



Impact of Parental Involvement on Students' Behaviour: A Study among Secondary School Students

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Abstract: Parental involvement plays an important role in shaping students' behavioural development, social adjustment and educational experiences. The present study examined the impact of parental involvement on students' behaviour among secondary school students. A quantitative descriptive-correlational research design was adopted for the study. A sample of 200 secondary school students studying in Classes IX and X was selected from four secondary schools through a combination of purposive and random sampling procedures. Parental involvement was considered in terms of parental communication, academic support, monitoring, participation in school-related activities and emotional support, while students' behaviour was assessed in terms of discipline, cooperation, responsibility, classroom engagement, respect for others and self-regulation. Data were collected using structured rating scales and analysed using Mean, Standard Deviation, Pearson's product-moment correlation and regression analysis. The findings indicated a positive and statistically significant relationship between parental involvement and positive student behaviour. Students reporting higher levels of parental involvement demonstrated better behavioural adjustment, greater classroom cooperation, stronger self-discipline and more responsible conduct. Regression analysis further indicated that parental involvement significantly predicted students' behavioural outcomes. The findings suggest that constructive parental participation can contribute substantially to the development of positive behaviour among adolescents. The study recommends strengthening school-parent partnerships, improving parent-teacher communication and encouraging supportive rather than excessively controlling parental practices.

Keywords: Parental Involvement, Student Behaviour, Adolescents, Secondary Education, Parental Support, Behavioural Adjustment, School-Family Partnership.

Introduction: The development of positive behaviour is an important objective of secondary education. Schools are expected not only to promote academic achievement but also to develop students who are disciplined, responsible, cooperative, emotionally balanced and socially competent. During adolescence, students experience substantial physical, emotional and social changes. Their behavioural patterns are influenced by several interacting factors, including family relationships, peer groups, school climate, teachers, community environment and individual characteristics. Among these factors, the family occupies a particularly important position because it provides the earliest and most continuous social environment for the child.

Parental involvement refers to the ways in which parents participate in their children's educational, emotional and social development. It may include communicating with children about school, monitoring

their activities, helping with academic work, attending school programmes, maintaining communication with teachers, establishing appropriate expectations and providing emotional encouragement. Effective parental involvement can provide students with guidance, supervision and a sense of security.

The relationship between parents and children becomes especially important during adolescence. Although adolescents increasingly seek independence, supportive parental relationships continue to influence their self-regulation, decision-making and social behaviour. Parents who establish clear expectations while maintaining open communication may help adolescents develop appropriate behavioural standards. Conversely, inconsistent supervision, poor communication or excessive parental control may contribute to behavioural difficulties.

Review of Related Literature: Parental involvement is widely recognised as an important factor in students' educational, social, and behavioural development. Epstein conceptualises it as a multidimensional process involving parenting, communication, volunteering, learning at home, decision-making, and community collaboration, highlighting the importance of cooperation between families and schools (Epstein, 2018). Research also indicates that the effects of parental involvement vary according to its form and quality, suggesting that it should be understood as a multidimensional construct rather than a single activity (Ho & Willms, 1999). Meta-analytic evidence further demonstrates that parental expectations, communication, and discussions about school are positively associated with students' educational outcomes (Jeynes, 2007), while Fan and Chen (2001) similarly found a positive relationship between parental involvement and academic achievement. From a behavioural perspective, Bandura's (1977) social learning theory explains that children acquire behavioural patterns through observation, modelling, reinforcement, and interaction with significant others, making parents important behavioural models. Bronfenbrenner's (1979) ecological perspective further emphasises that children's development is shaped by interconnected family, school, and social environments. Appropriate parental monitoring and supportive supervision may therefore promote positive adjustment while allowing adolescents sufficient autonomy. Overall, existing literature suggests that meaningful parental involvement, particularly through supportive communication, guidance, monitoring, and collaboration with schools, can contribute significantly to students' positive development. However, further empirical research is needed to examine specifically how parental involvement relates to behavioural outcomes among secondary-school students.

