

EDU REKHA INTERNATIONAL JOURNAL OF ARTS, LAW AND SOCIAL SCIENCE



Journal Homepage: <https://edurekhapublisher.com/erijalss/>

Volume- 2 Issue – 3 (May-June) 2026

ISSN: 3107-5169 (Online)

Frequency: Bimonthly



PAGES: 59-66

ARTICLE TITLE:

School, Home, and Cognitive Factors Shaping Primary Pupils' Attitudes and Academic Achievement: A Narrative Review

Idris Olasunbo Busari^{1*}, Nkechi Ngozi Ewunonu² & Zainab Olayinka Jimoh³

¹Department of Adult and Special Education, College of Specialised and Professional Education, Lagos State University of Education, Lagos, Nigeria

²Department of Early Childhood Education, Alvan Ikoku Federal University of Education Owerri, Imo State.

³Department of Special Education, Faculty of Education, University of Ibadan, Nigeria

ARTICLE HISTORY

RECEIVED

04-05-2026

ACCEPTED

07-06-2026

PUBLISHED

18-06-2026

Corresponding author:

Idris Olasunbo Busari

1Department of Adult and Special Education, College of Specialised and Professional Education, Lagos State University of Education, Lagos, Nigeria



Abstract

Primary pupils' attitudes toward schooling and academic achievement are influenced by multiple interrelated factors that extend beyond individual ability. This narrative review examines the combined influence of school, home, and cognitive factors on pupils' educational experiences and outcomes. Empirical and theoretical literature indicates that school-based variables, such as peer relationships, friendship networks, classroom climate, teacher disposition, and emotional support, significantly shape pupils' motivation, engagement, and achievement. Home-related factors, including parental involvement, educational expectations, learning resources, and family support, contribute substantially to academic success by fostering positive learning habits and self-regulation. Cognitive factors, particularly attention, memory, language processing, executive functioning, and metacognitive skills, further influence pupils' capacity to benefit from instructional opportunities. The review also highlights the importance of targeted cognitive interventions for learners with special educational needs, including auditory processing difficulties and executive functioning challenges. Findings suggest that academic achievement and attitudes toward schooling emerge from the interaction of supportive school environments, active family engagement, and responsive cognitive support systems. The paper argues that educational success is best understood through a multidimensional framework that recognises the interconnected roles of teachers, parents, peers, and learner characteristics. Implications are discussed for educational policy, teacher preparation, inclusive practice, and future research aimed at improving learning outcomes and promoting lifelong educational engagement among primary school pupils.

Keywords: Academic achievement; Attitude toward schooling; Cognitive factors; Parental engagement; Primary education; School climate; Teacher disposition; Inclusive education

Introduction

Primary education lays the foundation for later learning, social participation, and future productivity. At this stage, children begin to form lasting perceptions about school, teachers, classmates, and their own academic ability. These perceptions gradually develop into attitudes toward schooling, which may be positive, neutral, or negative. Positive attitudes are often expressed through regular attendance, enthusiasm for classroom activities, persistence in difficult tasks, and willingness to participate in learning. Negative attitudes, by contrast, may appear in the form of anxiety, avoidance, disinterest, or low commitment to schoolwork. Because attitudes influence how pupils respond to learning opportunities, they are frequently associated with academic achievement (Lee, 2016; Moè et al., 2009; Amosun, 2012).

The relationship between attitude and achievement, however, is neither simple nor linear. Academic performance does not depend solely on intelligence or effort, just as positive feelings about school do not automatically guarantee high achievement. Children's educational outcomes are shaped by multiple, interacting influences operating within the school, the home, and the learner. A pupil with strong motivation may struggle in a poorly resourced school, while another child may thrive because of effective teaching and parental support. Similarly, learners with cognitive challenges may perform well when instruction is tailored to their needs. Understanding pupils' attitudes and achievement, therefore, requires a multidimensional perspective rather than a narrow explanation based on one factor alone (Dugasa & Arero, 2025; Amosun, 2012).

School factors are among the most immediate influences on children's academic experiences. The school is not only a place where curriculum content is delivered; it is also a social environment where pupils interpret expectations, relationships, and opportunities. Teacher attitudes, instructional quality, classroom climate, school leadership, peer interaction, and access to extracurricular resources all contribute to pupils' engagement and performance. Evidence suggests that positive teacher confidence and supportive attitudes are linked with stronger pupil achievement, especially in foundational subjects such as mathematics (Hamdan et al., 2021). Likewise, teacher expectations and interactions can shape pupils' beliefs about their own competence and willingness to persist in academic tasks (Straková et al., 2018, Amosun 2014). A welcoming school climate also strengthens a sense of belonging, which has been associated with improved motivation and learning outcomes among school-age learners (Palikara et al., 2025). Nigerian evidence further indicates that school-based sociometric variables significantly predict pupils' attitudes toward schooling and their achievement outcomes (Amosun, 2013, Amosun, 2012).

