference exists across parents' educational attainment (Russell & Curtis, 2013). Moreover, the investigation utilized a survey questionnaire, which according to Ponto (2015), can guarantee a better sample coverage. In addition, the use of questionnaire, in the conduct of the study, is informed by Dillman et al. (2009) in Alieto (2018) to be cost-efficient and practical especially among research involving large sample size. Additionally, this study is cross-sectional since the data-gathering was conducted in just a short period of time. Furthermore, the study is characterized as non-experimental since no treatment nor control group was employed (Robles & Torres, 2020; Torres & Alieto, 2019a; 2019b; Torres et al., 2020). Thus, the researchers did not employ any manipulation in the present study and no random assignment of respondents was conducted (Cook & Cook, 2018).

Respondents

A total of 120 parents were enlisted as respondents of the present investigation, comprising of 30 parents grouped according to their educational attainment namely primary, secondary, tertiary and postgraduate with ages ranging from 39-66. The selection of participants was determined through the employment of purposive sampling technique. According to Kelly et al. (2010), purposive sampling refers to the effective identification and selection of cases with the utilization of limited research resources. This means that the respondents who are most likely to yield appropriate information are selected to take part in the study. Relatively, Campbell et al. (2020), stated that purposive sampling technique moves away from any random form of sampling and a strategy that focuses on the deliberate choice of respondents with particular characteristics according to the needs of the investigation. This indicates that researchers conform to certain criteria set out to select participants who are able and are willing to provide necessary details and information. That being stated, the following inclusion criteria were established to identify the participants of the study: (1) the respondent must be a parent of a college student, and (2) the participant's child must be enrolled in the School Year 2020-2021 and must be part of the present online-based education system.

Research instrument

The investigation utilized but likewise adapted Dong et al. (2020), instrument to customize the research needs the current paper has. Previously, the core goal of the instrument was the investigation of the parents' beliefs toward the online learning of the young children from Xu Chang University in China amidst the pandemic. From *Parent Questionnaire*, the instrument has been renamed to *Parents' Beliefs towards Online-based Language Instruction Questionnaire* (PBOBLLQ). The modifications were deemed significant to ascertain synergy and coordination with the research questions in the current paper. The questionnaire was composed of 13 items with positive and negative statements. As for the positive statements, the responses scaled from strongly agree (6) down to strongly disagree (1); whereas the negative ones started at the scale of (1) corresponding to strongly agree down to (6) indicating a strong disagreement. Basically, this was purposed to be indicative of the respondents' beliefs towards online-based language instruction (Dharma et al., 2017).

Pilot testing and reliability of the instrument

Pilot testing serves as a small-scale experiment intended to test the validity of the research instrument, guide the process of a larger-scale survey, and address semantic issues of the instrument (Johnson, 2020 in Alieto, 2019; Thabane et al., 2010). In addition, Beebe (2007), claimed that pilot testing is undertaken to assess the design and as a basis in the refinement of the data collection plan. In effect, it facilitates decision-making and reduces the probability of failure in the final investigation. Thus, before the conduct of the main survey, the instrument was fairly administered to a total of 40 participants, comprising of 10 participants for each educational attainment level with ages ranging from 40-76, who did not take part in the final sample. Moreover, the inclusion criteria established before the conduct of data collection were considered in the selection of respondents for the pilot study. Considering the restrictions brought by the pandemic, the survey was done online through the distribution of Google Forms in which the participant's information sheet, consent and instructions were indicated before they were directed to the questionnaires. On average, the participants completed the questionnaire within 15 minutes. To determine the reliability, the items of the survey were analyzed employing Cronbach's Alpha reliability test and found that the instrument's initial reliability is Cronbach's alpha = .845 with 16 items. To find the highest reliability, the researchers removed statements 4, 6 and 8 as they have higher scores than the initial reliability and were disregarded in the final questionnaire. As a result, the highest reliability is Cronbach's alpha = .866 with 13 items which is noted as 'reliable' (Taber, 2018).

Data collection

After the development of the research instrument, data collection followed suit. Considering the restrictions brought by the present pandemic, face-to-face data gathering is unimaginable. Hence, the researchers utilized google forms as an alternative in administering the instrument. Participant information sheet, request for consent and instructions were indicated in the survey. Parents who consent to participate were directed to the 13-item survey questionnaire. Data

gathering lasted for about two weeks (Cournil & Kirkwood, 2001; Yuan et al., 2020). All valid responses from the respondents were tabulated in an electronic spreadsheet and were then analyzed through a statistical software.

