LEARNING COMMITMENT, PARENTAL INVOLVEMENT, AND SELF-REGULATED LEARNING: TOWARDS AN ADOPTABLE MODEL IN THE ADVENT OF F2F LEARNING IN THE NEW NORMAL

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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. It sought to use the findings as a foundation for a self-regulated learning model that can be adopted for face-to-face learning in the new normal. The study employed a descriptive correlational research design to address the research questions. Through an online platform, data was provided using a modified adopted set of questionnaires. The findings revealed that the students indicated a strong learning commitment, a high level of parental involvement, as well as a high level of self-regulated learning. As significant relationships between variables were regressed, the resulting model revealed that learning commitment, as individual predictor, has the strongest 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. Directing time and energy through self-regulated learning will result in a more effective and rewarding experience, which in turn may boost self-efficacy and motivation. 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 set specific goals for themselves and evaluate 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

At the onset of the surge of the pandemic in 2020, the education sector had to take a back seat as quarantine protocols were set in place by the national government. Schools were closed as a measure to prevent active cases from rising. However, learning needs to continue despite the pandemic and with DepEd Order 12 s. 2020, the Basic Education Learning Continuity Plan was adopted. Mandated by this directive, all schools are to adhere to a national framework that will ensure the continuance of learning using most essential learning competencies and to be delivered via alternative learning modalities.

Learning commitment, simply put, is the student's love for learning and the will to continue learning throughout life. This commitment is strongly influenced by the school environment and relationships with family and peers. Imparting this quality involves a combination of values and skills that include a desire to excel in school, a perpetual sense of the importance of learning, and belief in one's own abilities.

Parental involvement is also a big part of the learner's personal and academic growth. Parental involvement may be generally defined as all forms of support given to school-age children by parents to ensure the accomplishment of a particular academic programme (Waters, Menchaca, and Borup, 2014). In this new normal of learning, parental involvement may be perceived as the provision of all learning resources (tangible or not) by parents made available and accessible to their children for distance learning purposes (Lawrence and Fakuade, 2021).

Many parents have become more increasingly aware of the vital role they play as their child's primary educator during the pandemic, however, encountered more obstacles compared to pre-pandemic times (Packman, 2020). According to Knopick et al. (2021), parents adopted three approaches in their involvement during the pandemic: (1) the committed teacher approach, (2) the autonomy-supporting coach, and (3) the committed teacher and intervener.

As this new norm began to temporarily replace the traditional face-to-face environment of a physical classroom, learners were expected to self-regulate their learning at home. Self-regulated learning is not something new in the field of education. According to Zimmerman and Schunk (1989), self-regulation is the ability of learners to effectively engage in their own learning processes metacognitively, motivationally, and behaviorally. Pintrich (2000) defined self-regulated learning as "an active and constructivist process whereby learners attempt to monitor, regulate, and control their cognition, motivation and behaviors after setting goals for their learning, are guided and restricted by their own goals and the learning environment they are in".

In the cycle of self-regulated learning, a student plans a task, monitors their performance, and then evaluates the results. The cycle then resumes as the student adjusts and gets ready for the subsequent challenge through reflection. The procedure should be tailor-fit for each student and for learning goals rather than being one size fits all (Zimmerman, 2002).

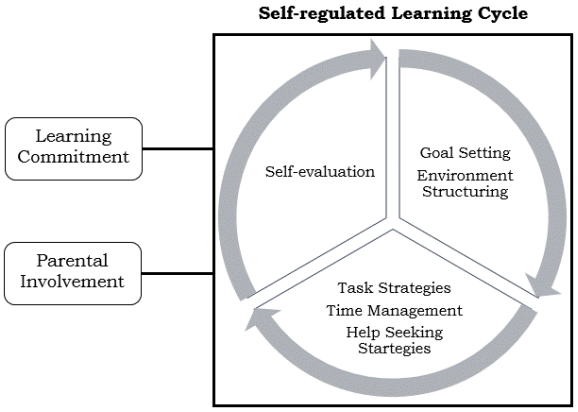

Figure 1 *Research Paradigm*

The study was anchored on the research paradigm shown in Figure 1. Hew (2016) viewed learning commitment as an intangible and multi-faceted concept that revolves around cognitive, behavioral, and emotional engagement. McDaniel and Einstein (2020) provided a framework that

uses learning commitment as one of the pillars of self-regulated learning. Yahaya et al. (2020) pointed out in their study that parental involvement and self-regulated learning were instrumental in predicting academic success of students during the pandemic. Furthermore, Latipah, Kistoro, and Putranta (2021) have provided more basis for the framework of this study as they found out that parental involvement is a significant predictor of self-regulated learning. As the presented literature indicated the inter-relationships of the three variables, this study attempted to provide a learning model that focuses on the effect of learning commitment and parental involvement towards self-regulated learning.