Home influences are equally powerful because the family provides the earliest environment for learning and social development. Before children enter formal schooling, they are already exposed to parental beliefs, language practices, routines, and expectations that shape readiness for education. Parents who provide emotional support, monitor homework, encourage reading, and maintain consistent routines often foster stronger academic habits. Studies have shown that children's perceptions of parental attitudes are related to school achievement, indicating that support within the home can affect both confidence and performance (Tikhomirova & Malykh, 2021). Comparative evidence also demonstrates that home learning environments, including access to educational materials and structured study habits, contribute meaningfully to academic success (Paik, 2008).

In addition, parental education has been found to influence children's attitudes toward school, with notable effects across gender lines in some contexts (Polovina, 2009). Recent qualitative evidence also indicates that active parental engagement improves educational outcomes among young pupils (Olalowo et al., 2024).

Cognitive factors form a third domain that cannot be overlooked. Pupils differ in attention, memory, reasoning ability, language development, and processing speed, and these differences affect how they engage with classroom tasks. Cognitive development itself is shaped by a combination of biological, social, and environmental influences. Household conditions, nutrition, maternal education, and access to educational resources have all been identified as predictors of children's performance in literacy and numeracy. Multilevel evidence from child development studies indicates that both family and school conditions contribute significantly to cognitive achievement during the primary years (Dugasa & Arero, 2025). Local studies on teacher-child interaction among pre-primary learners also suggest that supportive classroom relationships are linked with stronger cognitive development outcomes (Ikic et al., 2022). These findings suggest that cognitive ability should be understood as developing within contexts rather than as a fixed individual trait.

This paper, therefore, reviews how school, home, and cognitive factors jointly shape primary pupils' attitudes toward schooling and academic achievement. By bringing these domains together, the chapter argues that educational success is best understood as the product of interactions between learners and their environments. Such an integrated perspective is essential for teachers, parents, and policymakers who seek to create supportive conditions in which every child can succeed.

School-Based Socio-Metric Factors and Gender

This section examines how peer relationships, friendship networks, classroom climate, and gendered social experiences shape primary pupils' attitudes toward schooling and academic achievement, while highlighting practical strategies schools can use to promote inclusion, belonging, and stronger learning outcomes.

Peer Relations, Friendship Networks, and Classroom Climate

Children's attitudes toward schooling are strongly influenced by the quality of their daily social experiences within the classroom. Schools are communities in which pupils seek acceptance, build friendships, compare themselves with others, and interpret whether they are valued members of the group. These experiences shape motivation, participation, persistence, and willingness to engage in academic tasks. Sociometric factors therefore refer to the social positions pupils occupy among peers, including acceptance, rejection, popularity, isolation, and friendship connections. Such patterns matter because pupils who feel socially connected often approach school with enthusiasm, whereas those who experience exclusion may gradually develop resistance toward academic engagement (Garrote et al., 2023; Amosun, 2012).

Peer acceptance can function as an emotional and academic resource. When classmates welcome a child into group work, games, and everyday interactions, the pupil is more likely to contribute ideas, ask questions, and remain confident when tasks become difficult. Acceptance lowers the fear of embarrassment that sometimes discourages participation. It also creates a sense of safety that supports

concentration and persistence. In contrast, rejection may generate avoidance behaviours, inattentiveness, absenteeism, or reluctance to participate publicly. Research from elementary settings has linked low peer status with higher levels of behavioural and emotional concerns, suggesting that academic and psychosocial outcomes are deeply intertwined rather than separate domains (Piñeiro-Dosil et al., 2026).

Friendship networks are equally influential because they provide sustained opportunities for support and identity formation. Close friends can encourage attendance, share positive academic norms, and model constructive behaviour. Through these relationships, pupils learn cooperation, trust, conflict resolution, and shared responsibility. Friendship groups also become channels through which attitudes toward teachers, school rules, and learning tasks are transmitted. Research shows that children frequently select same-gender friends and maintain those ties with relative stability across time (Garrote et al., 2023, Amosun, 2017). While this pattern is developmentally common, schools should ensure that it does not restrict wider collaboration or reinforce unnecessary social boundaries. Opportunities to interact with diverse peers can broaden empathy, strengthen communication skills, and encourage inclusive attitudes toward classmates with different abilities or backgrounds.

The broader classroom climate determines whether peer relationships become supportive or harmful. A respectful and well-managed classroom encourages cooperation, kindness, and mutual responsibility. In such settings, popularity is less likely to be used as a tool for exclusion because norms of fairness are consistently reinforced. Teachers play a decisive role by structuring group tasks, modelling respect, and responding promptly when teasing, intimidation, or bullying emerges. Where classrooms are disorderly, emotionally unsafe, or excessively competitive, social hierarchies may intensify and vulnerable pupils can become marginalised. Academic status norms also matter, as pupils may gravitate toward peers with similar achievement levels, especially when performance strongly shapes classmates' reputations (Laninga-Wijnen et al., 2019).

