



PARENTAL INVOLVEMENT IN THE ACADEMIC PERFORMANCE OF GRADE 4 STUDENTS IN LIMITED FACE-TO-FACE CLASSES

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ABSTRACT

Parental involvement plays a vital role in enhancing children's academic success, as active participation and support from parents contribute significantly to learners' motivation, behavior, and overall educational achievement. This study investigated the relationship between parental involvement and the academic performance of Grade 4 students who attended limited face-to-face classes in the District of San Sebastian, Schools Division of Samar, during the academic year 2022-2023. Utilizing a descriptive-correlation research design, the study aimed to profile parent-respondents based on various demographic factors, including age, sex, gross monthly family income, highest educational attainment, occupation, participation in school activities, and attitudes towards classroom settings. The research employed correlation analysis to explore how these parental involvement factors related to the academic performance of Grade 4 students. Preliminary findings suggested that educational programs should have been tailored to accommodate parental preferences, thereby enhancing their engagement and support for their children's education. Active parental involvement was posited to have led to improved academic achievement, fostered better study habits, and elevated educational aspirations among children. This aligned with existing literature that highlighted the significance of parental engagement in educational contexts. Moreover, proactive parents who remained informed and collaborated with schools contributed to stronger home-school partnerships, ultimately providing better support for their children's academic endeavors.

Keywords: *Parental Involvement, Academic Performance, Limited Face-to-Face Classes*

INTRODUCTION

The global health crisis that emerged in 2020 brought unprecedented disruptions to societies worldwide, profoundly affecting economic systems, public health, and education. Among the sectors most severely impacted was education, as prolonged school closures interrupted the learning process of millions of students across the globe. Although schools implemented remote and alternative learning modalities to sustain instruction, the sudden transition exposed significant gaps in educational preparedness, access to technology, and learning support systems, particularly in underserved communities. These challenges created long-term implications for academic achievement and educational equity, especially among young learners who required close supervision and interactive instruction.

The educational impact of the pandemic became evident in global learning statistics. Before the pandemic, approximately 53 percent of children in low- and middle-income countries were unable to read and understand a simple text by the age of ten; during the height of the crisis, this figure increased to 70% (World Bank, 2021). Despite efforts to continue education through remote learning programs, UNICEF (2022) reported that nearly 29 percent of primary school learners worldwide were unable to access these initiatives because of limited technological resources, unsupportive home environments, and competing household responsibilities. As a result, existing educational inequalities widened, disproportionately affecting vulnerable and disadvantaged learners. Studies further revealed that parental involvement became increasingly essential in supporting students' learning during the pandemic, particularly in online and distance learning environments where parents assumed greater responsibility in supervising and motivating their children's educational activities (Qasim et al., 2021; Ribeiro et al., 2021).

To address the interruption of face-to-face classes, educational institutions adopted alternative delivery modalities such as modular, online, and blended learning. While these approaches ensured continuity of instruction, they also presented significant challenges for elementary learners whose developmental needs required direct guidance, hands-on experiences, and social interaction. The shift in learning responsibilities placed additional pressure on parents, particularly mothers, who struggled to balance work obligations with supporting their children's education at home. According to UNESCO, many women reduced their working hours or left employment entirely to manage childcare and home-based learning responsibilities, potentially delaying economic recovery (Hughes, 2020). Similarly, Ribeiro et al. (2021) emphasized that parents encountered difficulties managing household responsibilities while simultaneously assisting their children with academic tasks during the pandemic.

As schools gradually implemented blended learning approaches, the effects of the pandemic on students' academic performance became increasingly apparent. In the San Sebastian District during the School Year 2022–2023, variations in learners' General Weighted Averages (GWAs) reflected the diverse academic outcomes experienced by students across different schools. These variations provided insight into

how external factors, including learning conditions, parental support, and access to resources, influenced students' academic achievement during and after the pandemic period.

