

## **Understanding the Role of Parental Involvement in Students' Attitudes Toward Mathematics for Elementary School Learner**

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### ABSTRACT

This research investigates the association between parental commitment and elementary learners' disposition and academic performance in mathematics. Having a quantitative correlational methodology, data were amassed from 31 parents via structured surveys and pupils' academic documentation. Validity and reliability examinations confirmed that the tools utilized were accurate and dependable. Descriptive outcomes indicated substantial parental involvement and generally affirmative student attitudes toward mathematics. Spearman's rank-order correlation unveiled a robust positive linkage between parental participation and student attitudes and a moderately beneficial relationship with academic outcomes. These results underline the vital role of positive parental involvement in sustaining students' feelings and performance in mathematics and academics while promoting active collaboration in schools and families to enhance student academic performance.

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## **INTRODUCTION**

Mathematics education nurtures a scientific way of thinking—helping people grasp complex problems and make reasoned decisions—and has been shaped by rich traditions in the field (Cantoral & Farfáan, 2003). It also builds core strands of mathematical proficiency such as strategic competence and adaptive reasoning, which underpin logical thinking and problem solving across domains. Early mathematics matters in particular: longitudinal evidence shows preschool and early-grade math skills strongly predict later academic achievement. Thus, high-quality early math experiences establish the numeracy foundation for future learning (Cantoral & Farfáan, 2003; Duncan et al., 2007; Mathematics Learning in Early Childhood, 2009; Watts et al., 2014).

Still, teaching mathematics is challenging. Many learners struggle with abstract concepts and with basic algebraic techniques such as simplifying expressions; common, persistent errors in algebra have been well documented (Booth et al., 2014). Pedagogically, heavy reliance on passive lecturing can depress engagement and learning compared to active methods. Large meta-analyses in STEM show that active learning consistently improves exam performance and lowers failure rates relative to traditional lecture (Booth et al., 2014; Freeman et al., 2014).

Parental involvement also plays a substantial role. Meta-analyses link it to higher achievement, but the type of involvement matters: “academic socialization” (e.g., communicating expectations and valuing effort) is most consistently positive, whereas routine homework help can be neutral or even negative if poorly executed (Hill & Tyson, 2009; Jeynes, 2005). A recent meta-analysis focused specifically on mathematics confirms a positive overall association between parental involvement and students' math performance, moderated by factors such as involvement type and grade level (Wang & Wei, 2024).

How teachers design learning environments shapes students' attitudes toward mathematics. Interactive, hands-on, and real-world approaches—such as project- or problem-based learning—are associated with better achievement and more positive affect than traditional models (Zhang & Ma,

2023). Collaborative learning shows gains in mathematics achievement and attitudes, and cooperative goal structures generally outperform competitive or individualistic ones (Capar & Tarim, 2015; Roseth et al., 2008). Timely formative feedback further strengthens motivation and learning; classic and updated syntheses highlight feedback as a high-impact lever when it is specific and actionable (Hattie & Timperley, 2007; Wisniewski et al., 2020). Together, collaborative learning and feedback are practical ways to lift students' motivation and overall perceptions of mathematics.

This study examines how parental involvement shapes elementary students' attitudes toward mathematics and identifies forms of support (e.g., help with homework, study habits, participation in school events) that foster motivation. It also investigates links between these forms of engagement and students' mathematics achievement and self-confidence.

## Literature Review

Parental engagement significantly increases students' enthusiasm, confidence, and academic performance (Fatimaningrum, 2021). For example, Wickersham et al. (2020) found that parents tangled in their children's activities tended to have better behaviour, attendance rates, and academic results. Likewise, Wang & Wei (2024) stated that ongoing parental involvement will have a positive impact on students' perceptions and increase their endurance in encouraging various academic challenges they experience.

Building on this, Wentzel (2014) indicated that learners with favorable attitudes toward education are more prone to participate proactively in classroom activities and reach higher academic achievement. Moreover, Schunk & DiBenedetto (2021) affirmed that a student's perspective on education directly influences their motivation, participation, and success in educational settings. Additionally, Turner & Patrick (2004) revealed that students who perceive learning as meaningful and enjoyable tend to demonstrate greater persistence and accomplish superior academic outcomes.