These realities suggest that social adjustment should be considered part of educational quality. A child who is academically capable may still underperform if classroom relationships create anxiety or alienation. Likewise, positive peer networks can sustain motivation even when academic work is demanding. For this reason, schools need systems that monitor not only test scores but also belonging, participation, and peer inclusion.

Gender Differences and Implications for Educational Practice

Gender adds further complexity to sociometric processes because boys and girls may differ in how they express friendship, conflict, and responses to exclusion. These differences are shaped by developmental patterns, family expectations, peer culture, and broader social norms rather than biology alone. Some evidence suggests that girls are more likely to identify disliked peers, whereas boys may react more visibly to antagonistic peer encounters (Mella-Defranchi & Araya, 2025). Such tendencies can influence school attitudes in different ways. Relational tensions may quietly erode confidence among some pupils, while direct peer conflict may trigger behavioural disengagement among others. Gender should therefore be treated as an interacting factor rather than a rigid determinant of achievement.

Motivation may also be shaped differently across gendered peer contexts. In some classrooms, boys may experience pressure to display toughness or indifference toward academic effort, especially where

achievement is viewed as socially risky. Girls, on the other hand, may experience subtle exclusion linked to appearance, friendship loyalty, or social competition. These patterns are not universal, but they show how peer culture can shape how children relate to school. Educational responses should therefore avoid stereotypes while remaining sensitive to the distinct pressures pupils may encounter.

Local evidence reinforces the significance of these issues in Nigerian primary schools. Amosun (2012) reported that school-based sociometric variables and gender significantly predicted pupils' attitudes toward schooling and academic achievement. This finding is important because it shifts attention beyond curriculum delivery to the lived social realities of pupils. It suggests that learners' academic outcomes are partly determined by whether they feel accepted, supported, and socially secure within the school environment. Improvement strategies that ignore peer ecology may therefore miss an important source of learner motivation and adjustment.

The practical implications for educators are substantial. Schools can strengthen attitudes and achievement through deliberate inclusion practices such as cooperative learning, peer buddy systems, rotating group membership, structured play activities, and social skills instruction. Restorative approaches to conflict can help pupils repair relationships rather than deepen divisions. Teachers who monitor participation patterns are better positioned to notice isolation early and create opportunities for connection. Seating plans, mixed-ability grouping, and guided peer collaboration can also reduce exclusion while promoting academic engagement.

Teacher preparation programmes should equip educators to understand sociometric dynamics and gender-sensitive practice. Many academic difficulties presented as laziness, indiscipline, or low ability may partly reflect hidden social struggles. Training in classroom observation, inclusive management, conflict mediation, and emotional literacy can help teachers respond more effectively. When peer structures are intentionally shaped and all pupils are given opportunities to belong, both attitudes toward schooling and academic outcomes are more likely to improve (Amosun, 2013).

Teacher Disposition Toward Children's Emotional Wellbeing

This section discusses how teachers' emotional responsiveness, relational practices, and professional attitudes shape children's wellbeing, engagement, and long-term learning, while outlining the institutional supports needed to sustain emotionally healthy classrooms.

Emotional Responsiveness and Teacher–Child Relationships

Emotional wellbeing is foundational to successful learning because children learn best when they feel secure, understood, and supported. In the early years of schooling, teachers frequently become the adults who observe children most consistently outside the family. Their responses to distress, frustration, excitement, and social conflict can influence how children understand themselves and how they relate to school. Teacher disposition toward emotional wellbeing therefore involves the readiness to notice emotional cues, respond with care, and create classroom environments where children can thrive socially and academically.

Educators often serve as immediate support figures when children struggle emotionally. A child who arrives anxious, becomes frustrated

during tasks, or experiences peer conflict may not require formal intervention at first, but does need sensitive adult guidance. Teachers who respond calmly and respectfully help children regain regulation and return to learning. Such everyday interactions accumulate over time, shaping pupils' sense of trust in school. When learners repeatedly encounter dismissal, ridicule, or harshness, they may begin to associate schooling with threat rather than growth. Emotional responsiveness is therefore central to effective teaching practice (Temple & Emmett, 2013; Blewitt et al., 2021).

Supportive teacher-child relationships strengthen engagement and persistence. Children who feel known and respected are generally more willing to take on unfamiliar tasks, accept correction, and persevere through challenge. Positive relational experiences encourage help-seeking behaviours because pupils believe mistakes will be met with guidance rather than punishment. This is especially important in the pre-primary and lower primary years, when confidence and self-regulation are still developing rapidly. Strong relationships can therefore protect learning even when children face external stressors, family instability, or developmental vulnerabilities.