The academic performance of learners in the district showed both encouraging and concerning trends. In Balogo Elementary School, the GWAs of 11 respondents ranged from 80 to 91, while Bontod Elementary School recorded several high-performing students with GWAs reaching 93 and 94 among 20 respondents. Campiyak Elementary School also demonstrated strong academic performance, with some students achieving GWAs as high as 95. In contrast, San Sebastian Central Elementary School exhibited a wider distribution of performance levels, with GWAs ranging from 78 to 93 among 70 respondents, indicating the presence of both high-achieving and struggling learners.

These differences in academic performance emphasized the influence of several factors, including parental involvement, availability of learning resources, and students' ability to adapt to blended learning environments. During the implementation of distance and blended learning, declines in Mean Percentage Scores (MPS) were observed in core subject areas such as English (48.64%), Mathematics (64.8%), and Science (55.8%) during the School Year 2020–2021, illustrating the extent of learning loss experienced by students. Research conducted by Apuada (2022) further indicated that parental involvement significantly influenced students' interest and academic performance in distance learning settings, highlighting the importance of active parental support during periods of educational disruption.

One of the most influential factors affecting students' academic achievement during this period was parental involvement. The transition to home-based and blended learning required parents to assume more active roles in supervising and assisting their children's education. However, participation records across schools in the San Sebastian District revealed varying levels of parental engagement. In Balogo Elementary School, only 6 out of 11 parents attended meetings or Portfolio Days, while San Sebastian Central Elementary School recorded participation from only 23 out of 70 parents. Similarly, Campiyak Elementary School reported 13 out of 30 parents participating in school-related activities. These low levels of parental engagement contributed to reduced monitoring of students' academic progress and learning needs. Naungayan et al. (2023) emphasized that the involvement of working parents remains a significant factor in students' academic achievement and may serve as a basis for designing effective school support programs.

Teachers observed that limited parental participation often resulted in parents being unaware of their children's academic difficulties and developmental needs. Combined with the challenges associated with remote and blended learning, this lack of involvement contributed to declining student motivation and poorer academic performance. Strengthening parental engagement may therefore enhance communication between home and school, creating a more supportive and effective learning environment for students. Nigussie (2022) noted that parents perceived their

active participation in their children's education as essential in improving academic achievement and promoting positive learning behaviors.

Blended learning, which combined face-to-face instruction with online or distance learning, became a primary educational strategy during the pandemic. In the Philippines, the implementation of the Enhanced Community Quarantine (ECQ) on March 16, 2020 led to the closure of schools nationwide. In response, the Department of Education introduced the Basic Education Learning Continuity Plan (BE-LCP), which served as a framework for sustaining education while safeguarding the health and safety of learners, teachers, and school personnel (DepEd, 2022).

As infection rates gradually declined, the Department of Education and the Department of Health initiated limited face-to-face classes in low-risk areas while continuing distance learning strategies. However, the blended learning setup presented additional challenges for parents and learners. Many parents reported difficulties in understanding learning materials, sustaining their children's motivation, and balancing educational responsibilities with work commitments. Problems related to limited technological resources and insufficient familiarity with instructional strategies further complicated the learning process (Sari & Maningtyas, 2020). Qasim et al. (2021) similarly found that parental involvement during online learning significantly affected children's academic achievement under pandemic conditions.

Parents play a vital role in supporting their children's educational development by reinforcing learning at home and collaborating with schools. Studies have shown that parents who recognize the importance of education are more likely to become actively involved in their children's schooling, thereby contributing positively to academic performance (Mahmood, 2013). Nevertheless, many parents remain uncertain about how to effectively support their children in blended learning environments, particularly when faced with work demands and limited educational resources.

