

Parental Engagement and Pupils' Attitude Towards Learning

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ABSTRACT: Parental engagement in a child's education is advantageous and plays a crucial role in shaping pupils' attitudes towards learning. This study aimed to assess the status of parental engagement and pupils' attitude towards learning among selected Grade 6 pupils (n=210) selected through simple random sampling using raosoft sample size calculator. Specifically, it focused on parental engagement based on academic learning, home-reading, and child development as dimensions of the independent variable, while the pupils' attitude towards learning served as the dependent variable. The study employed correlational and causal research designs. Data were gathered through a researcher-developed questionnaire that passed validity and reliability tests to ensure its appropriateness for the study and respondents. The data were analyzed using statistical tools such as Mean and Standard Deviation, Pearson Product Moment Correlation, and Multiple Linear Regression Analysis. Findings revealed that parental engagement is high. Pupils' attitude towards learning is high. There is a low to moderate positive correlation between parental engagement and pupils' attitude towards learning. Child development influences the pupils' attitude towards learning. Therefore, parental engagement greatly helps their children in their learning. Thus, parents may consistently and actively engage in their children's attitude towards learning.

KEYWORDS: academic support, collaboration, parental engagement, pupils' attitude

I. INTRODUCTION

The role of education in shaping an individual's future and contributing to societal development cannot be overstated. A number of factors contribute to academic success, but parental engagement is the most crucial. It is more than merely the result of education received in a classroom. As educational systems around the world strive to enhance pupils' performance and attitudes toward learning, the importance of parental engagement has increased. Research consistently demonstrates that children whose parents participate in their schooling experience improved social-emotional growth, more academic success, and more positive views about education.

Generally speaking, parental engagement refers to the level of parental involvement in their child's education at home, in school, and in the community at large. How families can improve their present efforts to support their children's learning and establish a supportive home learning environment is the focus of parental engagement. It is strengthened by discussions between practitioners and parents (National Improvement Hub, 2021).

Moreover, when parents engage actively in their children's education, those children tend to achieve higher academic success compared to their peers whose parents are less involved. Pupils with engaged parents tend to achieve higher academic success. Although parental involvement may diminish as the child ages, the effects continue to resonate in the future. While involvement of parents in school-related activities seems to significantly influence a child's academic performance, engagement at home also plays a role (Gonzalez-DeHass, 2019).

In the field of education, numerous concerns appear to exist. An area of education that calls for attention is a pupil's academic capabilities, particularly their reading proficiency. Across numerous educational institutions throughout the country, there has been a significant drop in pupil performance on reading assessments. As a teacher, it can be demanding to address the academic needs of pupils, ensure they meet the required standards, and, most importantly, prepare them for the subsequent grade. To achieve this, teachers must possess a thorough understanding of the five areas of literacy and recognize their significance as focal points for best practices, ultimately ensuring the delivery of high-quality instruction to pupils (Thomas, 2021). Even with high quality instruction in most grades, many pupils will struggle to fully understand all the components involved in learning how to read because of other factors.

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Participation from parents in the education of their child offers many benefits; nonetheless, support with assignments stands out as one of the most concrete advantages (Romero et al., 2020). Parents who assist their children with study tend to ensure that their children possess a thorough understanding of the subject. They are well-prepared to excel in relevant tests or assignments.

Furthermore, their parents who help their children with tasks might recognize specific weaknesses and offer assistance to improve their child's performance. They can gain insights into their child's academic development and any difficulties that may arise (Duxbury et al., 2021). Involvement of parents also includes being able to be heard and taken into account during the decision-making process.

Parents can actively participate in their child's education by selecting a suitable school or program, contributing to the formulation of an Individualized Education Program (IEP) if required, and advocating for their child's unique requirements (Kaden, 2020). Parents should be involved in decision-making so that they may ensure their child gets an education that is tailored to their needs and that they have access to the tools they need to succeed.

Reading is a particularly beneficial activity for English language learners. The advantages of reading extend to their language journey, even if the aim is, say, fluency in speech. However, it can be difficult to find reading material that is accessible, challenging, and relevant to an English language learner, thus great reading material is an invaluable resource. This is because parents' priorities are on their children's basic needs at home, and sometimes their income cannot support other needs such as providing additional reading materials or even adequate time to assist and guide their children in completing their tasks, reading practices, and homework. It demonstrates that pupils who struggle with reading have less assistance from their parents, whereas students who excel at reading have parents who keep up with their pupils at home (Bano et al., 2020).