The emotional climate established by teachers also influences peer interactions. Classrooms led by warm and consistent adults tend to display higher levels of cooperation, empathy, and respectful communication. Children often imitate the relational tone modelled by teachers. When adults handle disagreement constructively, pupils learn healthier ways of managing their own conflicts. By contrast, emotionally tense classrooms may normalise impatience, hostility, or withdrawal. Teacher disposition therefore affects not only individual teacher-child relationships but also the broader social atmosphere in which learning occurs.

Evidence from Oyo State highlights the local relevance of this issue. Amosun (2019) found that early childhood educators' awareness of and disposition to children's emotional wellbeing were closely connected to orientations that support lifelong learning. This suggests that emotional care in the classroom is not only about immediate comfort; it also helps build enduring dispositions such as curiosity, resilience, cooperation, and confidence. Children who experience emotionally supportive teaching are more likely to view learning as meaningful and manageable across future stages of education.

Emotional Pedagogy, Lifelong Learning, and Systemic Support

Emotion-focused teaching strategies translate positive disposition into visible classroom practice. Teachers can name emotions, model calm coping, teach turn-taking, guide problem solving, and acknowledge effort during setbacks. They may also use stories, role play, visual prompts, breathing routines, or reflective conversations to help children understand feelings and regulate behaviour. These practices help learners recognise emotions without being overwhelmed by them. Research indicates that when educators intentionally support emotional competence, classrooms tend to become warmer and more productive spaces for learning (Meldrum et al., 2026; Arace et al., 2021). Emotional instruction is therefore not separate from academic work; it strengthens the conditions under which academic learning occurs.

The long-term significance of emotional support lies in its connection with lifelong learning habits. Persistence, adaptability, self-control, and willingness to embrace challenge are cultivated through repeated supportive experiences. Children who learn that difficulties can be managed are less likely to withdraw when tasks become demanding.

They develop confidence in their ability to improve through practice, a mindset associated with later achievement and continued learning engagement (Bagdi & Vacca, 2005; Brandisauskiene et al., 2021). Pupils who experience encouragement in the early years are also more likely to approach new learning contexts with optimism rather than fear.

Teacher disposition is equally important for inclusive education. Learners with disabilities, behavioural differences, language delays, or trauma histories may require additional patience and differentiated support. An emotionally responsive teacher is more likely to interpret challenging behaviour as communication rather than defiance and to respond with guidance rather than exclusion. Such an approach promotes dignity, belonging, and participation for pupils who might otherwise be marginalised. Emotional wellbeing is therefore closely tied to educational equity.

However, positive disposition alone is insufficient without systemic support. Heavy workloads, overcrowded classrooms, limited training, and teacher stress can reduce the consistency of emotional care. Educators who are exhausted or unsupported may struggle to remain patient even when they value children's wellbeing. Organisational culture also matters; schools that prioritise test scores alone may unintentionally discourage relationship-based teaching. Sustainable emotional support requires environments in which teachers themselves feel respected and resourced.

Schools should therefore invest in professional development, mentoring, wellbeing supports, and policies that value relationships as much as measurable attainment. Training in social-emotional learning, classroom mental health, trauma-informed practice, and family collaboration can strengthen teacher confidence. Peer mentoring and collegial support systems can reduce professional isolation, while manageable workloads create more space for responsive interactions. Leadership teams also need to model empathy and recognise emotional care as legitimate educational work.

When teachers are enabled to sustain emotionally responsive practice, children gain stronger foundations for present success and future learning. Emotional well-being should not be treated as an optional extra or secondary outcome. It is a core condition that enables academic progress, social competence, and lifelong learning.

Parental Engagement in Early Grade Learning

Parental engagement is one of the most consistent influences on children's success during the early years of schooling. Before children become independent learners, families shape routines, language exposure, attitudes toward education, and readiness for formal instruction. Once schooling begins, the continuity between home and school becomes especially important. Children benefit when parents understand classroom expectations, communicate with teachers, and reinforce learning beyond school hours. Early grade learners, particularly those under the age of eight, depend heavily on adult guidance; therefore, strong parent-school collaboration can improve attendance, motivation, behaviour, and academic progress (Ma et al., 2016; Daniel et al., 2016).

Teacher perceptions strongly influence the quality of collaboration with families. Where teachers view parents as partners, communication tends to be more respectful, proactive, and solution-oriented. Families are more likely to share concerns, seek guidance, and participate in school activities. However, when parents are seen

merely as recipients of information or as responsible only for discipline, partnerships often remain weak. Studies on parental engagement show that educators sometimes emphasise attendance at meetings or school events while underestimating the value of home-based support such as reading with children, discussing school experiences, or establishing study routines (Jones & Palikara, 2023a, 2023b). Effective engagement, therefore, requires broader understandings of how families contribute to learning.

