

**PARENTAL AND TEACHER'S INVOLVEMENT TO THE ACADEMIC
PERFORMANCE OF GRADES 11 AND 12 STUDENTS OF
CITA HATI SENIOR HIGH SCHOOL, INDONESIA**

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ACCEPTANCE SHEET

This master's thesis entitled **“PARENTAL AND TEACHER’S INVOLVEMENT TO THE ACADEMIC PERFORMANCE OF GRADES 11 AND 12 STUDENTS OF CITA HATI SENIOR HIGH SCHOOL-WEST CAMPUS, INDONESIA,”** prepared and submitted by **CESARIO M. LABJO, JR,** in partial fulfillment of the requirements for the degree of **MASTER OF SCIENCE IN EDUCATION (EDUCATIONAL MANAGEMENT),** is hereby accepted:



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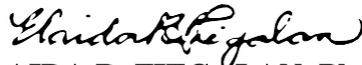
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BIOGRAPHICAL SKETCH

Cesario M. Labajo, Jr. was born on March 25, 1989 in Alabel Sarangani Province, Philippines. He was raised by his Filipino parents, Cesario Sr. and Teresita, together with his siblings. He is the youngest and the only boy among the six children. He completed his elementary certificate at the Alabel Central Integrated and SPED Center, and his secondary education at Alabel National High School. He pursued his college education at the Holy Trinity College of General Santos City, Inc. where he obtained his baccalaureate degree in Secondary Education major in Biology in 2010.

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ABSTRACT

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Adviser: ROSARIO F. QUICHO, Ph.D.

The aim of this research was to determine the perceived parental and teacher’s involvement and the factors which contribute to the academic performance of Grades 11 and 12 students of Cita Hati Senior High School, Indonesia during the second semester of S.Y. 2019 – 2020. The participants of the study were 50 International Baccalaureate Diploma Program (IBDP) students. Each of the student respondents took part in an online survey, administered using the Google Docs, an online survey software that provides easy online data collection. Most of the respondents were 17 years, majority were male and had a family income above the poverty line. More than half of the respondents’ parents were bachelor’s degree holder and were all professionals. In terms of the relationship between the socio-demographic characteristic of the respondents and their academic performance it was revealed that all variables under socio-demographic characteristics of the respondents such as age, sex, parents’ educational attainment and family income were statistically insignificant with the academic performance of the respondents. Good study habits were often practiced by the respondents with proper skills and study methods to manage time and other resources to meet the demands of the academic tasks. It was also showed that study habits have found high significant relationship to the respondents’ academic performance. Social media exposure was also described as ‘often’ used by the

respondents and was found to have high but negative correlation with the age of the respondents. It has also high significant relationship with respondents' academic performance. Parental school-involvement, participation in class activities, motivation and support to education of their children and attitudes towards use of social media were described as 'often' involved in school as revealed by the respondents. It was also found to have high but negative interrelationship with the age of the respondents and have high significant relationship with respondents' academic performance. Teachers' classroom-involvement had been described as 'often' conduct classroom intervention for parents and the respondents. It was also revealed that it has high significant relationship with the respondents' academic performance.

The study recommends that parents should continuously guide and supervise their children on the use of social media specially the female and younger students since they were more interested in social networking and should continue take a lead in supporting their children's educational endeavors since they are the first educators to expose the students to the academic world and continue strong parent-teacher partnership. The teachers should also continue to effectively stimulate and sustain students' interests and enthusiasm to learn, for them to have consistent outstanding academic performance. Therefore, teachers should have regular service trainings and workshops to update their knowledge and pedagogical skills, improve the quality of the teacher workforce and abilities to raise students' academic achievement.

Keywords: parental involvement; teacher involvement; academic performance; socio-demographic characteristics; social media exposure

INTRODUCTION

Academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. Various researches conducted in the field of education showed that the academic performance of the students is dependent on the different factors (Crosnoe, Johnson & Elder, 2004). These numerous factors affect academic performance of the students and embrace student's individual characteristics, family background, gender, age, motivation, social and cultural orientation, finance, community characteristics, institutional characteristics and other demographic factors. These elements have strong impact on the student's performance, however, these factors differ from individual to individual and country to country (Alhajraf & Alasfour, 2014). In secondary schools, investigation of factors related to the academic performance of high school students become a topic of growing interest in educational circle, such factors involved socio-demographic characteristics, study habits and social media exposure, parental school-involvement and teacher classroom-involvement. When a gap between the academic performance and the student's expected performance occurs, it refers to a diverging performance (Marti, 2003).

Socio-demographic factors such as age, sex, educational attainment of parents, parents' occupation and family income have been seen as contributing factors to the academic performance of the students. In Indonesia, a study discusses many other differences in student characteristics and background that may contribute to differences in student performance such as gender, family socioeconomic status, culture, language spoken at home and family structure (OECD, 2001).

Study habits also play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, effective study habits bring rewards in the achievement of success. Aluede and Onolemhemhen (2001) suggest that counselling students on good study habits can bring about improvement in the students' academic performance. For instance, study shows that it is good to develop study habits in secondary school students. At this age, students are quite matured. They are able to know what is good and what is bad. They can avoid bad things and invite good things with the help of parent and teachers.

Today the internet has taken a firm place in people's lives. It is difficult to imagine a young man who at least once a day did not check for updates in social networks and did not leaf through the news lines. The modern reality requires us to stay in touch and keep abreast of the latest news and trends. However, does this trend affect the performance of students? Whenever social media such as Facebook, YouTube and Twitter appear, our world is divided into online and offline. Social media are online technology platforms that help to connect people together far and near. They are used to build relationship among people, (Shensa A. et al., 2015).

More often than not, the responsibilities of parents for their children's education will be reduced when they enrol their children in school. Therefore, parents may fully devolve their children's learning process to the school. This is supported by Hornby (2011), who stated that parents' perception of their role is only taking children to school, after which the school has the responsibility to educate their

children, so parents are less engaged to participate in supporting their children's education both at home and at school. In line with that, Smith et al.(2011) found that when parents decided to choose the best school for their children, they assumed that this would be adequate to guarantee the success of their children without the need for their further involvement.

On the other hand, the relationship between the students and teachers is the most important factor in students' learning experience, whether it is positive or negative. Teachers whose personality is persistent, persevering, reliable, tolerant, determined and enthusiastic can contribute significantly to the academic performance of the students. Research has consistently demonstrated that the classroom-level, specifically what teachers know and what they do in the classroom is more important than the school-level at influencing student learning (Hattie, 2003; Kyriakides et al., 2013; Rowe, 2003).

Thus, the idea of this study is to investigate the main factors that contribute to the academic performance which are socio-demographic characteristics, study habits and social media exposure, parental school-involvement and teacher classroom-involvement.

Statement of the Problem

The recent study of Palekahelu, Hunt and Thrupp (2016) examined access to and use of ICT by school-age children in Central Java, Indonesia. This earlier report identified the prevalence of mobile technologies in this age group. As a general rule, mobile technologies are widely available and used in Indonesia. However, Rambe (2012) indicated also that "the essentialist view that new technological innovations

(especially Social Media) disrupt higher education delivery ride on educators' risk adverse attitudes toward full scale adoption of unproven technologies. However, this unsubstantiated logic forecloses possibilities for embracing the constructive dimensions of disruptions, and grasping the tremendous academic potential of emerging technologies.”

Study habits (attending lectures, reading books, visiting library, and facing examination) play an important role in determining academic performance. Based on the research article of Prasetyo et.al. (2018) in Negeri Semarang, Indonesia, students in some cases have negative study habits. During the lectures, students were not paying attention to lectures. They were busy playing mobile phones and using laptops, talking to friends, and others. Students also rarely go to the library, visiting only when there were assignments. They lack preparation and they only study during the examination day.

In Indonesian educational settings, studies on parental involvement in five senior high schools in urban and rural areas in Karanganyar, Central Java, Indonesia indicated that there was a lack of parental involvement in children's education in those specific contexts and that the role of parents in school committees is limited (Fitriah et al. 2013, Hill & Taylor 2004) added that parental involvement is multidimensional, and that has made it difficult to define it.

According to Jamal (2009), in Yogyakarta, Indonesia, teachers' readiness change and the optimum use of their professional skills are still limited and not developing. Hence, making full use of their professional skills is still limited that it does not improve their perseverance towards the challenges and changes that are happening. Empirical research on teachers' burnout carried out by Morrison et al.

(2005) revealed that the non-academic routines of teachers reduce their mood to keep on learning and improve their professionalism that they refuse to change due to high pressure at work, high workload and role conflicts. Burnout causes emotional exhaustion, physical exhaustion, attitudinal exhaustion and low feeling of accomplishment. Consequently this affects the quality of their dedication and treatment towards their students. Therefore efforts and measures have to be taken to improve the ability and quality of a teacher. In addition, Jakarta, Indonesia discovered that there are students who are not happy with and scared of teachers (Sadirman, 2004). Some teachers always scold their students during teaching and learning activities. Some teachers lack punctuality. Some of them have been teaching the same topics repeatedly which discourages students to be involved in lesson activities.

On one hand, Wijaya (2019) in his journal mentioned that Indonesian students have always performed lamentably in their academics based on the results released by Programme for International Student Assessment (PISA) in Indonesia as cited in Organisation for Economic Co-operation and Development (OECD, 2016).). In the latest 2015 PISA test, their performance in Science, Mathematics, and Reading was among the lowest, with the average ranking of 62 out of the 70 participating countries (OECD, 2016).

These were the issues that affect many schools in Indonesia. This research intended to know the parental school-involvement, teachers' classroom-involvement, study habits and social media exposure and its relationship on academic performance of the students. Furthermore, this study aimed to find out how much better a student can perform academically if they have support at home and at school to show the

value of education. This study gave a concrete reasons why a school should strive to have parental and teacher involvement in the academic performance of the students.

Objectives of the Study

The general objective of the study was to find out the academic performance of the Grades 11 and 12 IBDP students of Cita Hati Senior School, Indonesia during the school year 2019-2020.

Specifically, the study tried to:

1. describe the socio-demographic characteristics of the respondents in terms of age, sex, educational attainment of parents, parents' occupation and family income;
2. determine the study habits and social media exposure of the respondents;
3. determine the respondents' parental school-involvement in terms of participation in class activities, motivation and support to education of children, and attitudes towards use of social media;
4. determine the teachers' classroom-involvement in terms of teacher guidance, attitude towards students and provision of instructions;
5. describe the academic performance of the respondents;
6. find out the interrelationship between socio-demographic characteristics of the respondents and their study habits and social media exposure;
7. find out the interrelationship between socio-demographic characteristics and parental school-involvement;
8. find out the relationship between socio-demographic characteristics of the respondents and their academic performance;

9. find out the relationship between study habits and social media exposure of the respondents and their academic performance;
10. find out the relationship between parental school-involvement of the respondents and their academic performance; and
11. find out the relationship between teachers' classroom-involvement and academic performance of the respondents.

Hypothesis of the Study

The following hypotheses were used in the study:

1. There is no significant interrelationship between socio-demographic characteristics of the respondents and their study habits and social media exposure.
2. There is no significant interrelationship between socio-demographic characteristics and parental school-involvement.
3. There is no significant relationship between socio-demographic characteristics of the respondents and their academic performance.
4. There is no significant relationship between study habits and social media exposure of the respondents and their academic performance.
5. There is no significant relationship between parental school-involvement of the respondents and their academic performance.
6. There is no significant relationship between teachers' classroom-involvement and academic performance of the respondents.

Significance of the Study

This study would give valuable information and data that are useful to different stakeholders.

School Administrators. This study can give school administrators some insights concerning the significance of parental involvement and teachers' involvement which can serve as basis to establish different programmes and extra courses to improve academic performance of the students.

School Heads. The findings of the study can be used as basis in developing programs and strategies to increase parental involvement in schools. Furthermore, it can give them ideas to materialize and support the needs of their teachers in their teachings

Teachers. Results can help them recognize their strength and overcome their weaknesses in providing guidance to their students, in their attitudes towards them, as well as in their ways of providing instructions. Also, establishing good relationship with parents and encouraging parents' involvement in school activities.

Parents. This study brings more insights, understanding and profound measures on the importance of parents' participation to school activities, motivation and support, and guidance in the use of social media. It also will encourage them to assist their children and motivate them towards learning progress.

Students. The study provides them basis for understanding the factors that have significant relationship with their academic performance. This would enable them to develop good strategies which could lead to good academic performance.

Future Researchers. The results of this study are added literature on the status of IBDP curriculum particularly those in the secondary level. Results would offer them further in deep investigation or analysis.

Scope and Limitation of the Study

This study focused on the interrelationship between and among the socio-demographic characteristics of the students, study habits and social media exposure and the effect of such interrelationship to the students' academic performance. Moreover, this study examined students' perception of parental involvement and teachers' involvement to the students' academic performance.

The study was conducted and limited at Cita Hati Christian Senior High School – West Campus, Surabaya, East Java Indonesia during the second semester of the school year 2018 – 2019 among the students enrolled in Year 1 (Grade 11) and Year 2 (Grade 12).

REVIEW OF RELATED LITERATURE

This section includes the various readings on different literature and studies, which have bearing to the present study. This part presents studies and concepts of well-known educators and researchers to give clarifications on the selected variables of this study. These were the bases of the conceptualization of the present study and were used to enhance the discussion of the results.

Socio - demographic Characteristics

Various socio-demographic characteristics of individuals have considerable relationship on the students' attitude toward various factors, including their perception on the use of learning strategies and learning styles. In this regard, this study considers various socio-demographic factors such as age, sex, educational attainment, parents' income, family income, study habits and social media exposure.

Age

Age is a very broad concept that may be viewed from different perspectives (Schalk et al., 2010). According to Hu (2016), the age-related factors are regarded as the determining factor to young learner as well as the older learner's learning; it arouses some controversies to question how to attract learners' attention to learn with interest and favourable attitude. Under normal circumstances, average age of senior high student in both public and private schools in Indonesia is between 15–18 years old. Age may not influence difference in motivation between child and adult but age may affect the learning process. In accordance with Wlodkowski (2011), aging does affect learning in that as adults become older their physical functions such as sight

and hearing begin to degrade. However, their capability to learning does not degrade. If adult learners are of the same condition in learning, they are as proficient as younger learners.

Sex

Gender is a combination of nature and culture, biological traits as well as learned behaviours (Ryan, 2010). The government of Indonesia implemented gender equality in education which encompasses both girls' and boys' experiences in school, in terms of equal and fair treatment by teachers and the gender responsiveness of the curriculum, textbooks and learning materials, as well as the learning environment and education outcomes. However, there are teaching approaches and methods used to engage and assess students which may also favour boys, particularly in Indonesia where girls are often discouraged from speaking in public, expressing their opinions or questioning male authority (ACDP Indonesia, 2013).

Akram and Ghani (2013) found significant gender differences in attitudes toward learning. Wehr-Flowers (2006) revealed such differences in individuals' attitudes toward learning music, and Onyinye and Okereke (2012) suggest significant gender differences in attitudes toward math learning, with male students significantly more likely to show positive attitudes than their female counterparts. These results suggest that gender may have considerable influence on parents' perception of teachers' personal and professional competencies

Educational Attainment of Parents

Parents are the first teachers of their children. In the light of this, parental education influences student's academic performance. Ahmad and Naeema (2013) suggest that children from families whose parents have less education tend to perform systematically worse in school than pupils whose parents have more education. To him, educated parents provide intellectual, economic, psychological and emotional support to their children who in turn make them to be more comfortable and adjusted to their learning development, and this results in high academic performance.

Kassim, Kehinde and Abisola (2011) examine the causal-effects of parents' education, profession and mother's age on students' attainments. The results revealed that parents' education has the vital influence on the academic achievement of students. Vellymalay (2010) studied the relationship between parents' education level and their immersion in their children's education. Findings of the study suggest that there were no significant differences between parents' education level and parents' involvement plans for their children's education. Dubow et al. (2009) examined the forecast of individuals' educational and occupational success from related and personal variables assessed during their mid childhood and late adolescence. The results provided strong support for the unique predictive role of parental education on their children's educational developmental factors such as late adolescent achievement and achievement-related ambitions.

Parents' Occupation

According to Marmot (2004) occupations are ranked into most prestigious occupation and lower ranking occupation. The most prestigious occupations are

physicians, surgeons, lawyers, chemical and biomedical engineers, and communication analysts. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The jobs which are considered as high status in classification provide more challenging work, ability and greater control over working conditions. While those considered less valued in classification paid significantly less and more laborious, very hazardous and provided less autonomy.

According to Charles (2013) occupational status measures social position by describing job characteristics, decision making, ability and control and psychological demand on the job. Also, Saifullah (2011) pointed out that parents' occupation significantly influences students' achievement. Furthermore, Ibrahim (2015) explains that parent with the prestigious occupations is more likely to identify their children's problem to give a possible solution. They also help them to do their homework by providing facilities necessary for learning development. It is possible as a prestigious occupation is connected with income level. Prestigious occupation parents have better income stability that would make it easier for them to make adequate provisions to their children's learning development.

Family Income

Money measurement concept stipulates that every transaction is measured in the unit of money denomination. Money measures the value through price. The value of money (the purchasing power) is the quantity of goods and services it can afford per time. Money is the main resource of family income and determines the volume of

expenditure per time. As part of home financial management, efficient and effective management of money resources goes a long way to achieve the diverse family goals. Family periodic budget is a key to prudent home financial management. According to (Business dictionary.com., 2016), family income is the “total compensation received by all family members age 15 or older living in the same household. Compensation may include wages, social security, child support, pensions, capital gains, and dividends”.

In addition, Yousefi et al. (2010) examined the effect of family income on test-anxiety and academic achievement. Their paper focused on 400 Iranian high school students. Statistical analysis of ANOVA was employed. The findings showed that family income significantly affected academic achievement of students. It was recommended that in enhancing academic achievement in school setting, support strategies such as improving family income among families by government must be focused on. To decrease the rate of influence of family income on depression and academic achievement among students, the government should organize practical programs to help families and also students in the areas of food, money and the other supports.

Study Habits

A great deal of research provides evidence that study habits and study attitudes are both significant variables, which determine the academic performance of students. Yet, in spite of the perceived importance of study habits and study attitudes to academic achievement, it seems that education institution still pay little attention to understanding these factors (Baquiran, 2011). Study habits are mainly external factors

that facilitate the study process such as study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehears explaining the material, and studying in a conducive environment (Credé, 2008).