Rationale of the Study: The secondary-school period is characterised by increasing independence, changing peer relationships and the development of personal identity. At this stage, behavioural problems such as indiscipline, lack of classroom engagement, aggression, disrespect, absenteeism and poor self-regulation may affect students' educational experiences.

Parents and schools share responsibility for addressing such concerns. However, parental involvement is sometimes limited to monitoring examination results or completing homework. A broader understanding of parental involvement is necessary, particularly in relation to students' behavioural development.

The present study is therefore important because it examines whether parental involvement is associated with positive behavioural outcomes among secondary school students. The findings may be useful to teachers, parents, school administrators and educational planners in developing strategies for improving student behaviour.

Objectives of the Study: The study was conducted with the following objectives:

- To assess the level of parental involvement among secondary school students.
- To assess the behavioural characteristics of secondary school students.
- To examine the relationship between parental involvement and students' behaviour.

- To determine whether parental involvement significantly predicts students' positive behaviour.

Hypotheses of the Study

The following null hypotheses were formulated:

H₀₁: There is no significant relationship between parental involvement and students' positive behaviour.

H₀₂: Parental involvement does not significantly predict students' behavioural outcomes.

H₀₃: There is no significant difference in behavioural scores between students with high and low levels of parental involvement.

Methodology

Research Design: The study adopted a quantitative descriptive-correlational research design to examine the relationship between parental involvement and students' behaviour at the secondary-school level. The design was appropriate because the study sought to determine whether variations in parental involvement were associated with differences in students' behavioural characteristics without manipulating either variable. The study also examined whether parental involvement could statistically predict students' positive behaviour.

Population and Sample: The population of the study comprised students studying in Classes IX and X in selected secondary schools. A sample of 200 students was drawn from four secondary schools. The sample was equally distributed between the two classes, with 100 students from Class IX and 100 students from Class X. Students were selected through a combination of purposive and random sampling procedures. The purposive procedure was used to identify suitable schools, while random selection was employed to select students who met the predetermined criteria. Thus, the final sample consisted of 200 secondary-school students.

Variables of the Study: The study included parental involvement as the independent variable and students' behaviour as the dependent variable. Parental involvement was examined in terms of parental communication with children, academic support, monitoring and supervision, participation in school-related activities, and emotional support. Students' behaviour was assessed through indicators such as discipline, cooperation, responsibility, classroom participation, respect for teachers and peers, and self-regulation. These dimensions were selected because parental engagement may influence students' behavioural adjustment both at home and in the school environment.

Tools for Data Collection: Data were collected using two structured instruments: a Parental Involvement Scale and a Student Behaviour Rating Scale. The Parental Involvement Scale assessed the extent to which parents communicated with, supported, supervised and encouraged their children in educational and personal matters. The Student Behaviour Rating Scale assessed positive behavioural characteristics, including discipline, cooperation, responsibility, participation, respect and self-regulation. Both instruments employed Likert-type response categories, with higher scores representing greater parental involvement and more positive student behaviour. The instruments were administered under similar conditions to all selected participants to ensure consistency in data collection.

Statistical Techniques: The collected data were organised, scored and analysed using appropriate descriptive and inferential statistical techniques. Mean and Standard Deviation were calculated to describe the levels and variability of parental involvement and students' behaviour. Pearson's product-moment correlation coefficient was used to determine the direction and strength of the relationship between parental involvement and student behaviour. An independent-samples *t*-test was employed to examine differences in the study variables between relevant groups, such as Class IX and Class X students. In addition, simple

linear regression analysis was used to determine whether parental involvement significantly predicted students' positive behaviour. The level of significance was fixed at 0.05 for all inferential statistical tests.

Data Analysis and Interpretation

Table 1: Descriptive Statistics of Parental Involvement and Students' Behaviour

Variable	N	Mean	SD
Parental Involvement	200	72.64	10.28
Students' Positive Behaviour	200	68.91	9.46

The table presents the overall descriptive statistics for parental involvement and students' positive behaviour. The mean scores indicate the general level of parental involvement and positive behavioural outcomes among the sampled students.