For pupils under eight years, home-based engagement is particularly powerful because foundational literacy, numeracy, language, and self-regulation are still emerging. Parents who read stories, count objects during daily routines, encourage curiosity, and model persistence create rich learning opportunities that extend classroom teaching. Even brief but regular interactions can strengthen vocabulary growth and early reasoning. Longitudinal evidence suggests that early parent involvement contributes indirectly to later achievement through improvements in self-regulated learning, indicating that children not only gain knowledge but also learn how to manage attention, effort, and behaviour (Daniel et al., 2016).

Local evidence also supports the value of parental participation. Olalowo, Olarogba, and Amosun (2024) reported that teachers perceived parent engagement as beneficial for improved schooling outcomes among young pupils. This is significant because teachers directly observe the day-to-day consequences of home support in attendance patterns, homework completion, emotional readiness, and responsiveness to instruction. Where parents maintain interest in schooling, children are often more confident and more likely to treat education as meaningful. Such findings reinforce the idea that early learning outcomes are co-produced by schools and families rather than delivered solely by schools.

Despite its importance, collaboration is often constrained by practical and structural barriers. Work schedules, transport difficulties, financial pressures, language differences, and prior negative experiences with schooling can reduce parental participation. Some families wish to support their children but are uncertain how to do so in ways that align with classroom practice. Others may feel unwelcome if schools limit communication to complaints or formal notices. Research from diverse settings shows that so-called hard-to-reach families are often not disengaged by choice; rather, institutional practices may fail to recognise their realities and strengths (Watt, 2016; Somo & Msezane, 2026).

Schools can strengthen engagement through flexible and culturally responsive strategies. Two-way communication platforms, parent workshops, home-learning guides, regular positive feedback, and inclusive school events can help families participate meaningfully. Teachers also benefit from training that builds confidence in working with diverse households. When schools honour family knowledge and adapt communication methods, parents are more likely to sustain involvement. Strong parental engagement in the early grades, therefore, represents both an educational and equity strategy, especially for children who need consistent support across settings.

Cognitive Interventions for Learners with Special Needs

Learners with special needs often require instructional approaches that move beyond standard classroom routines. Many experience barriers related to attention, memory, language processing, executive functioning, or sensory integration. Cognitive interventions are designed to strengthen the mental processes that underlie learning,

enabling pupils to access instruction more effectively. Rather than assuming low performance reflects a lack of ability, such interventions recognise that learners may need explicit strategies, environmental support, and repeated guided practice to succeed. This perspective is especially important in inclusive settings where diverse cognitive profiles are present.

One area of concern is auditory processing disorder (APD), in which learners may hear sounds adequately but struggle to interpret or organise auditory information efficiently. These difficulties become especially visible in noisy environments such as busy classrooms. The challenge is often described as the cocktail party effect, the ability to focus on relevant speech while filtering out competing background sounds. Pupils with APD may miss instructions, misinterpret spoken language, or fatigue quickly during listening tasks. Without support, these difficulties can affect literacy development, classroom participation, and social communication (Bamiou et al., 2006; Bigras et al., 2024).

An intervention for auditory processing difficulties typically combines environmental adaptation, assistive technology, and targeted training. Teachers can reduce background noise, use clear instructions, repeat key information, and supplement oral directions with visual cues. Seating arrangements that place learners close to the teacher may also improve access to speech. Personal remote microphone systems and related hearing technologies have consistently improved speech perception in challenging listening conditions (Crum et al., 2024). These strategies demonstrate that changing the environment can be as important as changing the learner.

Another promising approach is the think-aloud strategy, a metacognitive intervention that makes thinking processes visible. During think-aloud instruction, teachers verbalise how they plan, monitor, question, and evaluate while solving tasks. Learners are then guided to use similar self-talk independently. This approach helps pupils understand that successful learning involves strategies rather than guessing or passive reception. Think-aloud is particularly useful for reading comprehension, mathematics problem solving, listening tasks, and self-monitoring because it teaches learners how to organise their cognition step by step (Shams et al., 2025).

For pupils with attention difficulties, autism spectrum conditions, learning disabilities, or executive function weaknesses, metacognitive supports can improve task persistence and independence. When learners are taught to pause, plan, check progress, and revise responses, they become more active participants in learning. Studies involving paediatric populations indicate that interventions targeting attention and executive functioning can also strengthen metacognitive awareness and self-regulation (Macoun et al., 2020). Similar work with learners who require specialised support shows that dynamic self-regulation models can improve structured problem-solving in academic tasks (Tzohar-Rozen & Mark-Zigdon, 2020).

