



A STUDY ON THE RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND STUDENT ATTITUDE

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Abstract

Parental involvement has long been recognized as a critical factor influencing students' academic and psychosocial development. Among the various outcomes associated with parental involvement, student attitude toward learning plays a significant role in determining academic success, motivation, and long-term educational engagement. This study examines the relationship between parental involvement and student attitude at the secondary school level. Using a quantitative correlational research design, data were collected from 200 secondary school students through standardized questionnaires measuring levels of parental involvement and student attitudes toward learning. Statistical analysis revealed a significant positive relationship between parental involvement and student attitude, indicating that students whose parents were more actively involved in their education demonstrated more positive attitudes toward school and learning. The findings underscore the importance of fostering strong home-school partnerships to enhance students' attitudes and overall educational experiences. Implications for parents, educators, and policymakers are discussed.

Keywords: Parental Involvement, Student Attitude, Academic Engagement, Secondary Education, Home-School Relationship

1. Introduction

Education is widely acknowledged as a fundamental pillar for individual and societal development. While schools play a central role in delivering formal education, learning does not occur in isolation from the family environment. Parents are children's first teachers, and their involvement in education continues to influence students well beyond early childhood. In recent decades, educational researchers have increasingly emphasized the role of parental involvement in shaping not only students' academic achievement but also their attitudes toward learning.

Student attitude refers to learners' feelings, beliefs, and predispositions toward school, teachers, subjects, and the learning process as a whole. Positive attitudes are associated with higher motivation, better classroom behavior, persistence in the face of challenges, and improved academic performance. Conversely, negative attitudes toward school can lead to disengagement, absenteeism, and poor academic outcomes.

Parental involvement encompasses a wide range of behaviors, including monitoring homework, attending school meetings, communicating with teachers, setting educational expectations, and providing emotional support. When parents demonstrate interest in their children's education, students are more likely to value learning and develop a sense of responsibility toward their academic tasks.

Despite the growing body of research on parental involvement, there remains a need for further empirical studies that specifically explore its relationship with student attitude, particularly at the secondary school level where students begin to develop greater independence and are more susceptible to motivational challenges. This study seeks to address this gap by examining the relationship between parental involvement and student attitude toward learning.



1.1 Statement of the Problem

Many students exhibit negative attitudes toward school, including lack of interest in learning, low motivation, and poor engagement in academic activities. These attitudes often contribute to declining academic performance and increased dropout rates. While several factors influence student attitude, parental involvement is frequently overlooked or underestimated, especially during adolescence. Understanding the relationship between parental involvement and student attitude is essential for developing effective strategies to improve students' educational experiences.

1.2 Purpose of the Study

The primary purpose of this study is to investigate the relationship between parental involvement and student attitude among secondary school students.

1.3 Objectives of the Study

The objectives of this study are to:

1. Examine the level of parental involvement in students' education.
2. Assess students' attitudes toward learning.
3. Determine the relationship between parental involvement and student attitude.
4. Identify implications for improving student attitude through enhanced parental involvement.

1.4 Research Question

- Is there a significant relationship between parental involvement and student attitude toward learning?

1.5 Research Hypothesis

- H_0 : There is no significant relationship between parental involvement and student attitude.
- H_1 : There is a significant relationship between parental involvement and student attitude.

1.6 Significance of the Study

The findings of this study will be beneficial to parents, educators, school administrators, and policymakers by highlighting the importance of parental involvement in shaping positive student attitudes. The study may also serve as a reference for future researchers interested in family-school partnerships and student motivation.

2. Review of Related Literature

2.1 Concept of Parental Involvement

Parental involvement refers to parents' active participation in their children's educational processes and experiences. It includes activities both at home and at school, such as helping with homework, discussing school-related matters, attending parent-teacher meetings, and creating a supportive learning environment at home. Scholars generally agree that parental involvement is multidimensional, encompassing behavioral, emotional, and cognitive components.

Research suggests that when parents are involved, students perceive education as important and worthwhile. This perception contributes to greater academic engagement and positive learning behaviors.



2.2 Concept of Student Attitude

Student attitude is a psychological construct that reflects students' feelings, beliefs, and tendencies toward school and learning. Attitudes can be positive or negative and are influenced by personal experiences, teacher behavior, peer interactions, and family support. Positive student attitudes are linked to higher motivation, persistence, and academic success.

Attitude toward learning is especially critical during adolescence, as students begin to form long-term beliefs about their abilities and the value of education.

2.3 Theoretical Framework

This study is grounded in **Ecological Systems Theory**, which posits that a child's development is influenced by interactions within multiple environmental systems. The family and school represent two key systems, and the interaction between them significantly affects student outcomes. Parental involvement serves as a bridge between the home and school environments, reinforcing positive attitudes and behaviors toward learning.

