Study of Socio-Pedagogical Determinants in Programme for International Student Assessment

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Abstract. This article examines the pedagogical aspects of forming and developing the learning environment within the family. Drawing on an analysis of the scientific literature, it explores the pedagogical dimensions, content, forms, and specific features of nurturing an educational environment at home. The development of such an environment is, first and foremost, characterized by parents' positive attitudes toward education. As a result, education in the family becomes established as a "family value." The article also offers recommendations aimed at fostering children's motivation and positive attitudes toward learning in the family setting.

Keywords: family; educational environment in the family; learning; favorable learning environment; social skills; parental initiative and engagement; family value; development of motivation to learn

Introduction. In international assessment studies, students' academic success is analyzed in connection with a range of socio-pedagogical factors. One such factor is the degree to which a learning environment has been formed within the family. The aim of this article is to conduct a scholarly analysis of the pedagogical and psychological aspects of creating and developing a learning environment at home and to formulate evidence-based recommendations for parents.

Methods. The object of the study is the process of developing the family learning environment. To address the research questions, comparative and contextual methods were employed.

Findings and Analysis. As is known, Chapter 3 of the Law "On Education" identifies the participants in the educational process as "students; parents or other legal representatives of underage students; teaching staff and their representatives." The law also establishes the main principles of education, including: recognition of the priority of education; the inadmissibility of discrimination in the field of education; the provision of equal opportunities to obtain education; the integration of national and universal human values into teaching and upbringing; the continuity and consistency of education; and lifelong learning. These principles reflect the socio-pedagogical dimensions of education. In addition, Article 5 of the Law on Education states: "Regardless of sex, race, nationality, language, religion, social origin, beliefs, personal and social status, everyone is guaranteed equal rights to education" [1].

Parental support for their children, together with a developed home learning environment and constructive family relationships, is essential for the effectiveness of teachers' work and for creating a positive classroom climate for learning. Supporting teachers' satisfaction with their profession is key to retaining highly qualified educators in schools. Social factors—such as collaboration and collegial support, a positive social climate at school, and strong leadership—play a crucial role in teacher job satisfaction and retention.

A historical-context analysis of human progress and social development shows that different eras have been labeled with terms that characterize them: "Early Renaissance," "Renaissance" (including the "Eastern Renaissance"), and, by the twentieth century, "collectivization," "electrification," "polytechnic education," "industrialization," "the space age," "automation," and so on. Regardless of how the stages of human development are defined in terms of content or name, the human factor—educating and upbringing the individual—has remained society's enduring social mandate under all conditions [2; 4]. The evolution of these labels shows the increasing influence of the human factor at each successive stage. This, in turn, requires that schools work in tandem with families to build and develop a home learning environment. A review of research on developing the family learning environment helps to clarify its pedagogical aspects.

J. L. Epstein emphasizes supporting children's "development through learning" within the family. She underscores the importance of involving children in learning activities at home, encouraging independent study, assisting with homework, and taking the initiative to organize discussions on topics from different

subject areas [4; 395]. M. Sénéchal and J. A. LeFevre investigate the development of children's reading competence in the family environment. They stress that a positive attitude toward reading and books is formed within the family: reading together with parents or siblings, discussing books, and establishing reading as a "family value" are especially crucial in the preschool years [9; 445]. A. T. Henderson and K. L. Mapp describe practical mechanisms for parents to create a "conducive learning environment" at home. They point to the need for a calm study setting, spaces that "motivate," and full access to educational resources that support development through learning [6; 241].

H. B. Weiss and J. N. Edwards recommend cultivating children's social competences within the family directly through educational activities [13; 218]. Social abilities—such as active participation in group work and showing empathy toward peers—are also shaped at home. K. V. Hoover-Dempsey and H. M. Sandler highlight parental collaboration with schools as a motivating factor in children's learning [7; 4]. When parents participate in school-organized activities not as a "duty" but voluntarily, and when they speak with teachers about their child's progress, they model constructive behavior that positively shifts children's attitudes toward education. W. S. Grolnick and M. L. Slowiaczek focus on supporting children's autonomy in the family. Encouraging independent learning, fostering a sense of responsibility, and promoting self-regulation at home strengthen children's chances of success at school [5; 237]. J. Trusty and S. G. Niles argue that early stages of career guidance and the development of social and professional responsibility should begin in the family setting. Conversations that direct children's interests and talents toward suitable educational and career paths—and that explain opportunities available in society—should take place within the family circle [12; 146].

