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Role of Parental Involvement in Soft Skill Development among Secondary School Students - A Study

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Abstract: *Irrespective of the wide-ranging volume of literature on the influence of family dynamics on academic accomplishment among students, investigating the effect of parental educational participation on student learning engagement remains an no convincing areas in research .*
Soft skills are vital for personal and professional success and include characters such as emotional intelligence, leadership, time management, and conflict resolution. Such skills are often referred to as interpersonal or people skills, incorporate a array of abilities that facilitate effective communication, problem-solving, teamwork, and adaptability.
This study employed a cross-sectional research design using systematic random sampling to measure high school students aged 11–15 years old in two schools over a one-month period. in Pune City, Maharashtra, , India.
The cause effect relationship was analyzed using Spearman's Co-relation. The findings suggested that parental educational involvement significantly positively affected development of soft skills among middle school students, while gratitude and hope serve as partial mediators in the relationship between parental educational involvement and learning engagement.

Keywords: Parent, Involvement, Education, Students, Institution

I. INTRODUCTION

Educational institutions and parents both play important roles in helping students succeed in academics . Even though a lot of research has been carried out on how parents are involved in their children's education, there are still questions about what exactly means by parental involvement and how effective it really is. Different approaches might lead to different results, and each group , parents and schools—might contribute in their own special ways. Parents start the process of learning at home by creating a safe and supportive environment, providing chances to learn, offering help, and developing a positive attitude towards education. Studies have shown that when parents are involved, students usually perform better in school.

II. LITERATURE REVIEW

Many studies have shown that when parents are involved in their children's education, it has a positive effect on things like academic performance, behavior, attendance, and social and emotional development.
A study by Desforges and Abouchaar (2003) found that there is a strong link between how involved parents are and how well students do in school. A more recent study by Fang Chen (2024) found that parental involvement in education is strongly connected with how much students engage in learning. This connection is partly influenced by the students' feelings of gratitude and hope.

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There isn't a single, clear definition of what parental involvement means, but Dr. G. P. Raja (2023) has highlighted some key areas of parental involvement in education:

1. Talking to teachers and attending meetings
2. Helping children with homework
3. Giving them chances to take part in school events, meetings, and activities
4. Volunteering at school
5. Providing access to books, learning tools, and a good learning environment

Klara Kantova (2024) also found that when parents are more involved, their children are more likely to develop soft skills, but when parents are too strict, this might not happen as much.

III. SIGNIFICANCE OF THE STUDY

Parents are the main influences on children during their teenage years.

This is a time of big changes in the body, mind, and social life. Children often learn by watching their parents, so having positive role models can help them develop qualities like empathy, respect, and good communication skills. Parents can also support what is taught in school by giving their children real-life chances to practice soft skills. This makes learning more complete and effective. The support of important people like parents, teachers, and friends plays a big role in helping students stay motivated to learn and practice soft skills. This study aims to find out how much parental involvement affects the development of high school students and what psychological factors like gratitude and hope are involved. Developing these skills early on helps students better prepare for higher education and future careers. Research on parental roles can help create better educational programs and policies that support students' overall development.

IV. RESEARCH STATEMENT

This study will look into how much parents are involved in the development of soft skills among high school students (8th to 10th standard) and how effective such involvement is.

The goal is to create a program that encourages parents to help in developing soft skills among secondary school students and to check how well this program works.

V. OBJECTIVES

1. To find out how much parents are taking part in their children's education.
2. To study the connection between parental involvement and student outcomes such as academic performance and the development of soft skills.
3. To help create programs and policies that encourage more parental involvement in schools and communities.

Research Methodology

Research Design.	Descriptive Research Design
Period of Research	December 2025 to January 2026
Secondary Data	Journals, Articles, and Reports related to social media and education.
Primary Data	Collected using a structured questionnaire
Unit of Research	Secondary students from Pune 11–15 years old
Sample Size	300 students from 10 Secondary schools from Pune city
Sampling Technique	Non probabilistic convenience sampling

Participants and Procedure

This study chooses different approaches to measure parental involvement. The level of parental involvement is determined by asking students and their parents questions about school and non-school-related monitoring..

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This study employed a cross-sectional study in which questionnaires were administered to middle school students between the ages of 11–15 years old over a one-month period. The questionnaire was administered in the school on a class basis using the systematic random sampling method, with consent sought from both their guardians and main school leaders.

The participants were informed that their responses would be used solely for academic research purposes, ensuring adherence to principles of voluntary participation, anonymity, and confidentiality.