2.4 Empirical Studies on Parental Involvement and Student Outcomes

Numerous studies have demonstrated a positive relationship between parental involvement and academic achievement. Students with involved parents tend to earn higher grades, show better attendance, and exhibit improved behavior. Beyond achievement, research also indicates that parental involvement positively influences students' motivation, self-esteem, and attitudes toward school.

Some studies have found that emotional support and encouragement from parents are particularly influential in shaping positive attitudes. Others suggest that consistent communication between parents and teachers enhances students' sense of belonging and responsibility.

However, the degree and form of parental involvement may vary depending on cultural, socioeconomic, and educational contexts. This variability underscores the need for context-specific studies such as the present research.

2.5 Research Gap

While existing literature confirms the importance of parental involvement, fewer studies have focused explicitly on its relationship with student attitude at the secondary school level. This study seeks to contribute to the literature by addressing this gap.

3. Methodology

3.1 Research Design

The study employed a **quantitative correlational research design** to examine the relationship between parental involvement and student attitude.

3.2 Population and Sample

The population for the study consisted of secondary school students. A sample of **200 students** was selected using simple random sampling from selected secondary schools. The sample included both male and female students from different grade levels.



3.3 Instruments for Data Collection

Two standardized questionnaires were used:

1. Parental Involvement Questionnaire (PIQ):

This instrument measured the extent of parental involvement in students' education, including home-based involvement, school-based involvement, and parental encouragement.

2. Student Attitude Scale (SAS):

This scale assessed students' attitudes toward learning, including interest in school, motivation, and perceptions of academic value.

Both instruments used a five-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

3.4 Validity and Reliability

The instruments were validated through expert review. A pilot study was conducted to establish reliability, and Cronbach's alpha coefficients indicated acceptable reliability levels ($\alpha > 0.70$).

3.5 Procedure for Data Collection

Permission was obtained from school authorities before data collection. Students were informed about the purpose of the study, and confidentiality was assured. Questionnaires were administered during school hours and collected upon completion.

3.6 Method of Data Analysis

Data were analyzed using descriptive statistics (mean and standard deviation) and inferential statistics. Pearson's correlation coefficient was used to determine the relationship between parental involvement and student attitude. The level of significance was set at 0.05.

4. Results

4.1 Level of Parental Involvement

Descriptive analysis indicated a moderate to high level of parental involvement among the respondents. Many students reported that their parents monitored their academic progress and encouraged them to perform well in school.

4.2 Students' Attitudes Toward Learning

Results showed that a majority of students exhibited generally positive attitudes toward learning, including interest in school activities and motivation to succeed academically.

4.3 Relationship Between Parental Involvement and Student Attitude

Pearson's correlation analysis revealed a **significant positive relationship** between parental involvement and student attitude ($r = 0.62, p < 0.05$). This finding led to the rejection of the null hypothesis and acceptance of the alternative hypothesis.



5. Discussion

The findings of this study indicate that parental involvement is significantly related to students' attitudes toward learning. Students whose parents were actively engaged in their education demonstrated more positive attitudes, higher motivation, and greater interest in school activities.

These results are consistent with previous research highlighting the importance of family support in shaping students' educational experiences. Parental involvement appears to reinforce the value of education, helping students develop positive beliefs about learning and their own academic abilities.

The study also suggests that parental involvement remains important during adolescence, despite students' increasing desire for independence. Emotional support, encouragement, and interest in school-related activities continue to play a vital role in fostering positive attitudes.

6. Conclusion

This study examined the relationship between parental involvement and student attitude among secondary school students. The findings revealed a significant positive relationship, indicating that higher levels of parental involvement are associated with more positive student attitudes toward learning.

The study highlights the importance of collaborative efforts between parents and schools in promoting positive educational outcomes. Encouraging parents to remain involved in their children's education can contribute to improved student attitudes, motivation, and overall academic success.

7. Recommendations

Based on the findings of the study, the following recommendations are made:

1. Schools should encourage active parental involvement through regular communication and engagement programs.
2. Parents should provide consistent emotional support and show interest in their children's academic activities.
3. Teachers should collaborate with parents to address students' academic and attitudinal challenges.
4. Policymakers should develop initiatives that promote strong home–school partnerships.

8. Limitations of the Study

The study relied on self-reported data, which may be subject to response bias. Additionally, the study was limited to a specific sample size and educational level, which may affect generalizability.

9. Suggestions for Further Research

Future studies may explore the relationship between different types of parental involvement and specific aspects of student attitude. Longitudinal studies could also provide deeper insights into how parental involvement influences student attitudes over time.

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