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Influence of Learning Commitment and Parental Involvement on Self-regulated Learning of Senior High School Students

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Abstract: This study investigated the influence of learning commitment and parental involvement on the self-regulated learning of senior high school students of Biñan Integrated National High School, SY 2021-2022. A descriptive correlational research design sought to establish findings to be used as a foundation for a self-regulated learning model that can be adopted in the advent of face-to-face learning in the new normal. The findings indicated that the students indicated a strong learning commitment, a high level of parental involvement, and a high level of self-regulated learning. As significant relationships between variables were regressed, the resulting model revealed that learning commitment, as an individual predictor, has the most substantial positive influence on all dimensions of self-regulated learning. The combined effect of parental involvement negated the influence of learning commitment on dimensions of self-regulated learning in terms of environment structuring, task strategies and help-seeking strategies. Coordinating time and vitality through self-regulated learning will result in a more compelling and fulfilling encounter, which may boost self-efficacy and inspiration. The study provides an adoptable model to optimize self-regulated learning, which is a skill set that may be taught and may be able to assist students in setting specific goals for themselves and evaluating their progress. Students who can self-regulate are more proactive and less reactive in their learning.

Keywords: learning commitment, parental involvement, self-regulated learning.

INTRODUCTION

The national government established quarantine procedures at the start of the pandemic in 2020, forcing the education sector to take a back seat. Schools were closed to stop the increase in active cases. However, learning must continue despite the pandemic, and the Basic Education Learning Continuity Plan was initiated by DepEd Order 12 s. 2020. This directive requires all schools to adhere to a national framework to guarantee the continued use of essential learning competencies and alternative learning modalities.

Learning commitment is a student's enthusiasm for and determination to continue learning. The school environment, as well as relationships with family and other students,

clearly impact this commitment. This quality is imparted through a combination of values and skills, including a desire to exceed school expectations, a never-ending sense of the significance of learning, and self-assurance.

Parental involvement also largely influences the student's personal and academic development. According to Hasler-Waters et al., "parental involvement" can be broadly defined as "all forms of support given by parents to school-age children by parents to ensure the accomplishment of a particular academic program." 2014, as cited in (Borup et al., 2019). Parental involvement may be perceived as providing all learning resources by parents made available and accessible to their children for distance learning (Lawrence & Fakuade, 2021).

Parents spend more time with their children now than before the pandemic because the learner is always at home. The absence of a physical teacher and classroom has, so to speak, boosted self-regulation. Students have been focusing on the advancements, instructional methods, proficiencies, and abilities that increment commitment and center consideration during distance learning.

Students were expected to self-regulate their learning at home as this new norm temporarily replaced the traditional face-to-face classroom environment. A dynamic and constructivist preparation whereby learners attempt to screen, control, and control their cognition, inspiration, and behaviors after setting objectives for their learning is guided and limited by their objectives and the learning environment (Pintrich, 2000; Zhihong et al., 2023). Emphasized that most of the included SRL intervention studies examined mixed phases, indicating additional research in K-12 online education to provide evidence-based SRL support for younger students scarcely any assessments focused on the fundamental stage (Zhihong et al., 2023).

The research paradigm depicted in Figure 1 served as the foundation for the study. Learning commitment is a multifaceted, intangible idea based on emotional, cognitive, and behavioral engagement (Islam et al., 2022). A framework that uses learning commitment as one of the pillars of self-regulated learning (McDaniel & Einstein, 2020).