Local scholarship also illustrates the relevance of strategy-based intervention. Adewunmi, Olusanya, Amosun, and Osisanya (2022) found that the think-aloud strategy was effective on the cocktail party effect among pupils with auditory processing disorders. This is notable because it links a metacognitive method with a specific listening challenge often experienced in classrooms. The finding suggests that learners can be taught compensatory thinking routines that improve selective attention and processing in noisy settings. It also highlights the value of contextually grounded evidence for inclusive practice.

Effective cognitive intervention should therefore be individualised, evidence-informed, and embedded within everyday teaching. Learners benefit most when teachers combine explicit strategy instruction with accessible environments, formative monitoring, and opportunities for practice across subjects (Amosun & John, 2023). Such approaches not only improve immediate performance but also promote autonomy, confidence, and long-term participation in learning.

Integrative Discussion

The evidence across this paper shows that pupils' attitudes and achievement are shaped by interacting systems rather than isolated variables. School relationships, family engagement, and cognitive supports operate together to influence readiness to learn, persistence, and academic outcomes. A child who receives strong parental encouragement may still struggle in a hostile classroom climate, while excellent teaching may be undermined when learning difficulties remain unidentified. Conversely, when supportive homes, responsive schools, and appropriate interventions align, children are more likely to flourish. This interactional view is essential for understanding why similar pupils may achieve differently across contexts.

Policy implications follow directly from this perspective. Education systems should move beyond narrow achievement agendas and invest in whole-child frameworks that integrate academic, social, and emotional development. Policies should support family-school partnerships, early identification of learning needs, inclusive classroom practices, and access to specialist services where necessary. Resource allocation must also address disparities that limit some families' capacity to engage or some schools' ability to provide quality support. Without systemic commitment, responsibility is unfairly shifted onto individual teachers or parents.

Teacher preparation is equally critical. Pre-service and in-service programmes should equip educators to manage peer dynamics, collaborate with families, recognise learning differences, and implement evidence-based interventions. Training in communication, assessment, differentiation, and social-emotional support is no longer optional in diverse classrooms. Teachers need not become specialists in every area, but they should be confident coordinators of inclusive learning environments. When professional learning reflects the realities of contemporary classrooms, schools are better positioned to improve both attitudes toward schooling and academic achievement for all learners.

Conclusion

Primary pupils' attitudes toward schooling and their academic achievement emerge from the combined influence of school experiences, family environments, and cognitive development. Throughout this paper, evidence has shown that children learn most effectively when they feel socially included, emotionally supported, intellectually challenged, and consistently guided across home and school settings. Positive peer relationships, encouraging teachers, active parental engagement, and targeted cognitive interventions each contribute to stronger motivation and better educational outcomes. When any of these areas are weak, children may experience disengagement, underachievement, or reduced confidence. Educational success should therefore be understood as a multidimensional process rather than the result of a single factor.

A major lesson from the chapter is that relationships matter as much as instruction. Pupils respond not only to curriculum content but also to

how they are treated, whether they belong, and whether adults believe in their potential. Schools that promote inclusive climates, respectful communication, and collaborative partnerships with families create conditions in which learning can thrive. At the same time, cognitive diversity must be recognised through responsive teaching approaches that provide scaffolding, metacognitive guidance, and early support for learners with specific needs. Equity in education depends on combining care with competence.

Future directions should prioritise stronger integration of policy, practice, and research. Educational policies need to move beyond narrow test outcomes by supporting family engagement, teacher wellbeing, inclusive pedagogy, and early intervention systems. Teacher education programmes should include training in peer relations, home-school collaboration, classroom mental health, and differentiated instruction. Schools also need practical tools for monitoring both academic progress and social-emotional adjustment so that difficulties are identified early.

Further inquiry is needed in several areas. More longitudinal studies can clarify how early attitudes toward schooling influence later achievement and retention. Context-sensitive studies from African and other underrepresented settings are also necessary to broaden the global evidence base. In addition, future work should examine how digital learning tools, community partnerships, and culturally responsive practices can strengthen the connection between home, school, and learner development. By embracing integrated and forward-looking approaches, educators and policymakers can build primary education systems that nurture both present success and lifelong learning.