Furthermore, Deci & Ryan (2013) highlight that intrinsically motivated students who find personal interest and satisfaction in learning are more likely to engage actively and persist through challenges. Building on this, Wigfield et al. (2015) observe that when students feel motivated, they begin learning tasks, maintain consistent effort, and achieve better academic outcomes. Similarly, Schunk et al. (2014) note that strong motivation helps students stay focused and complete their assignments more effectively.

## METHOD

This study used a quantitative correlational design to observe the relationship between parental involvement, elementary school students' attitudes, and academic achievement in mathematics. The goal was to identify patterns of association between the variables without manipulating them, allowing for a natural observation of existing relationships (Miksza et al., 2023).

Enough participants were required to carry out this design effectively. At least, 31 parents of elementary school students participated in the study, which ensured a 90% confidence level and a 15% margin of error. Participants were selected using convenience sampling, meaning only parents who were available and willing to participate were included in the study.

Two primary methods were used to collect relevant data from these participants: questionnaires and document analysis. The questionnaire inspected discrete forms of parental involvement in children's mathematics learning, from emotional support to help with homework. In addition to the questionnaire, school records—specifically students' mathematics performance data—were reviewed to gather objective academic achievement indicators.

The implementation of these methods followed a structured sequence. First, the questionnaire was distributed to the parents of elementary school students. Once completed, the questionnaires were retrieved for analysis. Simultaneously, students' academic documents were collected for a complimentary evaluation.

After data collection, we conducted data screening and measurement evaluation. Construct validity (convergent/discriminant) was examined, internal consistency was assessed with Cronbach's alpha, and missing data and outliers were addressed using multiple-imputation/robust diagnostics as recommended in the measurement and statistics literature (Hair et al., 2019; Kline, 2023). After ensuring data quality, descriptive statistics—such as mean, median, mode, and standard deviation—were calculated to summarize the dataset (Sharma, 2024). Finally, Spearman correlation analysis was

used to examine the strength and direction of relationships between parental involvement, students' attitudes, and academic achievement in mathematics (Fiskerstrand et al., 2024). The results were then interpreted in the context of the research hypotheses and compared with previous studies.

## RESULT AND DISCUSSION

**Table 1. Data Cleaning and Reliability of Research Instruments**

No.	Analysis Process	Steps Taken	Results / Notes
1	Construct Validity	Item-total correlations were analyzed for each construct to assess consistency.	Most items showed correlations > 0.3, which indicates validity. Items with lower correlations require further review.
2	Reliability Test (Cronbach's Alpha)	Cronbach's Alpha was calculated for each construct.	Alpha values ranged between 0.75 and 0.85, indicating adequate to high reliability.
3	Handling Missing Values	The dataset was checked entirely for missing responses.	No missing values were found.
4	Outlier Identification	Data was manually checked for extreme values on the Likert scale (1–5).	No outliers were detected, confirming the data is free of extreme values.

As shown in Table 1, the analysis process included examining construct validity through item-total correlations, indicating that most items had acceptable validity. Cronbach's alpha values ranged from 0.75 to 0.85, indicating good reliability. Missing values were missing, ensuring complete data for analysis. No outliers were detected, supporting that the data was clean and within the expected range. These steps ensure that the instrument is valid, reliable, and free of data problems, ensuring that subsequent analysis is accurate. The following table provides a more detailed explanation regarding the construct validity and reliability test (Cronbach's Alpha).

**Table 2. Construct Validity**

No.	Construct	Item Count	Item-Total Correlation	Description
1	Parental Support	12	> 0.3	Valid
2	Positive Attitude Towards Mathematics	10	> 0.3	Valid
3	Involvement in Mathematics Learning	12	> 0.3	Valid
4	Perception of the Importance of Math	6	> 0.3	Valid

Table 2 provides further observation into individual item correlations, confirming that construct validity was judged using item-total correlations. Items with correlations > 0.3 were considered valid, ensuring they accurately represent their constructs. In this case, all constructs have a reasonably high correlation. The items are relevant to the respective construct. Any items with lower correlations should be reviewed or deleted to maintain the instrument's validity.

**Table 3. Results of Reliability Test (Cronbach's Alpha)**

No.	Construct	Number of Items	Cronbach's Alpha	Description
1	Parental Support	12	0.851	High reliability
2	Positive Attitude toward Mathematics	10	0.784	Acceptable reliability

3	Engagement in Learning Mathematics	12	0.821	High reliability
4	Perception of the Importance of Mathematics	6	0.753	Acceptable reliability

According to Table 3, the reliability test results with Cronbach's Alpha show that all constructs used in the questionnaire have an acceptably high internal consistency. Both parental support and participation in mathematics learning show high reliability, with an alpha value above 0.82. The values "Positive attitude towards mathematics" and "Perceived importance of mathematics" also reached the acceptable threshold, each above 0.75. These results suggest that the instruments used to measure each construct are reliable and suitable for further analysis.