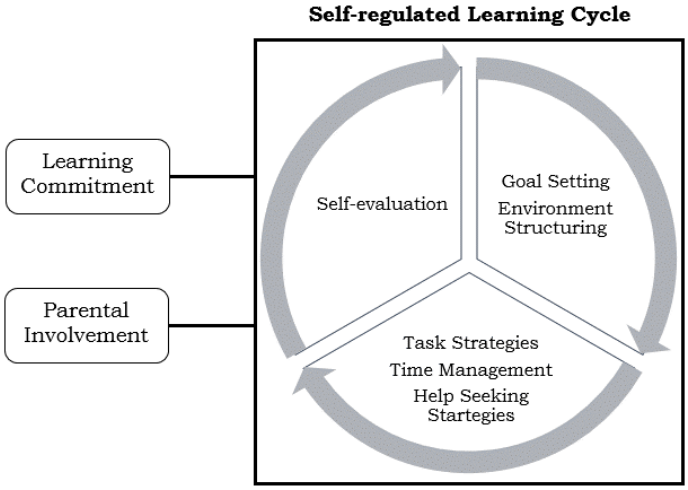

Figure 1. Research Paradigm

Parental involvement and self-regulated learning significantly influenced students' academic success during the pandemic (Yahaya, et al., 2020). Those who discovered that parental involvement is a significant predictor of self-regulated learning, have provided additional support for the framework of this study (Latipah, et al., 2021). This study attempted to provide a learning model that focuses on the effect of learning commitment

and parental involvement on self-regulated learning, as the presented literature indicated the interrelationships of the three variables.

As part of the self-regulated learning cycle, students plan a task, monitor their performance, and evaluate the results. The cycle then resumes as the student adjusts and prepares through reflection for the subsequent challenge. Students with elevated degrees of self-guideline are bound to participate in learning exercises and, thus, make scholarly progress. One of the most significant factors in predicting learning performance is SRL.

This study aimed to develop a pandemic-based learning model that could be used if the traditional learning environment is reintroduced. Levels of learning commitment and parental involvement were examined as potential predictors of self-regulated learning. Since self-regulated learning is effective and more beneficial to the learner's academic growth (Jansen et al., 2019), the findings may serve as the basis for implementing face-to-face classes for the school year 2022-2023 to adopt a learning model in action planning.

RESEARCH METHODS

The study population was 2,861 senior high school students at Biñan Integrated National High School. Based on the population size, cluster, and stratified sampling were deemed appropriate as the sampling technique for this study. A sample of 547 students was expected to participate in the study. However, only 245 students were willing enough to answer the online survey questionnaire, which accounts for only 44.8% of the expected respondents.

The main research instrument was adopted from published studies, and some items were modified to suit the respondents. It comprised three questionnaires and was administered online via an appropriate platform. The first questionnaire assessed the respondents' level of self-regulated learning cycle. The questionnaire was adopted from the studies (Du et al., 2024), which involved six dimensions of self-regulated learning, namely goal setting, environmental structuring, task strategies, time management, help-seeking strategies, and self-evaluation.

The second questionnaire evaluated the respondents' level of commitment to learning. This questionnaire was adopted from the study of Lawrence and Fakuade (2021). The third questionnaire assessed the respondents' level of parental involvement in their learning. This questionnaire was adopted from the study (Karunakaran et al., 2019; Sulisworo et al. 2020).

Before administration of the research instrument to the actual respondents of the study, it was face- and content-validated by an expert in the field. It was also pilot tested on a group of 25 students who were not included as respondents of the study via an appropriate online platform to ensure the instrument's reliability. Internal consistency of the dimensions of the self-regulated learning cycle indicated good to excellent reliability (Alpha = .727 to .847), excellent reliability for learning commitment (Alpha = .867), and excellent reliability for parental involvement (Alpha = .941).

RESULTS AND DISCUSSION

Self-regulated Learning

Table 1 shows the level of self-regulated learning of the students across six dimensions. The responses ranged from “agree” to “strongly agree”, which indicates a “high” to a “very high” level of self-regulated learning among the students. Environment structuring indicated the highest mean and focused on the student choosing a location where to study to avoid too much distraction. The second highest mean was self-evaluation, which focused on the students communicating with their classmates to find out what they are learning that is different from what others are learning.

The dimension of self-regulated learning with the lowest mean is task strategies, which focus on students taking more thorough notes for each subject because notes are even more critical for learning. On average, the students assessed that their level of self-regulated learning is “high”.

