This study concludes that there is a significant effect of parental involvement on student engagement in online mathematics learning. The findings of this study also indicated that parental support is more desirable in online mathematics learning and affects student engagement in all of the emotional, social and cognitive aspects.

The findings of this study indicated the importance of optimizing programs to accommodate and provide opportunities for mutualistic relationships between schools, parents, and students. These programs certainly need to consider a number of aspects, especially the parental aspect. This is because of the diversities among parents in terms of their knowledge, perceptions, efforts, and practices in raising their children. Moreover, parents have different working schedules, socio-economic statuses, education levels, and other factors.

Jay et al. (2018) stated that if schools were to be successful in increasing the levels of parental involvement in their children’s learning, it would be paramount to gain an insight on parents’ construction of their roles. On the one hand, parents are more likely to respond positively to strategies that align with their conceptions. On the other hand, if the desired strategy is not in line with the existing parental conception, then it is crucial to develop a new strategy. Therefore, future direction on how parents conceptualize the learning of mathematics is recommended, including dealing with the online learning of mathematics, and the parents’ psychological readiness in handling their children’s learning.

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