Since the learner is always at home during the pandemic, parents are spending more time with their children compared to pre-pandemic times. Self-regulation has been upped a notch, so to speak, due to the absence of the physical teacher and classroom. Learners have been committing to the technologies, pedagogies, literacies, and skills that increase engagement and focus attention during distance learning.

Berger et al. (2021) emphasized that during the initial stages of the pandemic lockdown, support from parents foster students' capabilities to cope with the self-regulatory demands connected with distance learning. Schools should strengthen their investment in promoting competencies for self-regulated learning and must be recognized as an essential educational skill for academic achievement and life-long learning. Self-regulated learning is effective during the pandemic (Cai et al., 2020).

This study attempted to establish a learning model based on pandemic conditions that can be adopted when the traditional learning environment shall be implemented again. It explored the levels of learning commitment and parental involvement as possible predictors of self-regulated learning. In terms of action planning, the findings may serve as basis for the implementation of face-to-face classes for school year 2022-2023 to adopt a learning model since self-regulated learning has been found to be effective and more to the advantage of the learner's academic growth.

METHODOLOGY

The study utilized a descriptive research design. Quantitative methods involving descriptive and inferential statistics were employed to provide the answers to the research questions. The mean and standard deviation provided the measures of central tendency and variation, respectively, of indicators of learning commitment, parental involvement, and self-regulated learning. Pearson correlation established the relationships between the research variables and multiple analysis of variance (MANOVA) established the model for self-regulated learning. Data were analyzed and interpreted using Statistical Package for the Social Sciences (SPSS) version 26.

The population of the study was composed of 2,861 senior high school students at Biñan Integrated National High School. Cluster and stratified sampling were deemed appropriate as the sampling technique to be utilized in this study based on the population size. A sample of 547 students were 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 of this study. It is composed of three questionnaires and was administered online via an appropriate platform. The first questionnaire assessed the level of self-regulated learning of the respondents. The questionnaire was adopted from the studies of Barnard-Brak, Lan and Paton (2010) and Sulisworo et al. (2020).

The second questionnaire assessed the level of commitment to learning of the respondents. The questionnaire was adopted from the study of Lawrence and

Fakuade (2021). The third questionnaire assessed the level of parental involvement on the learning of the respondents. The questionnaire was adopted from the studies of Kimaro and Machumu (2015) and Sulisworo et al. (2020).

Prior to 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 to a group of 25 students not included as respondents of the study via an appropriate online platform to ensure reliability of the instrument. Internal consistency of dimensions of self-regulated learning indicated good to very good reliability (*Alpha = .727 to .847*), very good reliability for learning commitment (*Alpha = .867*), and excellent reliability for parental involvement (*Alpha = .941*).

Upon establishing the instrument's reliability and validity, the research instrument was administered online to the respondents of the study. Key points in the instrument were clarified with the participants to ensure a full understanding of the purpose of the study. Each participant was allowed to accomplish the questionnaires at his/her own pace within the data collection period. The researcher collected the responses for the questionnaires upon expiration of the data collection period and proceeded to data organization, analysis, and interpretation.

RESULTS

The study assessed the learning commitment, parental involvement, and self-regulated learning of 245 senior high school students at Biñan Integrated National High School. In terms of learning commitment, the responses ranged from "*agree*" to "*strongly agree*" which indicate a "*strong*" to a "*very strong*" commitment among the students (Table 1). The strongest commitments to learning focused on understanding the importance of attending classes regularly, being on time, and 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 weaker commitments to learning indicated the students being certain they can master the skills being taught, and organizing, developing, and implementing concepts in new and concrete situations. On average, the students assessed that they have a "*strong*" commitment towards learning.

Table 1
Level of Learning Commitment of Students

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

In terms of parental involvement, the responses ranged from "*agree*" to "*strongly agree*" which indicate that the parents are "*involved*" to "*very involved*" (Table 2). The strongest indicators of parental involvement are the provision of all necessary school materials and encouraging their child to work harder.