Lampatan (2012) made a study on distinction of good students from poor students. He found out that better students wrote their lecture notes in full and reviewed them the same day. The poor students attended classes irregularly. He found out that the habit of taking down notes is full during recitation, and reviewing them daily was extremely beneficial. Lampatan (2012) pointed out that studying is a simple will power, and the basic thing is discipline. Study rooms and tutors are nothing if there is no motivation to study. If the pupil does not want to exert effort to study, everything is useless. He believed that willingness is not the only factor but also intelligence, environment, health and likes and dislikes of the individual. His observations also revealed that too much care or concern of parents to their children will lead them not to exert effort in studying. Teachers should impose discipline to encourage pupils to study. Proper atmosphere is also necessary.

Furthermore, studying is the most important in learning because the achievement in school depends on how much to study. As mentioned that poor study habit is one factor that child failed to achieve academic success though it is within limits of its capacity (Lampatan, 2012).

Social Media Exposure

Davis et al. (2012) refer to social media technology (SMT) as “web-based and mobile applications that allow individuals and organizations to create, engage, and share new user generated or existing content, in digital environments through multi-

way communication". Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of social media is that, it is not limited to desktop or laptop computers but could be accessed through mobile applications and smart phones making it very accessible and easy to use. Examples of these social media platforms both on the web and mobile application include Facebook, Twitter, YouTube, Whatsapp, Instagram, blogs etc.

According to Boyd and Ellison (2007), social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. These sites are used to interact with friends, peers and others that are found in groups on these sites. The sharing of information ranges from news, debates, gossips, feelings or statement of mind, opinions, research etc.

Communication between teachers and students has been moving towards the digital realm for the past decade (Bouhnik & Deshen, 2014), and with this increase of digital communication came an increase in research studies that investigate the possible benefits of utilizing digital communication channels, with different characteristics, between teachers and students in educational settings (Calvo, Arbiol & Iglesias, 2014).

Hrastinski et al. (2014) conducted a study to investigate how high school students benefited from inclusion of Instant Messaging (IM) in social media as a tool for communication with their teachers. Their findings revealed improvements in achievement because students were able to utilize their time after school with

questions to their teachers and were able to receive feedback during their learning process after school. “WhatsApp” is one of the most popular mobile applications used for exchanging messages in the form of text, audio files, video files, and web-links between individuals and within groups (Bouhnik & Deshen, 2014). While one of the biggest challenges that such applications face is that they are viewed as disruptive to classrooms and a source of distraction to students (Kumar et al., 2016; Tindell & Bohlander, 2012), several researchers have recently investigated the effectiveness of utilizing “WhatsApp” in educational settings (Bansal & Joshi, 2014). For example, Rambe & Bere (2013) conducted a study on “WhatsApp” usage with IT students in an African university (N=95) and found that students reported that the integration of “WhatsApp” in the classroom was useful, and made interaction with the instructor easier while also causing the classroom environment to become more engaging (Rambe & Bere, 2013a).

Parental School-Involvement

Parental involvement can be defined as any interaction between parents and children at home or with the school to ensure that the children’s academic performance is going in a positive way. Feurstein (2000) defined parental involvement as activity encompassing a wide range of behaviours discussing school activities with children to attending parent-teacher conference. Moreover, Holloway et al. (2008) defined parent involvement as the initiation of home based behaviours like monitoring homework as well as school based activities such as attending school events and communication with teachers.

Participation in Class Activities

In a more constructive way, McNeal Jr., (2001) listed four elements of parental involvement. One of the most important elements of this model was parent child discussion. Other elements of Ralph McNeal Jr. model such as parents' involvement in Parent Teacher Organization (PTO), will direct engagement in school activities and monitoring children's progress. Furthermore parental involvement has been constructed in various research studies as representing different parental practices and behaviours such as parent child discussion, parents' participation in school activities and different parenting styles (Sanders & Sheldon, 2009).

Motivation and Support to Education of Children

Parental involvement takes many forms such as good parenting at home, provision of basic necessities, positive behaviour moulding, instilling positive social values and good citizenry and above all, enhancing educational aspirations (Rafiq et al., 2013). In particular, parental involvement in their children's academic performance may include activities such as helping the child in reading, supervising their homework, offering coaching and presenting learning activities outside schools.

Attitudes towards the Use of Social Media

According to Liao et al. (2008) most parents do not exercise significant supervision over their children's activity on the web. Parents seem to be aware of such activity when the children first engage in it, and supervision wanes over time. However, most parents whose child has access to the internet claim that they share and/or support their child on the internet, a claim not embraced by their children.

Specifically, parents instruct their kids on safe conduct on the internet (e.g., “Don’t give personal information to strangers”), and they assume that their children follow their instructions. However, surveys show that this is rarely the case, and children often divulge personal information (Lenhart & Madden, 2007).

While many parents are not aware of the full extent of their children’s online activity, mothers were found to be more aware of their adolescents’ internet use than fathers (Liau et al. 2008). This finding may be explained by the fact that mothers, more than fathers, spend more time with their children in conversation, joint activities, and care giving (Garcia-Mainar et al. 2011). However, as regard to internet use, other research indicates that fathers tend to be more involved than mothers and are more likely to check the websites their children had visited (Wang et al., 2011). Although parents acknowledge the importance of supervising children’s internet activity, the research literature reveals an inconsistent picture of parental monitoring and supervision (Liau et al. 2008).

Teacher Classroom-Involvement

The teacher as a facilitator in the learning process of the students can contribute substantially by utilizing appropriate and effecting teaching methods, utilizing the result evaluation as basis for exploring and improving the learning of the students. A teacher who is enthusiastic, persistent, polite and friendly can effectively stimulate and sustain students’ interest and enthusiasm to learn (Villareal, 2006).

Teacher Guidance

Ashton (2001) states that the relationships between teacher praise and feedback, and students' perceptions of the classroom environment were investigated in six rural elementary schools. The Teacher Feedback Scale and My Classroom Scale were developed as part of this study and used to collect the data. Structural equation model was used to test a hypothesis. Also, the results indicated that negative teacher feedback and effort feedback were both related to students' relationships with their teachers, while ability feedback was associated with perceptions of the classroom environment. Praise was not related to classroom environment or teacher–student relationships. Significant age and gender differences were found (Burnett, 2002).

Parents and teachers are two of the most important contributors to a student's educational success. When parents and teachers communicate well with one another, they are able to support student learning together. As such, communication between home and school is vital. However, parents and teachers do not usually have obvious opportunities for interaction. Rather, one party must intentionally reach out to the other for communication to take place. Thankfully, the use of technologies such as email, texting, websites, electronic portfolios and online grade books have made communication between parents and teachers more timely, efficient, productive and satisfying (Merkley et al. 2006).

The classroom is the place where the students learn the various skills that are necessary to qualify them to become significant adults. Ashton (2001) stated that a classroom is where the students gain understanding of the contribution that they can make to build their identity and their society. It is where the students acquire the knowledge needed to achieve their ultimate goals and objectives in future life. With

the classroom being such an important place in the growth and development of a student, it is important, therefore, to understand the ways in which to form its environment in order to have maximum effective instruction. If schools play a major role in teaching the students how to be successful adults, then every necessary measure should be taken to safeguard that the learning environment is one that helps students work hard to achieve success. If not dealt with adequately, a classroom can be set up in a way that hinders creativity or, at least, in a way that does not promote acceptable learning level (Kilie, 2012). Also, there are non-physical elements such as the classroom regulations and rules, or even the sounds and light within the room. Each of these can affect a student's focus and hence his learning in the class. These elements can also affect the teacher's attitude in the class as well (Dihaisat, 2016). Additionally, the way in which a teacher controls the class, or manages it will have positive or negative influence on the students (Best & Kahn, 2001).

The standard for many classrooms in the past was to have a blackboard and a set of desks arranged in rows within the classroom. This system of arrangement may not fit students in today's schools. Some modern educators claim that such traditional arrangements make students lose interest and create a higher level of boredom in the classroom (Umar, 2015).

Attitude Towards Students

Attitude is the way people reason or act and most of the times can either make or mark an individual performance while carrying out their tasks and responsibilities. It is often said that attitude may be positive or negative. Negative attitudes displayed in the school by teachers may result in negative performance while positive attitudes

put forth by teachers in the school may result into a positive performance. The attitude of a teacher, consciously or unconsciously, directly or indirectly affects students' academic performance (Shittu and Oanite, 2015)

Nabukenya (2007) opined that teacher professionalism affects the role of the teacher and his or her pedagogy, which in turn affects the students' ability to learn effectively.

According to Fehintola (2014), in a typical classroom setting, a professional teacher must demonstrate excellence attitudes in his teaching. It shows that teachers must put forth an attitude that will help to transform the learners' positively in the three domains of learning i.e cognitive, affective and psychomotor areas. A professional teacher must demonstrate sound attitudes such as intelligence, neatness and desirable traits. Teacher professional development has influence on a lot of variables such as student motivation, teaching methodologies, communication skills, organization of content and planning of lessons, students' participation during lessons, teacher confidence and knowledge of subject matter (Maende, 2012).

In the work of Wirth and Perkins (2013), it was revealed that teacher's attitude contributed significantly to student attention in classrooms. Mucella, Melis and Ahu (2011) investigated the effects of teachers' attitudes on students' personality and performance in Istanbul Turkey. The findings from their study showed that teachers' positive attitudes have positively influence students' personality as well as their life performances.

A study on the effects of teacher characteristics and attitudes on student achievement in Kcse Economics Examination was conducted by Kurgat and Gordon (2014). The findings of their study revealed that teachers have a positive attitude

towards the subject thus poor performance could be attributed to other factors than teacher attitudes. This therefore meant that teacher's attitude directly affected students' attitude. A study on the relationship that exists between teachers' characteristics as correlates of students' academic performance among secondary school students in Saki-west local government area of Oyo State was carried out by Fehintola (2014). The findings of the study showed a significant relative contribution between teachers' characteristics to academic performance of the participants.

Provision of Instruction

The integration of computer and technology in teaching and learning has been acknowledged pervasively. For instance, there is a rapid growth in using educational technology with various applications of distance education, Internet access and educational games (Ross, Morrison, & Lowther, 2010) and in integrating various technological applications into teaching and learning (Mogbel & Rao, 2013).

In Indonesia, Minister of Education and Culture Republic of Indonesia, through its substantial policy stipulated in Indonesian Qualification Framework (Kementerian Pendidikan Nasional Republik Indonesia, 2012) appears to issue integrating technology into teachers' teaching practices. Also, it encourages the teachers to utilize technology to enhance efficiency and effectiveness of students' learning.

The Department of National Policies of the Republic of Indonesia (Kementerian Pendidikan Nasional Republik Indonesia, 2012) endorsed that teachers in Indonesia should not always depend on the use of a whiteboard in their classroom to support their teaching and learning process instead the department positively

translate the policies as an active encouragement for the teachers to begin utilizing educational technology to support their teaching practices. It is because the technology can be a highly engaging tool that can provide a source of real language, enhance students' learning motivation (Stanley, 2013), make a classroom more appealing to students (Park & Son, 2009), and improve students' language learning (Cahyani & Cahyono, 2012).

Academic Performance

Educational services are often not tangible and are difficult to measure because they result in the form of transformation of knowledge, life skills and behaviour modifications of learners (Tsinidou, Gerogiannis, & Fitsilis, 2010). So there is no commonly agreed upon definition of quality that is applied to education field. The definition of quality of education varies from culture to culture (Michael, 1998). The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child (Furstenberg & Hughes, 1995). The relationship between gender and the academic achievement of students has been discussed for decades (Eitle, 2005). A gap between the achievement of boys and girls has been found, with girls showing better performance than boys in certain instances (Chambers & Schreiber, 2004). Gender,

ethnicity, and father's occupation are significant contributors to student achievement (McCoy, 2005; Peng & Hall, 1995).

The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005; Lopez, 1995). Low SES level strongly affects the achievement of students, dragging them down to a lower level (Sander, 2001). This effect is most visible at the post-secondary level (Trusty, 2000). It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006).

Theory of Educational Productivity by Walberg (1981) determined three groups of nine factors based on affective, cognitive and behavioural skills for optimization of learning that affect the quality of academic performance: Aptitude (ability, development and motivation); instruction (amount and quality); environment (home, classroom, peers and television) (Roberts, 2007). The home environment also affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counselling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano et al., 2003). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004; Henderson, 1988; Shumox & Lomax, 2001). There is a range of factors that affects the quality of performance of students (Waters & Marzano, 2006). A series of variables are to be considered when to identify the affecting factors

towards quality of academic success. Identifying the most contributing variables in quality of academic performance is a very complex and challenging job. The students in public schools belong to a variety of backgrounds depending upon their demography.

Summary of Review of Related Literature

The review covered some of the factors that influence students' academic performance. The body of literature related to the present study provides broad and meaningful ideas which lead to the clearer conceptualization of this study.

The literature on socio-demographic characteristics has been conclusive that the academic performance of the students' may have been influenced by the different factors.

More so, studies revealed that study habits are mainly external factors and important in learning process because the achievement in school depends on how much time spent to study. On the other hand, the literature on social media exposure conformed that utilisation of the said technology has positive and negative effects on students' academic performance in this modern era.

The socio-demographic characteristics of the respondents include age, sex, educational attainment, parents' occupation and family income. Most of the literature reviewed on social demographic characteristics revealed relationship with parental involvement and students' academic performance.

Parental involvement includes participation in class or school activities, motivation to support education of children and attitudes towards use of social media. Most of the literature conformed relationship to students' academic performance.

Researchers considered parents as the backbone of the educational system where they were the first to supervise the offline and online activities of their children. However, some studies from the literature revealed that parents are not convenient on their children's exposure to social media.

Teacher's involvement includes teacher guidance, attitudes towards teachers and provision of instruction. Most of literature reviewed conformed on relationship with students' academic performance.

Most of the literature reviewed revealed that different factors such as socio-demographic characteristics, parental involvement and teacher involvement showed relationship with students' academic performance.

METHODOLOGY

This part presents the theoretical and conceptual framework, operational definition of terms, locale of the study, respondents of the study, research design, instrumentation, method of data gathering and method of data analysis.

Theoretical and Conceptual Framework

This study is anchored on Walberg's (1981) Theory of Educational Productivity. This model includes nine factors hypothesized to affect the learner's cognitive, as well as affective, outcomes. These nine factors include (a) ability or prior achievement, (b) age, (c) motivation or self-concept, (d) quantity of instruction, (e) quality of the instructional experience, (f) the home environment, (g) the classroom or school environment, (h) the peer group environment, and (i) the mass media. Walberg's model extends beyond earlier models of academic learning by examining out-of school influences and social-psychological variables (Wang, Haertel, & Walberg, 1993). The first five variables that reflect student aptitude and instruction are found in other educational models, including Carroll's (Walberg & Tsai, 1985). The remaining variables involve the educationally stimulating psychological environment, both within and outside the classroom (Fraser, Walberg, Welch, & Hattie, 1987). The first three variables in Walberg's model (ability, age, and motivation) can each be seen as internal traits to the learner or student aptitude (Fraser et al., 1987). Ability or prior achievement, for Walberg, includes factors that can be measured by "the usual standardized test" (Walberg & Tsai, 1985). These factors would include the learner's aptitude, ability, and IQ, as well as previous achievement (Keith, 2002). Walberg has assessed this variable using students'

mathematics, science, and reading cognitive subtest scores on the National Assessment of Educational Progress (Walberg et al., 1986; Walberg & Tsai, 1985; Reynolds & Walberg, 1991; 1992).

The next two variables, quantity of instruction and quality of the instructional experience, examine instructional factors (Fraser et al., 1987). Quantity of instruction is described as the amount of time students engage in learning (Walberg & Tsai, 1985), including the time scheduled, allowed, or assigned for a given instructional unit by the teacher, as well as the fraction of this time the student actually spends learning the content (Walberg, 1981). Walberg and his colleagues have measured quantity of instruction through reports of weekly homework and class attendance (Reynolds & Walberg, 1991; 1992). In addition, this variable has been measured through effective use of class time, interruptions during class, and teachers' ability to gain students' attention quickly (Parkerson, Lomax, Schiller & Walberg, 1984). Others have measured quantity of instruction as time on mathematics homework in school and outside of school (Ma & Wang, 2001).

Quality of the instructional experience includes psychological and curricular experiences, and can be seen as the appropriateness of the instructional experience (Reynolds & Walberg, 1992). The quality of instructional experience variable has been measured using a 4-point Likert scale. The scale is used to assess the instructional focus of the teacher in areas such as teaching lab techniques, including conducting experiments, and requiring written reports (Reynolds & Walberg, 1991; 1992). Also assessed are the amount of homework number of semesters of science class (Walberg et al., 1986); if the teacher tells students they are right or wrong, teacher reviews lessons, students report that they understand the teacher (Parker & Son

et al., 1984); and students report that the teaching is good in their school and that the teacher offers praise (Ma & Wang, 2001).

The final variables: home environment, classroom or school environment, peer group environment, and mass media, are characterized as environmental factors (Fraser et al., 1987). Home environment refers to the support given to students while at home. It has been measured in various ways, including family interest in school and in science parental education (Reynolds & Walberg, 1991; 1992), number of times the dictionary is used at home (Walberg & Tsai, 1985), and home socioeconomic status (Ma & Wang, 2001; Walberg et al., 1986). Classroom and school environment, including classroom morale (Keith, 2002), refers to the classroom as a social atmosphere and has been measured through access to classroom materials (Walberg & Tsai, 1985) and the percentage of students who continue toward a bachelor's degree or take additional science classes (Reynolds & Walberg, 1991; 1992). Others have measured classroom and school environment through student reports of feeling put-down by the teacher or by other students in the classroom (Ma & Wang, 2001).

Walberg and his colleagues have tested his model in a national sample of high school seniors (Walberg et al., 1986; Reynolds & Walberg, 1991; 1992) and found the included variables to be good predictors of learner achievement across gender and race. While the initial Walberg's Model of Educational Productivity involved a simple structure with each of the nine factors independent and in a single order (Walberg, 1981).

In the context of this study, the factors such as age, home environment and mass media conceptualized the socio-demographic characteristics and social media exposure while parental school-involvement and teacher classroom-involvement was

abstracted from the factors such as quality of instructions, quality of the instructional experience, home environment and classroom or school environment. Walberg's theory on academic achievement was used to provide the guiding framework for the study to explore the perceptions of prospective causes of academic performance of Grade 11 and 12 International Baccalaureate Diploma Program (IBDP) students, with particular attention to cognitive, behavioural, and emotional student engagement.