S. B. Sheldon discusses parents' support for children's out-of-school learning. Ensuring participation in extracurricular activities, events, and sports, providing encouragement, and tracking achievements lay a foundation for active personal development [10; 149]. Cultural education within the family plays an important role in shaping children's cultural, historical, and social awareness. M. Souto-Manning notes that attitudes toward cultural values, understanding one's national culture, and recognizing the role of cultural education in personal development are formed as a result of the family's stance toward cultural learning [11; 153]. Early notions about the relative importance of material and cultural wealth take shape at home. Taking children—accompanied by their parents—to museums, theaters, cinemas, and other cultural institutions, and helping them grasp the meaning of works of art, develops analytical skills alongside creativity and imagination. It also fosters respect for other cultures and pride in one's own.

A. Lareau points out that parents' engagement, initiative, and activity with respect to educational reforms have positive effects on the home learning environment and on those around them [8; 480]. Through participation in parental initiatives at school or in the community, families acquire practical experience in investigating social issues and taking action—experience that can have a "multiplier" effect. This supports a positive societal dynamic toward education.

Parents should support their children's motivation for new knowledge and learning during the educational process and provide methodological help as needed. Motivation to learn is, of course, highly individual, with personal interests, goals, and priorities playing decisive roles. Even so, when developing the learning environment at home, the following general points are important:

Specific and realistic goals. Clear, realistic goals orient children toward purposeful learning over time. For example, in language learning, progressing from level A1 to A2 in three months is a concrete target. When goals are well-defined, learning becomes the means to achieving them.

1. **Interest and enthusiasm.** If a topic and its content spark a child's interest and enthusiasm, motivation rises accordingly, promoting active learning and personal growth. Parents should notice even small sparks of interest and nurture them. A lack of attention can lead children to stop sharing new interests or to conclude prematurely that their pursuits are "pointless."

2. **Recognition and reward.** Rewards can help sustain motivation to learn, whether tied to milestones or points achieved. Recognition from others—teachers or parents' praise—also strengthens learning motivation. At the same time, material rewards or recognition are generally pedagogically inadvisable as primary motivators.

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3. **Understanding meaning and relevance.** When children grasp the purpose and importance of learning, and when an affective-cognitive connection forms, they can self-motivate. Understanding a topic's significance, its relevance to one's personal and future professional life, and how it can be applied in real situations prompts more serious engagement.

4. **A positive learning environment.** Motivation is nurtured in a supportive, encouraging atmosphere that helps the learner feel comfortable and eager to study.

5. **Belief in abilities and potential.** When parents instill confidence in their children's abilities and potential, children are more likely to overcome difficulties and use their capacities effectively.

6. **Framing learning as "discovery."** Discovery unfolds step by step through exploration, and learning can be framed similarly. When learning is viewed not as a "duty" or mere "task" but as a voluntary, curiosity-driven process that yields "aha!" moments, it becomes engaging, enriching, and developmental. This approach cultivates imagination and enables "boundary-free thinking."

In everyday communication with their children, parents regularly employ methods of pedagogical influence. For example, when explaining the essence of an event or admonishing a child for inappropriate behavior, parents should proceed as follows: first, analyze the situation; second, sort possible ways out of the difficult situation; third, act promptly (here the specific nature of pedagogical communication comes to the fore) and choose optimal methods; only then should pedagogical influence be carried out. Next, it is necessary to find a communication system adequate to the method selected—one through which the educational influence will be exercised. In other words, once the general pedagogical task aimed at a specific goal has been defined and the method of influence selected, the fundamental task becomes a communicative one: organizing the direct interaction. The educational process in the family has its own specific features: children learn by imitating parental behavior and repeating their words. Thus, parents should strive to be ideal educators in shaping the child's personality [3; 11].

Conclusion. The synthesis of evidence presented in this article indicates that a deliberately cultivated family learning environment constitutes a decisive layer of the socio-pedagogical ecology shaping children's academic achievement and broader development. Parental attitudes that frame education as a core family value, the provision of orderly and resource-rich spaces for study, and routines that scaffold autonomy, persistence, and self-regulation jointly predict more adaptive motivational profiles and stronger engagement with school learning. Equally important, home–school linkages—characterized by proactive, collaborative communication and parents' constructive participation in educational activities—amplify instructional effectiveness and contribute to a more positive classroom climate, indirectly supporting teacher satisfaction and retention. Cultural and civic experiences curated by families further expand children's social competencies and cultural capital, strengthening transfer from learning to life. These findings invite multi-level action: targeted parent education and coaching; equitable access to learning materials and cultural institutions; and teacher professional development focused on family partnership practices. Future research should deploy longitudinal and mixed-methods designs to clarify causal mechanisms, heterogeneity across socio-economic and cultural contexts, and the mediating roles of motivation and social–emotional skills. Monitoring frameworks that integrate home-environment indicators with school metrics would enable systems to identify leverage points and evaluate interventions. In sum, improving national educational outcomes is inseparable from strengthening the micro-contexts of learning within families.

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