

Reading Inspiration and Pupils' Learning Engagement

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ABSTRACT: This study aimed to determine the relationship between reading inspiration and pupils' learning engagement for School Year 2024-2025. Specifically, it sought to answer the pupils' level of the reading inspiration and their learning engagement. Moreover, it also wanted to check the significant relationship between the pupils' level of reading inspiration and their learning engagement as well as on determining the independent variable/s that influenced the pupils' level of learning engagement. The respondents of the study selected pupils (n=223) through simple random sampling with the aid of Slovin's Formula, from three schools of North District II, Division of Cagayan de Oro City namely Bayabas Elementary School, Bonbon Elementary School, and Bongbongon Elementary School. Descriptive correlational and causal research design were utilized in this study with the use of an adapted and modified questionnaire that underwent validity and reliability tests. Mean and Standard Deviation, Pearson r and Multiple Linear regression analysis were the statistical tools used in this study. Findings revealed that pupils' overall reading inspiration was at More likely inspired level. While their learning engagement was at More likely engaged level. Significant low positive correlation was registered between pupils' reading inspiration and learning engagement and family support best influenced the pupils' learning engagement. It was recommended that school heads, teachers, parents, and stakeholders must give more focus on creating programs that will further sustain or enhance further the reading inspiration and learning engagement of the pupils.

KEYWORDS: family support, learning engagement, reading inspiration

I. INTRODUCTION

It is essential for a child to have a better understanding of what they read because this is the most effective strategy to cultivate a love of reading and studying. Increasing the child's level of engagement in their academics is necessary in order to accomplish this goal. It is possible that children's self-discipline and good reading habits will also contribute to their success. The degree to which they are engaged can, in reality, be affected by a number of different circumstances. The pupils are able to follow the directions and demonstrate an accurate comprehension of the selection of stories that they read and have studied. Increasing one's learning output in areas such as writing, spelling, and vocabulary, as well as developing alternative reading abilities, can be accomplished in this manner. In the same vein, the capacity of children to read and comprehend may be the determining factor in whether or not they are successful. In order for them to achieve success in all topics, they need to develop the habit of reading, as well as the motivation and engagement to do so. Additionally, the family's support and peer's support elements may also be better approaches to accomplish better engagement and faster educational advancement.

The PISA 2022 results summary indicated that the Philippines ranked as the second-lowest among the 81 nations that participated. Similarly, the comprehensive outcomes of the national assessments revealed that, in addition to pupils facing difficulties in meeting the required learning standards in early language, literacy, and numeracy, there are also subpar levels of achievement in English, Math, and Science. These deficiencies seem to stem from gaps in pupils' reading comprehension. Consequently, a significant number of underachieving students struggle to understand mathematical and scientific word problems presented in the English language (Ines, 2023).

In addition, variables such as family support will only be obtained if parents and instructors give dependable resources, and if there is a healthy and conducive home atmosphere where everyone at home establishes a study routine and engages in effective activities. In addition, Mangila (2020) partially addressed the issue that a lack of desire and inspiration might impair education, particularly in the process of learning knowledge. Certain families lack sufficient financial resources to enroll their

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children in school, resulting in children placing a higher emphasis on earning a livelihood rather than acquiring literacy skills. Certain families are somewhat fortunate to be able to enroll their children in a public school; yet, their children are acquiring fundamental reading skills at a slow and steady rate due to a shortage of teachers in the school.

In the same way research showed how important the support of family and peers was in nurturing reading inspiration. Reading motivation and habits of children have a close relationship with family involvement, especially the mother's example of reading behavior, encouragement and discussions on books. When a parent actively involves himself in a child's reading--like in shared reading, providing books for them to read or discussing what they are reading--this not only promotes the child's motivation but it also nurtures good reading habits. Peer influence becomes a social phenomenon that leads to grouping activities for reading and because it is shared among children, this social encouragement further promotes their interest in reading. Family and peer support work together, creating a supportive environment which encourages children to read. Reading becomes a social and enjoyable activity when supported by the interaction of family or peer; this is shared with those around McGeown et al. (2021).

