

**PARENTS' INVOLVEMENT IN THE BLENDED LEARNING CONTEXT  
DURING THE COVID-19 PANDEMIC: EXAMINING THE  
PERCEPTIONS OF TEACHERS, PARENTS, AND A VICE PRINCIPAL**

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**An Undergraduate Thesis**

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**ABSTRACT**

This study investigated teachers' and school leadership's expectations and attitudes toward the involvement of parents in blended learning during the Covid-19 pandemic. Students and teachers often encounter issues during blended learning and the teachers might need help from parents to monitor students. Thus, the current research tries to examine their perception of the involvement of parents during blended learning. Employing a case study design as the research methodology, the study obtained data from questionnaires and interviews to collect information regarding teachers' understanding and view of parents' involvement and to examine the perception of teachers, parents, and a vice principal toward parents' involvement in the blended learning context. The findings of the study show that the teachers show positive perceptions toward the involvement of parents during blended learning and that the parents can be very helpful to support the students during blended learning. They also suggest that parents should participate more in students' learning process especially in terms of communication both with their children or teachers at school. On the other hand, the parents insist that they cannot always be available at any time to help their children's learning process but they still provide the basic needs for their children. In addition, the vice principal states that parents can be really helpful at home since they can help students prepare the tools for online or offline classes and remind them to do homework. Overall, this study calls for more parents' involvement in the students' blended learning and better parent-student-teacher/school communication.

**Keywords:** Blended learning, Covid-19 pandemic, parents' involvement.

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