Inspired by the theory stated above, this study conceptualized the relationship of the independent and dependent variables since it integrates individual and institutional variables that can impact students' academic performance. While numerous studies have focused on student-teacher interaction, and the impact it has on student academic performance, few studies had investigated the linkages existed in the following set of variables: socio-demographic characteristic, study habits and social media exposure, parental involvement and teacher involvement. Furthermore, this study is important since factors in-and-outside the classroom learning environment are studied to determine if they played a role in student's academic performance. The findings would give rise to further hypotheses, thereby increasing the probability of adding to existing knowledge in this field. The conceptual paradigm of this study is shown in Figure 1.

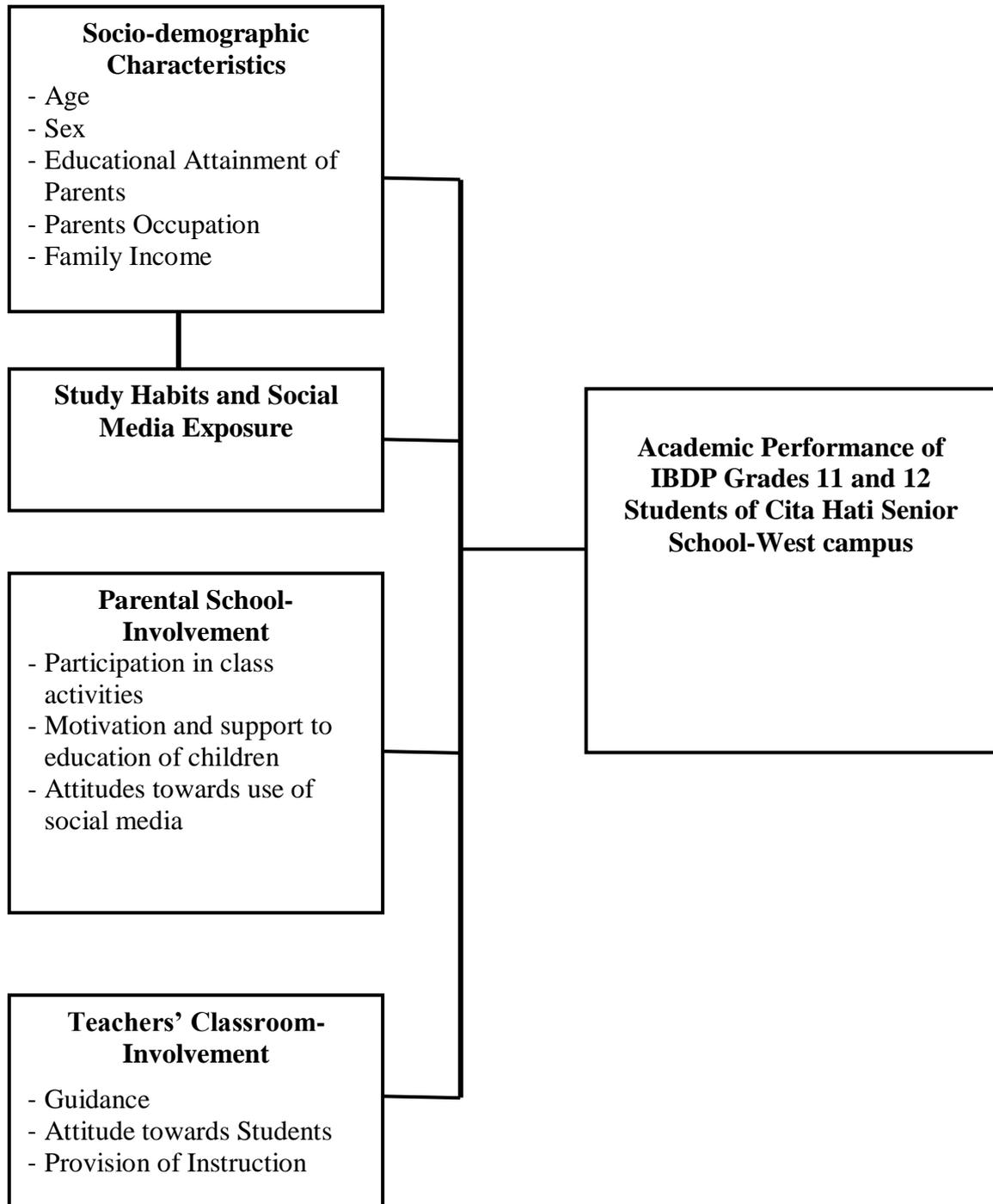
INDEPENDENT VARIABLES**DEPENDENT VARIABLES**

Figure 1. The conceptual framework showing the hypothetical relationship between the independent and dependent variables of the study.

Operational Definition of Terms

For better understanding of the study, the following terms are defined operationally:

Socio-Demographic Characteristics refers to the profile of the senior students, which include age, sex, educational attainment of parents, parents' occupation, and family income.

Age refers to the number of years reckoned from the time of the nearest birthday of the respondents.

Sex refers to whether the respondent is male or female.

Educational Attainment of Parents refers to the highest level of education that was successfully completed by parents of the respondents.

Parents' Occupation refers to the profession, vocation, or activity engaged by the parents of the respondents to fend for their family. This was categorized into (1) professional, which consists of parents who are college degree holder and who are engaged in professional jobs, e.g., teachers, engineers, accountants, etc., (2) skilled, which consists of parents who have at least reached high school and who are engaged in jobs that require specialized trainings or skills e.g., carpenters, drivers, masons, auto mechanics, electricians, etc., and (3) unskilled, which consists of parents who are engaged in jobs that do not require specialized trainings and skills, e.g., construction workers, farmers, laborers, etc..

Study Habits refers to the manner at which the students make his free time to study, his degree of participation in classroom activities, his motivation to excel in class, and his attentiveness.

Social Media Exposure refers to the students' use of online services and application to create connection, communication and provide various ways for users to interact with one another.

Parental School-Involvement refers to parents' participation in class activities, motivation and support to education of children and attitudes towards use of social media.

Participation in Class Activities refers to the extent of parents' involvement in classroom activities, participation in school programmes, attendance in Parents-Teachers conference, and monitoring students' academic performance.

Motivation and Support to Education of Children refers to the extent of parents' guidance on the students' academic performance particularly in giving inspiration, encouragement, and support.

Attitude Toward Social Media pertains to parents' perception on the use of social media at home.

Teachers' Classroom-Involvement refers to the teachers' guidance, attitudes towards students and provision of instruction of the teacher in the classroom.

Teacher Guidance refers to how teacher motivates students to participate in class, maintains clean and orderly classroom, coordinates with parents to report students' academic progress and remediation and homeroom meetings, and conduct remediation program for the students.

Attitude Towards Students refers to the general attitude which stems from the teacher's personality and definition of role as a teacher.

Provision of Instruction pertains to the teachers' strategies on the use of social media in teaching.

Academic Performance refers to to the Grade Point Average (GPA) of the respondents during the School Year 2019-2020.

Locale and Time of the Study

This study was conducted at Cita Hati Christian Senior School – West Campus, located at Jl. Bukit Golf L2/No.1, Citraland, Lakarsantri Surabaya, and East Java Indonesia during the second semester of the school year 2019-2020.

Cita Hati Christian School - West Campus was established in January 2009, as a development of Buah Hati and Cita Hati Christian School - East Campus that has been established since 1990. Armed with experience in the world of education that has been more than 20 years, Cita Hati Christian School - West Campus is committed to providing the best educational facilities to both residents of West Surabaya and the surrounding areas, in accordance with the school's vision "Building a generation of Character, Faith and Wisdom”

Cita Hati Christian School - West Campus has a National Plus curriculum and is also equipped with an International Program for Elementary level namely Cambridge Primary Check Points (CP) at Grade 6. Cambridge Lower Secondary (LS) for Grades 7 and 8 and Cambridge International General Certification for Secondary Education (IGCSE) for Grades 9 and 10 at Junior High School level and Grades 11 and 12 for International Baccalaureate Degree Program (IBDP) and Cita Hati Diploma Program.

To support the existing educational facilities, Cita Hati Christian School - West Campus is equipped with various of the best facilities including: Multifunction Hall Room which also functions as an indoor gym, a large Learning Centre Area at

every floor, Introduction to information technology as a medium for teaching with using iPad, a learning atmosphere that is conducive and adapted to the needs of students, Theatre with a capacity of 120 students to support teaching and learning activities, and computer labs, Chemistry, and Biology, 2-storey library equipped with iMac computer, Indoor and Outdoor Play Area, Basketball Court and School canteen, and Parents Lounge designed specifically for parents waiting for students to go home.

Figure 2 shows the location of Cita Hati Christian Senior School West Campus, Surabaya, and East Java, Indonesia.



Source: Google Maps

Figure 2. Map of East Java, Indonesia showing the location of CitaHati Senior High School-West Campus where the study was conducted

Respondents of the Study

The respondents of the study were the students in Year 1 (Grade 11) and Year 2 (Grade 12) in British School system enrolled in International Baccalaureate Diploma Program (IBDP) Curriculum in Cita Hati Senior High School during the school year 2019-2020.

These cohorts of students were purposely selected because these respondents have unique characteristics and hold specific information desired for the study. The power of purposive sampling lies in selecting information rich-cases for in-depth analysis related to the central issues being studied. For this reason, purposive sampling was used to select all 50 students from International Baccalaureate Diploma Program. Total sampling is a type of purposive sampling where the whole population of interest (i.e., a group whose members all share a given characteristic) was studied (Laerd, 2018).

Students who took part in the study were given parental consent forms and student Assent forms. There were 25 Grade 11 IBDP students and 25 Grade 12 IBDP students, with a total of 50 IBDP students who served as respondents of the study (see Table 1).

Table 1. Respondents of the Study

GROUP	GRADE LEVEL	NUMBER OF STUDENTS PER LEVEL
International Baccalaureate Diploma Program (IBDP)	Grade 11	25
	Grade 12	25
Total		50

Research Design

A descriptive research design was employed in this study. Descriptive research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way (Simon, 2011). In the study, descriptive analysis was used in describing the socio-demographic characteristics of the respondents, study habit, social media exposure, parental involvement and teacher involvement on the academic performance of the respondents.

Descriptive correlational research was also used in the study. Correlational research examines the degree of the relationships that exists between two or more variable (Creswell, 2009). A correlation is a quantitative measure of the degree of correspondence between two or more variables (Kritsonis, 2009). In this study, the sole purpose of correlational analysis is to provide an accurate and valid representation of the factors under independent variables and its relationship to dependent variables which is the academic performance of Grades 11 and 12 IBDP students.

Research Instrument

An instrument is a tool for measuring, observing, or documenting quantitative data (Creswell, 2012). Creswell also stated that the researchers use instruments to measure achievement, assess individual ability, observe behaviour, develop a psychological profile of an individual or interview a person.

The primary instrument that was used in this study was a questionnaire consisted of five parts. The first part was originally developed by the researcher covering the socio-demographic characteristics of the respondents. The second part

was about the study habits of the respondents which was adapted from Duhina (2001). The third part was about the social media exposure of the respondents which was adapted from Mowafy (2018). The last two parts were parental school-involvement and teacher classroom-involvement which were both adapted from Cabasog (2016). This questionnaire was administered online using Google Docs, an online survey software program that provides easy online data collection (See Appendix I).

Part I inquired about the students' socio-demographic characteristics of the respondents such as age, sex, educational attainment of parents, parent's occupation and family income. Online link was given to the students. They answered and supplied the information by ticking and writing down the needed information on the provided spaces or boxes..

Part II was about the respondent's study habits and attitudes in the classroom. The questionnaire which consisted of 15 questions was adapted from the instrument developed by Duhina (2001). The students were asked to answer the questionnaire through online survey using a 5-point Likert type where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often and 5 = Always. They were asked to answer the instrument by clicking the appropriate box specific for the 5- point option.

Part III consisted of 15 questions to examine the relationship of social media on the academic life and performance of students. This instrument was adapted from Mowafy (2018) in the study "The effects of Social Media on the Academic Performance of Nile University Students". In the survey, Mowafy (2018) checked the reliability of the research instrument which was also determined by Osharive (2015) using a split half test using the odd and even numbered items to form the two halves.

The two halves were administered to a sample of students from a university not selected for the main study. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A co-efficient value of 0.65 indicated that the research instrument was reliable (Osharive, 2015).

In the present study, the researcher chose this survey because it was the only available survey that addressed relationship between the social media exposure and the student's academic performance. Correspondingly, the students were asked to answer the questionnaire through online survey questionnaire using a 5-point Likert type where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often and 5 = Always. Respondents were then instructed to respond to their degree of agreement with the statements contained in the instrument by ticking the appropriate box of their choice from the options.

Part IV included the students' perception on parental involvement and their attitudes towards studies. The questionnaire has three sections: A, B, and C. Section A is on parental participation in class activities; Section B is on parental motivation and support to education of their children and Section C is on parental attitudes towards the use of social media. The questionnaire contains five questions in each section, a total of 15 for the respondents to answer. This part of the questionnaire was developed and adapted from the instrument used by Cabasog (2016) in the study "The influence of Study Habits, Parental School Involvement, and Teacher' Involvement on the Academic Performance of Grade 6 Muslim Pupils. The students were asked to answer the questionnaire through online survey using a 5-point Likert type where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often and 5 = Always. They were asked to answer the instrument by ticking the appropriate box of their choice from the options.

Part V was about teachers' classroom involvement associated to teachers' ways of teaching in the classroom. The questionnaire has three sections: A, B, and C. Section A is on teacher guidance; Section B is on attitudes towards students and Section C is provision on instructions. Each section of the questionnaire contains five questions to answer a total of 15 for the respondents to answer. This part of the questionnaire was developed and adapted from the instrument used by Cabasog (2016) in the study "The influence of Study Habits, Parental School Involvement, and Teacher' Involvement on the Academic Performance of Grade 6 Muslim Pupils. The students were asked to answer the questionnaire through online survey questionnaire using a 5-point Likert type where 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often and 5 = Always. They were asked to answer the instrument by ticking the appropriate box of their choice from the options.

Grade Point Average (GPA) data of the students' respondents were extracted from the Cita Hati Senior High School- West campus database by the personnel in the school's Office of the Registrar. The GPA of the students was used to get an in-depth understanding of the factors that have relationship with their academic performance. To protect the privacy of the student respondents, all their names were removed from the data before further analysis.

Data Gathering Procedure

Before the study was conducted the researcher, asked permission from the Senior High School Principal of Cita Hati Christian Senior School – West Campus, Lakarsantri, Surabaya East Java, Indonesia and asked foran approval to collect data during the Second Semester of the Academic Year 2019-2020. The researcher sent a

letter via email to the principal to formally ask permission to collect data on the first week of March 30, 2020 (See Appendix II).

With the selected study sample, the purposive sampling method was used. The study did not discriminate any age segment or level of ability since the study was selected irrespective of the participants' age. The researcher chose his former school Cita Hati Senior High School Grade 11 and Grade 12 of the International Baccalaureate Diploma Program (IBDP), to avoid biases.

The Senior High School Principal and the advisory class teacher (Pastoral Care Teacher) of each class also helped the researcher distribute to all potential participants the Informed Consent Form (See Appendix IV) for parents as well as the Student Assent Form for students (See Appendix V). They helped the researcher in collecting back the forms. Students were given parental/guardian consent form and a student assent form on March 19, 2020 and were asked to return those within a week. The signed consent and assent forms were required for each student who participated in the study. All parents gave their consent so one was excluded.

On March 30, 2020, the pastoral care teachers helped the researcher administer the survey through online (Google Forms). The researcher instead of using a hard copy of the questionnaire distributed the link for the students to answer during a non-academic time in school. In Cita Hati Christian Senior School culture, non-academic time means either taking the extracurricular activity time or after the regular class hour or known as after school, which is 3:30 p.m. to avoid missing lessons.

Students who were identified as respondents of the study were gathered in each room for the administration of the instruments. The pastoral care teachers reminded the students that (a) they are volunteer participants and have the right to

decline participation at any time without punishment, (b) their data will be kept anonymous and confidential, and (c) they could feel free to ask questions if they will not understand any part of the questionnaires. The researcher explained the purpose of the study and they were instructed to complete the online survey.

Methods of Data Analysis

In this study, descriptive statistics such as frequency counts, percentages, standard deviation and mean were used in describing the socio-demographic characteristics of the respondents, study habits, social media exposure, parental involvement and teacher involvement.

The Pearson-Product Moment Correlation Coefficient was used to find the relationship between the socio-demographic characteristics, study habits, social media exposure, parental school-involvement, teacher classroom-involvement and academic performance of the respondents.

RESULTS AND DISCUSSION

This part presents and discusses the findings of the study. It includes the socio-demographic characteristics of the respondents, the social media exposure, the parental school-involvement, the teachers' classroom-involvement, and academic performance of the respondents.

Socio-demographic Characteristics of the Senior High School Students

Age

Table 2 shows that the computed mean for the respondents' age was 16.72 with a standard deviation of 0.90 which depicted that age of the respondents were not widely dispersed. Almost half (21 or 42.0 %) of the Senior High School student respondents were 17 years old and there were 14 or 28 percent who were 16 years old. The oldest among the respondents were 18 years old (10 or 20 %) and the youngest were 15 years old (5 or 10.0%). The data for the age of the Senior High School students imply that most of those who were studying International Baccalaureate Programme in Cita Hati Christian Senior High School West Campus during the conduct of the study were mostly 17 years old, the appropriate age for students in Senior High School. Hence, under normal circumstances, average age of senior high student in both public and private schools in Indonesia is between 15–18 years old (Hu, 2016).

Table 2. Socio-demographic characteristics of the respondents

CHARACTERISTICS		FREQUENCY (n=50)	PERCENTAGE
Age			
15		5	10.0
16		14	28.0
17		21	42.0
18		10	20.0
	Mean	16.72	
	SD	0.90	
Sex			
Male		26	52.0
Female		24	48.0
Fathers' Educational Attainment			
Bachelor's Degree		26	52.0
Master's Degree		8	16.0
Doctoral Degree		16	32.0
Mothers' Educational Attainment			
Bachelor's Degree		27	54.0
Master's Degree		6	12.0
Doctoral Degree		17	34.0
Fathers' Occupation			
Professional		50	100.0
Skilled		0	0.0
Unskilled		0	0.0
Mothers' Occupation			
Professional		50	100.0
Skilled		0	0.0
Unskilled		0	0.0

Table 2 continued...

CHARACTERISTICS	FREQUENCY (n=50)	PERCENTAGE
Family Income		
20,000,001 - 25,000,000	1	2.0
25,000,001 - 30,000,000	4	8.0
30,000,001 - 35,000,000	4	8.0
35,000,001 - 40,000,000	10	20.0
40,000,001 - 45,000,000	17	34.0
45,000,001 - 50,000,000	12	24.0
50,000,001 and Above	2	4.0
Mean	41,240,000.00	
SD	6,991,423.31	

Sex

From among the Senior High School students, majority were male (50 or 52.0 %) and there were only 24 or 48 percent male. This result coincides with the statistical records of Cita Hati Christian Senior High School-West Campus for the school year 2019 - 2020 which show that the number of female students was almost equal to the number of male students.