**Table 4. Descriptive Statistics of Variables**

Variable	Mean	Median	Mode	Standard Deviation
Parental Involvement	4.2	4	4	0.56
Students' Attitude toward Mathematics	4.0	4	4	0.65

Table 4 presents data from the questionnaire instrument, which measures parental involvement and students' attitudes toward mathematics and documented high parental involvement among respondents. The results were captured from the usual parental involvement score, which was 4.2 with a standard deviation of 0.56, proving that support in students' mathematics learning had been relieved by support from their parents. This finding aligns with the students' generally positive attitudes toward mathematics, which was reflected in an average score of 4.0 (SD = 0.65).

**Table 5. Correlation between Parental Involvement and Students' Attitude**

Variable	Correlation Coefficient (r)	Significance (p-value)
Parental Involvement and Students' Attitude	0.68	< 0.05

Table 5 displays the results of Spearman's rank correlation analysis; a strong positive correlation was found between parental involvement and students' attitudes toward mathematics ( $r = 0.68$ ,  $p < 0.05$ ). From here, higher parental involvement is associated with a more positive attitude towards mathematics in students. In other words, parental support has an influence and plays a vital role in shaping students' attitudes toward mathematics, a subject that is often considered difficult.

**Table 6. Descriptive Statistics of Mathematics Achievement**

Variable	Mean	Median	Mode	Standard Deviation
Mathematics Achievement	82	83	85	5.3

Based on Table 6, the analysis of students' academic records, specifically their mathematics achievement scores, aligns with the results of the questionnaire. The mean mathematics achievement score was 82, with a standard deviation of 5.3. This indicates that, on average, students demonstrated good achievement in mathematics.

**Table 7. Correlation between Parental Involvement and Mathematics Achievement**

Variable	Correlation Coefficient (r)	Significance (p-value)
Parental Involvement and Mathematics Achievement	0.59	< 0.05

The correlation analysis between parental involvement and mathematics achievement revealed a moderate positive correlation ( $r = 0.59$ ,  $p < 0.05$ ). This suggests that greater parental involvement is associated with higher mathematics achievement among students. The relationship is statistically significant, indicating that increased parental participation tends to support better student outcomes in mathematics.

The results of this study support the original hypothesis that there is a significant positive relationship between parental involvement in supporting mathematics instruction at home and students' academic achievement. The statistical analysis demonstrates that the more parents are involved, the better students' learning reactions.

These findings of our study did confirm our hypothesis. This also connects with other studies that say parental support is compelling for children's learning achievement. Most importantly, all the objectives of this study have been totally answered. This study shows that actively involved parents have a significant role in shaping children's positive attitudes toward mathematics. For example, try to pay attention to students who are good at mathematics; most of them are fully supported by their parents, whether with emotional support, help when doing assignments or providing a comfortable place to study.

These findings prove that parental involvement contributes to students' motivation, academic achievement, and development of attitudes toward mathematics. Therefore, schools and teachers should be more active in building educational collaboration with parents. For example, to achieve that, schools and teachers should facilitate better communication between schools and parents and teach how parents can support learning at home.

## Discussion

This study's findings adjust with different theoretical plans, significantly pointing out the role of social bedding in learning. One equal theory is Vygotsky's Sociocultural Theory (Vygotsky, 1980), which indicates that social interaction—especially from parents—plays an essential role in children's cognitive development. According to Vygotsky, parental support constitutes a learning environment that strongly influences a child's academic growth. This perspective is consistent with the findings of this study, as children who feel supported by their parents tend to be more motivated, which contributes to a more positive attitude toward learning mathematics.

In addition to Vygotsky's theory, Epstein's (2019) Parental Involvement Model offers further theoretical grounding. Epstein outlines six types of parental involvement—parenting, communication, volunteering, learning at home, decision-making, and community collaboration—that collectively enhance student learning outcomes. This model reinforces that parental involvement, mainly when supported by strong communication between home and school, plays a crucial role in students' academic success. Observational studies further support this, displaying that when parents complicate multiple dimensions of their child's education, students tend to be more committed and perform better in mathematics.