Table 1. Level of Self-regulated Learning of Students

Dimensions	Mean	SD	Level
1. Goal Setting	3.06	0.68	High
2. Environmental Structuring	3.25	0.70	Very High
3. Task Strategies	2.86	0.69	High
4. Time Management	3.08	0.61	High
5. Help Seeking Strategies	2.97	0.71	High
6. Self-evaluation	3.09	0.62	High
Composite Mean	3.20	0.59	High

It was found that senior high school students in the Philippines demonstrated a humble degree of self-controlled advancement (Pascua, 2022). However, this suggests that guardians and teachers are helped to remember their principal position as tutors of youngsters and are encouraged to start leading the pack in their schooling. Students are urged to acknowledge liability regarding their learning and way of life.

Parents' support during the initial stages of the pandemic lockdown bolstered students' capacity to cope with the self-regulation demands of distance learning (Berger, et al., 2021). Schools must recognize self-regulation as an essential educational skill for academic achievement and lifelong learning and increase their investment in promoting it. During the pandemic, self-managed learning was considered powerful (Cai, et al., 2020).

Parental Involvement

The responses ranged from "agree" to "strongly agree," which indicates that the parents are "involved" to "very involved" (Table 2). The most vital indicators of parental involvement are providing all necessary school materials and encouraging their child to work harder.

The weaker indicators of parental involvement are regularly monitoring their child's assignments and learning tasks and providing rewards for motivation and encouragement. On average, the students assessed their parents as "involved" in their student life.

Based on their evaluation of their parent's involvement, the students indicated that their parents are very involved in their learning, providing them with necessary school supplies and encouraging them to work harder. During the pandemic, many parents have

become more aware of their critical role as their child's primary educator. However, they have also faced more challenges than before the pandemic (Packman, 2020). Knopick et al. (2021) say that parents participated in the pandemic in three different ways: (1) the committed teacher method, (2) the coach who encourages autonomy, and (3) the committed teacher and intervener.

Table 2. Level of Parental Involvement among Students

Indicative Statement	Mean	SD	Level
1. My parents provide all necessary school materials	3.24	0.64	Very Involved
2. My parents regularly monitor my assignment and learning tasks	2.86	0.74	Involved
3. My parents provide time for studying at home	2.90	0.75	Involved
4. My parents monitor my progress in every subject.	2.88	0.73	Involved
5. My parents monitor my attendance in class	2.93	0.74	Involved
6. My parents prepare food before and after class	3.10	0.71	Involved
7. My parents provide money for school-related expenses	3.18	0.67	Involved
8. My parents facilitate a conducive home environment for studying	2.96	0.68	Involved
9. My parents provide rewards to motivate and encourage me	2.87	0.79	Involved
10. My parents talk to me about my future schooling.	3.22	0.68	Involved
11. I talk with my parents about my teachers often.	2.96	0.74	Involved
12. My parents encourage me to work harder.	3.26	0.67	Very Involved
Composite Mean	3.03	0.73	Involved

Learning Commitment

In terms of learning commitment, the responses ranged from "agree" to "strongly agree", which indicates a "strong" to a "firm" commitment among the students (Table 3). The most robust commitments to learning focused on understanding the importance of attending classes regularly, being on time, staying until the end of class, trying hard to accomplish all activities given, and being satisfied in trying to understand the lesson as thoroughly as they possibly can.

The students' weaker commitment to learning suggested they were confident they could master the skills being taught and organize, develop, and apply concepts in novel and concrete contexts. On average, the students were rated as having a "strong" commitment to learning.

The learners have shown an awe-inspiring learning responsibility that centers, for the most part, around the significance of reliability in going to classes consistently, achieving learning errands, and being exceptionally fulfilled in understanding the illustrations completely. High school students ought to always be on time. This virtue should be cultivated early for high school students. Being on time helps the student develop self-discipline, which is good for him. It is essential for the student's future career because, if he learns to be on time in high school, it will permeate his whole being and affect how he views work in the future. Students in high school ought to understand the fundamental concept of arriving on time because doing so is necessary for a successful life.