As a result, the researcher investigated this study in order to evaluate the family support and peer supports that influence the level of learning engagement among the pupils. In this manner, appropriate analysis, interpretation, and even recommendations were made, and those recommendations were offered to the stakeholders in order to achieve better results and find solutions to the current situation.

This study was anchored on Vygotsky's concept of the Zone of Proximal Development (ZPD) advocating that social interaction is necessary for learning. Peers can provide scaffolds, supporting the learning efforts of others in collaboration and dialogue. Positive peer interactions raise both the emotional and engagement with an coursework by providing a sense of belonging, encouraging shared responsibility for study, plus cooperative learning activities like interactive teaching methods that stimulate hands-on activities, discussion, and real-world examples make cognitive and behavioral engagement.

More advanced peers can help less advanced peers, so that they can operate within their zone of proximal development (ZPD). Each is beneficial to them. Pupils gain directly from peer explanations and modeling. A more advanced pupils can also consolidate their understanding by teaching others. Construction of the ZPD emphasizes that all participants contribute and benefit from the interaction. This poses a challenge to the conventional interpretation of Vygotsky's ZPD which emphasizes on the fact that learning is unequal in interactions among peers. It reflects a transition from an individualistic perspective of learning to a more social one, encouraging symmetry and difficulties in peer interactions.

According to Bandura's Social Learning Theory that behaviors are learned through observation and modeling by children. Regarding reading, many times pupils replicate their parents', teachers' and peers' ways of reading. Constructive criticism for instance, for an effort made in reading fosters pupils' commitment to the same fully. Regular reading habits manifested by parents and teachers can play an important role in shaping children's behavior. In most cases, observational learning is common among children. They learn most significantly from adults or people who have an impact in their lives such as parents, teachers and friends. For instance, if children see their role models not only possessing books but also enjoying them, they are likely to see reading as a worthwhile activity and a good habit to copy. An individual receives encouragement not only for expectation of rewards for performance but also for seeing others being rewarded for similar actions. For example, if children recognize that other children are being rewarded or are happy because they can read, such children may wish to read too in anticipation of also deriving such rewards. Shared reading, whether within the family, in the school, or with friends, acts as a strengthening factor that enhances this kind of behavior. For example, children are more inclined to practice reading regularly in their daily routines when they understand that reading is practiced and appreciated by the people surrounding them.

Koyuncu (2020) likewise partly revealed that there are factors that can enhance achievement of the pupils like familial conditions and teacher influences. The teachers are idolized by their pupils therefore they must take advantage of this by providing a learning environment that is nurturing, caring and promoting positivity so that the pupils will become more involved and engage in all set of activities that will later develop into a habit or routine that is geared towards better educational outcomes for the community and to the pupils.

II. METHODOLOGY

The study used descriptive correlational and causal research design. This study was chosen to statistically investigate the relationship between reading inspiration and pupils' learning engagement. This design allowed the gathering of numerical data and the applying of statistical methods to test hypotheses and find patterns. The researcher administered the survey used to collect the data. This research entailed value analysis and result interpretation in addition to data collecting, tabulation, and calculation. As a result, all of the data gathered from the respondents was organized, summed, calculated, and displayed in a series of tables.

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The researcher used the following statistical tools. Descriptive statistics such as Mean and Standard Deviation used to summarize the survey data (Problem 1 and 2). And, Pearson Product Moment Correlation Coefficients or Pearson r was used to investigate the relationship between the pupils' level of reading inspiration towards the pupils' learning engagement (Problem 3). Multiple Linear Regression was utilized for Problem 4 as well to determine which of the independent variables singly or in combination affected the pupils' learning engagement.

III. RESULTS AND DISCUSSION

Problem 1. What is the pupils' level of the reading inspiration in terms of:

1.1 family support; and

1.2 peer support?