The theory behind this research was Epstein's Framework for Involvement, which provides a thorough conceptual framework outlining the various ways communities, schools, and parents can collaborate to enhance children's education. Parenting, communication, volunteering, at-home learning, decision-making, and community collaboration are the six main categories of parental participation identified by this paradigm. Every kind focuses on a particular area where parents can actively engage in their children's academic and social development.

With its six key areas, Epstein's framework for parental engagement provides a thorough framework for comprehending how parental behavior affects the education of children. These kinds can be successfully connected to the variables of child development support, home-reading assistance, and academic learning support. Initially, academic learning assistance is in line with Epstein's learning at home dimension, in which parents help their children with homework, academic goal-setting, and the reinforcement of skills they have gained in school. In order to directly encourage academic success, parents also participate in volunteering in school by helping in classes or tutoring pupils. Furthermore, collaborating with the community is demonstrated when parents use outside resources to improve their child's academic performance, including libraries or online learning resources.

Epstein's framework also provides a solid foundation for home-reading support, notably in the context of Learning at Home, where parents foster literacy activities by establishing a reading-friendly environment and participating in shared reading practices. This support is reinforced by communicating which includes discussing a child's reading level and improvement techniques with teachers. Furthermore, collaborating with the community is applicable when parents improve their children's reading possibilities by utilizing local resources like libraries and literacy initiatives.

Finally, the parenting type of engagement in which parents create a loving environment to foster emotional, social, and physical growth that align with child development support. For example, establishing boundaries, teaching social skills, and making sure children are eating healthily, that all support holistic child development. Additionally, parents engage in decision making by influencing school rules or initiatives that promote extracurricular activities and wellbeing. Working together with community resources like child development specialists or mental health agencies improve the support parents give their children's overall development.

Through these connections, Epstein's framework highlights the diverse ways in which parental participation promotes literacy development, academic success, and the overall development of children. It highlights the importance of integrating diverse forms of parental engagement to address the varying needs of children in educational and developmental settings (Lima & Kuusisto, 2020).

Additionally, according to Epstein's theory, parents who actively participate in their child's literacy development whether through creating a positive reading environment at home, talking to teachers about their progress, helping in school with reading-related activities, or making choices that affect the child's reading education either promote better reading outcomes. Epstein's framework emphasizes the critical role that parental participation plays in influencing a child's attitude toward learning by

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highlighting the significance of cooperation between parents, educators, and schools in developing a unified strategy to support reading (Korosidou & Griva, 2021).

II. METHODOLOGY

This study utilized correlational and causal research designs to evaluate the relationship between parental engagement and pupils' attitude towards learning. Correlational research represents a research design aimed at elucidating the relationship between two or more variables, while refraining from asserting any causal connections. The process involves gathering and examining data on a minimum of two variables to determine if a relationship exists between them. In descriptive correlational studies, data is collected to elucidate the variables of interest and to determine the nature of their relationships. The primary objective is to provide a comprehensive overview of the variables of interest and to analyze their relationships without altering them or presuming causation between them (Question Pro, 2021).

This study also used a causal design because it sought to determine which of the dimensions in the independent variable, either alone or in combination, has an impact on pupils' attitude towards learning. Causal research design, often known as explanatory research or causal-comparative research, is a methodological approach that explores the nature and extent of cause-and-effect relationships among two or more variables (Qualtrics, 2024).

Mean and Standard Deviation were used for problems 1 and 2. For problem 3, Pearson Product Moment Correlation Coefficient was utilized and finally, Multiple Linear Regression Analysis was used for problem 4.