Table 2
Level of Parental Involvement

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

The weaker indicators of parental involvement are the regular monitoring of their child's assignment and learning tasks, and the provision of rewards for motivation and encouragement. On average, the students assessed that their parents are "*involved*" in their student life.

Table 3 shows the level of self-regulated learning of the students across six dimensions. The responses ranged from "*agree*" to "*strongly agree*" which indicate 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. Second highest mean was on self-evaluation and focused on the students communicating with their classmates to find out what they are learning that is different from what others are learning.

Table 3
Level of Self-regulated Learning

Dimensions	Mean	SD	Scaled Response	Level
Goal Setting	3.06	0.68	Agree	High
Environment Structuring	3.25	0.70	Strongly Agree	Very High
Task Strategies	2.86	0.69	Agree	High
Time Management	3.08	0.61	Agree	High
Help Seeking	2.97	0.71	Agree	High
Self-Evaluation	3.09	0.62	Agree	High
Composite Mean	3.05	0.67	Agree	High

The dimension of self-regulated learning with the lowest mean is task strategies, which focused on the students trying to take more thorough notes for each subject because notes are even more important for learning. On average, the students assessed that their level of self-regulated learning is "*high*".

Table 4 shows the correlation of the students' learning commitment and parental involvement to 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 that there is a significant linear relationship between learning commitment and all dimensions of self-regulated learning. The strength of the correlations ranges from moderate to strong. The stronger relationships with self-regulated learning are from and time management and self-evaluation. The weaker relationship is from task strategies.

Table 4
Correlation of Learning Commitment and Parental Involvement to Dimensions of Self-regulated Learning

	Pearson *r*	
Self-regulated Learning	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).*

With respect to parental involvement, all coefficients are positive and highly significant ($p<.01$), indicating a directly proportional relationship between variables. The result suggests that there is a significant linear relationship between parental involvement and all dimensions of self-regulated learning. The strength of the correlations ranges from low to moderate. The stronger relationships with self-regulated learning are from time management and self-evaluation. The weaker relationship with self-regulated learning is from task strategies.

Table 5 shows the summary of the MANOVA between learning commitment and parental involvement to self-regulated learning. Result of the analysis reveals that R^2 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% of the variance in self-evaluation, the two highest R^2 values among the six models. Learning commitment explains the least variance in task strategies at 16.7%.

In terms of parental involvement, R^2 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% of the variance in self-evaluation, the two highest $R^2$2 values among the six models. Parental

involvement explains the least variance in task strategies at 9.5%.

Table 5
Summary of MANOVA of Learning Commitment and Parental Involvement to Self-regulated Learning

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

***. Significant at the 0.01 level.*

Table 6 shows the summary of 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 were able to yield significant interaction effects.

Table 6
Summary of MANOVA on the Interaction Effect of Learning Commitment and Parental Involvement on Self-regulated Learning

Dependent Variable		*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	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.*

Result of the MANOVA reveals that both the learning commitment and parental involvement models are significant positive predictors of the goal setting. Learning commitment provides a stronger influence on goal setting compared to parental involvement. Interaction effect between learning commitment and parental involvement is also significant.

With respect to time management and 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 time management and self-evaluation models (Table 5) but combining both variables slightly reduced the significant effect of learning commitment and no significant effect from parental involvement.

With respect to environment structuring, task strategies, and help seeking, both the learning commitment and parental involvement models did not provide significant effects on 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 5).

Model for Self-regulated Learning

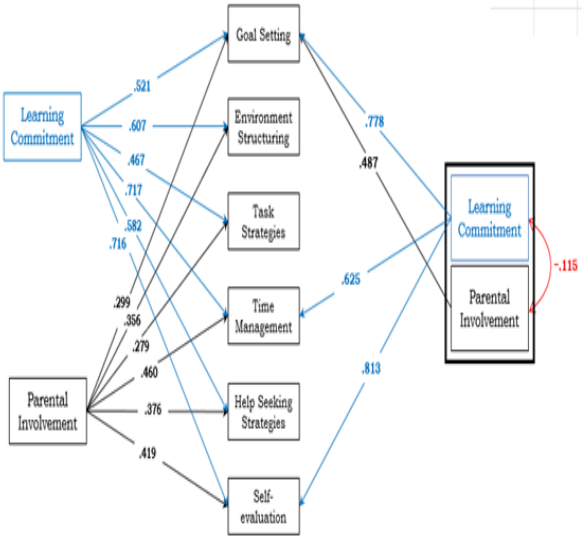

Figure 2 *Self-regulated Learning Model*

Figure 2 presents the path diagram of the model for self-regulated learning in terms of goal setting, time management, and self-evaluation. Based on the model, 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. The individual effect of parental involvement is most influential on time management *(B = .460)*, self-evaluation *(B = .419)*, and help seeking strategies *(B = .376)*.