This is in agreement with the Indonesia's policy in implementing gender equality in education which encompasses girls' and boys' experiences in school in terms of equal and fair treatment by the teachers and the gender responsiveness of the curriculum, textbooks and learning materials, as well as the learning environment and education outcomes (ACDP Indonesia, 2013).

Parents' Occupation

The overall results on parents' occupation revealed that all (50 or 100%) of the respondents fathers' occupation were professional. The same result was achieved on respondents' mothers' occupation where there were 50 or 100 percent who were professional. This result can be attributed to the fact that respondents parents' educational attainment were mostly bachelor's degree holder, others were doctoral degree and few were master's degree. Thus, occupational status reflects the educational attainment required to obtain a job and income levels.

Marnot (2004) ranked occupations into most prestigious occupation and lower ranking occupation. The most prestigious occupations are physicians, surgeons, lawyers, chemical and biomedical engineers, and communication analysts. While lower ranking occupation are food preparation workers, counter attendants, bartenders and helpers, dishwashers, janitors, maids and housekeepers, vehicle cleaners, and parking lot attendants. The job which is considered as high status in classification provides more challenging work, ability and greater control over working conditions while those considered less valued in classification pay significantly less and more laborious, very hazardous, and provided less autonomy.

Family Income

Table 2 also shows that the computed mean for the monthly family income of the respondents was IDR 41,240,000.00 with a standard deviation of IDR 6,991,423.31 which explains that there was no wide range of dispersion in terms of monthly family income. Conversely, 17 or 34 percent of the respondents had a monthly income range of IDR 40,000,001 - 45,000,000; 12 or 24 percent of the

respondents had a family income range of IDR 45,000,001 – 50,000,000; 4 or 8 percent with a family income range of IDR 30,000,001 - 35,000,000; also 4 or 8.0 percent had a family income range of IDR 25,000,001 - 30,000,000. Among the respondents, 2 or 4.0 percent recorded the highest family income range of IDR 50,000,001- above and 1 or 2 percent with the lowest family income of IDR 20,000,001 - 25,000,000. The data above imply that all students enrolled in Cita Hati Senior High School had a family income above poverty line. Based on the Badan Pusat Statistik (BPS) or Central Bureau of Statistics (2019) report in March 2019, Indonesia's poverty line was recorded at IDR 425,250 per capita/month (approximately \$1 per capita/day). This shows that the respondents' monthly family income was beyond the margin that is considered as poor. The finding was also supported by the obtained data on parents' educational attainment and parents' occupation where all respondents' parents had high educational attainment and had prestigious occupation which gave them stable family income and support their children at school.

Study Habits and Social Media Exposure

This section presents the analysis and interpretation of data relevant to the respondents' study habits and social media exposure.

Study Habits

It can be seen in Table 3 that the pooled mean for study habits was 3.82 described as "Often" with a standard deviation of 1.08. This explains that the respondents regularly practice good study habits in accord to the identified

Table 3. Study habits of the respondents

STUDY HABITS	MEAN	SD	DESCRIPTION
1. I read my lessons repeatedly until I grasp its meaning.	4.18	0.89	Often
2. I usually pick out the important points in my lessons and review them.	4.08	0.85	Often
3. I recheck any point in the lesson which I find unclear.	3.88	1.06	Often
4. I try to concentrate when I'm studying.	4.06	0.97	Often
5. I maintain a regular time schedule to study.	3.78	1.11	Often
6. I try to relate my lessons with the lesson I learned from other subjects/experiences.	3.48	1.18	Often
7. I study well both my difficult and easy subjects.	3.48	1.18	Often
8. I copy the most important points in the lecture.	4.02	1.02	Often
9. I always take down notes.	3.78	1.28	Often
10. I listen attentively on my teacher's lecture.	4.16	0.91	Often
11. I listen attentively during the class discussion.	4.20	1.01	Always
12. I always go to the library to study.	2.98	1.36	Sometimes
13. I come to class well prepared.	3.42	1.01	Often
14. I consult my teacher on lessons which I find unclear.	3.86	1.10	Often
15. I seek the help of my classmates on the different lessons.	3.98	1.28	Often
POOLED MEAN	3.82	1.08	Often

Legend: 4.20 – 5.00 Always

3.40 – 4.19 Often

2.60 – 3.39 Sometimes

1.80 – 2.59 Seldom

1.00 – 1.79 Never

parameters.

As evaluated by the respondents, the statement which obtained the highest mean was “I listen attentively during the class discussion” ($\bar{x} = 4.20$) described as “Always”. This result implied that the respondents all the time pay attention during the class discussion. This was followed by the statements “I read my lessons

repeatedly until I grasp its meaning" ($\bar{x} = 4.18$); "I listen attentively on my teacher's lecture" ($\bar{x} = 4.16$); "I usually pick out the important points in my lessons and review them" ($\bar{x} = 4.08$); and "I try to concentrate when I'm studying" ($\bar{x} = 4.06$). These four statements were described as "Often" as practiced by the respondents. This signifies that the respondents practiced effective study habits with proper skills, had spent adequate time to read lessons repeatedly until grasp its meaning, listen attentively on teacher's lecture, review the lessons and concentrate while studying. These findings imply that the respondents had good study habits, study skills and study methods to manage time and other resources to meet the demands of the academic tasks. With such observation, it is also denoted that the respondents engaged study routines. The statements with the lowest mean were "I come to class well prepared" ($\bar{x} = 3.42$) and "I always go to the library to study" ($\bar{x} = 2.98$) described as "Often" and "Sometimes" practiced by the respondents respectively. The respondents' replied that they are often ready to learn and prepare themselves by going to the library to follow up their lessons and further study.

These findings agree with Lampatan (2012) who cited that studying is a simple will of power, and the basic thing is discipline. If the students do not want to exert effort to study, everything is useless. Crede (2008) further added that study habits are mainly external factors that facilitate the process such as sound study routines that include how often a student engage in studying sessions, review the material, self-evaluate, rehears explaining the material and studying in a conducive environment.

Social Media Exposure

The social media exposure of the respondents is shown in Table 4. It can be gleaned from the table that the pooled mean for social media exposure was 3.82 described as “Often” and with a standard deviation of 0.97. This shows that the respondents were often exposed to social media to communicate with their classmates especially that most of their academic tasks were posted online.

The next statements with the highest mean were “Social media use is encouraged by teachers as part of class assignments” ($\bar{x} = 4.30$); “The usage of social media for research has helped improve my grades” ($\bar{x} = 4.22$); “I follow the latest developments in my field through social media” ($\bar{x} = 4.16$); and “I engage in academic discussions on social media platforms” ($\bar{x} = 4.16$). These statements were described as “Often” which imply that majority of the respondents used social media networks as a communication platform due to the various numbers of available features and benefits. This also shows that probably the respondents’ used of social media helped improved their grades.

Moreover, the results indicate that the respondents were deeply exposed in social media and were aware of the different social networking sites, as well as had known the positive and negative effects of social media’s unlimited access.

Similarly, Hrastinski, Edman, Andersson, Kawnine, and Soames (2014) conducted a study to investigate how high school students benefited from inclusion of Instant Messaging (IM) in social media as a tool for communication with their teachers. Their findings revealed improvements in achievement because students were able to utilize their time after school with questions to their teachers and were able to receive feedback during their learning process after school.

Table 4. Social media exposure of the respondent

SOCIAL MEDIA EXPOSURE	MEAN	SD	DESCRIPTION
1. The time I spend online on social networks takes away from my time studying.	3.38	1.02	Sometimes
2. Online social networks distract me from my studies.	3.54	1.03	Often
3. The hours I spend online on social media are more than the hours I spend reading.	3.26	1.02	Sometimes
4. My unlimited access to Facebook through my cell phone has affected my academic performance negatively.	3.26	1.02	Sometimes
5. I engage in academic discussions on social media platforms.	4.16	1.01	Often
6. I make use of Social Media to share information with my classmates.	4.32	0.84	Always
7. Social media have impacted my GPA positively.	3.90	0.99	Often
8. I follow the latest developments in my field through social media.	4.16	0.81	Often
9. I solely rely on information gotten from social media to do my assignments without consulting other sources.	4.08	0.94	Often
10. The usage of social media for research has helped improve my grades.	4.22	0.81	Always
11. Social media is encouraged by teacher as part of class assignments.	4.30	0.88	Always
12. I use social media for making new friends and socializing more than I use it for academic purposes.	3.58	1.24	Often
13. I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.	4.12	0.98	Often
14. Social media has improved my communication skills.	4.10	0.81	Often
15. I communicate with the teacher through social media.	3.38	1.10	Sometimes
POOLED MEAN	3.85	0.97	Often
Legend:4.20 – 5.00	Always	(8 hours or more per day)	
3.40 – 4.19	Often	(5 -7 hours per day)	
2.60 – 3.39	Sometimes	(3 – 4 hours per day)	
1.80 – 2.59	Seldom	(1 -2 hours per day)	
1.00 – 1.79	Never	(No time)	

Parental School-Involvement

The parental school-involvement of the respondents is shown in Table 5. There were three categories for this parental school-involvement, the participation in class activities, motivation and support to education of their children, and attitudes towards the use of social media.

As evaluated by the respondents, the overall mean for parental school-involvement was 4.00 described as “Often” with a standard deviation of 0.97. This explains that in terms of parental school-involvement, the answers of the respondents were not widely dispersed. This implies that parents were involved in school activities and exhibit favourable attitudes towards the education of their children.

A. Participation in Class Activities

The pooled mean for participation in class activities was 3.99 described as “Often” with a standard deviation of 0.96. This explains that the respondents believed that their parents provided important opportunities for school to enrich school programmes and to bridge parents into educational processes.

The statements which obtained the highest mean were “My parents financially supported me in my projects and other necessary expenses in school” ($\bar{x} = 4.48$) and “My parents attend a Parent-Teacher Conference” ($\bar{x} = 4.48$). Whilst the statement which obtained the lowest mean was “My parents participate in school programs” ($\bar{x} = 4.48$). These statements were statistically described as; “Always” and “Often” respectively. These findings depicted that parents of the respondents had always financially supported their children’s projects and other necessary expenses in school, often attended parent-teacher conference and participated in school programs.

Table 5. Respondents' parental school-involvement

INVOLVEMENT	MEAN	SD	DESCRIPTION
A. Participation in Class Activities			
1. My parents get involve in class activities.	3.62	0.98	Often
2. My parents participate in school programs.	3.60	1.069	Often
3. My parents attend a Parent-Teacher Conference.	4.18	0.98	Often
4. My parents financially supported me in my project's and other necessary expenses in school.	4.48	0.86	Always
5. My parents monitor my academic performance.	4.08	0.94	Often
Pooled Mean	3.99	0.96	Often
B. Motivation and Support to Education of their Children			
1. My parents inspire me in my studies.	4.08	0.94	Often
2. My parents help me develop my interest in studies and encourage me to study hard.	4.06	0.99	Often
3. My parents praise me when I get good grades.	4.00	1.05	Often
4. My parents support my school needs.	4.46	0.73	Always
5. My parents are aware of my study habits.	3.76	1.13	Often
Pooled Mean	4.07	0.97	Often
C. Attitudes Towards use of Social Media			
1. My parents allow me to use social media at home such as: Twitter, Facebook, Instagram, WhatsApp.	4.26	0.85	Always
2. My parents communicate with my teachers using social media with reference to academics.	3.20	1.16	Sometimes
3. My parents communicate tome through social media.	3.76	0.93	Often
4. My parents use social media at home.	4.04	1.00	Often
5. My parents allow me to use gadgets at home such as: laptops, cellphones, tablets.	4.42	0.88	Always
Pooled Mean	3.93	0.96	Often
OVERALL MEAN	4.00	0.97	Often

Legend: 4.20 – 5.00 Always

3.40 – 4.19 Often

2.60 – 3.39 Sometimes

1.80 – 2.59 Seldom

1.00 – 1.79 Never

Furthermore, the results show that the respondents' parents paid partnership programmes within the school, were involved in parent-teacher conference and continued to provide support to their children.

The results above coincide with the definition given by Feurtein (2000) on parental involvement which involves activity encompassing a wide range of behaviours discussing school activities with children to attending parent-teacher conference. Results also conformed to Holloway et al. (2008) who opined that parents' involvement includes attending school events and communication with teachers.

B. Motivation and Support to Education of their Children

Table 5 shows that the pooled mean for motivation and support to education of their children was 4.07 described as "Often" with the standard deviation of 0.96. This means that majority of the respondents' had parents who did offer support, motivation, and are actively involved in their children's education. As depicted in Table 5 the statements which obtained the highest mean were "My parents support my school needs" ($\bar{x} = 4.46$); followed by "My parents inspire me in my studies" ($\bar{x} = 4.08$), and the statement obtained the lowest mean was "My parents are aware of my study habits." ($\bar{x} = 3.76$). The first two statements were described as "Always" and "Often" respectively, while the statement with the lowest mean was described as "Often".

This shows that majority of the respondents' parents fostered essential support that serve as source of guidance and motivation factors that can help initiate, maintain and engage their children on track in school. In addition, parents' played pivotal role

and greatly involved their time and resources towards their children's learning even at home or at school. The findings coincided with the study of Rafiq et al. (2013) which indicates that parental involvement takes many forms such as good parenting at home, provision of basic necessities, positive behaviour moulding, instilling positive social values and good citizenry and above all, educational aspirations.

C. Attitude Towards Use of Social Media

In terms of attitudes towards use of social media, Table 5 reveal a pooled mean of 3.93 described as "Often" with a standard deviation of 0.96. This means that respondents' parents were aware of their children's use of social media.

The statement which obtained the highest mean was "My parents allow me to use gadgets at home such as: laptops, cellphones, tablets." ($\bar{x} = 4.42$); followed by "My parents allow me to use social media at home such as: Twitter, Facebook, Instagram, WhatsApp" ($\bar{x} = 4.42$) both statements were described as "Always". These mean that parents' were aware of their children's access and usage of internet, social media and devices at home.

On the other hand, the statement "My parents communicate with my teachers using social media with reference to academics" ($\bar{x} = 3.20$) obtained the lowest mean and described as "Sometimes". As a whole, results show that social media were utilised as a form of communication and dissemination of information between school, parents and students with parents' permission and monitoring at home.

The findings were supported by the study of Kalmus (2013) which stated that parents guidance as well as rules and restrictions is important in mediating the children in the access of internet, social media and devices. However, such findings

contradict the study of Liao et al (2008) which concluded that most parents do not exercise significant supervision over their children's activity on the web. Parents seem to be aware of such activity when the children first engage in it, and supervision wanes over time. Although parents acknowledge the importance of supervising children's internet activity, the research literature reveals an inconsistent picture of parental monitoring and supervision.

Teachers' Classroom-Involvement

The teachers' classroom-involvement is shown in Table 6. There were three categories under teachers' classroom-involvement; teacher guidance, attitudes towards students and provision of instruction.

It is shown in the table that the overall mean for teachers' classroom-involvement was 4.13 described as "Often" with a standard deviation of 0.83 showing almost the same responses among the students. This means that the teachers were often involved on the academic preparation of the respondents specifically to guide and have positive attitude towards them.

A. Teacher Guidance

For the teacher guidance, the pooled mean was 4.11 described as "Often" with a standard deviation of 0.87. This means that teachers often conduct classroom interventions for parents and the respondents.

It can also be gleaned from the table that the statement "My teachers conduct homeroom meetings" got the highest mean ($\bar{x} = 4.38$) followed by the statement "My teachers motivate us to participate in class." ($\bar{x} = 4.36$). Both statements were

Table 6. Teachers classroom-involvement

INVOLVEMENT	MEAN	SD	DESCRIPTION
A. Teacher Guidance			
1. My teachers motivate us to participate in class.	4.36	0.82	Always
2. My teachers maintain clean and orderly classroom.	4.22	0.86	Always
3. My teachers coordinate with our parents to report our progress.	4.24	0.96	Always
4. My teachers conduct homeroom meetings.	4.38	0.87	Always
5. My teachers conduct remediation program for us.	3.38	0.83	Sometimes
Pooled Mean	4.11	0.87	Often
B. Attitudes Towards Students			
1. My teachers are kind and considerate	4.36	0.82	Always
2. My teachers are accommodating	4.08	0.85	Often
3. My teachers are friendly	4.10	0.81	Often
4. My teachers are approachable	4.18	0.85	Often
5. My teachers are concerned even with my personal problems.	3.42	1.19	Often
Pooled Mean	4.02	0.90	Often
C. Provision of Instruction			
1. My teachers are providing interesting classroom activities.	4.18	0.74	Often
2. My teachers are utilizing instructional materials when teaching.	4.52	0.64	Always
3. My teachers are using technology and social media when teaching and when communicating to students and parents.	4.30	0.76	Always
4. My teachers are allowing students to use their gadgets in learning such as: laptops, cellphones, tablets.	3.92	0.77	Often
5. My teachers are considering varied characteristics of students when teaching.	4.32	0.68	Always
Pooled Mean	4.24	0.72	Always
OVERALL MEAN	4.13	0.83	Often

Legend: 4.20 – 5.00 Always

3.40 – 4.19 Often

2.60 – 3.39 Sometimes

1.80 – 2.59 Seldom

1.00 – 1.79 Never

described as “Always”. Meanwhile, the statement which obtained the lowest mean was “My teachers conduct remediation program for us.”($\bar{x} = 4.36$) described as “Sometimes”.

This mean that the respondents’ believed that their teachers’ had always provided equal opportunities for them to learn, established a constant communication with parents to coordinate their progress and consistently conduct homeroom meetings at school. This simply shows that teachers’ had established support, encouraged engagement of parents, motivated students and created a classroom conducive for learning.

This observation agreed with the study of Merkley et al. (2006) which revealed that parents and teachers are two of the most important contributors to a student’s educational success. When parents and teachers communicate well with one another, they are able to support student learning together. As such, communication between home and school is vital. However, parents and teachers do not usually have obvious opportunities for interaction. Rather, one party must intentionally reach out to the other for communication to take place. Thankfully, the use of technologies such as email, texting, websites, electronic portfolios and online grade books have made communication between parents and teachers more timely, efficient, productive and satisfying.

B. Attitudes towards Students

In terms of attitudes towards students, the overall computed mean score was 4.02 described as “Often” with a standard deviation of 0.87. This may explain that teachers had a positive attitude towards the respondents.