Table 3. Level of Learning Commitment of Students

Indicative Statement	Mean	SD	Level
1. I understand the importance of attending classes regularly, being on time, and staying until the end of class.	3.46	0.57	Very Strong
2. Most of the time, I look forward to learning	3.24	0.54	Very Strong
3. I try hard to accomplish all activities given to me	3.33	0.56	Very Strong
4. I participate in every learning activity	3.19	0.59	Strong
5. I make sure that I am prepared to learn before the start of each class	3.17	0.60	Strong
6. The most satisfying thing for me is trying to understand the lesson as thoroughly as possible	3.33	0.57	Very Strong
7. If I try hard enough, then I will understand the lesson presented.	3.31	0.58	Very Strong
8. What I learned from class; I can relate it easily to real-life experience	3.08	0.65	Strong
9. I am certain that I can do an excellent job on assignments and tests	3.08	0.61	Strong
10. I have control over my learning process	3.11	0.59	Strong
11. I can organize, develop, and implement concepts in new and concrete situations	3.07	0.59	Strong
12. I am certain I can master the skills being taught.	2.98	0.58	Strong
13. I give extra effort to understand the most difficult lessons	3.27	0.55	Very Strong
14. I prefer lessons that arouse my curiosity, even if it's difficult to learn.	3.20	0.57	Strong
15. I prefer lessons that challenges me, so I can learn new things	3.16	0.60	Strong
Composite Mean	3.20	0.59	Strong

Influence of Learning Commitment and Parental Involvement

Table 4 shows the correlation between the students' learning commitment and parental involvement in self-regulated learning. All coefficients are positive and highly significant ($p<.01$), indicating a directly proportional relationship between variables. In terms of learning commitment, the result suggests a significant linear relationship between learning commitment and all dimensions of self-regulated learning. The strength of the correlations ranges from moderate to vigorous. The more robust relationships with self-regulated learning are from time management and self-evaluation. The weaker relationship is from task strategies.

Tus (2021) found a significant connection between private school students' academic success and parental involvement. His findings indicate that parents were still working on expanding their involvement, particularly before the beginning of limited face-to-face classes.

Table 5 summarises the MANOVA between learning commitment and parental involvement in self-regulated learning. The analysis reveals that R2 for each dimension of self-regulated learning is highly significant ($p<.01$). Learning commitment explains 40.2% of the variance in time management and 36.3% in self-evaluation, the two highest R2 values among the six models. Learning commitment explains the slightest variance in task strategies at 16.7%.

Table 4. Correlation Analysis

Dimensions	Pearson *r*	
	Learning Commitment	Parental Involvement
Goal Setting	0.541**	0.390**
Environment Structuring	0.461**	0.339**
Task Strategies	0.409**	0.308**
Time Management	0.634**	0.512**
Help Seeking Strategies	0.462**	0.375**
Self-Evaluation	0.603**	0.444**

***. Correlation is significant at the 0.01 level (2-tailed).*

Regarding parental involvement, R2 for each dimension of self-regulated learning is also highly significant (p<.01). Parental involvement explains 26.2% of the variance in time management and 19.7% in self-evaluation, the two highest R2 values among the six models. Parental involvement explains the slightest variance in task strategies at 9.5%.

Dimensions of self-regulated learning are significantly correlated to and significantly influenced by learning commitment and parental involvement as individual predictors. Individually, the most decisive influence of learning commitment and parental involvement is on the time management and self-evaluation of the students. Learning commitment has a more substantial influence on all dimensions of self-regulated learning than parental involvement.