III. RESULTS AND DISCUSSION

Problem 1. How do pupils assess the parental engagement based on:

- 1.1 academic learning;**
- 1.2 home-reading; and**
- 1.3 child development?**

Table 1. Summary Result of Parental Engagement

Parental Engagement Dimensions		Mean	SD	Qualitative Description	
Academic Learning		4.04	0.61	High	
Home-Reading		3.90	0.63	High	
Child Development		4.00	0.62	High	
Overall Mean		3.98	0.62	High	
Note:	4.21-5.00 Very High	3.41-4.20 High	2.61-3.40 Moderate	1.81-2.60 Low	1.00-1.80 Very Low

Table 1 explains how pupils assess parental engagement. It registered an overall Mean of 3.98 with SD=0.62, qualitatively described as High. The data imply that the parents have high presence and participation to the academic activities and development of their child. They make sure that they are supported and that they are protected, guided and assisted by them. Parental engagement is beneficial both physically and mentally for the learners. According to Cusinato et al. (2020) the presence of the parents in the learners' activities and development will impact them heavily. Thus, parents should teach them to be a better and responsible person. What the learners see and observe from their parents are sometimes copied. Thus, they must be a good role model to them.

In the same table, *Academic Learning*, is rated the highest with the Mean of 4.04 with SD=0.61, qualitatively described as High. The data imply that the parents give more attention and emphasis on the educational activities of their children. They believe that education is the best gift and wealth they can provide with their children. They wanted that their children will have a better and secure future so that they will not worry on them once they decide to go out from their house and live on their own. According to Tran et al. (2020) parents have high regard for learning. They know how difficult to land on a job due to tight competition. They want that their children will have all the chances so that if they get rejected from a job, they can still find a new one. They can even work overseas if they want as they have the qualifications to do it. No wonder parents give their all for the studies of their children.

Meanwhile, the variable, *Home Reading*, is rated the lowest with the Mean of 3.90 with SD=0.63, still qualitatively described as High. The data imply that the parents give their best in supporting their children even at home and even if they are tired from work. Parents make follow up on their child's activities at school and even on tasks that they need to do and submit by the following day. They find ways just not to let their child feel alone and abandoned. According to Bano et al. (2020) parents love and care for their children, they are selfless towards them. They will sacrifice for them to have a better and comfortable life. Thus,

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children should reward their parents by giving their best and making their parents proud to make them realize that their efforts and sacrifices made are worth it.

Problem 2. How do pupils assess their attitude towards learning?

Table 2 shows the pupils' attitude towards learning. It registered an overall Mean of 4.08 with SD=0.60, qualitatively described as Highly Favorable. The data imply that the pupils' desire to learn and acquire the necessary knowledge and skills. They value the importance of studying and preparing their future. With the guidance and support of their parents, the pupils are satisfied and inspired to do and performed better for the benefits of themselves and so that their parents will be happy and proud. Positive attitude towards learning is important as it fuels the pupils to go on and fight despite the challenges that they may encounter along the way. A positive mindset will always remind the pupils that there is always hope so they just need to be patient and continue reaching their goals. According to Affuso et al. (2023) children with positive attitude and outlook in life will not be easily discouraged. They will strive hard despite failures. Instead of feeling down they will be challenged and inspire to do their best to succeed.

In the same table, indicator 1, *I enjoy talking to my parents about what I learn in school*, is rated the highest with the Mean of 4.41 with SD=0.54, qualitatively described as Very Highly Favorable. The data imply that the pupils revealed that they share with their parents the activities they do at school. Their parents as well listen to their stories and give them praises to the achievements they achieve. This is important that parents give time to listen to their children at home because it will make the pupils feel that they are given importance as their stories are heard and appreciated. This also give the pupils the feeling that they can tell to their parents whatever they feel and can even ask for advices. According to Chen et al. (2020) it is important for the parents to give time to talk to their children. It is also necessary that they will establish an open communication with their child so that they will not hide important matters from each other. In this way, the challenges that the pupils have can be solved with the help and advices of their parents and they will also become more stronger considering they are assisted and helped by their parents and loved ones.