The statements which were found with the highest mean were “My teachers are kind and considerate” ($\bar{x} = 4.36$) followed by “My teachers are approachable” ($\bar{x} = 4.18$). These statements were described as “ Always” and “Often” respectively. The statement with the lowest mean was “My teachers are concerned even with my personal problems” ($\bar{x} = 3.42$) described as “Often”. The findings implied that the teachers of the respondents were always kind and considerate, often approachable and concerned with their personal problems. Furthermore, these findings also revealed that teachers’ interaction with the respondents in the classroom developed healthy personality values as well as provided efficiency on their relationships so as to allow them to develop their personality freely. In addition, teachers’ positive attitudes were often observed by the respondents. It can be assumed that teachers always tried to understand students’ emotions, support their personal social activities, appreciation and compliments made the respondents felt loved and that the teachers worked for the respondents to be better.

These finding can be associated to the study of Shittu and Oanite (2015) which claimed that attitude is the way people reason or acts and most of the times can either make or mark an individual performance while carrying out their tasks and responsibilities. It is often said that attitude may be positive or negative. Negative attitudes displayed in the school by teachers may result in negative performance while positive attitudes put forth by teachers in the school may result into a positive performance. The attitude of a teacher, consciously or unconsciously, directly or indirectly affects students’ academic performance.

C. Provision of Instruction

As shown in Table 6, the pooled mean for provision of instruction was 4.24 described as “Always” with a standard deviation of 0.72. The respondents’ believed that their teachers’ were able to integrate technology in the classroom.

The statements which have the highest mean under this category were “My teachers are utilizing instructional materials when teaching” ($\bar{x} = 4.52$) and “My teachers are considering varied characteristics of students when teaching” ($\bar{x} = 4.32$) both were described as “Always”. The statement “My teachers are allowing students to use their gadgets in learning such as: laptops, cell phones, tablets” ($\bar{x} = 3.92$) described as “Often” obtained the lowest mean. The result signifies that the teachers of Cita Hati Senior High School were sufficiently trained in technology usage, integrated technology into classroom instruction and creatively continued to support learning in the classroom with better instructional materials in teaching and scale up adoption of effective approaches with technologies’. Furthermore, the respondents’ believed that their teachers’ were always considerate of different student behaviour while teaching in class. Also, the teachers’ often allowed the use of gadgets such as; laptops, cell phone and tablets in the classroom. This is because the International Baccalaureate Program encouraged used technology in teaching as learning tool, tied to curricular goals and assessment. Therefore gadgets were often used by students inside the classroom.

These findings agreed with the Indonesia’s Ministry of Education and Culture Republic of Indonesia, through its substantial policy stipulated in Indonesian Qualification Framework (Kementerian Pendidikan Nasional Republik Indonesia, 2012) appears to issue integrating technology into teachers’ teaching practices. Also,

encourages the teachers to utilize technology to enhance efficiency and effectiveness of students' learning.

Academic Performance of the Respondents

This section of the study focused on the academic performance of the respondents based on their Grade Point Average (GPA) of the School Year 2019-2020.

As shown in Table 7, a little more than half of the respondents (26 or 52.0 %) got grades ranging from 75-84. This range was considered as good in academic performance. The rest of the respondents (24 or 48.0%) got grades ranging from 85-100. The academic performance of these students was considered as very good. This result only implied that the respondents' learning output was above grade threshold

Table 7.Academic performance of the respondents

GRADE RANGE AND DESCRIPTION	FREQUENCY (n=50)	PERCENTAGE
75 - 84 (Good)	26	52.0
85 - 100 (Very Good)	24	48.0

and the Grade 11 and 12 were considered as performing students of International Baccalaureate Diploma Program (IBDP) of Cita Hati Senior High School-West Campus.

These findings coincide with the respondents' assessment result that all of them or one hundred percent (100%) passed the internal and external assessment from International Baccalaureate Diploma Program (IBDP).

Interrelationship between Socio-demographic Characteristics of the Respondents and their Study Habits

Table 8 shows the degree of interrelationship of socio-demographic characteristics of the respondents and their study habits.

Age was found to have high but negative significant correlation with the study habit statement “I listen attentively on my teacher’s lecture” ($r = -.415$). This implies that the younger respondents (15 years old) probably listened more attentively on their teacher’s lecture as compared with the older respondents. This result came up probably because younger respondents’ were new to International Baccalaureate Diploma Program and therefore had tendency on putting more effort to listen and get familiarized with the system.

This is related to the study of Hu (2016) stated that age-related factors are regarded as the determining factor to young learner as well as the older learner’s learning, it arouses some controversies to question how to attract learners’ attention to learn with interest and favourable attitude.

Results also show significant relationship between sex and the study habit statement “I try to concentrate when I’m studying” ($r = .354$). This explains that female respondents showed more concentration when studying. This means that most of the female respondents were better in time scheduling, concentration, listing, note-taking and reading which can be explained by the culture in Indonesia that females need to perform better in all aspects in life to prove themselves in the society. Also, this may be explained that by nature female were more diligent, open and mature in thinking and studying.

These findings agree with Singh, Muktesh and Snehalata (2010) study which

Table 8. Interrelationship between socio-demographic characteristics of the respondents and their study habits

	AGE	SEX	FATHERS' EDUCATIONAL ATTAINMENT	MOTHERS' EDUCATIONAL ATTAINMENT	FAMILY INCOME
Study Habits					
1. I read my lessons repeatedly until I grasp its meaning.	.063	.076	.272	-.005	-.209
2. I usually pick out the important points in my lessons and review them.	-.023	.146	.286*	.176	-.055
3. I recheck any point in the lesson which I find unclear.	-.014	.072	.293*	.100	-.067
4. I try to concentrate when I'm studying.	-.211	.354*	.337*	.352*	.010
5. I maintain a regular time schedule to study.	-.022	.156	.016	-.063	-.140
6. I try to relate my lessons with the lesson I learned from other subjects/experiences.	-.082	.051	-.004	-.153	-.029
7. I study well both my difficult and easy subjects.	.166	.119	-.271	-.227	-.261
8. I copy the most important points in the lecture.	-.082	.179	.093	.264	.014
9. I always take down notes.	-.160	.261	.190	.323*	.006
10. I listen attentively on my teacher's lecture.	-.415**	.051	.238	.184	-.057
11. I listen attentively during the class discussion.	-.116	.048	.268	.153	-.053
12. I always go to the library to study.	-.154	.103	.295*	.126	-.062
13. I come to class well prepared.	.109	.277	-.018	-.083	-.245

Table 8 continued...

	AGE	SEX	FATHERS' EDUCATIONAL ATTAINMENT	MOTHERS' EDUCATIONA L ATTAINMENT	FAMILY INCOME
Study Habits					
14.I consult my teacher on lessons which I find unclear.	-.162	.086	.135	-.008	-.009
15.I seek the help of my classmates on the different lessons.	-.040	.204	.084	.237	.198

Legend: * significant ($p < .05$)

** highly significant ($p < .01$)

reported that girls have better study habits than boys which coincides with the findings of Analytical and Capacity Development Partnership Indonesia (ACDP INDONESIA, 2013) stating that in Indonesia, girls were often discouraged from speaking in public, and expressing their opinions or questioning male authority.

Significant relationship was also found between fathers' educational attainment and the statements under study habits "I try to concentrate when I'm studying." ($r = .337$); "I always go to the library to study." ($r = .295$); "I recheck any point in the lesson which I find unclear." ($r = .293$), and "I usually pick out the important points in my lessons and review them." ($r = .286$). In addition, mothers' educational attainment was also have found significant relationship to the study habits statements "I try to concentrate when I'm studying" ($r = .352$) and "I always take down notes." ($r = .323$). These results reveal that respondents whose fathers and mothers were doctoral degree holders supported more their children in their good study habits such as going to the library, clarifying and concentrating on important

concepts of the lessons, and concentrating in their studies probably because parents with high level schooling like doctoral degree holder can provide better childhood experience and home environment such as helping children in reading, encouraging them to do their homework independently, monitoring their activities inside and outside of the house and providing coaching services for improving their learning in different subjects and consequently their children do better in studying. This result can be possibly explained by the fact that parents in Cita Hati Senior High School were all professionals and can contribute an educational knowledge to their children. This assertion had been supported that high level of educated parents usually show interest, provide better learning environment and proper help for their children's educational problems at home.

Accordingly, Eccls (2005) stated that educated parents adopt methods which will help children to gain exposure to various educational opportunities. For example, highly educated parents enrolled their children in music lessons, science and computer programs, and educationally relevant summer camps. This was supported by Musgrave (2000) that a child who comes from an educated home would follow the steps of his or her family and by this, work actively in his or her studies. Educated parents provide library facilities to encourage the child to show examples in activities of intellectual type such as reading of newspapers, magazines and journals. They are likely to have wider vocabulary by which the children can benefit and develop language fluency.

Interrelationship between Socio-demographic Characteristics of the Respondents and their Social Media Exposure

The degree of relationship between the socio-demographic characteristics of the respondents and their social media exposure is presented in Table 9.

Age was found to have high but negative correlation with the statements in social media exposure “I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations”(r = -.513) and “I make use of Social Media to share information with my classmates” (r = -.388). Significant but negative relationship was found also between age and statements on social media exposure “I engage in academic discussions on social media platforms” (r = -.350); “I solely rely on information gotten from social media to do my assignments without consulting other sources”(r = -.356); and “Social media is encouraged by teacher as part of class assignments”(r = -.351). This implies that the younger respondents used the social media in terms of sharing information with their classmates.

Since they were new to International Baccalaureate Diploma Program (IBDP), probably they were using social media to build interpersonal relations through new connections. Social media provide platforms for them to make friends and to participate in social groups, as well as to communicate and socially support each other especially in doing their online tasks and homework.

These findings agree with the study of Boyd (2015) which stated that middle and high school students are using social media to connect with one another and do homework and group projects. This is supported by the study of Lenhart (2015)

Table 9. Interrelationship between socio-demographic characteristics of the respondents and their social media exposure

	AGE	SEX	FATHERS' EDUCA- TIONAL ATTAIN- MENT	MOTHERS' EDUCA- TIONAL ATTAIN- MENT	FAMILY IN- COME
Social Media Exposure					
1. The time I spend online on social networks takes away from my time studying.	.073	.113	-.092	.146	.143
2. Online social networks distract me from my studies.	.165	.158	.009	.222	.041
3. The hours I spend online on social media are more than the hours I spend reading.	.080	-.128	-.163	-.052	-.049
4. My unlimited access to Facebook through my cell phone has affected my academic performance negatively.	-.074	.069	-.009	.077	.028
5. I engage in academic discussions on social media platforms.	-.350*	.006	.102	.056	.012
6. I make use of Social Media to share information with my classmates.	-.388**	-.176	.086	.031	-.138
7. Social media have impacted my GPA positively.	-.145	.098	.068	.000	-.140
8. I follow the latest developments in my field through social media.	-.131	.206	.100	.151	.107
9. I solely rely on information gotten from social media to do my assignments without consulting other sources.	-.356*	-.082	.163	.159	.167

Table 9 continued...

	AGE	SEX	FATHERS' EDUCA- TIONAL ATTAIN- MENT	MOTHERS' EDUCA- TIONAL ATTAIN- MENT	FAMILY IN- COME
Social Media Exposure					
10.The usage of social media for research has helped improve my grades.	-.164	-.113	.006	-.049	.141
11.Social media is encouraged by teacher as part of class assignments.	-.351*	-.100	.102	.050	.209
12.I use social media for making new friends and socializing more than I use it for academic purposes.	-.052	.100	.268	.156	.237
13.I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.	-.513**	.128	.487**	.386**	.239
14.Social media has improved my communication skills.	-.211	.129	.361*	.162	.164
15.I communicate with the teacher through social media.	.170	.435**	-.209	.096	.049

Legend: * significant (p<.05)

** highly significant (p<.01)

reports that 92 percent of adolescents report going on social media daily, while 24 percent of that statistics go online almost constantly to share information with their classmates.

Sex was found to be positively correlated particularly in the statement in social media exposure “I communicate with the teacher through social media” ($r = .435$).

This means that female respondents were more interested in social networking seemingly because most of the teachers in Cita Hati Senior High School-West campus were females, where students can easily approach and confide their thoughts considering that Indonesian still has conservative traditions in terms of gender. In addition, female respondents used social media more for academic purposes, planning academically, social agenda and maintain existing friendship and relationship.

In connection to the results of a study made by Mazman and Usluel (2011) which investigated the gender differences relating to social media usage, the findings conclude that females use social media more for maintaining existing relationship and for academic purposes. Haferkamp et al. (2012) also discuss that females are using social media for important information and sharing their thought with the other female students.

Fathers’ educational attainment was also found to have high significant correlation with the statement in social media exposure “I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations” ($r = .487$) and correlated with the statement “Social media has improved my communication skills” ($r = .361$). Additionally, mothers’ educational attainment was also found to have high correlation with the social media exposure statement “I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations” ($r = .386$). This only implies that parents of the respondents who were doctoral degree holders

support the use of social media of their children in doing their course requirements such as assignments and projects. They were being supported because probably they too were exposed to the significant usefulness of social media particularly in performing their multifaceted tasks and maybe they believed that their children can improve their communication skills and their studies in general through using social media. In addition, since parents were professional with high educational attainment they have knowledge about the social media and therefore they employ more restrictions to safeguard their children on digital media.

These findings agree with Valcke et al. (2010) reporting that parents' education is an important demographic factor in internet access especially in social media. They found out that parents' higher education level was associated with more internet restriction and parents tended to regulate the usage of the digital media.

Based on the findings obtained, the hypothesis stating that there is no significant interrelationship between the socio-demographic characteristics of the respondents and their study habits and social media exposure is rejected except for family income.

Interrelationship between Socio-demographic Characteristics of the Respondents and their Parental School-involvement

Table 10 shows the degree of interrelationship of socio-demographic characteristics of the respondents and their parental school-involvement.

In terms of participation of parents in class activities, the statement "My parents attend a Parent-Teacher Conference" ($r = -.401$) showed high but negative significant relationship with age of the respondents. For motivation and support to education of their children, the statement "My parents support my school needs"

Table 10. Interrelationship between socio-demographic characteristics of the respondents and their parental school-involvement

	AGE	SEX	FATHERS' EDUCA- TIONAL ATTAIN- MENT	MOTHERS' EDUCA- TIONAL ATTAIN- MENT	FAMILY IN- COME
Parental School- involvement					
A. Participation in Class Activities					
1. My parents get involve in class activities.	.175	.210	.210	.027	-.069
2. My parents participate in school programs.	.220	.136	.169	-.082	-.052
3. My parents attend a Parent-Teacher Conference.	-.401**	-.137	.225	-.027	-.045
4. My parents financially supported me in my project's and other necessary expenses in school.	-.269	.022	.283*	.276	.177
5. My parents monitor my academic performance.	-.117	.003	.019	-.075	-.198
B. Motivation and Support to Education of their Children					
1. My parents inspire me in my studies.	-.045	.132	.306*	.229	-.034
2. My parents help me develop my interest in studies and encourage me to study hard.	-.139	.185	.262	.234	.045
3. My parents praise me when I get good grades.	-.322*	.154	.086	.084	-.028
4. My parents support my school needs.	-.540**	-.002	.111	.078	.085
5. My parents are aware of my study habits.	-.047	.241	.151	.148	.141

Table 10 continued...

	AGE	SEX	FATHERS ' EDUCATIONAL ATTAINMENT	MOTHERS' EDUCATIONAL ATTAINMENT	FAMILY IN- COME
Parental School- involvement					
C. Attitudes Towards use of Social Media					
1. My parents allow me to use social media at home such as: Twitter, Facebook, Instagram, WhatsApp.	-.274	-.059	-.090	.016	.089
2. My parents communicate with my teachers using social media with reference to academics.	.307*	.042	-.156	.114	.032
3. My parents communicate to me through social media.	.064	-.140	-.130	-.033	.149
4. My parents use social media at home.	-.144	.042	.031	.162	.210
5. My parents allow me to use gadgets at home such as: laptops, cellphones, tablets.	-.412**	-.049	.056	.030	.059

Legend: * significant ($p < .05$)

** highly significant ($p < .01$)

($r = -.540$) showed high but negative This shows that parents' of the younger respondents (15 years old) were more active in parent-teacher association probably because parents need to be oriented with the new curriculum which is International Baccalaureate Diploma Program (IBDP). Before the classes start in Cita Hati Senior High School-West Campus orientation about the IBDP curriculum was conducted to the parents and students to strengthen the involvement of parents in various school programs and activities sponsored by the school.

In addition, parents of older respondents were also involved in different orientations and meetings conducted by the school about the different requirements of the program such as “Group 4 Project”, extended essays and community excursion.

Therefore, parents of both younger and older respondents have constant communication with the teacher through social media to follow up the progress and different school activities of their children.

These findings conformed with the study of Epstein (2001, 2009) which asserted that there are many reasons for developing and establishing partnership between and among the school, family and community. The main reason for such partnership is to aid students in succeeding at school. Other reasons include improving school climate and school programs, developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons emphasise the importance of parents playing an active role in their children’s education and keeping a strong and positive relationship with schools.

Fathers’ educational attainment was also found to have a positive correlation with parental school involvement. Specifically, the statement on participation in class activities “My parents financially supported me in my projects and other necessary expenses in school” ($r = .283$) and the statement under motivation and support to education of their children “My parents inspire me in my studies” ($r = .306$) showed significant relationship with fathers’ educational attainment. This may explain that those respondents whose fathers were doctoral degree holders were more able to support the education of their children as well as inspire them in their studies. This finding is possibly true because Indonesian fathers were associated as supporter of the

family economy, occupies a position as the head of the family and in control of normative rules. Also, Indonesian father holds the authority to make decisions for the family of addressing various important issues concerning the future of the child. Therefore, fathers' involvement were perceived by the respondents as inspiration to their studies where they can disclosed discussions about their future careers plans, provide unique perspective, and acquire better knowledge and experience in career choices.

This finding coincides with the study of Monks et al. (2001) whose results conclude that Javanese Indonesian father traditionally, tended to be associated as a supporter of the family economy and the decision maker. Khan et al. (2015) conclude that high level educated parents to an extent, have more influence to their children. This assertion has been supported that high level educated parents usually show interests and care in their children's academic performance or achievements and their choice of subject and career while in secondary school.

With the significant findings accounted, the hypothesis stating that there is no significant interrelationship between socio-demographic characteristics of the respondents and parental school-involvement is rejected except for the variables sex, mothers' educational attainment and family income.