Table 5. Regression Analysis

Dimensions	R^2		*B*	*t*
Goal Setting	0.152**	Parental Involvement	0.299	6.610**
	0.292**	Learning Commitment	0.521	10.014**
Environment Structuring	0.115**	Parental Involvement	0.356	5.623**
	0.212**	Learning Commitment	0.607	8.089**
Task Strategies	0.095**	Parental Involvement	0.279	5.043**
	0.167**	Learning Commitment	0.467	6.982**
Time Management	0.262**	Parental Involvement	0.460	9.288**
	0.402**	Learning Commitment	0.717	12.785**
Help Seeking Strategies	0.141**	Parental Involvement	0.376	6.310**
	0.213**	Learning Commitment	0.582	8.110**
Self- Evaluation	0.197**	Parental Involvement	0.419	7.728**
	0.363**	Learning Commitment	0.716	11.768**

***. Significant at the 0.01 level.*

Table 6 summarizes the MANOVA on the interaction effect of learning commitment and parental involvement on students' self-regulated learning. Only the goal setting, time management, and self-evaluation models yielded significant interaction effects.

Results reveal that both the learning commitment and parental involvement models are significant positive predictors of goal setting. Learning commitment provides a stronger influence on goal setting compared to parental involvement. The interaction effect between learning commitment and parental involvement is also significant. This indicates that stronger learning commitment among the students reduces the effect of parental involvement on goal setting. In the same context, more parental involvement

reduces the effect of learning commitment on goal setting.

Learning commitment is still a highly significant predictor of time management and self-evaluation, but parental involvement needs to be more significant. Initially, both learning commitment and parental involvement were significant individual predictors of the time management and self-evaluation models. However, combining both variables slightly reduced the significant effect of learning commitment and no significant effect from parental involvement. Since the interaction effect is insignificant, learning commitment may have mediated the significant effect of parental involvement on time management.

For self-evaluation, learning commitment is still a highly significant predictor, but parental involvement becomes insignificant. Initially, both learning commitment and parental involvement were significant individual predictors of the self-evaluation models, but combining both variables slightly increased the significant effect of learning commitment and no significant effect from parental involvement. Since the interaction effect is not significant, it is possible that learning commitment has mediated the significant effect of parental involvement on self-evaluation.

Regarding environment structuring, task strategies, and help-seeking, both the learning commitment and parental involvement models did not significantly affect these dimensions of self-regulated learning. Interaction terms in each of the models are also not significant. Initially, both learning commitment and parental involvement were significant individual predictors of these models.

Table 6. Interaction Effect Analysis

Dimensions		*B*	*t*
Goal Setting	LC	0.778	4.392**
	PI	0.487	2.541*
	LC*PI	-0.115	-1.997*
Environment Structuring	LC	0.269	1.040
	PI	-0.127	-0.454
	LC*PI	0.085	1.004
Task Strategies	LC	0.410	1.774
	PI	0.143	0.572
	LC*PI	-0.007	-0.095
Time Management	LC	0.625	3.336**
	PI	0.287	1.417
	LC*PI	-0.019	-0.312
Help Seeking Strategies	LC	0.456	1.858
	PI	0.182	0.687
	LC*PI	0.001	0.018
Self-Evaluation	LC	0.813	3.923**
	PI	0.403	1.798
	LC*PI	-0.072	-1.066

Note: LC - Learning Commitment; PI - Parental Involvement
***. Significant at the 0.01 level.*
**. Significant at the 0.05 level.*

Considering the interaction effect of learning commitment and parental involvement, only goal setting is negatively influenced (B = −.115), which may suggest moderation by parental involvement. However, the influence of learning commitment

and parental involvement on goal setting is much more vital than the individual effect of both predictors initially. Furthermore, the effect of learning commitment on time management is less significant, and the effect on self-evaluation is more significant than the individual effects. The rest of the individual effects were negated when the interaction effect of learning commitment and parental involvement was integrated into the models.

Models for Self-regulated Learning

Figure 2 presents the path diagram of the models for self-regulated learning in terms of goal setting, time management, and self-evaluation. Looking at Model 1, individual effect learning commitment is most influential on the time management (B = .717), self-evaluation (B = .716), and environment structuring (B = .607) of the students. In contrast, the individual effect of parental involvement is most influential on time management (B = .460), self-evaluation (B = .419), and help-seeking strategies (B = .376).