Method of Analysis

For the analysis of Parents' Belief towards Online-Based Language Instruction Questionnaire (PBOBLLQ), responses of the participants for the 13-item survey questionnaires were coded. Since the instrument contains positive and negative statements, answers were coded using a six-point Likert scale adapted from Lim-Ramos et al. (2020). The coding for positive statements is as follows: 1 for strongly disagree, 2 for disagree, 3 for disagree slightly, 4 for agree slightly, 5 for agree and 6 for strongly agree, whereas a reverse coding was used for the negative statements. Table 1 is provided for the interpretation.

Table 1
Respondents' belief scale

Range	Descriptor for Positive Statements	Descriptor for Negative Statements	Interpretation
5.15 – 6.00	Strongly Agree	Strongly Disagree	Very Positive Belief
4.32 – 5.14	Agree	Disagree	Positive Belief
3.49 – 4.31	Agree Slightly	Disagree Slightly	Slightly Positive Belief
2.66 – 3.48	Disagree Slightly	Agree Slightly	Slightly Negative Belief
1.83 – 2.65	Disagree	Agree	Negative Belief
1.00 – 1.82	Strongly Disagree	Strongly Agree	Very Negative Belief

Additionally, the coding for educational attainment is as follows: 1 for Elementary, 2 for High School, 3 for College and 4 for Post Graduate.

Statistical tools

All the valid responses gathered from the respondents were tabulated and were then computed using the Statistical Package for Social Sciences (SPSS) software which is one of the leading statistical analysis software in the field of research, as well as a convenient platform for performing statistical analysis (Ozgur et al. 2015). On the one hand, in order to determine the parents' belief towards online language instruction, descriptive statistics were employed (e.g. mean and standard deviation). On the other hand, in determining the significant difference in the parents' perspective across educational attainment, One-way Analysis of Variance (one-way ANOVA) was employed. This statistical method focuses on the difference of variances by determining the mean difference problems using within and between group variance differences (Kim, 2017).

Results and Discussion

Belief toward online-based language instruction

To determine the belief of parents toward online-based language instruction, the data collected were computed and analyzed descriptively. Moreover, the mean

value and the standard deviation along with the interpretation were provided in Table 2.

Table 2

Beliefs on the Respondents toward Online-Based Language Instruction

Variable	Mean	Standard Deviation	Interpretation
Beliefs towards Online-Based Language Instruction	2.89	0.83	Slightly Negative

Scale: 6.0-5.15 = very positive belief; 5.14-4.32 = positive belief; 4.31-3.49 = slightly positive belief 3.48- 2.66 = slightly negative belief; 2.65- 1.83 = negative belief; and 1.82 -1.0 = very negative belief

As presented in Table 2, it can be inferred that the respondents hold a slightly negative belief towards online-based language instruction as shown in the data (M= 2.89, SD= 0.83). This suggests that parents remain doubtful with the efficacy of utilizing online resources in the language learning of their children. Additionally, due to the lack of a learning atmosphere, the idea of successful online language learning seems to bother parents due to the absence of firsthand experiences in developing the learner's language skills. Thus, learning through online platforms has been found to be unfavorable among parents. Moreover, the yielded result corroborates with the study of Dong et al. (2020), examining the belief of parents of young learners in China during the pandemic, wherein the respondents also exhibited a negative belief towards online learning. Furthermore, possible factors as to why parents possess this belief were also postulated by the researchers in the aforementioned study (Danchikov et al., 2021).

One is that parents believe that the traditional way of teaching and learning is way more effective in achieving meaningful and successful learning than in a virtual classroom. This is due to the lack of learning atmosphere and social interaction among the learners which can cause inactiveness and may result in poor learning outcomes (Dong et al., 2020). Seemingly, the sudden shift from traditional to virtual learning due to the pandemic imposed an additional dilemma to the parents since many were not used to this kind of learning modality. For this reason, contentions were raised among parents with regards to the success of online learning, since they believe that in the first place, it already lacks practical learning experience among learners in a virtual classroom (Ritonga et al., 2021). The result of this investigation which coincided with the study of Dong et al. (2020), only explains why parents remain skeptical towards the effectiveness of online learning in their children's language learning during the pandemic.

Responses on the questionnaire per Item

To determine the mean scores of the responses per item, the coded data were summed up and the computed variable was divided by the total number of items. Table 3 provides the analysis and interpretation.