Relationship between Socio-demographic Characteristics of the Respondents and their Academic Performance

The relationship between the socio-demographic characteristics of the respondents and their academic performance is presented in Table 11.

All the variables under socio-demographic characteristics of the respondents such as age, sex, parents' educational attainment and family income were statistically insignificant with the academic performance of the respondents.

Table 11. Relationship between socio-demographic characteristics of the respondents and their academic performance

	AGE	SEX	FATHERS' EDUCATI ONAL ATTAINM ENT	MOTHERS' EDUCATIO NAL ATTAINME NT	FAMIL Y INCOM E
Academic Performance of the Respondents	-.148	.146	.224	.277	.050

The data shown in Table 11 conclude that the socio-demographic characteristics of the respondents have no significant relationship with their academic performance. Therefore, the hypothesis stating that there is no significant relationship between socio-demographic characteristics of the respondents and their academic performance is retained

Relationship between Study Habits of the Respondents and their Academic Performance

Table 12 shows the relationship between the study habits and academic performance of the respondents. It can be seen from the table that academic performance of the respondents had high significant relationship with the following statements in study habits; "I read my lessons repeatedly until I grasp its meaning" ($r = .671$), "I recheck any point in the lesson which I find unclear." ($r = .634$), "I usually pick out the important points in my lessons and review them." ($r = .620$), "I try

Table 12. Relationship between study habits of the respondents and their academic performance

Study Habits	ACADEMIC PERFORMANCE
1. I read my lessons repeatedly until I grasp its meaning.	.671**
2. I usually pick out the important points in my lessons and review them.	.620**
3. I recheck any point in the lesson which I find unclear.	.634**
4. I try to concentrate when I'm studying.	.606**
5. I maintain a regular time schedule to study.	.420**
6. I try to relate my lessons with the lesson I learned from other subjects/experiences.	.491**
7. I study well both my difficult and easy subjects.	.321*
8. I copy the most important points in the lecture.	.332*
9. I always take down notes.	.432**
10. I listen attentively on my teacher's lecture.	.518**
11. I listen attentively during the class discussion.	.408**
12. I always go to the library to study.	.513**
13. I come to class well prepared.	.323*
14. I consult my teacher on lessons which I find unclear.	.321*
15. I seek the help of my classmates on the different lessons.	.049

Legend: * significant (p<.05)

** highly significant (p<.01)

to concentrate when I'm studying" (r = .606), "I listen attentively on my teacher's lecture."(r = .518), "I always go to the library to study."(r = .513), "I try to relate my lessons with the lesson I learned from other subjects/experiences"(r = .491), "I always take down notes."(r = .432), "I maintain a regular time schedule to study."(r = .420), and "I listen attentively during the class discussion."(r = .408). Also, it was found to have significant relationship with the following statements; "I copy the most important points in the lecture."(r = .332), "I come to class well prepared."(r = .323), "I consult my teacher on lessons which I find unclear."(r = .321), and "I study well

both my difficult and easy subjects.”($r = .321$). This means that the respondents’ study habits played an important role in their studies. Based on the data gathered, it was concluded that majority of the respondents practiced good study habits in school. Academic performance of the respondents’ depends on the study habits that they had, their academic success definitely depends upon the ability, intelligence and effort they practiced. As showed in the findings, respondents read their lessons repeatedly until they grasped its meaning and learned to copy the most important points in the lecture, an indication that the respondents were responsible enough to develop their own study habits and this can be explained the fact that the respondents (Grades 11 and 12 students) were quite matured to prioritised their studies and perform better with their academics.

The findings coincide with the study of Gudaganavar and Halayannavar (2014) which conclude that study habits and academic performance are bed-fellows. Therefore, the formation of effective study habits in students is an outcome of home and school environment, planning of work, reading, note taking habit and preparation for examination are result oriented and thus perform well in tests and examinations. Their finding suggests the formation of effective study habits will create the awareness for regular and steady learning.

With the data shown in Table 12, the hypothesis stating that the study habits of the respondents have no significant relationship with their academic performance is rejected.

Relationship between Social Media Exposure of the Respondents and their Academic Performance

The degree of relationship between social media exposure of the respondents and their academic performance is presented in Table 13.

As statistically illustrated in Table 13, academic performance was found to have high significant relationship with the several statements under social media exposure such as “I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.” ($r = .380$), “I follow the latest developments in my field through social media.” ($r = .368$) and “Social media have impacted my GPA positively.” ($r = .365$). Also, it was found to have significant positive relationship with the statements; “I engage in academic discussions on social media platforms.” ($r = .324$) and “Social media has improved my communication skills.” ($r = .289$). Meanwhile, it was also found to have significant negative relationship with the following statements; “Online social networks distract me from my studies.” ($r = -.290$) and “The time I spend online on social networks takes away from my time studying” ($r = -.320$). The respondents’ responses revealed that their use of social media have a positive effects on their academic performance in direct or indirect ways. For instance, they use social media extensively because most of their projects or assignments are in the forms of blogs and online presentation. This shows that respondents used social media wisely and it clearly helps their academics improved.

In addition, majority of the respondents use social media as a platform for academic discussions, they believed with this platform it gives them advantages in communicating with their classmates to discuss academic related purposes due to its

Table 13. Relationship between social media exposure of the respondents and their academic performance

	ACADEMIC PERFORMANCE
Social Media Exposure	
1. The time I spend online on social networks takes away from my time studying.	-.320*
2. Online social networks distract me from my studies.	-.290*
3. The hours I spend online on social media are more than the hours I spend reading.	-.203
4. My unlimited access to Facebook through my cell phone has affected my academic performance negatively.	-.240
5. I engage in academic discussions on social media platforms.	.324*
6. I make use of Social Media to share information with my classmates.	.182
7. Social media have impacted my GPA positively.	.365**
8. I follow the latest developments in my field through social media.	.368**
9. I solely rely on information gotten from social media to do my assignments without consulting other sources.	.042
10. The usage of social media for research has helped improve my grades.	.115
11. Social media is encouraged by teacher as part of class assignments.	.273
12. I use social media for making new friends and socializing more than I use it for academic purposes.	-.141
13. I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.	.380**
14. Social media has improved my communication skills.	.289*
15. I communicate with the teacher through social media.	.100

Legend: * significant (p<.05)

** highly significant (p<.01)

user-friendliness compared to formal communication channels that they were not. Moreover, as mentioned above, there were two statements under social media exposure that have negative correlation with academic performance. This explains that the more time they spend on online social networks, the more they are distracted and spend lesser time in their studies, thus resulting to lower academic performance. This implies that social media has also negative impacts on the respondents' academic performance, some of them believed that social media distract them and take away their time to study. This can be supported by the fact that some of the respondents were not matured enough to use social media responsibly, especially the younger respondents who probably think that the use of social media is for socializing and finding friends.

Interestingly, the findings show that most of the respondents used social media in academic related purposes such as sharing information with classmates and having social media groups for academic discussions and following the latest development in their field through social media. As per Oye et al.(2012) said that majority of students feel that social platforms have positive impact on academic growth. The same is true with the study done by Young (2006) where it was seen that internet has spread its wings to reach teenager's school life. It was also observed by Young (Young, 2006) that students are more dependent on internet to access information that pertain their academic life as well as entertainment. Additionally, it was observed by Wang et al. (2011) that the impact of social platforms rest on the degree of usage. However, this contradicted the study conducted by Shana (2012) where it was ascertained that students use social media platforms mainly for chatting and making friends. It was further supported by the work of Rather (2013) as he added that the social media

platforms which are being used today with great desire and enthusiasm have altered the way of using internets in this modern age by defining online tools and utilities which allow users for communication, participation and collaboration of information online.

Based on the findings and analysis obtained from Table 13, the hypothesis stating that there is no significant relationship between study habits and social media exposure of the respondents and their academic performance is rejected.

Relationship between Parental School-involvement of the Respondents and their Academic Performance

Table 14 presents the relationship of parental school-involvement of the respondents and their academic performance.

Academic performance was found to have high significant relationship with the components of parental school-involvement. Specifically, it has high significant relationship with motivation and support to education of their children ($r = .479$) and participation in class activities ($r = .404$). This revealed that parental school-involvement played pivotal role in the academic performance of the respondents. In the component parents' motivation and support to education of their children, results infer that the respondents perform better on academic subjects when parents show support, encouragement and motivation. This means that parents were able to provide school needs, develop interest, encouragement to study hard, inspiration and appreciation to their children. In addition, parents' classroom and school visitation, parent-teacher conferences, financial support and academic performance monitoring had beneficial results on their children's classroom placement and subsequent performance. This suggests that parents were able to organize their involvement in

school and reflected their own motivation and desired outcome for home-school initiatives. Moreover, the findings were educationally meaningful and significant enough to have practical implications for parents to have constant communication and intervention in school.

Table 14. Relationship between parental school-involvement of the respondents and their academic performance

	ACADEMIC PERFORMANCE
Parental School-involvement	
A. Participation in Class Activities	.404**
B. Motivation and Support to Education of their Children	.479**
C. Attitudes Towards use of Social Media	.081

Legend: ** highly significant ($p < .01$)

These findings coincide with the study of Carr (2013) which revealed that those parents involved in home-school activities could be positive reinforcers who can give students the confidence they need for positive school related outcomes.

With the significant relationship accounted, the hypothesis stating that there is no significant relationship between parental school-involvement of the respondents and their academic performance is rejected except for the component attitude towards social media.

Relationship between Teachers' Classroom-involvement and Academic Performance of the Respondents

The relationship of teachers' classroom-involvement and the academic performance of the respondents is shown in Table 15.

It can be gleaned from the table that the academic performance of the respondents has high significant relationship with teachers' classroom-involvement specifically with the component provision of instruction ($r = .426$) and a significant relationship with the component attitudes towards students ($r = .285$). These results implied that the interesting classroom activities provided by the teachers, the instructional materials utilized the integration of technology and social media when teaching and communicating with the students helped the respondents to meet their proficiency in achieving quality education and positively uplift their

Table 15. Relationship between teachers' classroom-involvement and academic performance of the respondents

	ACADEMIC PERFORMANCE
Teachers' Classroom Involvement	
A. Teacher Guidance	.195
B. Attitudes Towards Students	.285*
C. Provision of Instruction	.426**

Legend: * significant ($p < .05$)

** highly significant ($p < .01$)

academic performance. Furthermore, teachers as facilitator in the learning process of the students can contribute substantial learning by utilizing appropriate and effective teaching methods, utilising the results of evaluation as basis for exploring and improving the learning of the students. In addition, the results showed that a teacher who is enthusiastic, persistent, polite, friendly, considerate, accommodating, approachable and concerned with respondents' personal problems can effectively stimulate and sustain students' interest and enthusiasm to learn.

These results correspond with the study of Grismore (2012) which states that “educational technology meets the needs of a diverse group of learners while assisting teaching in getting all students to achieve at high level” This research suggests that, through the proper use of technology integration, all students can have a high level of achievement and help all students become academically successful. Furthermore, results conformed to the study of Wirth and Perkins (2013) which claimed that teacher’s attitude contributed significantly to student attention in classrooms.

Based on the findings and analysis obtained from Table 15, the hypothesis stating that there is no significant relationship between teachers’ classroom-involvement and academic performance of the respondents is rejected except for the teacher guidance component.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

This study was conducted primarily to find out the relationship of parental and teacher involvement to the academic performance of Grades 11 and 12 students of Cita Hati Christian Senior School-West Campus, Surabaya, Indonesia during the second semester of S.Y. 2019– 2020.

Online Survey questionnaire (google form) was utilized in gathering the data needed. The data were analysed using descriptive statistics namely: frequency counts, percentage, mean, and standard deviation. Pearson-Product moment Correlation Coefficient was also used to find out the relationship between the independent variable and the dependent variable.

Socio-demographic Characteristics of the Senior High School Students

There were about 21 or 42.0percent of the Senior High School students who were 17 years and some were 16 years old (14 or 28.0%). The data for the age of the Senior High School students implied that most of those who are studying International Baccalaureate Programme in Cita Hati Christian Senior High School West Campus were 17 years old, the appropriate age for students in Senior High School. Majority of the respondents were male (50 or 52.0 %). All the parents of the respondents were professionals. More than half of the father (26 or 52.0%) and mother (27 or 54.0%) of the respondents were bachelor's degree graduates and almost one-third (17 or 34%) of the respondents' family income ranged from IDR

40,000,001 - 45,000,000 while others had IDR 45,000,001 – 50,000,000 (12 or 24.0%).

Study Habits and Social Media Exposure

Study habits had a pooled mean of 3.82 with the standard deviation of 1.08. This explains that the respondents often practiced effective study habits with proper skills, had spent adequate time to read lessons repeatedly until they grasp its meaning, listen attentively on teacher's lecture, review the lessons and concentrate while studying. However, the respondents agreed that only sometimes they go to the library. All these findings imply that the respondents had good study habits, study skills and study methods to manage time and other resources to meet the demands of the academic tasks. These also denote that the respondents engaged in regular acts of systematic study routines.

Social media exposure had total mean score of 3.82 described as often with a standard deviation of 0.97. This depicts the extent which the students engaged in social media activities. It also reveals that the respondents had always used social media to share information with their classmates, as a communication platform due to the various numbers of available features and benefits. However, data reveal that respondents unlimited use of social media such as Facebook through their phones affect their academic performance negatively. Moreover, the results indicate that the respondents were deeply exposed in social media, were aware of the different social networking sites and had known the positive and negative effects of social media's unlimited access.

Parental School-Involvement

As revealed by the respondents, the overall mean for parental school-involvement was 4.00 described as “Often” with a standard deviation of 0.97. This implies that parents were involved in school activities and exhibit favourable attitudes towards education of their children.

The pooled mean for participation in class activities was 3.99 described as “Often” with a standard deviation of 0.96. This explains that the respondents believed that their parents were providing important opportunities for school to enrich school programmes and to bridge parents to educational processes. These findings depict that parents of the respondents had always supported financially their children’s projects and other necessary expenses in school, often attended parent-teacher conference and participated in school programs. Furthermore, the results show that the respondents’ parents paid partnership programmes within the school, involved in parent-teacher conference and continued to provide support to their children.

Motivation and support to the education of their children show the pooled mean of 4.07 described as “Often” with the standard deviation of 0.96. This means that majority of the respondents had parents who did offer support and motivation, and were actively involved to their children’s education. This shows that majority of parent fostered essential support that serve as source of guidance and motivation factor that can help initiate, maintain and engaged their children on track in school. In addition, parents played pivotal role and greatly involved their time and resources towards their children’s learning even at home or at school.

In terms of attitudes towards use of Social Media, the computed pooled mean was 3.93 described as “Often” with a standard deviation of 0.96. This means that

parents were aware of their children's use of social media. They were aware of their children's access and usage to internet, social media and devices at home. Meanwhile, parents sometimes utilised social media as a form of communication with teachers in terms of academic enquiry. Above all, results show that social media were utilised as a form of communication and dissemination of information between school, parents and students with parent permission and monitoring at home.

Teachers' Classroom-Involvement

The overall mean for teachers' classroom-involvement was 4.13 described as "Often" with a standard deviation of 0.83. This means that teachers were often involved on the academic preparation of the respondents specifically to guide and to have positive attitude towards them.

For the teacher's guidance, the pooled mean was 4.11 described as "Often" with a standard deviation of 0.87 which means that teachers were often conducting classroom intervention for parents and the respondents. This shows that the respondents believed that their teachers had always provided equal opportunities for them to learn, established a constant communication with parents to coordinate their progress, and consistently conducted homeroom meetings at school. In addition, it shows that teachers had established support, encouraged engagement of parents, motivated students, and created a classroom conducive for learning.

In terms of attitudes towards students, the respondents had an overall mean score of 4.02 and a standard deviation of 0.87, described as "Often". This may explain that teachers' had a positive attitude towards the respondents. The findings imply that the teachers of the respondents were always kind and considerate, often approachable

and concerned with their personal problems. Furthermore, these findings also reveal that teachers' interaction with the respondents in the classroom developed healthy personality values as well as provided efficiency on their relationships so as to allow them to develop their personality freely. In addition, teachers' positive attitudes were often observed by the respondents, it can be assumed that teachers' always tried to understand students' emotions, support their personal social activities, appreciation and compliments made the respondents felt loved and that the teachers worked for the respondents to be better.

The pooled mean for provision of instruction was 4.24 described as "Always" with a standard deviation of 0.72. The respondents may probably believe that their teachers were able to integrate technology in the classroom. The result signifies that the teachers of Cita Hati Senior High School were sufficiently trained in technology usage, integrated technology into classroom instruction and creatively continued to support learning in the classroom with better instructional materials in teaching and scale up adoption of effective approaches with technologies'. Furthermore, the respondents believed that their teachers were always considerate of different student behaviours while teaching in class. Also, the teachers often allowed the use of gadgets such as; laptops, cell phone and tablets in the classroom. This is because the International Baccalaureate Program encouraged used technology in teaching as learning tool, tied to curricular goals and assessment. Therefore gadgets were often used by students inside the classroom.

Academic Performance of the Respondents

The academic performance of the respondents based on their Grade Point Average (GPA) of the School Year 2019-2020 showed that there were 26 or 52.0 percent of the respondents who got the grade of 75-84, a grade range which was considered as good in academic performance. This is followed by 24 or 48.0 percent of the respondents with the grade range from 85-100, considered as very good. This result only implied that the respondents' learning output was above grade threshold and the Grade 11 and 12 were considered as performing students of International Baccalaureate Diploma Program (IBDP) of Cita Hati Senior High School-West Campus.

Interrelationship between Socio-demographic Characteristics of the Respondents and their Study habits

Age was found to have high but negative significant correlation with the statement in study habits "I listen attentively on my teacher's lecture" ($r = -.415$). This implies that the younger respondents' (15 years old) probably listened more attentively on their teacher's lecture as compared with the older respondents. This result came up probably because younger respondents' were new to International Baccalaureate Diploma Program, and the tendency was they are putting more effort to listen and get familiarized with the system.

Results also showed significant relationship between sex and the study habit statement "I try to concentrate when I'm studying" ($r = .354$). This explains that female respondents were showing more concentration when studying. This means that most of the female respondents were better in time scheduling, concentration, listing,

note-taking and reading. This is attributed to the culture in Indonesia that females need to perform better in all aspects in life to prove themselves over men in the society. Also, this may be explained that by nature female were more diligent, open and mature in thinking and studying.