Research consistently demonstrates that learners whose parents are actively involved in their education tend to perform better academically than those with minimal parental support. However, many parents are unaware of their children's academic progress and lack sufficient knowledge regarding effective educational assistance. In some cases, demanding work schedules limit parents' ability to provide the guidance, encouragement, and supervision necessary for successful learning, leading to decreased student motivation and weaker academic outcomes (Afolabi, 2014).

District-wide academic data further highlighted the learning setbacks experienced by students during the pandemic period. The declining Mean Percentage Scores in English, Mathematics, and Science reflected broader patterns of learning loss observed internationally, where many students struggled to achieve expected academic competencies after prolonged disruptions in formal education.

Given these circumstances, this study examined the role of parental involvement in addressing academic challenges among elementary learners in the San Sebastian

District. Specifically, it explored how factors such as parental engagement and resource availability influenced students' academic performance within blended learning environments. The findings of this study may provide valuable insights for developing strategies that strengthen collaboration between parents and schools and improve students' academic outcomes amid continuing educational challenges.

Research Questions

The present study determined the level of parental involvement and the academic performance of Grade 4 students in limited face-to-face classes in the District of San Sebastian, Schools Division of Samar, during the School Year 2022-2023. Specifically, the study sought to answer the following questions:

1. What is the profile of the parent-respondents in terms of the following variates:
 - 1.1 age and sex;
 - 1.2 gross monthly family income;
 - 1.3 highest educational attainment; and
 - 1.4 attitude toward face-to-face classes?
2. What is the level of academic performance of Grade 4 students during the School Year 2022-2023?
3. What is the level of parental involvement of the parent-respondents during the limited face-to-face classes in terms of the following aspects:
 - 3.1 parenting;
 - 3.2 learning at home;
 - 3.3 decision making; and
 - 3.4 familiarity with school information communication?
4. Is there a significant relationship between the Grade 4 students' academic performance and the level of parental involvement of the parent-respondents?
5. Is there a significant relationship between the parent-respondent's level of parental involvement and their profile variates?
6. What intervention program may be derived based on the findings of the study?