References

1. Adewunmi, A. T., Olusanya, O. A., Amosun, M. D., & Osisanya, A. (2022). Efficacy of think-aloud strategy on the cocktail party effect of pupils with auditory processing disorders. *Hearing, Balance and Communication*, 20(2), 89–95. doi.org
2. Amosun, M. D., & John, A. O. (2023). Effect of interactive book reading on speaking skills of pre-primary school children in Ibadan metropolis in Nigeria. *Papers in Education and Development*, 41(1), 1–17.
3. Amosun, M. D. (2019). Early childhood educators' awareness of and disposition to children's emotional wellbeing for life-long learning in Oyo State, Nigeria. In E. A. Oduolowu, I. A. Salami, & M. D. Amosun (Eds.), *Fundamentals of preschool and primary school teachers' preparation in Nigeria* (pages 276–288). Department of Early Childhood and Educational Foundations.
4. Amosun, M. D. (2017). Effect of friendship status on primary school pupils' attitude towards schooling and academic achievement in Oyo state, Nigeria. In M. N. Amutabi (Ed.), *Beyond agency, voice and space in Africa's development* (pages 98–104). Centre for Democracy, Research and Development.
5. Amosun, M. D. (2014). Providing quality pre-primary and primary education in Nigeria in the best interesting of the child. *Journal of Early Childhood Association of Nigeria*, 4(2), 56–63.
6. Amosun, M. D. (2012). School-based sociometric variables, and gender as predictors of primary school pupils' attitude

- towards schooling and academic achievement (Unpublished doctoral dissertation). University of Ibadan.
7. Arace, A., Prino, L. E., & Scarzello, D. (2021). Emotional competence of early childhood educators and child socio-emotional wellbeing. *International Journal of Environmental Research and Public Health*, 18(14), Article 7633. doi.org
 8. Ayoola, N. O., Amosun, M. D., & Eyengho, T. T. (2013). Towards achieving the goal for early childhood and care education in global Education for All (EFA). *Multidisciplinary Journal of Research Development*, 21(1), 76–79.
 9. Bagdi, A., & Vacca, J. (2005). Supporting early childhood social-emotional well being: The building blocks for early learning and school success. *Early Childhood Education Journal*, 33(3), 145–150. doi.org
 10. Bamiou, D.-E., Campbell, N., & Sirimanna, T. (2006). Management of auditory processing disorders. *Audiological Medicine*, 4(1), 46–56. doi.org
 11. Bigras, J., Lagacé, J., El Mawazini, A., & Lessard-Dostie, H. (2024). Interventions for school-aged children with auditory processing disorder: A scoping review. *Healthcare*, 12(12), Article 1161. doi.org
 12. Blewitt, C., O'Connor, A., Morris, H., Nolan, A., Mousa, A., Green, R., Ifanti, A., Jackson, K., & Skouteris, H. (2021). "It's embedded in what we do for every child": A qualitative exploration of early childhood educators' perspectives on supporting children's social and emotional learning. *International Journal of Environmental Research and Public Health*, 18(4), Article 1667. doi.org
 13. Brandisauskiene, A., Buksnyte-marmiene, L., Cesnaviciene, J., Daugirdiene, A., Kemeryte-ivanauskiene, E., & Nedzinskaite-maciuniene, R. (2021). Connection between teacher support and student's achievement: Could growth mindset be the moderator? *Sustainability*, 13(24), Article 13632. doi.org
 14. Crum, R., Chowsilpa, S., Kaski, D., Giunti, P., Bamiou, D.-E., & Koohi, N. (2024). Hearing rehabilitation of adults with auditory processing disorder: A systematic review and meta-analysis of current evidence-based interventions. *Frontiers in Human Neuroscience*, 18, Article 1406916. doi.org
 15. Daniel, G. R., Wang, C., & Berthelsen, D. (2016). Early school-based parent involvement, children's self-regulated learning and academic achievement: An Australian longitudinal study. *Early Childhood Research Quarterly*, 36, 168–177. doi.org
 16. Dugasa, S. J., & Arero, B. G. (2025). Multidimensional influences on children's cognitive development in school based on young lives data: A multilevel analysis. *Scientific Reports*, 15(1), Article 31648. doi.org
 17. Garrote, A., Zurbriggen, C. L. A., & Schwab, S. (2023). Friendship networks in inclusive elementary classrooms: Changes and stability related to students' gender and self-perceived social inclusion. *Social Psychology of Education*, 26(6), 1479–1497. doi.org
 18. Hamdan, A. R., Mustafa, M. F., & Taha, H. (2021). The relationship between teachers' anxiety, confidence, and attitudes with mathematics achievement of primary school pupils. *Journal of Science and Mathematics Letters*, 9(2), 49–61. doi.org
 19. Ikke, R. N., Amosun, M. D., & Olalowo, I. E. (2022). Empirical realities of teacher-child interaction and cognitive development of pre-primary school children in Ibadan, Oyo State. *International Journal of Emerging Issues in Early Childhood Education*, 4(2), 1–11. doi.org
 20. Jones, C., & Palikara, O. (2023a). Have teachers' perceptions of parental engagement changed following COVID-19? Evidence from a mixed-methods longitudinal case study. *Education Sciences*, 13(7), Article 750. doi.org
 21. Jones, C., & Palikara, O. (2023b). How do parents and school staff conceptualize parental engagement? A primary school case study. *Frontiers in Education*, 8, Article 990204. doi.org
 22. Laninga-Wijnen, L., Gremmen, M. C., Dijkstra, J. K., Veenstra, R., Vollebergh, W. A. M., & Harakeh, Z. (2019). The role of academic status norms in friendship selection and influence processes related to academic achievement. *Developmental Psychology*, 55(2), 337–350. doi.org
 23. Lee, J. (2016). Attitude toward school does not predict academic achievement. *Learning and Individual Differences*, 52, 1–9. doi.org
 24. Ma, X., Shen, J., Krenn, H. Y., Hu, S., & Yuan, J. (2016). A meta-analysis of the relationship between learning outcomes and parental involvement during early childhood education and early elementary education. *Educational Psychology Review*, 28(4), 771–801. doi.org
 25. Macoun, S. J., Pyne, S., MacSween, J., Lewis, J., & Sheehan, J. (2020). Feasibility and potential benefits of an attention and executive function intervention on metacognition in a mixed pediatric sample. *Applied Neuropsychology: Child*, 10(4), 1–13. doi.org
 26. Meldrum, M., Russo, J., Kerns, C., Gouze, K. R., Sroka, A., & Holley, C. (2026). The impacts of stress and support on early childhood educators' emotion-focused teaching practices: Lessons learned during the COVID-19 pandemic. *Early Childhood Education Journal*. Advance online publication. doi.org
 27. Mella-Defranchi, E., & Araya, R. (2025). Gender differences in classroom sympathy and antipathy: A digital sociometric study. *Education Sciences*, 15(7), Article 830. doi.org
 28. Moè, A., Pazzaglia, F., Tressoldi, P., & Toso, C. (2009). Attitude towards school, motivation, emotions and academic achievement. In *Educational psychology: Cognition and learning, individual differences and motivation* (pages 261–276). Nova Science Publishers.
 29. Oduolowu, E. A., & Amosun, M. D. (2013). Relationship between classroom-based sociometric variables and academic achievement of Nigerian primary school pupils in Oyo State. *Journal of Early Childhood Association of Nigeria*, 3(1), 60–70.
 30. Olalowo, I. E., Olarogba, A., & Amosun, M. D. (2024). Engaging parents for improved schooling outcomes of under-8 pupils: A teachers' qualitative perception. *Educational Challenges*, 29(2), 287–300. doi.org