Table 3
Respondents' Beliefs towards Online-Based Language Instruction

Statements	M	SD	Description
Online-based instruction is more effective in motivating students to learn a language than traditional learning.	2.56	1.136	Disagree
Students are less engaged in language learning through online-based instruction as compared to face-to-face instruction.	2.52	1.335	Agree
Learners participate more often in a virtual classroom making it more interactive than in a four-walled classroom.	2.57	1.327	Disagree
It is more convenient to learn virtually than in the four walls of the classroom.	2.49	1.378	Disagree
Online-based language learning has a lower cost compared to that of the traditional education.	2.99	1.447	Disagree Slightly
Online-based language learning has better access to a wider quantity of substantial learning resources compared to traditional education.	3.89	1.437	Agree Slightly
Students are easier to cheat in online-based learning as compared to face-to-face education.	1.91	1.216	Agree
The utilization of digital platforms in language learning is suited for the present generation of learners.	3.79	1.365	Agree Slightly
Online-based language instruction focuses more on plain content discussion rather than developing students' language skills.	2.40	1.266	Agree
The feedback of teachers in online-based language learning is prompt and immediate.	3.04	1.305	Disagree Slightly
The feedback of teachers in online-based language learning is delayed and limited.	2.65	1.288	Agree Slightly
Online-based language instruction allows more of self-paced learning and students are more of becoming independent learners.	3.82	1.517	Agree Slightly
The use of digital instruction is not suited for the enrichment of language learning.	3.05	1.419	Agree Slightly

Scale: For positive statements: 6.0-5.15 = strongly agree; 5.14-4.32 = agree; 4.31-3.49 = agree slightly; 3.48- 2.66 = disagree slightly; 2.65- 1.83 = disagree; and 1.82 -1.0 = strongly disagree. For negative statements: 6.0-5.15 = strongly disagree; 5.14-4.32 = disagree; 4.31-3.49 = disagree slightly; 3.48- 2.66 = agree slightly; 2.65- 1.83 = agree; and 1.82 -1.0 = strongly agree

Table 3 revealed the mean scores of the participants' responses on the questionnaire, of which can be drawn that Item 6 *(Online-based language learning has better access to a wider quantity of substantial learning resources compared to traditional education),* Item 8 *(The utilization of digital platforms in language learning is suited for the present generation of learners)* and Item 12 *(Online-based language instruction allows more of self-paced learning and students are more of becoming independent learners)* were statements highly rated by the respondents. With the data presented, it can be deduced that even though parents hold slightly negative belief towards online-based language instruction, they are somehow positive that learning through various digital modes and platforms offers a broader access to a wider variety of resources and materials online that the students can utilize to further enhance their learning experiences which mirror the contention made by Dong et al. (2020). Moreover, it corresponds to the claim of Arkorful & Abaidoo (2014), that the provision of instructions online provides students an individualized learning pace, hence making them independent and more accountable for their own learning progress.

Contrariwise, with Items 1 *(Online-based instruction is more effective in motivating students to learn a language than traditional learning),* 2 *(Students are less engaged in language learning through online-based instruction as compared to face-to-face instruction),* 3 *(Learners participate more often in a virtual classroom making it more interactive than in a four-walled classroom)* and 4 *(It is more convenient to learn virtually than in the four walls of the classroom)* as statements rated low by the respondents, it can be inferred that parents are noted to be negative and unfavorable as regards the perceived convenience and active participation of learners in online-based classrooms. This corroborates with the notion maintained by O'Doherty et al. (2018), that students encountered difficulties in creating social engagements and interactivity on online discussions due to the fact that they have social isolation and lack personal interaction with their peers and teachers. For that reason, parents believed that language instructions, if provided online, are less effective in developing students' language competencies when compared to the traditional form of education.

The shift of the learning platform has its pros and cons as perceived by parents. On the one hand, language learning through virtual forms has access to a more profound range of resources to further enrich the students' learning experiences. On the other hand, learners lack social engagement as they are isolated within the corners of their homes. The data presented pointed out that despite the few positive points of online-based education, its negative sides essentially influenced the parents' negative beliefs towards its effectiveness.

Significant difference of the respondents beliefs across educational attainment

In determining the beliefs of the respondents when grouped according to educational attainment, the mean and standard deviation for each variable were established (Park, 1999). Furthermore, an interpretation was also provided in Table 4, wherein one-way Analysis of Variance (ANOVA) was employed.