Table 1: Overall level of Pupils' Reading Inspiration

Variable	Mean	SD	Description	Interpretation
Family Support	4.07	0.55	Agree	More Likely Inspired
Peer Support	4.08	0.54	Agree	More Likely Inspired
Overall Mean	4.08	0.55	Agree	More Likely Inspired
Note:	4.20- 5.00 Most Likely Inspired		3.40 - 4.19 More Likely Inspired	2.60 – 3.39 Inspired
	1.80 – 2.59 Less Inspired		1.00 – 1.79Least Inspired	

Table 3 present the overall level of pupils' reading inspiration. It reveals that it has overall Mean of [4.08 with SD=0.55, which is described as Agree and interpreted as](#) More Likely Inspired. This implies that based on family support and peer support, reading motivation increases in pupils so that they can be More Likely Inspired in reading. Such environments thus attest to how influential both family and social factors really are in building a reading habit in pupils. The score shows that even if pupils may not get inspired equally, the influencing role of families and peers is a considerable factor in developing that inspiration. It reiterates a lot concerning creating the atmosphere for collective and nurturing motivation at home and school.

In 2020, Koyuncu's research indicated that when families cultivate a reading-friendly environment, reading emerges as an enjoyable activity deserving of encouragement for children. The inspiration derived from reading fosters curiosity, cognitive development, and emotional resilience, significantly enhancing overall engagement in learning. It is essential to establish a supportive home environment that nurtures a child's reading interests. This approach not only cultivates a young reader who is emotionally attached to books but also strengthens the emotional bond between parents and their children, extending beyond the mere desire to read.

In the same table, peer support has the highest Mean of 4.8 with SD = 0.55, which is described as Agree and interpreted as More Likely Inspired. This finding implies that peer influence can serve as a strong motivator since close friends share experiences and establish a strong rapport with one another, which differs from authoritative methods that their parents or teachers may choose to adopt. Peer contact is most enjoyable and informal to them compared to another form of interaction.

Likewise, studies like Tomas et al.'s suggested that peer influence can sometimes be more effective than parental or teacher involvement because of shared interests and relatable experiences. For example, pupils would more likely adopt reading habits modeled by their friends or engage in group challenges and competitions, such as making reading a fun, collective activity.

Peer connection and support appeared as the most frequently reported protective factor, according to the findings of a study that was performed to investigate the causes of stress, its effects, and the methods that can be used to cope with it. According to Haydon et al. (2018), the research highlighted the significance of simple actions such as providing support to one another, cultivating strong connections, encouraging collaboration, providing assistance, and preserving a positive attitude as elements that play a key role in efficiently managing their tasks.

Meanwhile, Family Support has the lowest Mean of 4.70 with SD= 0.55, which is described as Agree and interpreted as More Likely Inspired. This data imply that family support is vital to the inspiration and motivation of the pupils. Parents should make time for their children despite their busy and hectic schedules. This further implies that parental encouragement, be it from praising achievements or shared reading experiences or creating the environment for reading itself, will reinforce the importance of reading. Pupils overcome literacy barriers through emotional and practical support from their families. Consistent family involvement will even create an atmosphere for the child's home reading habits consistent with peer support.

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Problem 2. What is the level of the pupils' learning engagement as to:

- 2.1 behavioral engagement;
- 2.2 emotional engagement; and
- 2.3 cognitive engagement?

Table 2: Overall Pupils' Learning Engagement

Variable	Mean	SD	Description	Interpretation
Behavioral Engagement	4.12	0.54	Agree	More Likely Engaged
Emotional Engagement	4.09	0.54	Agree	More Likely Engaged
Cognitive Engagement	4.08	0.54	Agree	More Likely Engaged
Overall Mean	4.10	0.54	Agree	More Likely Engaged
Note:	4.20 - 5.00 Most Likely Engaged	3.40 - 4.19 More Likely Engaged	2.60 – 3.39 Engaged	
	1.80 – 2.59 Less Engaged	1.00 – 1.79 Least Engaged		

Table 2 presents the overall levels of pupils' learning engagement. It reveals that has overall Mean of 4.10 with SD=0.54, which is described as Agree and interpreted as More Likely Agree. This implies that joining together of behavior, emotions, and cognitive which offer access to academic success and drop-out absenteeism. This further means that learning engagement is an important part of the pupils' development in order to become a better and productive individual.

The finding supported by the study of Perero et al. (2019) an overview of how of how emotional, cognitive, and behavioral engagement intermeshes to develop a well-rounded construct of pupils' engagement, which eventually goes along way to impacting their academic performance and decrease dropout rates. Emotional attachment serves as a foundation that galvanizes interest and lends a favorable disposition to learning: cognitive involvement ensures that pupils remain mentally engaged using critical thinking and problem-solving skills while behavioral engagement manifests in actions such as attendance and active participation. It would not suffice to address only one aspect; rather, one should emphasize a balance across the three dimensions for effective enhancement of pupil retention and long-term success.