Table 2. Pupils' Attitude Towards Learning

Indicators	Mean	SD	Qualitative Description
1. I enjoy talking to my parents about what I learn in school.	4.41	0.54	Very Highly Favorable
2. I enjoy learning new things because my parents support me.	4.31	0.56	Very Highly Favorable
3. I feel proud when my parents praise me for doing well in school.	4.20	0.58	Highly Favorable
4. I like reading at home because my parents encourage me to read.	3.90	0.65	Highly Favorable
5. I feel supported by my parents when I am facing challenges at school.	4.04	0.59	Highly Favorable
6. I ask my parents for help when I don't understand something in school.	3.98	0.62	Highly Favorable
7. I feel encouraged to finish my homework because my parents remind me.	3.99	0.61	Highly Favorable
8. I feel confident when I learn new things because my parents believe in me.	3.84	0.69	Highly Favorable
9. I want to do my best in school because my parents care about my education.	4.14	0.59	Highly Favorable
10. I feel motivated to do well in school because my parents show interest in my learning.	3.97	0.62	Highly Favorable
Overall Mean	4.08	0.60	Highly Favorable
Note: 4.21-5.00 Very Highly Favorable 3.41-4.20 Highly Favorable 2.61-3.40 Moderately Favorable 1.81-2.60 Less Favorable 1.00-1.80 Least Favorable			

Meanwhile, indicator 8, *I feel confident when I learn new things because my parents believe in me*, was rated the lowest with the Mean of 3.84 with SD=0.69, qualitatively described as Highly Favorable. The data imply that the pupils are happy, inspired and eager to learn new things even if they will encounter challenges along the way as they know that their parents believe and support them wholeheartedly. They know that their parents are there with them all the way no matter what as long as they will not give up on reaching their dreams. According to Barger et al. (2019) pupils that are well supported and believed by their parents become strong and confident and will not be easily persuaded by negative thoughts. They will fight and give time trying to succeed before deciding to either surrender or make other options. This is because they know that their parents will believe and trust in their capacity and capability.

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Problem 3. Is there a significant relationship between parental engagement and pupils' attitude towards learning?

Table 3. Test of Correlation Between Parental Engagement and Attitude Towards Learning

Variables	r-value	p-value	Level of Correlation	Decision	Interpretation
Academic Learning	0.421	0.002	Low Positive Correlation	Reject Ho	Significant
Home-Reading	0.462	0.001	Low Positive Correlation	Reject Ho	Significant
Child Development	0.587	0.001	Moderate Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation 0.71 – 0.90 High Positive Correlation
0.51 – 0.70 Moderate Positive Correlation 0.31 – 0.50 Low Positive Correlation
0.00 – 0.30 Negligible Positive Correlation Significant when computed p-value <0.05

Table 3 presents the test of correlation between parental engagement and attitude towards learning. The independent variable is parental engagement based on Academic Learning Support, Home Reading Support and Child Development Support while the dependent variable is the pupils' attitude towards learning.

Academic Learning registered a computed r-value= 0.421 with computed p-value of 0.002, The computed p-value is less than the p-critical value. This data imply that significant low positive correlation was determined between parental involvement and pupils' attitude towards learning when academic learning is taken into consideration. Thus, the null hypothesis is rejected. Pupils receive a great deal of engagement from their parents in terms of their academic pursuits and activities. The pupils become encouraged and motivated to offer their best effort in all the things they will do because they believe that they have their parents to guide and aid them. This is because when parents show their support to their children, not just monetarily but in virtually every aspect, children are inspired and driven to provide their best effort. When parents encourage and support their children in their academic endeavors, it is something that gives the pupils a sense of strength and excitement. They are under the impression that they are not alone because they believe they have someone who will support them regardless of whether or not they are successful (Kaden, 2020).

Home Learning Support registered a computed r-value= 0.462 with computed p-value of 0.001, The computed p-value is less than the p-critical value. This data imply that significant low positive correlation was determined between parental involvement and pupils' attitude towards learning when home learning support is taken into consideration. Thus, the null hypothesis is rejected. When it comes to the reading activities that their children engage in at home, parents are supportive. Reading is a skill that is essential for pupils to acquire and become proficient in since it has the potential to influence their performance in all areas of study at the same time. The support and direction that parents provide for their children's reading practices will increase the likelihood that their children will be able to master their reading abilities. This is because the children will be able to revisit and study what they have learned at school when they return home. The development of a child's reading skills and abilities is critical to the child's overall learning development. This is something that needs to be acquired and mastered at the formative years of their academic careers. There are a number of reading-related programs and remediations that are being carried out in today's world in order to assist pupils who have not yet acquired the skill and aptitude. The reason for this is to guarantee that the pupils will have the opportunity to develop at the same level as other people (Casillas et al., 2020).