Table 4

Difference on the respondents' beliefs toward online-based language instruction across educational attainment

Variables		M	SD	Interpretation	Sig.
	Educational Attainment				
Beliefs towards Online-Based Language Instruction	1	2.52	0.64	Negative Belief	
	2	2.79	0.63		
	3	2.84	0.62	Slightly Negative Belief	0.000*
	4	3.44	1.10		

*Note: *significant at alpha=0.05; Code: Elementary (1), High School (2), College (3), and Post Graduate (4)*

The data displayed in table 4 appeared to show that there is a significant difference in the respondents' beliefs towards online-based language instruction when grouped according to educational attainment as shown in the result of p-value = 0.000, which is less than the alpha value of 0.05. This implies that the educational attainment of the respondents is a factor that can influence their belief which was noted by Livingstone et al. (2015). Furthermore, parents who achieved a higher level of educational attainment are most likely to create an environment at home that can help to facilitate learners in their educational needs (Williams, 1980). It is speculated that these parents involve themselves more often in checking their children's academic progress compared to those who attained elementary or high school levels. In addition, another study having the same results can be associated with the current investigation wherein it also yielded a result showing that there is a significant difference in the parents' education and their belief towards the utilization of the internet for learning (Lu & Hao, 2014). Moreover, Post Hoc analysis using Tukey test was also purposefully used to further elaborate the discussion about the difference in the respondents' belief across educational attainment.

Post Hoc analysis on the respondents' beliefs across educational attainment

To further provide detailed analysis on the significant difference of the respondents' beliefs across educational attainment, Post Hoc analysis employing Tukey Test was conducted (Breslau et al., 2008). Table 5 presents the analysis and interpretation of data.

Table 5

Post Hoc analysis on the beliefs of the respondents toward online-based language instruction across educational attainment

Variables		MD	Sig.	Interpretation
Educational Attainment (I)	Educational Attainment (J)			
Elementary	High School	-.269	.536	
	College	-.317	.389	
High School	College	-.048	.996	Not Significant
	Postgraduate	-.653	.008	
College	Postgraduate	-.605	.016	
Postgraduate	Elementary	.923	.000*	Significant

Table 5 disclosed that there exists a significant difference in the respondents' beliefs towards online-based language instruction between postgraduate and elementary (p-value [0.000] < alpha=0.05; MD=.923) with the Elementary group having more negative beliefs. This is noted to be relative to the conclusion made by Livingstone et al. (2015), that parents who have lesser educational attainment and more likely to have lower income are perceived to be ambivalent and skeptical in supporting online-based education. Moreover, Nikken & Schols (2015) pointed out that such negative belief exists among this group of parents because of the fact that they are less skilled in technological concepts and devices and they are incapable of providing online learning materials to their children.

Conclusions and Recommendations

The investigation was set to determine the parents' belief towards online-based language instruction, moreover, the researchers developed the following conclusions based on the findings of the study:

Parents exhibit a somewhat negative belief towards an online-based modality of instruction. This suggests that they harbor a rather less convinced attitude towards the hope for the makeshift language learning modality to still deliver education's core purpose to its clientele (Ginaya et al., 2021). Further, assumptions as to why parents subscribe to this belief can be attributed to the fact that they were caught off guard for the sudden shift in the educational paradigm since its implementation entails minimal preparations and an immediate action. This coincides with the findings of Dong et al. (2020) which also revealed that parents hold a negative belief towards online learning during the pandemic. Thus, to parents, online learning only imposed additional constraints on their children's language learning and may not be as effective when compared and contrasted with traditional teaching-learning modality (Kalpana & Sankar, 2017). This, in particular, manifests that language learning is associated and realized through varied communicative tasks given in the classroom and carried out between and among students and their language teacher that eventually leads to an actualization in a face-to-face kind of social interactions inside or outside the learning environment.

Parents' educational attainment affects their beliefs towards online-based language pedagogy. This corroborates with Lu & Hao's (2014), findings on the influence of the parents' education on their beliefs towards their children's virtually channeled learning (Suryasa et al., 2019). Apparently, these varying beliefs toward the utilization of online learning can all be led to the notion that integrating technology in a digital age may either be passive which can sometimes be risky or so dominant that it can potentially overwhelm learners--an indication of a less meaningful learning (Craft, 2012). Hence, this simply suggests why parents harbor skepticism about this newly embraced kind of learning modality.

In the Philippine context, online-based language learning as a novel educational shift in the pursuit of the continuation of education in the midst of a pandemic still remains an alternative fraught with uncertainties. Parents who have comparatively achieved less academically, and thus most likely earn less financially, hold negative beliefs towards the unavoidable educational shift as they lack the capacity to provide the necessary scholastic resources for their children (Livingstone et al., 2015). It can therefore be concluded that parents are relatively unready to see their children embark on this abrupt shift. Thus, teachers need to be abreast in keeping themselves on a par with the world's teaching force that is capable of utilizing technology to their advantage not only short-term but also otherwise. Likewise, their learning feedback necessitates a prompt generation of active learning reinforcement, the modality notwithstanding. The online-based learning was implemented as an alternative with the hopes of it not being a mere temporary makeshift to masquerade that education has never halted, but rather of its being a genuine and life-long avenue where learning continues to foster. If instruction is delivered effectively, then the shift should indubitably not be regarded as a fiasco.