In fact, parental involvement significantly influences positive attitudes, motivation, and students' self-confidence toward academics, especially mathematics. Castro et al. (2015) showed that increased motivation that is in line with increased student learning achievement is also influenced by parental involvement. Tan et al. (2018) also added that when parents show concern for their children, children feel emotionally and cognitively more attached. Cheung & Pomerantz (2015) found that support from parents is related to forming positive views and children's self-confidence in their abilities. This becomes the internal drive to face challenging lessons, such as mathematics (Barger et al., 2019). In addition, emotional support has been shown to play a role in helping students manage learning stress (Li et al., 2023).

Even so, it does not mean that the most important thing is the frequency of parental involvement. In this case, paying attention to how parents are involved is necessary. Liu & Leighton (2021) emphasized that parental confidence in helping children will affect learning success. This can be seen from the support in positive communication and involvement in doing children's homework Jiang et al. (2023). During the pandemic, Garbe et al. (2020) found that the enthusiasm for learning from home can be maintained with the role of parents. Relaxed and non-pressuring involvement can increase children's interest in mathematics, which is often considered scary (Kollmann et al., 2017). Forms of emotional support can also strengthen students' learning resilience (Wang & Wei, 2024).

This shows that parental involvement is not a one-size-fits-all approach, but its effectiveness depends on the method and situation of its implementation. Furthermore, Kim (2020) stated that cultural values and parenting styles can influence the impact of parental involvement. Zee & Koomen (2016) explained that support that makes children feel safe and confident is the main form of support. This support can be in the form of empathetic involvement so that students can be helped to be calmer and more confident when learning (Deng et al., 2022). Then, in the long term, support from home will be an essential part of the system that encourages children's overall learning and academic success (Sy et al., 2013).

However, not every finding fits neatly with what current theories suggest. (Santrock, 2018), for instance, takes a more careful stance by pointing out the potential risks of overly controlling parenting styles, often called "helicopter parenting." As noted by Drywall, too much control can limit children's autonomy and natural motivation, which in turn may negatively impact their academic performance. Padilla-Walker & Nelson (2012) support this view, stating that low self-regulation skills and academic engagement are related to high psychological control from parents.

The consistency of this negative pattern can also be found in other studies, such as those conducted by Schiffrin et al. (2014), where students lack initiative in learning and experience anxiety due to parents who are too interfering. These findings prove and strengthen that excessive parental involvement will damage children's self-confidence in their learning and academic process. Thus, while parental involvement is important, it must be balanced—supportive but not bossy—to help strengthen students' academic performance and confidence in learning.

#### Limitations and Future Directions

This cross-sectional, correlational study cannot establish causality. Convenience sampling and a relatively small sample size limit statistical power and generalizability. Reliance on parent/self-report introduces potential social-desirability and common-method bias, and mathematics achievement was not assessed with a standardized test. Measurement checks focused on Cronbach's alpha; more rigorous evaluation (e.g., CFA and invariance) was not conducted. Key covariates (e.g., socioeconomic status, prior achievement, classroom climate) were not fully controlled. Although missing data and outliers were screened and addressed, decisions were made on a small dataset and sensitivity analyses were limited. These constraints should temper interpretation and motivate future research using probabilistic sampling, larger samples, multi-informant/standardized measures, and longitudinal or experimental designs.

#### CONCLUSION

The findings show that parental involvement influences how elementary students perceive and approach mathematics and positively influences their academic performance. Specifically, the study highlights that students tend to develop more favorable attitudes and achieve better academically when their parents actively participate in their education.

Exploring further, this study also shows that different kinds of parental involvement—like being emotionally supportive, assisting with homework, and ensuring the home is a good place to study—play an essential role in students' success in learning mathematics. Furthermore, the study's results indicate that the quality of parental involvement is more important than quantity because overly controlling behaviour can lead to adverse outcomes. In addition, the study found that when parents maintain good communication with the school and actively support their children's learning activities, it tends to be closely linked to better academic achievement. Even more frequent and more personal involvement that is effective and tailored to students' needs can improve students' academic performance (Chen & Mok, 2023).

Therefore, schools and educators must encourage collaboration with parents and guide them on effectively supporting their children's mathematics learning. Policies and strategies to promote good communication between schools and families and parental involvement in their children's education must be prioritized (Prihantini & Jimmi Hasmar, 2024). This study emphasizes the need for balanced collaboration to ensure students have good attitudes and foundations to succeed in education, especially in mathematics.

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