Significant relationship was also found between fathers' educational attainment and the statements under study habits "I try to concentrate when I'm studying." ($r = .337$); "I always go to the library to study." ($r = .295$); "I recheck any point in the lesson which I find unclear." ($r = .293$), and "I usually pick out the important points in my lessons and review them." ($r = .286$). In addition, mothers' educational attainment was also found to have a significant relationship to the study habits statements "I try to concentrate when I'm studying" ($r = .352$) and "I always take down notes." ($r = .323$). These results reveal that respondents whose fathers and mothers were doctoral degree holders supported more their children in their good study habits such as going to the library, clarifying and concentrating on important concepts of the lessons, and concentrating in their studies probably because parents with high level schooling like doctoral degree holder can provide better childhood experience and home environment such as helping children in reading, encouraging them to do their homework independently, monitoring their activities inside and outside of the house and providing coaching services for improving their learning in different subjects and consequently their children do better in studying. This result can be possibly explained by the fact that parents' in Cita Hati Senior High School were all professionals and can contribute an educational knowledge to their children. This assertion had been supported that high level of educated parents usually show

interest, provide better learning environment and proper help for their children's educational problems at home.

Interrelationship between Socio-demographic Characteristics of the Respondents and their Social Media Exposure

Age was found to have high but negative correlation with the statements in social media exposure "I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations"(r = -.513) and "I make use of Social Media to share information with my classmates" (r = -.388). Significant but negative relationship was found also between age and statements on social media exposure "I engage in academic discussions on social media platforms" (r = -.350); "I solely rely on information gotten from social media to do my assignments without consulting other sources"(r = -.356); and "Social media is encouraged by teacher as part of class assignments"(r = -.351). This implies that the younger respondents used the social media in terms of sharing information with their classmates.

Since they were new to International Baccalaureate Diploma Program (IBDP), probably they were using social media to build interpersonal relations through new connections. It provides platforms for them to make friends to participate in social groups, as well as to communicate and socially support each other especially in doing their online tasks and homework.

Sex was found to be positive correlated particularly in the statement in social media exposure "I communicate with the teacher through social media" (r = .435). This means that female respondents were more interested in social networking seemingly because most of the teachers in Cita Hati Senior High School-West campus

were females, where students can easily approach and confide their thought considering that in Indonesian has still conservative traditions in terms of gender. In addition, female respondents used social media more for academic purposes, planning academically, social agenda and maintain existing friendship and relationship.

Fathers' educational attainment was also found to have high significant correlation with the statement in social media exposure "I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations"(r = .487) and correlated with the statement "Social media has improved my communication skills" (r = .361). Additionally, mothers' educational attainment was also found to have high correlation with the social media exposure statement "I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations"(r = .386). This only implies that parents of the respondents who were doctoral degree holders support the use of social media of their children in doing their course requirements such as assignments and projects. They were being supported because probably they too were exposed to the significant usefulness of social media particularly in performing their multifaceted tasks and maybe they believed that their children can improve their communication skills and their studies in general through using social media. In addition, since parents were professional with high educational attainment they have knowledge about the social media and therefore they employ more restrictions to safeguard their children on digital media.

Interrelationship between socio-demographic Characteristics of the Respondents and their Parental School-involvement

In terms of participation of parents in class activities, the statement “My parents attend a Parent-Teacher Conference” ($r = -.401$) showed high but negative significant relationship with age of the respondents. For motivation and support to education of their children, the statement “My parents support my school needs” ($r = -.540$) showed high but negative significant relationship with age while the statement “My parents praise me when I get good grades” ($r = -.322$) showed significant but negative relationship with age. Regarding attitudes towards social media, the statement “My parents support my school needs” ($r = -.540$) showed high but negative significant relationship with age while the statement “My parents communicate with my teachers using social media with reference to academics” ($r = -.307$) showed significant but negative relationship with age. This shows that parents’ of the younger (15 years old) respondents were more active in parent-teacher association probably because parents need to be oriented with the new curriculum which is International Baccalaureate Diploma Program (IBDP). Before the classes start in Cita Hati Senior High School-West Campus orientation about the IBDP curriculum was conducted to the parents and students to strengthen the involvement of parents in various school programs and activities sponsored by the school. In addition, parents of older respondents were also involved in different orientations and meetings conducted by the school about the different requirements of the program such as “Group 4 Project”, extended essays and community excursion. Therefore, parents’ of the younger and older respondents have constant communication with the

teacher through social media to follow up the progress and different school activities of their children.

Fathers' educational attainment was also found to have a positive correlation with parental school involvement. Specifically, the statement on participation in class activities "My parents financially supported me in my projects and other necessary expenses in school" ($r = .283$) and the statement under motivation and support to education of their children "My parents inspire me in my studies" ($r = .306$) showed significant relationship with fathers' educational attainment. This explains why those respondents whose fathers were doctoral degree holders were more able to support the education of their children as well as inspire them in their studies. This finding is possibly true because Indonesian fathers were associated as supporter of the family economy, occupies a position as the head of the family and in control of normative rules. Also, Indonesian father holds the authority to make decisions for the family of addressing various important issues concerning the future of the child. Therefore, fathers' involvement were perceived by the respondents as inspiration to their studies where they can disclosed discussions about their future careers plans, provide unique perspective, have better knowledge and experience in career choices.

Relationship between Socio-demographic Characteristics of the Respondents and their Academic Performance

All the variables under socio-demographic characteristics of the respondents such as age, sex, parents' educational attainment and family income are statistically insignificant with the academic performance of the respondents.

Relationship between Study Habits of the Respondents and their Academic Performance

It can be seen that the academic performance of the respondents had high significant relationship with the following statements in study habits; “I read my lessons repeatedly until I grasp its meaning”(r = .671), “I recheck any point in the lesson which I find unclear.”(r = .634), “I usually pick out the important points in my lessons and review them.”(r = .620), “I try to concentrate when I’m studying”(r = .606), “I listen attentively on my teacher’s lecture.”(r = .518), “I always go to the library to study.”(r = .513), “I try to relate my lessons with the lesson I learned from other subjects/experiences”(r = .491), “I always take down notes.”(r = .432), “I maintain a regular time schedule to study.”(r = .420), and “I listen attentively during the class discussion.”(r = .408). Also, it was found to have significant relationship with the following statements; “I copy the most important points in the lecture.”(r = .332), “I come to class well prepared.”(r = .323), “I consult my teacher on lessons which I find unclear.”(r = .321), and “I study well both my difficult and easy subjects.”(r = .321). This means that the respondents’ study habits played an important role in their studies. On the data gathered it was concluded that majority of the respondents practiced good study habits in school. Academic performance of the respondents depends on the study habits that they had, their academic success definitely depends upon the ability, intelligence and effort they practiced. As shown in the findings, respondents read their lessons repeatedly until they grasped its meaning and learned to copy the most important points in the lecture, an indication that the respondents were responsible enough to develop their own study habits and

this explains the fact that the respondents (Grades 11 and 12 students) were quite matured to prioritise their studies and perform better with their academics.

Relationship between Social Media Exposure of the Respondents and their Academic Performance

Academic performance was found to have high significant relationship with the several statements under social media exposure such as “I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.”($r = .380$), “I follow the latest developments in my field through social media.”($r = .368$) and “Social media have impacted my GPA positively.”($r = .365$). Also, it was found to have significant positive relationship with the statements; “I engage in academic discussions on social media platforms.” ($r = .324$) and “Social media has improved my communication skills.” ($r = .289$). Meanwhile, it was also found to have significant negative relationship with the following statements; “Online social networks distract me from my studies.” ($r = -.290$) and “The time I spend online on social networks takes away from my time studying” ($r = -.320$). The respondents revealed that their use of social media has a positive effect on their academic performance in direct or indirect ways. For instance, they use social media extensively because most of their projects or assignments are in the forms of blogs and online presentation, this shows that respondents make use of social media wisely and it clearly helps their academics improved. In addition, majority of the respondents use social media as a platform for academic discussions. They believed with this platform, it gives them advantages in communicating their classmates to discuss academic related purposes due to its user-friendliness compared to formal communication channels that they were not.

Moreover, as mentioned above, there were two statements under social media exposure that have negative correlation with academic performance. This explains that the more time they spend on online social networks, the more they are distracted and spend lesser time in their studies, thus resulting to lower academic performance. This implies that social media have also negative impacts on the respondents' academic performance, some of them believed that social media distract them and take away their time to study. This can be supported by the fact that some of the respondents were not matured enough to use social media responsibly, especially the younger respondents who probably think that social media is for socializing and finding friends.

Relationship between Parental school-involvement of the Respondents and their Academic Performance

Academic performance was found to have high significant relationship with the components of parental school-involvement. Specifically, it has high significant relationship with motivation and support to education of their children ($r = .479$) and participation in class activities ($r = .404$). This revealed that parental school-involvement played pivotal role in the academic performance of the respondents. The component parents' motivation and support to education of their children explains that the respondents perform better on academic subjects when parents show support, encouragement and motivation. This means that parents were able to provide school needs, develop interest, encouragement to study hard, inspiration and appreciation to their children. In addition, parents' classroom and school visitation, parent-teacher conferences, financial support and academic performance monitoring had beneficial results on their children's classroom placement and subsequent performance. This

suggests that parents were able to organize their involvement in school and reflected their own motivation and desired outcome for home-school initiatives. Moreover, the findings were educationally meaningful and significant enough to have practical implications for parents to have constant communication and intervention in school.

Relationship between Teachers' Classroom-Involvement and Academic Performance of the Respondents

It can be gleaned from the results that the academic performance of the respondents has high significant relationship with teachers' classroom-involvement specifically with the component, provision of instruction ($r = .426$) and a significant relationship with the component, attitudes towards students ($r = .285$). These results imply that the interesting classroom activities provided by the teachers, the instructional materials utilized, the integration of technology and social media when teaching and communicating with the students helped the respondents to meet their proficiency in achieving quality education and positively uplifting their academic performance. Furthermore, teachers as facilitator in the learning process of the students can contribute substantial learning by utilizing appropriate and effective teaching methods, utilising results of evaluation as basis for exploring and improving the learning of the students. In addition, results of the present study show that a teacher who is enthusiastic, persistent, polite, friendly, considerate, accommodating, approachable and concerned with respondents' personal problems can effectively stimulate and sustain students' interest and enthusiasm to learn.

CONCLUSIONS

Based on the results of the study, the following conclusions were drawn.

1. Most of Senior High School students were 17 years old, majority were male and had a family income above the poverty line. More than half of the respondents' parents were bachelor's degree holder and were all professionals.
2. Good study habits were often practiced by the respondents with proper skills, and study methods to manage time and other resources to meet the demands of the academic tasks. For social media, exposure to various online sites specified was described 'often' by the respondents. It was always used to share information with their classmates and as a communication platform due to the various numbers of available features and benefits. The respondents that were exposed in social media were also aware of the different social networking sites and had known the positive and negative effects of social media's unlimited access.
3. Under parental school-involvement, participation in class activities, motivation and support to education of their children and attitudes towards use of social media were described as often involved in school as revealed by the respondents. The parents' participation in class activities was described as often. This shows that the respondents' parents' paid partnership programmes within the school, involved in parent-teacher conference and continued to provide support to their children. Motivation and support to education of their children were described often by the respondents'. This shows that majority of respondents' parents fostered essential support that serve as source of guidance and motivation factor that can help initiate, maintain and engaged their children on track in school. In terms of use of social media, respondents' attitudes were described as often by the respondents. This shows that parents were aware of their children's access and usage to internet, social media and devices at home. Conversely, parents also

sometimes utilized social media as a form of communication with teachers in terms of academic enquiry. Above all, results show that social media were utilized as a form of communication and dissemination of information between school, parents and students with parent permission and monitoring at home.

4. Teachers' classroom-involvement was described as often. This means that the teachers were often involved on the academic preparation of the respondents specifically to guide and have positive attitude towards them. Furthermore, these findings also revealed that teachers' interaction with the respondents in the classroom developed healthy personality values as well as provided efficiency on their relationships so as to allow them to develop their personality freely. In addition, teachers' positive attitudes were often observed by the respondents. It can be assumed that teachers always tried to understand students' emotions, and supported their personal social activities; teachers knew appreciation and compliments made the respondents felt loved; and, the teachers worked for the respondents to be better.
5. Study habits of the respondents were found to have high but negative significant correlation with the age of the respondents. This implies that the younger respondents (15 years old) probably listened more attentively on their teacher's lecture as compared with the older respondents. This result was observed probably because younger respondents were new to International Baccalaureate Diploma Program and therefore had tendency on putting more effort to listen and get familiarized with the system.
6. Social Media exposure was found to have high but negative correlation with age of the respondents. This implies that the younger respondents used the social

media in terms of sharing information with their classmates. Since they were new to International Baccalaureate Diploma Program (IBDP), probably they were using social media to build interpersonal relations through new connections. Mass media provide platforms for them to make friends and to participate in social groups, as well as to communicate and socially support each other especially in doing their online tasks and homework. Also, parents were being supportive because probably they too were exposed to the significant usefulness of social media particularly in performing their multifaceted tasks and maybe they believed that their children can improve their communication skills and their studies in general through using social media. In addition, since parents were professional with high educational attainment, they have knowledge about the social media and therefore they employ more restrictions to safeguard their children on digital media.

7. In terms of parental school-involvement, parents' participation in class activities showed high but negative significant relationship with the age of the respondents. This shows that parents of the younger (15 years old) respondents were more active in parent-teacher association probably because parents need to be oriented with the new curriculum which is International Baccalaureate Diploma Program (IBDP). Before the classes starts in Cita Hati Senior High School-West Campus orientation about the IBDP curriculum were conducted to the parents' and students to strengthen the involvement of parents in various school programs and activities sponsored by the school. In addition, parents' of older respondents were also involved in different orientations and meetings conducted by the school about the different requirements of the program such as "Group 4 Project",

extended essays and community excursion. Therefore, parents' of the younger and older respondents have constant communication with the teacher through social media to follow up the progress and different school activities of their children.

8. In terms of the relationship between the socio-demographic characteristic of the respondents and their academic performance. All the variables under socio-demographic characteristics of the respondents such as age, sex, parents' educational attainment and family income were statistically insignificant with the academic performance of the respondents.
9. Respondents' academic performance has found to have high significant relationship to study habits. This means that the respondents' study habits played an important role in their studies. The respondents read their lessons repeatedly until they grasped its meaning and learned to copy the most important points in the lecture, an indication that the respondents were responsible enough to develop their own study habits. This is attributed to the fact that the respondents (Grades 11 and 12 students) were quite matured to prioritize their studies and perform better with their academics.
10. Respondents' academic performance was also found to have high significant relationship with social media exposure. The respondents' responses revealed that their use of social media have a positive effect on their academic performance in direct or indirect ways. In addition, social media also negative impacts on the respondents' academic performance, some of them believed that social media distracts them and takes away their time to study. This can be supported by the fact that some of the respondents were not matured enough to

use social media responsibly, especially the younger respondents who probably think that social media is for socializing and finding friends.

11. Respondents' academic performance was also found to have high significant relationship with parental-school involvement. This revealed that parental school-involvement played pivotal role in the academic performance of the respondents. This suggests that parents were able to organize their involvement in school and reflected their own motivation and desired outcome for home-school initiatives. Moreover, the findings were educationally meaningful and significant enough to have practical implications for parents to have constant communication and intervention in school.
12. Respondents' academic performance was also of high significant relationship with teachers' classroom-involvement. These results imply that the interesting classroom activities provided by the teachers, the instructional materials utilized, the integration of technology and social media when teaching and communicating with the students helped the respondents to meet their proficiency in achieving quality education and positively uplift their academic performance.

RECOMMENDATIONS

Based on the findings and conclusion of the study, the following are offered as recommendations:

1. It would be more beneficial for the school to have other data from the lower grade levels in multiple years to produce broad understanding on socio-demographic characteristics of the entire population of Cita Hati Senior High School students.
2. The school administrators and school heads should incorporate rules and regulations on the use of social media and regulate the use of school Wi-Fi by the students. It is also recommended that school administrators should organize in-service training for head teachers, teachers and parents to help them identify preferred study habits of the students and guide them accordingly.
3. The study recommends that parents should continue to take a lead in supporting their children's educational endeavors since they are the first educators to expose the students to the academic world and continue strong parent-teacher partnership.
4. Although this study revealed that teacher classroom-involvement was often observed. It would be beneficial to have another data conducted from lower grade level to find out the consistency of teachers' involvement in the classroom.
5. Parents and teachers should give equal opportunities to both males and females in school and study habit patterns should be taught to students because it cannot be divorced from the study itself.
6. This research recommends that parents should continuously guide and supervise their children on the use of social media specially the female and younger students since they were more interested in social networking.

7. Even though this study revealed that socio-demographic characteristics have nothing to do with respondents' academic performance. To fully analyze and understand the relationship between socio-demographic characteristics of the respondents and their academic performance, it would be beneficial to study further other variables that can give impact to the academic performance of the students such as; ethnicity, religious affiliation, nationality and language.
8. This study recommends that sustainable program should be implemented for the students to continually strengthen their study habits. Also, further research should be conducted to find out the factors which make social media a strong force of providing mitigating solutions for the negative effects and offer strong support for students' academic performance.
9. The study recommends that parents' constant communication and intervention at school should be continued. Parents should be aware that younger students which are new to International Baccalaureate Diploma Program (IBDP) may need additional supervision, constant support at school and home.
10. This study recommends that teachers should continue to effectively stimulate and sustain students' interests and enthusiasm to learn, for them to have consistent outstanding academic performance. Consequently, teachers should have regular service trainings and workshops to update their knowledge and pedagogical skills, improve the quality of the teacher workforce and abilities to improve students' academic achievement.
11. For future researchers, the replications of this study would be more beneficial from increasing the population size and expanding the study to other countries, which would provide a more diverse target population in terms of socio-demographic characteristics, study habits and social media exposure, parental and

teacher involvement. It would also be helpful to increase the sample size within the country or in countries to decrease the tolerable error rate and increase the level of confidence. A researcher can conduct replication studies by expanding the population to additional grade level, rather than at one grade level, to provide more in-depth results. Another idea for replication study would be to examine predictors of student achievement rather than academic performance or to conduct a study at the primary, middle or tertiary level to examine predictors of student achievement.

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APPENDICES

APPENDIX I

Questionnaire

Part I. Socio-demographic Characteristics

Directions: Please answer this questionnaire carefully by checking (√) to indicate your choice or supplying the information asked for. Please do not leave item unanswered.