Implications

The current study offers understanding into online-based language learning, parents' beliefs, and their educational attainments that influence points of view in online learning which have significant implications. Albeit the utilization of online-based learning during a pandemic is viewed as important, thought should be given to students' self-guided learning ability and independent language learning has to be afforded to students' language skills aimed at lessening the burden of parents, augmenting their contentment, aberrations among parents with assorted educational attainment and advancing more impartial educational results. It is conceivable that students from disadvantaged families who cannot finish online learning freely will battle with their learning. Students like the foregoing can be advantaged to have parents or anyone else related to them who may have the knowledge and skills to serve as a scholastic support system to their learning endeavor.

The instructors' ability to assist students' learning at home can be relied upon for progress to be evident among the learners. Capable improvement planning should be given to teachers to construct their capacity in supporting students' learning and respond rapidly to challenges raised by online learning. Teachers should be furnished with data and capacities to design online learning tasks and resources that can really look at students' interest, help them partake in self-composed

activities, increase their motivation to learn language online, proposition help to them through speedy and fast analysis in language learning, use various activities to give them a phase to interact and participate more, and develop their positive engagement in online language learning.

Consequently, revelations of this study have critical repercussions for teaching practices. Ideas are recognized on the need to improve the accessibility of teachers in passing on effective online-based language instruction. Instructors should see that learning could simply happen as a concerted effort with the parents' assistance to the learners and take into consideration the varying educational attainments of these parents. Schools should have developmentally appropriated suppositions for students and assurance that online learning is joined by a sensitive and a child-centered curriculum so that children can complete the activities independently, for instance, by making online learning more accessible, setting straight all significant learning resources in one phase, and gathering substantial online materials or applications for independent learning and convenience. Clear layout should in like manner be given to students to do whatever it takes to make them avoid relying upon their parents or anyone else and to ensure an independent understanding of information and knowledge. To propel children's capacity for independent learning, instructors should moreover arrange formatively suitable and challenging tasks for students. In addition, teachers are encouraged to have constant communication with parents to gain a positive response and productively solicit their involvement in the learning of the students.

References

Aldhafeeri, F. M., & Khan, B. H. (2016). Teachers' and students' views on e-learning readiness in Kuwait's secondary public schools. *Journal of Educational Technology Systems*, *45*(2), 202-235.

Alieto, E. (2018). Language Shift from English to Mother Tongue: Exploring Language Attitude and Willingness to Teach among Pre-Service Teachers. *Online Submission*, *13*(3), 134-146.

Alieto, E. (2018). Language shift from English to Mother Tongue: Exploring language attitude and willingness to teach among pre-service teachers. *TESOL International Journal*, *13*(3), 134-146.

Alieto, E. O. (2019). Cognition as Predictor of Willingness to Teach in the Mother Tongue and the Mother Tongue as a Subject among Prospective Language Teachers. *Online Submission, 31*, 135-139.

Alieto, E., Eijansantos, A., & Dela Rama–Ricohermoso, C. (2020). Print-Based Texts or Digitized Versions: An Attitudinal Investigation Among Senior High School Students. *Jeraldine and Dela Rama–Ricohermoso, Criselda, Print-Based Texts or Digitized Versions: An Attitudinal Investigation Among Senior High School Students (April 1, 2020).*

Altmann, T. K. (2008). Attitude: a concept analysis. In *Nursing forum* (Vol. 43, No. 3, pp. 144-150). Malden, USA: Blackwell Publishing Inc.

Andrew, M., Taylorson, J., Langille, D. J., Grange, A., & Williams, N. (2018). Student attitudes towards technology and their preferences for learning tools/devices at two universities in the UAE. *Journal of Information Technology Education: Research.*

Aragon, S., & Johnson, E. (2008). Factors influencing completion and noncompletion of community college online courses. American Journal of Distance Education, *22*(3), 146-158.

Arkorful, V., & Abaidoo, N. (2014). The role of e-learning, the advantages and disadvantages of its adoption in Higher Education. International Journal of Education and Research, *2*(12), 397-410.

Beebe, L. H. (2007). What can we learn from pilot studies? Perspective in Pscyhiatric Care, *43*(4), 213-218.

Belias, D., Sdrolias, L., Nikolaos, K., Kautiva, M. & Koustelios, A. (2013). Traditional teaching method vs teaching through application of information and communication technologies in accounting field: quo vadis. *European Scientific Journal, 9*(28), 73-101.