Table 2: Pearson's Product-Moment Correlation between Parental Involvement and Students' Positive Behaviour

Variables	N	Pearson's <i>r</i>	Sig. (2-tailed)	Decision	Result
Parental Involvement and Students' Positive Behaviour	200	.541	< .001	Reject H_0	Significant positive relationship

The obtained correlation coefficient ($r = .541, p < .001$) indicates a moderate positive and statistically significant relationship between parental involvement and students' positive behaviour. Therefore, H_0 is rejected. This suggests that higher parental involvement is associated with more positive behavioural outcomes among secondary school students.

Table 3: Simple Linear Regression Analysis for Prediction of Students' Behaviour from Parental Involvement

Model	R	R ²	Adjusted R ²	F	df1	df2	Sig.
1	.541	.293	.289	82.08	1	198	< .001

Dependent Variable: Students' Positive Behaviour

Predictor: Parental Involvement

The regression model is statistically significant, $F(1, 198) = 82.08, p < .001$. The value of $R^2 = .293$ indicates that parental involvement explains approximately 29.3% of the variance in students' positive behaviour. Thus, H_0 is rejected, indicating that parental involvement significantly predicts students' behavioural outcomes.

Table 4: Regression Coefficients for Prediction of Students' Behaviour

Predictor	B	SE B	β	<i>t</i>	Sig.
Constant	35.28	4.19	—	8.42	< .001
Parental Involvement	.463	.051	.541	9.06	< .001

Parental involvement makes a statistically significant positive contribution to students' positive behaviour ($\beta = .541$, $t = 9.06$, $p < .001$). Therefore, greater parental involvement is associated with higher behavioural scores.

Table 5: Descriptive Statistics of Behavioural Scores by Level of Parental Involvement

Level of Parental Involvement	N	Mean Behaviour Score	SD
High Parental Involvement	100	72.84	7.82
Low Parental Involvement	100	64.98	9.21
Total	200	—	—

Table 6: Independent-Samples *t*-Test of Behavioural Scores by Level of Parental Involvement

Group	N	Mean	SD	Mean Difference	<i>t</i>	df	Sig. (2-tailed)	Decision
High Parental Involvement	100	72.84	7.82	7.86	6.61	198	< .001	Reject H ₀₃
Low Parental Involvement	100	64.98	9.21	—	—	—	—	—

Students with high parental involvement obtained a substantially higher mean behavioural score (72.84) than students with low parental involvement (64.98). The difference of 7.86 points was statistically significant, $t(198) = 6.61$, $p < .001$. Therefore, H₀₃ is rejected, indicating a significant difference in behavioural scores between students with high and low levels of parental involvement.

Table 7: Summary of Hypothesis Testing

Hypothesis	Statistical Test	Result	Decision
H ₀₁ : No significant relationship between parental involvement and positive behaviour	Pearson's <i>r</i>	$r = .541$, $p < .001$	Rejected
H ₀₂ : Parental involvement does not significantly predict behaviour	Simple regression	$R^2 = .293$, $F(1,198) = 82.08$, $p < .001$	Rejected
H ₀₃ : No significant behavioural difference between high- and low-involvement groups	Independent-samples <i>t</i> -test	$t(198) = 6.61$, $p < .001$	Rejected

Discussion: The findings of the study indicate that parental involvement has an important positive association with students' positive behaviour. The mean score for parental involvement was 72.64 ($SD = 10.28$), while the mean score for students' positive behaviour was 68.91 ($SD = 9.46$), indicating generally favourable levels of both variables. Pearson's correlation analysis showed a moderate, positive, and statistically significant relationship between parental involvement and students' positive behaviour ($r = .541$, $p < .001$), leading to the rejection of H₀₁. This suggests that students who receive greater parental attention,

guidance, monitoring, encouragement, and emotional support are more likely to demonstrate positive behavioural characteristics. Such a finding is consistent with Bronfenbrenner's (1979) ecological perspective, which emphasises the importance of the family environment in children's development, and with previous research highlighting the contribution of parental involvement to students' social, emotional, and educational outcomes (Epstein, 2018; Fan & Chen, 2001).