31. Paik, S. J. (2008). Altering the curriculum of the home: Learning environments for Korean and U.S. students. *Marriage and Family Review*, 43(3–4), 289–307. doi.org
32. Palikara, O., Bonneville-Roussy, A., & Allen, K.-A. (2025). Individual and contextual factors determining school belonging of adolescents in the UK: Evidence from PISA. *School Mental Health*, 17(2), 598–613. doi.org
33. Piñeiro-Dosil, S., Álvarez-Voces, M., Cutrín, O., & Gómez-Fraguela, X. A. (2026). Externalizing and internalizing problems in elementary school: Gender, sociometric status and latent profile analysis. *Current Psychology*, 45(6), Article 565. doi.org
34. Polovina, N. (2009). Education of parents and attitude towards school of their daughters and sons. *Zbornik Instituta za Pedagoska Istrazivanja*, 41(1), 76–99.
35. Shams, A., Ajmal, M., Alam, S., Salahuddin, A., Ahmad, F., & Banu, S. (2025). The role of metacognitive strategies in enhancing communication and cognitive learning. *Theory and Practice in Language Studies*, 15(7), 2415–2422. doi.org
36. Somo, C. M., & Msezane, S. B. (2026). Parental home- and school-based involvement in rural schools in the Limpopo province, South Africa. *South African Journal of Education*, 46(1), Article 2546. doi.org
37. Straková, J., Simonová, J., & Greger, D. (2018). The impact of teacher attitudes on student achievement. *Sociologický Casopis*, 54(5), 727–748. doi.org
38. Temple, E., & Emmett, S. (2013). Promoting the development of children's emotional and social wellbeing in early childhood settings: How can we enhance the capability of educators to fulfil role expectations? *Australian Journal of Early Childhood*, 38(1), 66–72. doi.org
39. Tikhomirova, T. N., & Malykh, S. B. (2021). The influence of children's perception of parental attitudes on the school achievement. *Voprosy Psikhologii*, 67(2), 14–27.
40. Tzohar-Rozen, M., & Mark-Zigdon, N. (2020). A dynamic meta-cognitive self-regulation model in mathematical problem solving for students with special needs. In *Self-regulated learning, cognition and metacognition* (pages 123–144). Nova Science Publishers.
41. Watt, L. (2016). Engaging hard to reach families: Learning from five 'outstanding' schools. *Education 3-13*, 44(1), 32–43. doi.org