Bloom, P., & German, T. P. (2000). Two reasons to abandon the false belief task as a test of theory of mind. *Cognition, 77*(1), B25-B31. https://doi.org/10.1016/S0010-0277(00)00096-2

Borup, J., Graham, C. R., & Davies, R. S. (2013). The nature of parental interactions in an online charter school. *American Journal of Distance Education, 27*(1), 40-55.

Boyce, G. (1999). Computer-assisted teaching and learning in accounting: Pedagogy or product. *Journal of Accounting Education, 17*(2), 191-220.

Breslau, J., Lane, M., Sampson, N., & Kessler, R. C. (2008). Mental disorders and subsequent educational attainment in a US national sample. *Journal of psychiatric research, 42*(9), 708-716. https://doi.org/10.1016/j.jpsychires.2008.01.016

Browne, E. (2005). Structural pedagogic change in further and higher education: A case study approach. *Journal of Further and Higher Education, 29*(1), 49-59.

Cabangcala, R., Alieto, E., Estigoy, E., Delos Santos, M., & Torres, J. (2021). When Language Learning Suddenly Becomes Online: Analyzing English as Second Language Learners' (ELLs) Attitude and Technological Competence. *TESOL International Journal, 16*(4.3), 115-131.

Calderon, J. (2006). Methods of research and thesis writing (2nd Ed.). Mandaluyong City: National Bookstore.

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., Bywaters, D., & Walker, K. (2020). Purposive sampling: Complex or simple? Research case examples. *Journal of Research in Nursing, 25*(8), 652-661.

Cook, B., & Cook, L. (2018). Non-experimental quantitative research and its role in guiding instruction. *Intervention in School and Clinic, 44*(2), 98-104.

Cournil, A., & Kirkwood, T. B. (2001). If you would live long, choose your parents well. *TRENDS in Genetics, 17*(5), 233-235. https://doi.org/10.1016/S0168-9525(01)02306-X

Craft, A. (2012). Childhood in a digital age: Creative challenges for educational futures. *London Review of Education, 10*(2), 173-190.

Dabbagh, N., & Bannan-Ritland, B. (2005). Online learning: Concepts, strategies and application. New Jersey: Upper Saddle River.

Danchikov, E. A., Prodanova, N. A., Kovalenko, Y. N., & Bondarenko, T. G. (2021). The potential of online learning in modern conditions and its use at different levels of education. *Linguistics and Culture Review, 5*(S1), 578-586. https://doi.org/10.21744/lingcure.v5nS1.1442

Dela Rama, J.M., Sabasales, M., Antonio, A., Ricohermoso, C., Torres, J., Devanadera, A., Tulio, C., & Alieto, E. (2020). Virtual Teaching as the 'New

Norm': Analyzing Science Teachers' Attitude toward Online Teaching, Technological Competence and Access. International Journal of Advanced Science and Technology, *29*(7), 12705-12715.

Devanadera, A., & Alieto, E. (2019). Lexical Bias among Tagalog-speaking Filipino Pre-school Children. *Asian EFL*, *24*(4.1), 207-225.

Dharma, H. R. C., Asmarani, D., & Dewi, U. P. (2017). Basic Japanese grammar and conversation e-learning through Skype and Zoom online application. *Procedia computer science*, *116*, 267-273. https://doi.org/10.1016/j.procs.2017.10.055

Dillman, D., Smith, J., & Christian, L.C. (2009). Internet, mail and mixed-modesurveys:The tailored design method. Hoboken, NJ: John Wiley and Sons.

Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. Children and Youth Services Review, 118, 1-9.

Dornbusch, S., Ritter, P., Leiderman, P., Roberts, D., & Fraleigh, M. (1987). The relation of parenting style to adolescent school performance. *Child Development*, *58*(5), 1244-1257.

Durisic, M., & Bunujevac, M. (2017). Parental Involvement as a Important Factor for Successful Education. CEPS Journal, 7 (3), 137153.

Eijansantos, A. M. (2018). Semiotic analysis of the Facebook postings of grade 11 learners via syntax and semantics. *Working Papers of the Linguistics Circle*, *28*(1), 47-59.

Erdogan, N. I., Johnson, J. E., Dong, P. I., & Qiu, Z. (2019). Do parents prefer digital play? Examination of parental preferences and beliefs in four nations. *Early Childhood Education Journal*, *47*(2), 131-142.

Ginaya, G., Kanca, I. N., & Sri Astuti, N. N. (2021). Collaborative network learning (CNL) on students' online learning. *International Journal of Linguistics, Literature and Culture*, *7*(5), 362-370. https://doi.org/10.21744/ijllc.v7n5.1923

Grolnick, W. S., Benjet, C., Kurowski, C. O., & Apostoleris, N. H. (1997). Predictors of parent involvement in children's schooling. *Journal of educational psychology*, *89*(3), 538.