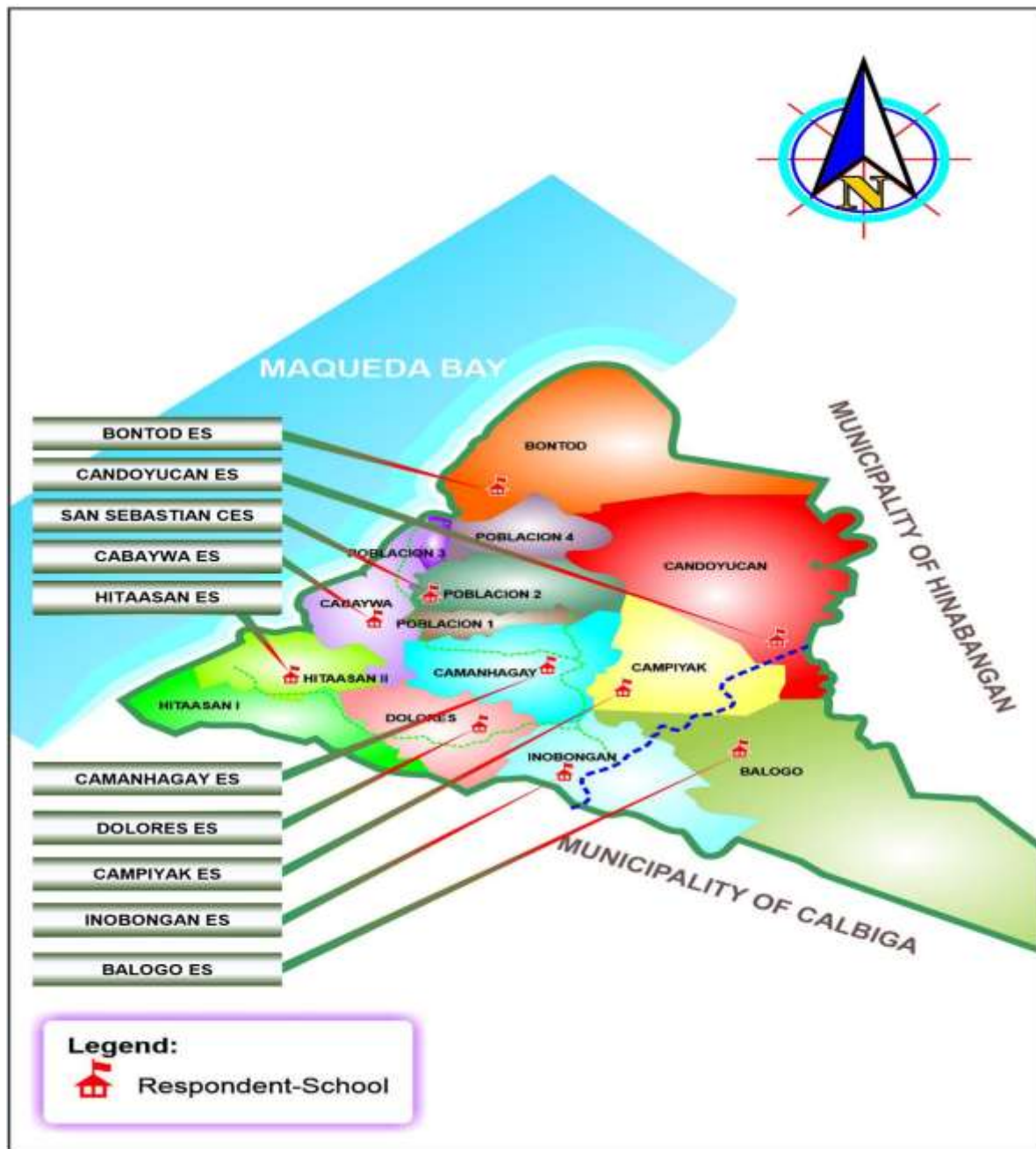
Locale of the Study

Figure 1 presents the locale of the study, which was conducted in the District of San Sebastian, Schools Division of Samar. The study specifically covered ten selected public elementary schools situated within the Municipality of San Sebastian, Province of Samar. These schools served as the primary sources of data for examining the relationship between parental involvement and the academic performance of Grade 4 learners during the School Year 2022–2023.

The public schools included in this study were Balogo Elementary School (ES), Bontod ES, Cabaywa ES, Campiyak ES, Camanhagay ES, Canduyocan ES, Dolores ES, Hitaasan ES, Inobongan Integrated School, and San Sebastian Central Elementary School. These educational institutions were strategically distributed across different

barangays of the municipality, enabling the researcher to gather data from learners and parents with varied socio-economic backgrounds and educational experiences. The inclusion of both elementary and integrated schools provided a broader perspective on the learning conditions and parental involvement practices within the district.

Figure 1
The Map Showing the Locale of the Study



METHODOLOGY

This study employed a descriptive-correlational research design to examine the relationship between parental involvement and the academic performance of Grade 4 students who attended limited face-to-face classes in the District of San Sebastian, Schools Division of Samar, during the School Year 2022–2023. The study was conducted in ten public elementary schools, namely Balogo Elementary School, Bontod Elementary School, Cabaywa Elementary School, Campiyak Elementary School, Camanhagay Elementary School, Canduyocan Elementary School, Dolores Elementary School, Hitaasan Elementary School, Inobongan Integrated School, and San Sebastian Central Elementary School, all located in the Municipality of San Sebastian, Samar. The respondents consisted of 250 parents of Grade 4 students selected through total enumeration sampling. Data were gathered using a standardized questionnaire composed of three parts: the demographic profile of parent-respondents, attitudes toward face-to-face classes, and level of parental involvement in terms of parenting, learning at home, decision-making, and familiarity with school information communication. The questionnaire was validated by the research adviser and members of the oral defense panel and translated into Waray-Waray to ensure respondent comprehension. The academic performance of the student-respondents was obtained from official school records using their General Weighted Average (GWA) for the School Year 2022–2023. Prior to data collection, approval was secured from the Schools Division of Samar and school authorities. The researcher personally administered the questionnaires and ensured confidentiality and compliance with the Data Privacy Law. Collected data were analyzed using descriptive and inferential statistical tools, including Frequency Count, Percentage, Mean, Weighted Mean, Standard Deviation, Spearman's Rank Coefficient of Correlation (Spearman's rho), Fisher's t-Test, Cramer's V Test, and Chi-Square Test to determine the relationships among the variables under study.