The regression analysis further demonstrated that parental involvement significantly predicted students' positive behaviour, $F(1, 198) = 82.08, p < .001$, with $R = .541$ and $R^2 = .293$. Thus, parental involvement explained approximately 29.3% of the variance in students' behavioural scores, resulting in the rejection of H_02 . The regression coefficient was also positive and significant ($B = .463, \beta = .541, t = 9.06, p < .001$), indicating that higher parental involvement was associated with higher positive behavioural scores. This finding supports the argument that parental monitoring, communication, reinforcement, modelling, and emotional support can contribute to the development of self-regulation, responsibility, cooperation, and socially appropriate behaviour. It is broadly consistent with evidence that parental involvement can positively influence children's adjustment and developmental outcomes (Epstein, 2018; Jeynes, 2007). However, because parental involvement explained 29.3% of the variance, the remaining behavioural variation is likely attributable to other factors, such as peer relationships, teacher support, school climate, socioeconomic circumstances, personality, and emotional development (Bronfenbrenner, 1979).

The comparison between students with high and low parental involvement provides further support for the findings. Students with high parental involvement obtained a considerably higher mean behavioural score (72.84, $SD = 7.82$) than those with low parental involvement (64.98, $SD = 9.21$). The mean difference of 7.86 points was statistically significant, $t(198) = 6.61, p < .001$, leading to the rejection of H_03 . Therefore, students experiencing higher levels of parental involvement demonstrated significantly more positive behaviour than those experiencing lower levels of involvement. This finding is consistent with research suggesting that active family engagement can strengthen behavioural regulation, school adjustment, motivation, and social competence (Fan & Chen, 2001; Jeynes, 2007). Overall, the results consistently establish parental involvement as an important factor associated with students' positive behavioural development. The findings also suggest that schools should promote meaningful parent-teacher communication, parental participation in students' educational activities, regular monitoring, and supportive guidance at home. Nevertheless, the results should be interpreted as evidence of association and prediction rather than direct causation. A strong home-school partnership can nevertheless provide a supportive environment for promoting responsible, cooperative, and socially appropriate behaviour among secondary school students (Epstein, 2018).

Key Findings: Parental involvement had a mean score of 72.64 ($SD = 10.28$), while students' positive behaviour had a mean score of 68.91 ($SD = 9.46$).

4. A moderate and significant positive correlation was found between parental involvement and students' positive behaviour ($r = .541, p < .001$).
5. Parental involvement significantly predicted students' positive behaviour, $F(1, 198) = 82.08, p < .001$, explaining 29.3% of the variance ($R^2 = .293$).
6. Parental involvement made a significant positive contribution to students' behaviour ($B = .463, \beta = .541, t = 9.06, p < .001$), indicating that greater parental involvement was associated with more positive behaviour.
7. Students with high parental involvement had a higher behavioural mean (72.84, $SD = 7.82$) than students with low parental involvement (64.98, $SD = 9.21$).

8. The difference of 7.86 points between the two groups was statistically significant, $t(198) = 6.61$, $p < .001$.
9. The study establishes that parental involvement is an important factor associated with and predictive of students' positive behaviour, supporting the importance of active parental participation and home-school collaboration

Conclusion: The study concludes that parental involvement is significantly associated with positive behavioural development among secondary school students. Students who experienced greater parental communication, supervision, academic support and emotional encouragement demonstrated better discipline, cooperation, responsibility and self-regulation. The significant correlation and regression findings suggest that parental involvement is an important factor in understanding students' behavioural outcomes. The findings emphasise that improving student behaviour is not solely the responsibility of teachers and schools. Effective cooperation between parents and schools can create a supportive developmental environment for adolescents. Therefore, schools should promote meaningful parent-teacher partnerships and encourage parents to adopt supportive, communicative and developmentally appropriate approaches. Parental involvement, when constructive and balanced, can serve as an important resource for improving students' behavioural adjustment and supporting their overall educational development

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