Hannay, M., & Newine, T. (2006). Perceptions of distance learning: A comparison of online and traditional learning. *Journal of online learning and teaching*, *2*(1), 1-11.

Hatzigianni, M., & Margetts, K. (2014). Parents' beliefs and evaluations of young children's computer use. *Australasian Journal of Early Childhood*, *39*(4), 114-122.

Hogarth, R. M., & Einhorn, H. J. (1992). Order effects in belief updating: The belief-adjustment model. *Cognitive psychology*, *24*(1), 1-55. https://doi.org/10.1016/0010-0285(92)90002-J

Jacinto, M.J., & Alieto, E. (2020). Virtual Teaching Attitude and Technological Competence among English as Second Language (ESL) Teachers. *Asian EFL, 27*(4.4.), 403-432.

Johnson, B. (2000). Toward a New Classification of Nonexperimental Quantitative Research.Educational Researcher, 3-13. In Devanadera, A., & Alieto, E. (2019). Lexical Bias among Tagalog-speaking Filipino Pre-school Children. Asian EFL, *24*(4.1), 207-225.

Kalpana, R., & Sankar, G. (2017). Development of test items for technical and general English language with specific reference to knowledge domain of

bloom's taxonomy. *International Journal of Linguistics, Literature and Culture*, *3*(1), 39-46.

Kelly, S. E., Bourgeault, I., & Dingwall, R. (2010). Qualitative interviewing techniques and styles. *The SAGE handbook of qualitative methods in health research*, 307-326.

Khurana, C. (2016). *Exploring the role of multimedia in enhancing social presence in an asynchronous online course* (Doctoral dissertation, Rutgers University-Graduate School-New Brunswick).

Kim, T. K. (2017). Understanding one-way ANOVA using conceptual figures. *Korean journal of anesthesiology*, *70*(1), 22.

Kong, S. C. (2018). Parents' perceptions of e-learning in school education: Implications for the partnership between schools and parents. *Technology, Pedagogy and Education*, *27*(1), 15-31.

Kong, S. C., & Li, K. M. (2009). Collaboration between school and parents to foster information literacy: Learning in the information society. *Computers & Education*, *52*(2), 275-282. https://doi.org/10.1016/j.compedu.2008.08.004

Lepicnik-Vodopivec, J., & Samec, P. (2013). Communication technology in the home environment of four-year-old children (Slovenia). *Comunicar: Revista Científica de Comunicación y Educación*, *20*(40), 119-126.

Lim-Ramos, S., Francisco, W., Leduna, N. A., Librado, K. S., Nuñez, M. R., Deran, J. J., & Alieto, E. (2020). Substituting English with a Local Language: Examining Parents' Belief Toward Chavacano as Language of Instruction. *Lim-Ramos, S., Francisco, W., Leduna, NA, Nuñez, MR, Pabraquel, MK, Deran, JJ, Alieto, E.(2020). Substituting English with a Local Language: Examining Parents' belief toward Chavacano as Language of Instruction. Asian EFL, 27*(1), 177-195.

Liu, F., Black, E., Algina, J., Cavanaugh, C., & Dawson, K. (2010). The Validation of One Parental Involvement Measurement in Virtual Schooling. *Journal of Interactive Online Learning*, *9*(2).

Livingstone, S., Mascheroni, G., Dreier, M., Chaudron, S., & Lagae, K. (2015). How parents of young children manage digital devices at home: The role of income, education and parental style.

Lu, J., & Hao, Q. (2014). What factors impact on primary school students' online engagement for learning and entertainment at home. *Journal of Computers in Education*, *1*(2), 133-150.

Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same?. *The Internet and higher education*, *14*(2), 129-135. https://doi.org/10.1016/j.iheduc.2010.10.001

Mumbing, L., Abequibel, B., Buslon, J., & Alieto, E. (2021). Digital Education, the New Frontier: Determining Attitude and Technological Competence of Language Teachers from a Developing Country. *Asian ESP Journal*, *17*(4.3), 300-328.

Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language Teaching Research*, *19*(2), 129-132.

Nikken, P., & Schols, M. (2015). How and why parents guide the media use of young children. *Journal of child and family studies*, *24*(11), 3423-3435.

Nkonge, B., & Gueldenzoph, L. E. (2006). Best practices in online education: Implications for policy and practice. *Business Education Digest*, (15).