Name: _____ (Optional)

Sex: Male Female

Age:

	15
	16
	17
	18
	Others: _____

Educational Attainment of Parents

Mother

Father

	Doctoral Degree
	Master's Degree
	Bachelor's Degree
	High School Graduate
	Elementary Graduate

	Doctoral Degree
	Master's Degree
	Bachelor's Degree
	High School Graduate
	Elementary Graduate

Parent Occupation:

Mother: _____

Father: _____

Family Income: Per Month

Rp. 50, 000,001- Up
Rp.45,000,001-50,000,000
Rp.40,000,001-45,000,000
Rp.35,000,001-40,000,
Rp. 30, 000, 001 - 35,000,000

Rp. 25, 000,001 - 30,000,000
Rp. 20,000,001 - 25,000,000
Rp. 15,000,001 - 20,000,000
Rp. 10,000,001 - 15,000, 000
Rp. 5,000,001 - 10,000,000
Rp.1,000,000. - 5,000,000

Part II. Study Habits

Directions: The following is a list of statement of habits and attitude which are being used in studying. You are asked to state your habits with regard to these items. Please refer to the following scale in checking your answer.

- | | |
|---|-----------|
| 5 | Always |
| 4 | Often |
| 3 | Sometimes |
| 2 | Seldom |
| 1 | Never |

A. Study Habits	5	4	3	2	1
1. I read my lessons repeatedly until I grasp its meaning.					
2. I usually pick out the important points in my lessons and review them.					
3. I recheck any point in the lesson which I find unclear.					
4. I try to concentrate when I'm studying.					
5. I maintain a regular time schedule to study.					
6. I try to relate my lessons with the lesson I learned from other subjects/experiences.					
7. I study well both my difficult and easy subjects.					
8. I copy the most important points in the lecture.					
9. I always take down notes.					
10. I listen attentively on my teacher's lecture.					
11. I listen attentively during the class discussion.					
12. I always go to the library to study.					
13. I come to class well prepared.					
14. I consult my teacher on lessons which I find unclear.					

15. I seek the help of my classmates on the different lessons.					
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Part III. Social Media Exposure

Directions: The following is a list of statements about social media to examine which is being used in studying its influence on the academic life of the students. Please read carefully and tick the appropriate choice for each statement. Make sure to pick **ONLY** one answer.

- | | |
|---|----------------------------------|
| 5 | Always (8 hours or more per day) |
| 4 | Often (5-7 hours per day) |
| 3 | Sometimes (3-4 hours per day) |
| 2 | Seldom (1-2 hours per day) |
| 1 | Never (No time) |

B. Social Media Exposure	5	4	3	2	1
1. The time I spend online on social networks takes away from my time studying.					
2. Online social networks distract me from my studies.					
3. The hours I spend online on social media are more than the hours I spend reading.					
4. My unlimited access to Facebook through my cell phone has affected my academic performance negatively.					
5. I engage in academic discussions on social media platforms.					
6. I make use of Social Media to share information with my classmates.					
7. Social media have impacted my GPA positively.					
8. I follow the latest developments in my field through social media.					
9. I solely rely on information gotten from social media to do my assignments without consulting other sources.					
10. The usage of social media for research has helped improve my grades.					
11. Social media is encouraged by teacher as part of class assignments.					
12. I use social media for making new friends and socializing more than I use it for academic purposes.					
13. I have to use social media extensively because most of my course assignments/projects are in the forms of blogs/online presentations.					
14. Social media has improved my communication skills.					
15. I communicate with the teacher through social media.					

Part IV. Parental School-Involvement

Directions: Please rate your parents regarding their involvement in school and their attitude towards your studies. Use the legend below:

5	Always
4	Often
3	Sometimes
2	Seldom
1	Never

Parental School-Involvement	5	4	3	2	1
A. Participation in Class Activities					
1. My parents get involve in class activities.					
2. My parents participate in school programs.					
3. My parents attend a Parent-Teacher Conference.					
4. My parents financially supported me in my project's and other necessary expenses in school.					
5. My parents monitor my academic performance.					
B. Motivation and Support to Education of their Children					
1. My parents inspire me in my studies.					
2. My parents help me develop my interest in studies and encourage me to study hard.					
3. My parents praise me when I get good grades.					
4. My parents support my school needs.					
5. My parents are aware of my study habits.					
C. Attitudes Towards use of Social Media					
1. My parents allow me to use social media at home such as: Twitter, Facebook, Instagram, WhatsApp.					
2. My parents communicate with my teachers using social media with reference to academics.					
3. My parents communicate to me through social media.					
4. My parents use social media at home.					
5. My parents allow me to use gadgets at home such as: laptops, cellphones, tablets.					

Part V. Teachers' Classroom-Involvement

Directions: Please evaluate your teacher and his/her way of teaching. Please use the following scale in checking your answer.

- | | |
|---|-----------|
| 5 | Always |
| 4 | Often |
| 3 | Sometimes |
| 2 | Seldom |
| 1 | Never |

Teachers' Classroom Involvement	5	4	3	2	1
A. Teacher Guidance					
1. My teachers motivate us to participate in class.					
2. My teachers maintain clean and orderly classroom.					
3. My teachers coordinate with our parents to report our progress.					
4. My teachers conduct homeroom meetings.					
5. My teachers conduct remediation program for us.					
B. Attitudes Towards Students					
1. My teachers are kind and considerate					
2. My teachers are accommodating					
3. My teachers are friendly					
4. My teachers are approachable					
5. My teachers are concerned even with my personal problems.					
C. Provision of Instruction					
1. My teachers are providing interesting classroom activities.					
2. My teachers are utilizing instructional materials when teaching.					
3. My teachers are using technology and social media when teaching and when communicating to students and parents.					
4. My teachers are allowing students to use their gadgets in learning such as: laptops, cellphones, tablets.					
5. My teachers are considering varied characteristics of students when teaching.					

APPENDIX II

Letter of Request and Grant to Conduct Survey at Cita Hati Christian Senior School-West Campus Surabaya Indonesia

March 17, 2020

TO: Marisi Sihombing, Mpd
Principal
Cita Hati Senior School-West Campus
Surabaya, Indonesia

RE: Permission to Conduct Research Study

Dear Mr. Sihombing,

I am writing to request permission to conduct a research study at your institution, Cita Hati Senior High School-West Campus. I am currently enrolled in the Master of Science in Educational Management at Central Luzon State University, Distance, Open, and Transnational University (DOT-Uni), Science City of Muñoz, Nueva Ecija, Philippines.

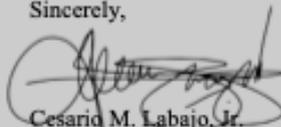
My study will focus on Parental involvement and Teacher Involvement to the Academic performance of Grades 11 and 12 IBDP Students for the Academic Year 2019-2020. I hope that the school will allow me to use the 50 student of International Baccalaureate Diploma Program as respondents to my research. The student will anonymously answer the questionnaires online about Study Habits, Social Media Exposure, Parental School-Involvement and Teacher Classroom-Involvement.

If approval is granted, student participants will complete the survey in a classroom during the pastoral care time using their laptops. The survey process should take no longer 30 minutes. The survey results will be pooled for the thesis and individual results of this study will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either your school or the individual participants.

I am planning to conduct my survey through google form on March 30, 2020.

Your approval to conduct this study will be greatly appreciated. If you approved, kindly sign below.

Sincerely,



Cesario M. Labajo, Jr.
Master of Science in Education
Distance, Open and Transnational University
Central Luzon State University
Philippines

Cc: Dr. Rosario Quicho

Approved by:

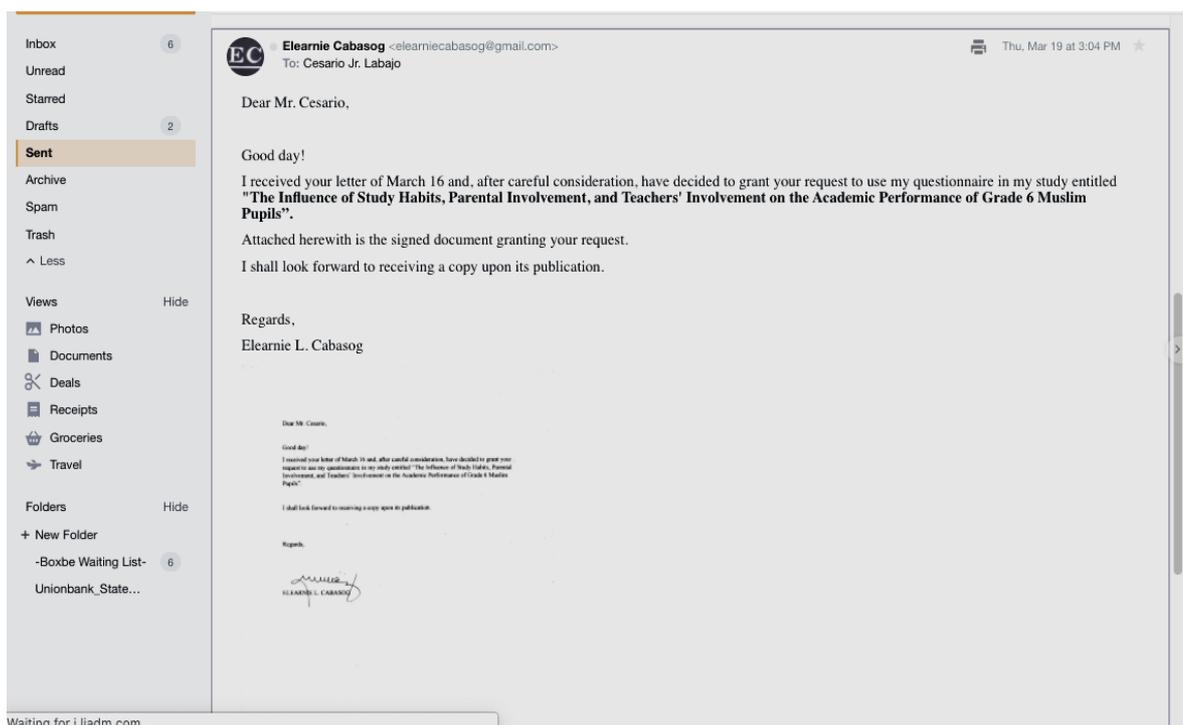
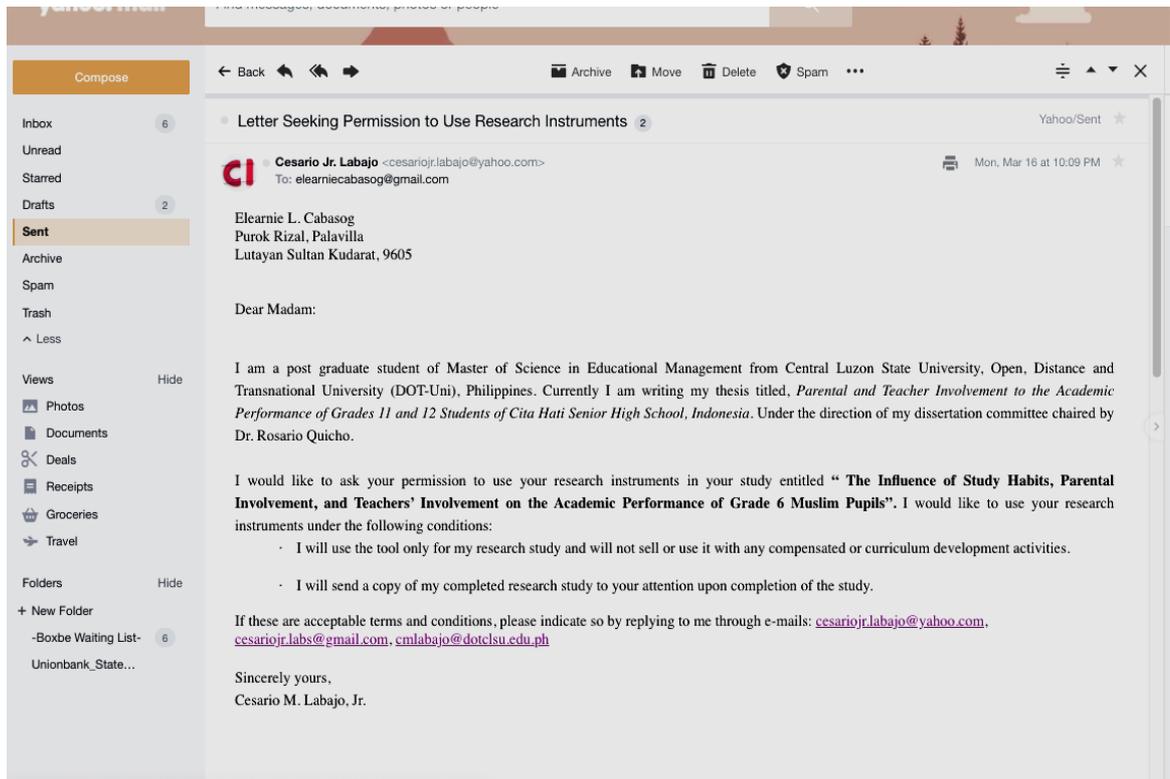


Marisi Sihombing
Principal

Date: 20/03/2020

APPENDIX III

Letter of Request and Grant to use the Questionnaire



Compose

Inbox 6
Unread
Starred
Drafts 2
Sent
Archive
Spam
Trash
^ Less
Views Hide
Photos
Documents
Deals
Receipts
Groceries
Travel
Folders Hide
+ New Folder
-Boxbe Waiting List- 6
Unionbank_State...

CI Cesario Jr. Labajo <cesariojr.labajo@yahoo.com>
To: gmowafy@gmail.com Thu, Mar 19 at 10:01 PM

March 19, 2020

Gina Mowafy
Graduate School of Education
The American University in Cairo

Dear Madam:

I am a student of Master of Science in Educational Management from Central Luzon State University, Open, Distance and Transnational University (DOT-Uni), Philippines. Currently I am writing my thesis titled, *Parental and Teacher Involvement to the Academic Performance of Grades 11 and 12 Students of Cita Hati Senior High School, Indonesia*. Under the direction of my dissertation committee chaired by Dr. Rosario Quicho.

I would like to ask your permission to use your research instruments in your study entitled **"THE EFFECTS OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF NILE UNIVERSITY STUDENTS"**. I would like to use your research instruments under the following conditions:

- I will use the tool only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through e-mails: cesariojr.labajo@yahoo.com, cesariojr.labs@gmail.com, cmlabajo@dotlsu.edu.ph

Sincerely yours,
Cesario M. Labajo, Jr.

connecting...

linkedin.com/in/gina-mowafy-a892bb20/

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Your dream

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Egypt · 500+ connections · Contact info

Highlights

1 mutual connection
You and gina both know Thomas Darcy

Experience

Nile University
4 yrs 2 mos

gina mowafy · 7:56 AM
Dear Sir,
Please go ahead :)
Best of luck.

Cesario Jr Martin Labajo · 10:21 AM
Thank you so much!

Write a message...

Send

Messaging

ig · 2nd
Business Administration -
Faculty For Science,
and Maritime Transport

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ian · 3rd
Assistant at Misr University
of Technology

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Egyptian/Arab
Programming Contest

3rd
Assistant at American
University in Cairo

APPENDIX IV

Letter of Consent Form for the Students to Conduct Survey at Cita Hati Christian Senior School-West Campus Surabaya Indonesia

Informed Consent Form

You are invited to take part in a research study to be conducted by **CESARIO MARTIN LABAJA, JR.** who is a Master of Education student at Central Luzon State University, Open, Distance and Transnational University, Philippines. The following information is provided below to help you to make an informed decision about whether or not to participate

This research study is entitled: **PARENTAL INVOLVEMENT AND TEACHER INVOLVEMENT TO THE ACADEMIC PERFORMANCE OF GRADES 11 AND 12 STUDENTS OF CITA HATI SENIOR HIGH SCHOOL, INDONESIA.** The study will examine High School Students' perception of the parental involvement and teacher involvement in the school. This research study will be conducted at Cita Hati Senior High School-West Campus, Surabaya during the second semester of S.Y. 2019-2020.

Your survey answers will be sent to a link at Google (form) where data will be stored in a password protected electronic format. Therefore, your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether you participate or not in the study.

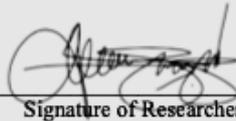
If you have questions at any time about the study or the procedure, you may contact my research supervisor, Dr. Rosario F. Quicho via email at rfquicho@dotclsu.edu.ph

If you feel you have not treated according to the descriptions in this form, or that your rights as a participant in research have not been honoured during the course of this project, or you have any questions, concerns, or complaints that you wish to address to someone other than the investigator, you may contact the Faculty of the Distance, Open and Transnational University, Central Luzon State University or email dotregistrar@clsu.edu.ph.

You are voluntarily making a decision whether or not to participate in this study.

You may refuse to take part in the research or exit the survey at any time without penalty.

You are free to decline to answer any particular question you do not wish to answer for any reason. You will receive no direct benefits from participating in this research study. However, your responses may help us about your perceptions on your parents' school involvement and teacher classroom involvement. Your signature certifies that you are a bonafide senior high student of Cita Hati Senior High School-West Campus, Surabaya East Java Indonesia and have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.



Signature of Researcher

CESARIO M. LABAJA, JR.
MS Educational Management
Distance, Open and Transnational University
Central Luzon State University, Philippines

Noted:



Marisi Sihombing
Principal

APPENDIX V

Letter of Assent Form from the Students to Conduct Survey at Cita Hati Christian Senior School-West Campus Surabaya Indonesia

Students' Assent Form

Purpose of the Study

This research study is about **PARENTAL INVOLVEMENT AND TEACHER INVOLVEMENT TO THE ACADEMIC PERFORMANCE OF GRADES 11 AND 12 STUDENTS OF CITA HATI SENIOR HIGH SCHOOL, INDONESIA**. The data collected in this study will be used to find out if there is a significant relationship between the socio-demographic characteristic of the respondents, study habits, social media exposure, parental involvement and teacher involvement to the academic performance of the respondents.

Respondents' Understands

- I agree to participate in this study that I understand will be submitted in partial fulfillment of the requirements for the degree of Master of Science in Education major in Educational management at the Faculty of the Distance, Open and Transnational University, Central Luzon State University, Philippines.
- I understand that my participation is voluntary.
- I understand that all data collected will be limited to this use or other research-related usage as authorized by the Faculty of the Distance, Open and Transnational University, Central Luzon State University, Philippines.
- I understand that I will not be identified by name in the final product.
- I am aware that all will be kept confidential in the secure possession of the researcher.
- I acknowledge that the contact information of the researcher and his advisor have been made available to me along with a duplicate of this consent form.
- I understand that the data I will provide are not to evaluate my performance as student in any way.
- I understand that I may withdraw from the study at any time with no adverse repercussions.

Respondents' Full Name: _____

Respondents' Signature: _____ Date Signed: _____