Child Development Support registered a computed r-value= 0.587 with computed p-value of 0.001, The computed p-value is less than the p-critical value. This data imply that significant moderate positive correlation was determined between parental involvement and pupils' attitude towards learning when academic learning support is taken into consideration. Thus, the null hypothesis is rejected. The growth and development of their child is something that parents take very carefully. They make certain that they are safeguarded and that their requirements are adequately met in order to ensure that they will have a comfortable existence and that they will not be forced to go through the struggles that their parents went through when they were younger. To the best of their abilities, parents carry out the obligations and responsibilities that they have been given. On the other hand, they should also establish boundaries, such as not indulging their children and allowing them to go through difficult times, so that they can develop a sense of responsibility and realize that life is not always about happiness and success. They can become more resilient in the face of the hardships that life throws at them in this way (Thomas, 2021).

Problem 4. Which of the dimensions in the independent variable singly or in combination influence the pupils' attitude towards learning?

Table 4. Regression Analysis between Parental Engagement and Pupils' Attitude Towards Learning

Variables	UC		SC		t-value	Sig. (P-value)	Decision
	B	SE	B	SE			

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Constant	4.5368	0.8956		7.677	0.000	
Academic Learning	0.3589	0.3654	0.4731	1.302	0.088	Accept Ho
Home-Reading	0.5562	0.6739	0.5652	1.068	0.079`	Accept Ho
Child Development	0.8865	0.9741	0.9852	6.562	0.001	Reject Ho
	R	R²	Adjusted R²	f-value	Sig. (P-value)	Decision
Model	0.433	0.427	0.366	8.386		

Note: UC = Unstandardized Coefficients SC = Standardized Coefficient
Dependent Variable = Pupils' Attitude
Significant when computed p-value <0.05.

Table 4 Regression Analysis for Parental Engagement and Attitude Towards Learning. If independent variable dimensions like academic learning, home reading, and child development predict pupils' attitude towards learning. Results show that the 36.6% of the variance is explained by the three (3) predictors, $F = 8.686$, $p < .000$. Specifically, Child Development Support ($\beta = 0.9852$, $t\text{-value} = 6.562$, $p\text{-value} = < .001$) positively influence pupils' attitude towards learning. It can be inferred that if the parents are able to increase the parental engagement in terms of academic learning support by 1% it will also increase the pupils' attitude towards learning. Academic learning support is crucial to the pupils' development specially on making importance of their education. The parents must let their pupils feel that they are valued and that their hard work at school is given importance and that they are proud of them. According to National Improvement Hub (2021) parental support play a key role in the possible success that they achieve at school. Well supported pupils become more confident and goal oriented.

On the other hand, Academic Learning ($\beta = 0.4737$, $t\text{-value} = 1.302$, $p\text{-value} = 0.088$), and Home Reading Support ($\beta = 0.5652$, $t\text{-value} = 1.068$). do not significantly influence pupils' attitude towards reading. This suggest that parents' engagement have no bearing on their pupils' attitude towards learning. Whatever support the parents provide impact to the pupils specially on their studies. Thus, parents should never be selected on the kind of support and engagement to their pupils as it can always contributed to their pupils' morale and confidence whether in big or minimal percentage. According to Gonzalez-DeHass (2019) there are support and engagement from parents that may show less to none effect towards the pupils but any form of support must be valued as behind it is the parents' sacrifices just to provide for their children.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. Parents are doing their roles and responsibilities to their children at home and in school.
2. The pupils see education as a valuable tool to secure their better future.
3. Parental engagement greatly helps their children in their learning.
4. Parents' role specifically on child development support is very essential in pupils' learning.

V. RECOMMENDATIONS

Based on the findings and conclusion of the study, it is recommended that:

1. Parents' engagement must be sustained so that the pupils will have better performance and outcomes at home, in school and in the community.
2. Pupils' must sustain their positive attitude towards learning. They can ask assistance and guidance from their parents for their welfare and development.
3. Parents may consistently and actively engage in their children's attitude towards learning.
4. Parents may consistently help, provide resources, guide and nurture their children to develop their attitude towards learning.

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