Moreover, Behavioral Engagement has the highest Mean of 4.12 with SD= 0.54, which is described as Agree and interpreted as More Likely Engaged. This score shows the pupils as consistently engaged in observable actions such as active participation in class discussions, task completion, and concentration. There is a behavioral reflection of proactive learning, which indicates that these pupils would be more likely to take initiatives beforehand and make responsible actions toward their studies. The highest among the three dimensions is behavioral engagement-showing pupils are motivated and involved in hard work toward their academic activities.

In their research, Yilmaz and Topcu (2021) demonstrated that when toddlers are encouraged to engage with reading, they tend to display more collaborative behavior, exhibit heightened empathy, and show increased respect for diverse perspectives. This can be attributed to the intrinsic nature of reading, which immerses individuals in a spectrum of emotions. Furthermore, this reading culture inspires individuals, particularly pupils, to cultivate patience, emotional intelligence, and a sense of compassion within their surrounding environments. Additionally, reading enhances focus and commitment to academic tasks, representing another significant benefit of fostering a love for reading.

On the other hand, Cognitive Engagement has the lowest Mean of 4.8 with SD = 0.54, which is described as Agree and interpreted as More likely Engaged. This implies that pupils constantly employ cognitive strategies to understand and remember readings related to a broader context of learning. To enhance their general academic performance, pupils also use their reading habits. For instance, remembering important details, understanding relatively complex ideas, and completing books are possible supports for pupils towards excelling in classroom discussions and examinations. While the score is quite commendable, there remains a possibility for improvement. Teachers and parents can therefore do great things by providing diverse and challenging exposures in reading, engaging in reflective deliberations, and cultivating curiosity on various subjects.

An investigation was carried out by Johnson and Carter (2021) to assess the effectiveness of mindfulness practices in promoting cognitive engagement. Their findings revealed that employing techniques such as meditation and mindful breathing enhances individuals' focus, consequently alleviating stress and improving their ability to engage in deep contemplation on topics of discussion.

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Problem 3. Is there a significant relationship between the pupils' level of reading inspiration towards the pupils' learning engagement?

Table 3: Test Correlation Between Pupils' Learning Inspiration and Engagement

Variable	r-value	p-value	Level of Correlation	Decision	Interpretation
Family Support	0.419	0.001	Low Positive Correlation	Reject Ho	Significant
Peer Support	0.318	0.001	Low 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 shows the test correlation between pupils' level of reading inspiration towards the pupils' learning engagement. The independent variable is the level of reading inspiration in terms of family support and peer support. Moreover, pupils' learning engagement involves behavioral engagement, emotional engagement and cognitive engagement.

For Family Support, it registered as computed r-value of 0.419 with computed p-value of 0.001. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant low positive correlation between family support and pupils' learning engagement. While family support has something to say about how pupils become engaged in their learning, it does provide the underlying foundation for instilling a love of reading and academic involvement. Such encouragement takes the form of praise for achievements, provision of suitable study place, and discussions related to the school or reading materials: Thus, reinforcing the value of education. Thus, family support must be given importance.

In fact, family support is one of the factors that contribute to the learning engagement of the pupils in creating a system that is more supportive learning environment and increased pupil engagement. It also emphasizes the findings of Gilbert et al. (2021) which stated that parental involvement through encouragement, praise, and provision of a conducive environment has positive effects on academic engagement among the pupils.

For Peer Support, it registered as computed r-value of 0.318 with computed p-value of 0.001. The computed p-value is less than the p-critical value of 0.05 level of significance. This implies that significant low positive correlation between peer support and learning engagement. Thus, peer support must be given importance. which suggests that the effects matter not any great deal but still are relatively meaningful in motivating pupils to take part in instructional activities involving reading. Peer support enhances engagement as adopted through the means of social interaction and collaboration in learning toward becoming good problem solvers. Such types of support may result in better academic performance as he motivates them to keep each other on track, share resources, and help each other along in understanding tough concepts. Thus, peer support must be given importance.