RESULTS AND DISCUSSION

The following were the salient findings of the study:

1. The data revealed a skewed age distribution among the respondents, with the majority being female (80%) and a smaller proportion being male (20%). The age distribution was notably imbalanced, with 21.6% of respondents aged 35–39 and 16.8% aged 40–44. Additionally, 14% of respondents did not disclose their age, which further affected the reliability of the data. This lack of representation and the non-normal distribution of ages indicated that the sample was not representative of the general population. These demographic characteristics and the significant number of unspecified ages may have impacted the reliability and validity of the findings. Further investigation is necessary to explore the potential reasons behind these observed patterns.

2. The data revealed that the sample was predominantly composed of lower-income families, with 50.8% of respondents reporting a gross monthly family income

below Php 5,000, classifying them as low-income households. The next largest group, comprising 28.8% of respondents, reported incomes ranging from Php 5,000 to Php 9,999, while only 1.6% reported incomes exceeding Php 50,000. This skewed income distribution may have affected the generalizability of the study's findings and highlighted the potential impact of socioeconomic factors on the research outcomes.

3. The data revealed that the sample was predominantly composed of individuals with limited formal education, with 56% of respondents being elementary graduates or having attained lower educational levels. Only 4% had a graduate-level education, and just 0.8% was college graduates. This skewed educational distribution may have affected the generalizability of the study's findings and underscored the potential impact of educational attainment on the research outcomes. The presence of missing data for a small percentage of respondents regarding their educational level should also be considered when interpreting the results.

4. The parent-respondents had a positive overall attitude towards face-to-face classes, showing a strong preference for traditional classroom settings, as reflected in a grand weighted mean of 4.20, which indicated a "Very Good" level of agreement. A weighted mean of 4.40 further highlighted their higher interest in face-to-face classes compared to blended learning. This preference appeared to be driven by the perceived benefits of in-person interaction with teachers, such as better comprehension of lessons and more effective coverage of subjects. The findings suggested that educational programs should consider these preferences when designing and implementing learning modalities to better meet the needs of parents and support their children's education.

5. The academic performance of Grade 4 students during the school year 2022 – 2023 showed a concentration of scores in the mid-range, particularly between 82 and 83, which includes 19.60 percent of students. The median score of 85 indicated that half of the students performed below this level, while the Mean Absolute Deviation of 3.70 suggested consistent achievement with minimal variability among most students. Overall, the data reflected a commendable level of academic performance, highlighting potential areas for targeted interventions to further improve student outcomes.

6. The data revealed a high level of parental involvement among the respondents, as reflected by a grand weighted mean of 1.90, indicating active parenting. This involvement included ensuring regular school attendance (weighted mean of 1.94) and providing nutritious meals (weighted mean of 1.95). Additionally, parents actively supported their children's academic life by assisting with homework, creating a nurturing home environment, and emphasizing the importance of education. This high level of parental engagement likely had positive implications for the academic performance and overall well-being of the students, consistent with research highlighting the benefits of active parental involvement in children's education.