Model 1 for self-regulated learning suggests that learning commitment and parental involvement can individually influence self-regulated learning dimensions. Learning commitment has a stronger influence than parental involvement.

Considering the influence of both learning commitment and parental involvement in Model 2, the individual effect of learning commitment tends to lead to higher levels of goal setting and self-evaluation but a lower level of time management. The individual effect of parental involvement in Model 2 has been limited to a higher level of goal setting and no influence on the other dimensions in the presence of learning commitment. However, the combined effect of learning commitment and parental involvement in goal setting is reduced due to an interaction effect.

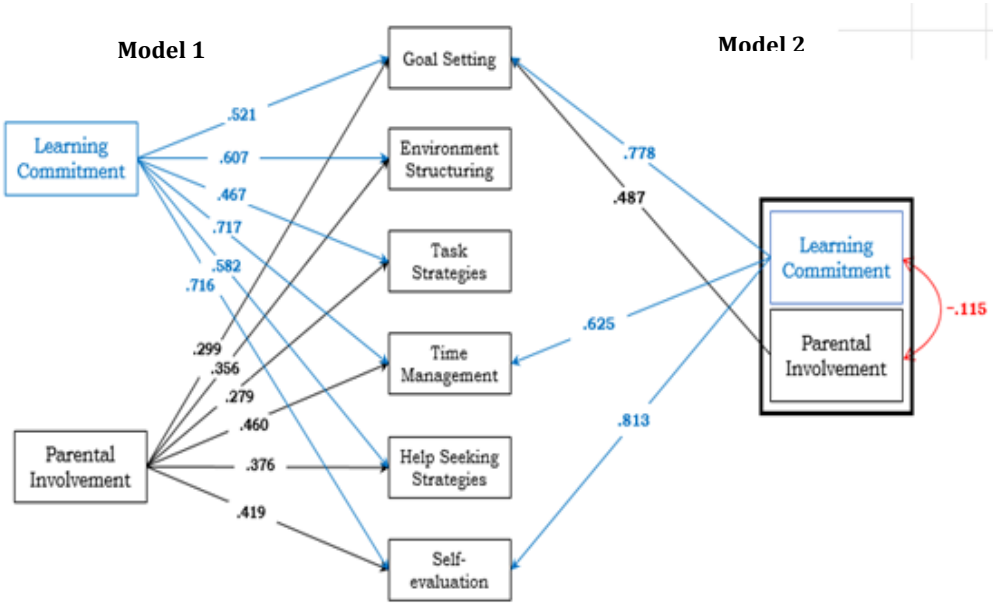

Figure 2. Self-regulated Learning Models

CONCLUSION

The study successfully met its objectives, highlighting strong student commitment to learning and significant parental involvement. Students showed self-regulated learning skills essential for planning, monitoring, and evaluating their progress. Model 1 indicates that increased learning commitment positively influences self-regulated

learning dimensions. However, weak commitment requires greater parental involvement, which also benefits self-regulated learning. Model 2 suggests that higher goal -setting and self-evaluation occur when learning commitment is combined with parental involvement, though an adverse interaction effect may limit these gains. Time management among students is notably reduced, and environment structuring and task strategies show no significant influence from either factor when both are present. Thus, learning commitment cannot fully predict self-regulated learning outcomes, as parental involvement.

The study recommends ongoing assessment of learning commitment, parental involvement, and self-regulated learning over the next two academic years to enable comparisons and improvements. Teachers should prioritize enhancing student learning commitment, given its significant impact compared to parental involvement, though involving parents is still crucial for less committed students.

Limitations include challenges in generalizing findings beyond the studied public schools, particularly due to pandemic-related issues. Participants' honesty in responses may have affected data accuracy, as self-assessments can lead to misrepresentations. Future research should examine the roles of learning commitment and parental involvement in various self-regulated learning dimensions, especially where influences seem constrained.

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