Likewise, Mäkinen and Hämäläinen (2021) found that peer support helps pupils in feeling more attached, emotionally and academically, to their surroundings. Pupils working together report a higher sense of belonging, which has positive effects on motivation and commitment towards learning tasks.

Problem 4. Which of the independent variables singly or in combination affects the pupils' level of learning engagement?

Table 4: Regression Analysis on Pupils' Inspiration and Learning Engagement

Variables	UC		SC		t-value	Sig. (P-value)	Decision
	B	SE	B				
Constant	2.509	0.543	0.841		4.622	0.001	
Family Support	0.452	0.501	0.312		3.351	0.002	Reject Ho
Peer Support	0.103	0.117	0.032		0.880	0.384	Accept Ho
Model	R	R ²	Adjusted R ²		f-value	Sig. (P-value)	Decision
	0.458	0.210	0.174		5.840	0.006	Reject Ho

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

Table 4 presents multiple regression analysis with independent variables that singly or in combination affects pupils' level of learning engagement. It is proved that only one (1) out of the two (2) independent variables have positively associated with the pupils' learning engagement satisfaction where $\beta = 0$ as null and the alternative of $\beta \neq 0$. Moreover, family support ($\beta = 0.312$, t-value = 3.351, p-value = 0.002) have a positively affects the pupils' level of learning engagement.

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This implies that family support is an important factor in the learning engagement of pupils is explained the overall variance in engagement at 21% while the 79% were attributed to other factors that are not included in this study. Hence, although family support is one of the important factors explaining learning engagement. Family support is important, but one also has to look at the combined impact of various influences in order to have an inclusive view of learning engagement; that is the complexities that come with motivational factors in pupil engagements in learning activities

The encouragement of consistent reading habits by parents, grandparents, and siblings is advantageous for children as it enables family members to engage actively in storytelling and character development. Children exposed to such environments often show marked improvement in their working memory and logical reasoning abilities, both of which are vital for their literacy advancement. This type of support not only enhances reading skills but also positively influences children's emotional responses to reading and cognitive understanding, thereby seamlessly incorporating reading into their daily routines.

In the same table, looking at the analysis of the independent variable level while holding the dependent variable constant at a time. As can be seen from the statistical results: Peer support ($\beta = 0.032$, t-value = 0.880, p-value = 0.384, indicate that peer support does not have a significant impact on pupils' learning engagement. This implies that support from peers-also known as peer support-does not either have a direct significant impact related to learning engagement of pupils when analyzed in isolation. This being said, per peer interaction alone, it is not strong enough to drive engagement unless it is complemented by other supportive forces such as family encouragement, teacher intervention, or the conducive learning environment surrounding the pupils. However, the importance of peer support must not be taken for granted because in this study's findings it might have no association but there are studies that it showed significant effects.

This conclusion has been studied in Nguyen and Tran (2022) which showed peer support is more of an ancillary motivator than a primary motivating factor for learning engagement.

IV. CONCLUSIONS

Based on the findings presented above, the following conclusions can be drawn:

1. Pupils, when their education like their reading practices is given support by their families, and when they are encircled with friends who love reading, they are more likely inspired to do better in school especially in reading.
2. The pupils' have more likely engaged with their studies knowing that they were well supported and guided by the people that surround them.
3. Reading inspiration from family and peers matter on the pupils' engagement to reading. If a child is with a family and peers who love reading, the child will be developed to love reading.
4. Pupils are more engaged for school like in reading if they have families who support them like teaching them to read, giving them time to read, or giving them books to read.

V. RECOMMENDATIONS

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. Pupils may sustain their high level of reading inspiration. Teachers and parents may work hand in hand to support and assist their pupils to continue being inspired to read.
2. Pupils may maintain having high level of cognitive engagement. Teachers and parents may device plans and activities that will further enhance the pupils' cognitive engagement.
3. Teachers and parents may create plans and activities that will maintain the pupils' level of reading inspiration and learning engagement.
4. School heads, teachers, parents, and stakeholders must give more focus on creating programs that will further increase the pupils reading inspiration and their learning engagement.

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