7. The data revealed a high level of parental involvement in supporting their children's learning at home, as demonstrated by a weighted mean of 1.81. Parents

actively encouraged their children's education by fostering reading habits (weighted mean of 1.86) and teaching responsibility in completing assignments (weighted mean of 1.84). This involvement included monitoring homework, providing learning resources, and demonstrating awareness of their children's academic abilities and progress. Such engagement in home-based learning activities likely contributed to improved academic achievement, better study habits, and higher educational aspirations in children, consistent with research highlighting the benefits of parental involvement in education.\

8. The data revealed a high level of parental involvement in decision-making, as indicated by a grand weighted mean of 1.71. Respondents actively participated in PTA meetings and served as representatives on the School Community Council. This engagement demonstrated parents' interest in staying informed and contributing to the governance and direction of the school. Such involvement likely had positive implications for the school's ability to address the needs of the parent community and foster stronger home-school partnerships.

9. The data revealed a high level of parental involvement in terms of their familiarity with school information and communication, as reflected in a grand weighted mean of 1.76. The parent-respondents actively read school policies, announcements, and updates, and regularly engaged with the school by attending meetings, conferences, and maintaining direct communication with teachers and administrators. This proactive approach demonstrated their commitment to staying informed and collaborating with the school, which likely contributed to stronger home-school partnerships and better support for their children's educational needs.

10. The analysis found a weak negative correlation ($\rho = -0.048$, $p = 0.447$) between the academic performance of Grade 4 students and the level of parental involvement, and this relationship was not statistically significant. This result contradicts the general understanding that parental involvement is a key factor in supporting student achievement, suggesting the need for further investigation to explore other potential factors influencing academic performance in this particular context.

11. The analysis found that the parent-respondents' level of parental involvement was not significantly associated with their age, sex, income, or educational attainment. However, a weak positive relationship ($\rho = 0.181$, $p = 0.004$) was observed between parental involvement and the respondents' attitude toward mathematics, suggesting that a more positive attitude may have been related to higher levels of involvement in their children's education. The reliability of these findings may have been impacted by the non-normal distribution of the data, and further investigation was needed to understand the factors influencing parental involvement in this context.

Conclusions

Based on the findings of the study, it was concluded that the parent-respondents in the District of San Sebastian, Schools Division of Samar, were predominantly female, belonged to low-income households, and had limited formal educational attainment.

Despite these socio-economic and educational limitations, the parents demonstrated positive attitudes toward face-to-face classes and exhibited high levels of involvement in their children's education. Their involvement was evident in areas such as parenting, learning at home, participation in decision-making, and familiarity with school information and communication. These findings indicated that parents remained committed to supporting their children's education despite economic and educational challenges.

The study further concluded that the Grade 4 students generally demonstrated commendable academic performance during the School Year 2022–2023, with most learners obtaining average scores within the satisfactory range. Parents actively supported their children by ensuring regular school attendance, monitoring assignments, encouraging reading habits, and maintaining communication with teachers and school personnel. Such practices reflected the important role of parents in fostering a supportive learning environment both at home and in school.

However, the study revealed that there was no statistically significant relationship between the level of parental involvement and the academic performance of the Grade 4 students. This finding suggested that while parental involvement remained essential in promoting learners' well-being and educational support, other factors may have contributed more significantly to students' academic achievement in the context of limited face-to-face classes. Moreover, parental involvement was not significantly associated with the respondents' age, sex, income, or educational attainment, although parents with more positive attitudes toward classroom learning tended to demonstrate higher levels of involvement. Therefore, the study concluded that parental involvement alone may not fully determine students' academic performance, emphasizing the need to consider other educational, environmental, and learner-related factors that may influence academic success.

Recommendations

Anchored on the conclusions drawn from the findings, the following recommendations are offered:

1. Conduct further research with a more representative sample to improve the generalizability of the study's findings and address the potential impact of skewed demographic characteristics on reliability and validity.
2. Incorporate parent-respondents' preferences, particularly their positive attitude towards face-to-face classes, when designing and implementing educational programs to better meet community needs and support children's learning.
3. Leverage parents' high level of involvement among respondents to develop and strengthen home-school partnerships, as research suggests this can positively impact student academic performance and well-being.