DISCUSSION

The students have indicated a very strong learning commitment that focuses mostly on the importance of punctuality in attending classes regularly, accomplishing learning tasks, and being very satisfied in understanding the lessons thoroughly. High school students should be punctual in all situations. For high school students, this virtue should be cultivated at a young age. The student learns self-discipline via punctuality, which is beneficial to him. It's crucial for his future profession because if he learns to be on time in high school, it will permeate his entire being and influence his attitude toward work in the future. Being on time is a fundamental concept that high school students should acquire because it is essential to living a successful life.

Based on their assessment of their parents' involvement, the students have indicated that their parents are very involved in their learning with respect to the provision of necessary school materials and the encouragement to work harder. A substantial correlation between parental involvement and private school students' academic success was established by Tus (2021). Based on his findings, parents were still working on developing and providing additional involvement, specifically before the start of limited face-to-face classes.

In terms of self-regulated learning, the students have indicated a very high level of environment structuring and high levels of goal setting, task strategies, time management, help seeking strategies, and self-evaluation. Pascua (2022), in his study, discovered that senior high school students in the Philippines indicated a modest level of self-regulated learning but recommends that parents and instructors are reminded of their fundamental position as mentors of children are urged to take the lead in their education, and students are encouraged to accept responsibility for their own learning and lifestyle.

Dimensions of self-regulated learning is significantly correlated to and significantly influenced by learning commitment and parental involvement as individual predictors. Individually, the strongest influence of learning commitment and parental involvement is on the time management and self-evaluation of the students.

The combined effect of learning commitment and parental involvement on the dimensions of self-regulated learning indicated a significant negative interaction effect on goal setting. Increased level of either learning commitment or parental involvement reduces the effect of the other on goal setting. Setting goals is a successful management and achievement method for many things, including learning. When set up properly, demanding goals inspire students to go above and beyond what is expected of them and allow students to have more commitment towards learning.

Learning commitment provides a stronger influence on goal setting compared to parental involvement. 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. According to Tercio et al. (2022), parental involvement and goal setting indicated a positive, moderate relationship. Even though that parental involvement has an impact on goal setting, students nevertheless establish objectives for themselves as well as for their parents.

Considering the interaction effect of learning commitment and parental involvement, only goal setting is negatively influenced (*B = −.115*). However, the influence of learning commitment and parental involvement on goal setting is much stronger compared to the individual effect of both predictors initially. Furthermore, the effect of learning

commitment on time management is lesser and the effect on self-evaluation is greater compared to individual effects. All other individual effects were negated when the interaction effect of learning commitment and parental involvement is integrated in the models.

The findings of this study provide strong indications that students are committed to their learning and the parents are involved in their child's learning. The level of self-regulated learning of the students is an indication of how far they must go to maximize learning. They are equipped with the necessary skills for planning, monitoring, and evaluating their learning.

The model for self-regulated learning suggests that stronger learning commitment, in the absence of parental involvement, leads to higher levels of self-regulated learning. In the same context, more parental involvement, in the absence of learning commitment, leads to higher levels of self-regulated learning.

The interaction effect of learning commitment and parental involvement on the dimensions of self-regulated learning indicated a significant negative interaction effect on goal setting but accounts for larger influence of both predictors towards goal setting. The influence of learning commitment has increased towards self-evaluation but lesser influence towards time management. Other dimensions of self-regulated learning models with interaction effects indicated no significant effect compared to individual models of the same dimensions of self-regulated learning.

For the school administration, the researcher recommends extending the findings of the study through the assessment of the students' learning commitment, parental involvement, and self-regulated learning for SY 2022-2023. The result of the assessment can be compared to this study's findings that may contribute to further its improvement and provide a more holistic model.

For teachers, cultivation of stronger learning commitment may be considered a priority among students as the findings indicated stronger influence on self-regulated learning compared to parental involvement. However, parental involvement should still be invoked especially for students with weaker commitment to learning.

The researcher recommends for future research to investigate the possible mediating or moderating role of learning commitment or parental involvement on the dimensions of self-regulated learning. Particular attention may be on learning commitment and dimensions of self-regulated learning where the influence seemed impeded when parental involvement was combined with learning commitment.

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