O'Doherty, D., Dromey, M., Lougheed, J., Hannigan, A., Last, J., & McGrath, D. (2018). Barriers and solutions to online learning in medical education–an integrative review. *BMC medical education*, *18*(1), 1-11.

Ozgur, C., Kleckner, M., & Li, Y. (2015). Selection of statistical software for solving big data problems: a guide for businesses, students, and universities. *Sage Open*, *5*(2), 2158244015584379.

Park, J. H. (1999). Estimation of sheepskin effects using the old and the new measures of educational attainment in the Current Population Survey. *Economics Letters*, *62*(2), 237-240. https://doi.org/10.1016/S0165-1765(98)00226-2

Ponto, J. (2015). Understanding and evaluating survey research. *Journal of the advanced practitioner in oncology*, *6*(2), 168.

Rillo, R. & Alieto, E. (2018). Indirectness Markers in Korean and Persian English Essays: Implications for Teaching Writing to EFL Learners. *English as an International Journal*, *13*(2.2), 165-184.

Rillo, R. M., & Alieto, E. (2020). Indirectness Markers in Korean and Persian English essays: Implications for teaching writing to EFL learners. *Available at SSRN 3588006*.

Ritonga, M., Kustati, M., Budiarti, M., Lahmi, A., Asmara, M., Kurniawan, R., Putri, N., & Yenti, E. (2021). Arabic as foreign language learning in pandemic COVID-19 as perceived by students and teachers. *Linguistics and Culture Review*, *5*(1), 75-92. https://doi.org/10.21744/lingcure.v5n1.726

Robles, R. M. V., & Torres, J. M. (2020). Filipino ESL teachers' attitudes, practices and challenges in using peer correction strategy in teaching writing. *Ciencia (HEALS)*, *1*(1), 1-26.

Russell, V., & Curtis, W. (2013). Comparing a large-and small-scale online language course: An examination of teacher and learner perceptions. *The Internet and Higher Education*, *16*, 1-13. https://doi.org/10.1016/j.iheduc.2012.07.002

Sebastian, J., Moon, J. M., & Cunningham, M. (2017). The relationship of school-based parental involvement with student achievement: A comparison of principal and parent survey reports from PISA 2012. *Educational Studies*, *43*(2), 123-146.

Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, *33*(4), 289-306.

Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.

Song, L., Singleton, E. S., Hill, J. R., & Koh, M. H. (2004). Improving online learning: Student perceptions of useful and challenging characteristics. *The internet and higher education*, *7*(1), 59-70. https://doi.org/10.1016/j.iheduc.2003.11.003

Stevenson, D. L., & Baker, D. P. (1987). The family-school relation and the child's school performance. *Child development*, 1348-1357.

Suryasa, I.W., Sudipa, I.N., Puspani, I.A.M., Netra, I.M. (2019). Translation procedure of happy emotion of english into indonesian in kṛṣṇa text. *Journal of Language Teaching and Research, 10*(4), 738–746

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in science education*, *48*(6), 1273-1296.

Thabane, L., Ma, J., Chu, R., Cheng, J., Ismaila, A., Rios, L. P., ... & Goldsmith, C. H. (2010). A tutorial on pilot studies: the what, why and how. *BMC medical research methodology*, *10*(1), 1-10.

Torres, J. M., & Alieto, E. O. (2019). Acceptability of Philippine English Grammatical and Lexical Items among Pre-Service Teachers. *Online Submission*, *21*, 158-181.

Torres, J. M., Pariña, J. C. M., Collantes, L. M., & Tan, R. K. (2020). Humor Styles and Perceptions of College Students in Central Luzon. *The Asian ESP Journal*, 196.

Torres, J., & Alieto, E. (2019). English learning motivation and self-efficacy of Filipino senior high school students. *Asian EFL Journal*, *22*(1), 51-72.

Underwood, C. (2002). Belief and attitude change in the context of human development. *Sustainable human development in the twenty first century*, *2*, 103-124.

Waits, T. (2003). *Distance education at degree-granting postsecondary institutions: 2000-2001*. National Center for Education Statistics.

White, K. R. (1982). The relation between socioeconomic status and academic achievement. *Psychological bulletin*, *91*(3), 461.

Williams, P. (1980). Adolescent identification and academic achievement: reporting the awareness of similarity to role models. *Journal of Youth and Adolescence*, *9*(4), 315-321.

Yuan, R., Xu, Q. H., Xia, C. C., Lou, C. Y., Xie, Z., Ge, Q. M., & Shao, Y. (2020). Psychological status of parents of hospitalized children during the COVID-19 epidemic in China. *Psychiatry research*, *288*, 112953. https://doi.org/10.1016/j.psychres.2020.112953