4. Encourage and support parents' involvement in home-based learning activities, as this may contribute to improved academic achievement, better study habits, and higher educational aspirations in children.

5. Engage parent-respondents actively in decision-making processes within schools to address community needs and foster stronger home-school partnerships.

6. Explore alternative factors beyond parental involvement that may influence students' academic performance in this context, investigating reasons for any lack of significant relationships between parental involvement and academic performance.

7. Intensify the conduct of GPTA meetings to enhance communication between parents and school authorities, ensuring that parents remain informed about school initiatives and can contribute effectively to decision-making processes regarding their children's education.

8. Conduct school-based programs that focus on enhancing parental engagement by providing workshops, training sessions, and resources to equip parents with strategies to effectively support their children's academic and social development, fostering a collaborative educational environment.

9. Conduct another study to validate these findings.

Compliance with Ethical Standards

This study strictly adhered to ethical standards in the conduct of research involving human participants. Prior to the implementation of the study, formal approval and permission were secured from the Schools Division of Samar and the concerned school authorities, including the Public Schools District Supervisor (PSDS), School Principals, Head Teachers, and Teachers-in-Charge of the participating public elementary schools in the District of San Sebastian. The respondents were properly informed about the purpose, objectives, and significance of the study before the administration of the questionnaires. Participation in the study was voluntary, and respondents were encouraged to provide honest and truthful answers. To ensure clarity and understanding, the questionnaire was translated into the respondents' mother tongue. The researcher also ensured strict compliance with the provisions of the Data Privacy Law by maintaining the confidentiality and anonymity of all information gathered from the respondents and school records. All collected data were used solely for academic and research purposes and were handled with utmost care and responsibility throughout the conduct of the study.

Acknowledgments

The completion of this thesis would not have been possible without the guidance, support, and encouragement of several individuals who, in one way or another, contributed to the successful preparation and completion of this study. The researcher

would like to express sincere gratitude and appreciation to all those who made this endeavor possible.

First and foremost, the researcher offers heartfelt praises and thanksgiving to God Almighty for His abundant blessings, guidance, protection, wisdom, and strength throughout the conduct of this study. His mercy and grace enabled the researcher to overcome challenges encountered during the gathering of data in the different schools within the District of San Sebastian and throughout the completion of this research work.

The researcher extends deepest gratitude to Dr. Letecia R. Guerra, the thesis adviser, for her invaluable guidance, encouragement, patience, and unwavering support throughout the conduct of the study. Her expertise, constructive suggestions, and dedication greatly contributed to the improvement and completion of this thesis.

Sincere appreciation is also extended to the esteemed panel members, Dr. Guillermo D. Lagbo, Dr. Michelle L. Mustacisa, and Dr. Imelda M. Uy, for their insightful comments, valuable recommendations, and generous sharing of knowledge and expertise that significantly enriched the quality of this research.

The researcher likewise expresses gratitude to Dr. Nimfa M. Torremoro, Dean of the Graduate Studies of Samar College, for her continuous support, encouragement, and commitment to promoting academic excellence and professional growth among graduate students.

Finally, the researcher wholeheartedly thanks her family and friends for their unconditional love, prayers, understanding, and moral support. Their encouragement, inspiration, and unwavering belief in the researcher served as a constant source of motivation in accomplishing this academic endeavor.

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APA Citation:

Gamot, J. A. & Guerra, L. R. (2026). PARENTAL INVOLVEMENT IN THE ACADEMIC PERFORMANCE OF GRADE 4 STUDENTS IN LIMITED FACE-TO-FACE CLASSES. *Ignatian International Journal for Multidisciplinary Research*, 4(7), 1241–1253. <https://doi.org/10.5281/zenodo.21457080>

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