A total of 315 questionnaires were distributed, out of which 300 valid responses were collected, resulting in an effective response rate of 94.90%. Among the respondents, there were 154 male students (51.33) and 146 female students (48.66%); 103 class 8th school students (34.18%) , 96 class 9th (32.) and 101 class 10 students school students (33.66%); 127 only children (42.66%) and 173 non-only children (57.33%)

The Parental Educational Involvement Scale, using Likert scales, that measures the extent and types of parental participation in a child's education. was employed in this study focusing on parental educational involvement. In this research related to parental involvement, children's perceptions and attitudes toward parental educational involvement are essential to determining whether parents can effectively influence children.

Comprising rated on a 5-point scale (1 = never; 5 = always), higher scores indicate greater parental educational involvement in their children's education. In this study, Cronbach's α was 0.89.

Parental educational involvement included factors as :

Table No 1.1 Dimensions of parental educational involvement of students

1. My parents interact with me about school-related matters or activities	7. My parents Encourage me to participate in school presentations, debates, or even family gatherings
2. My parents assist me while I do my homework	8. My parents encourage participation in group activities outside of school, such as sports teams, clubs, or community projects.
3. My parents interact with my teachers about my academic progress and behavior.	9. My parents Encourage me to analyze information, evaluate different perspectives, and form my own opinions
4. My parents directly assist and encourage me to learn soft skills.	10. My parents encourage me to take on leadership roles in school or extracurricular activities
5. My parents provide physical facilities ,study materials, and a conducive atmosphere for learning.	11. My parents encourage me to Volunteer for school activities or events .
6. My parents patiently listen to me when I am speaking,	12. My parents Encourage me to take on leadership roles in school or extracurricular activities

Thi Thuy (2024) specifies Essential soft skills for this specific age group include Communication, Adaptability Problem-Solving, Time Management: and were taken into consideration for the study. Developing these skills help teens to succeed in school, build strong relationships, and prepare for future careers and overall well-being.

Perceptions from the respondents were taken on Likert scale 5-point scale (1 = completely disagree; 5 = completely agree). The statements of perceptions about soft skills acquired taken for study were as follows :

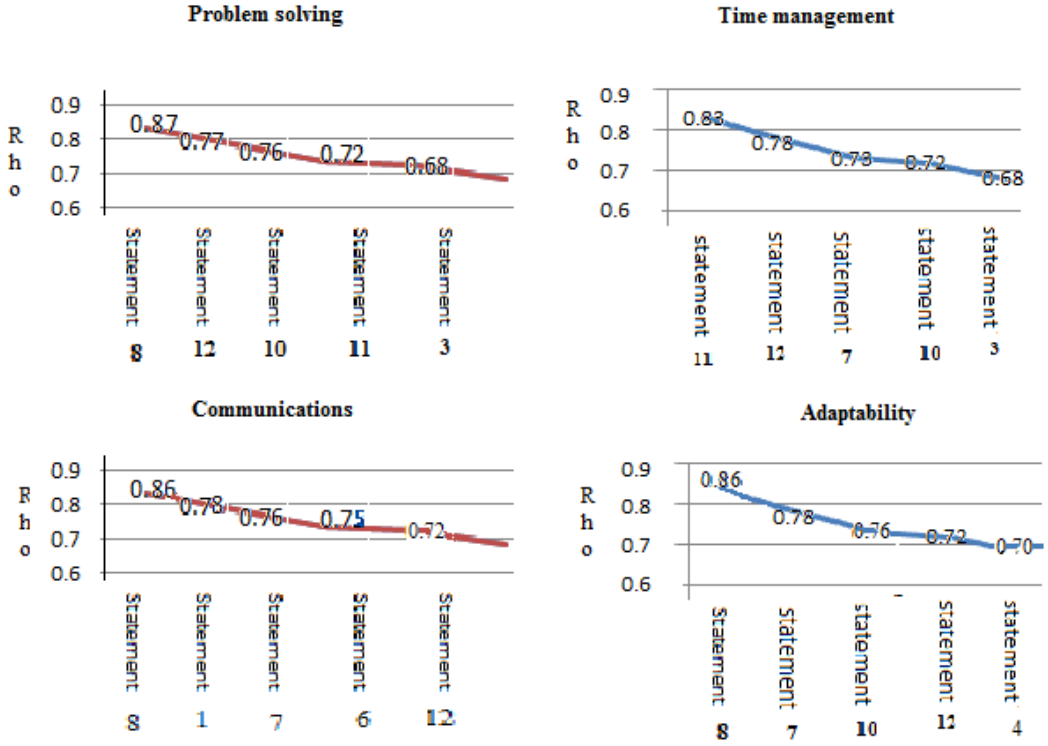
1. **Communication:** I have the ability to clearly express thoughts and ideas while also listening actively and respectfully to others.
2. **Problem-Solving:** I am able to develop strategies to navigate challenges and overcome obstacles effectively.
3. **Teamwork:** I am comfortable to Work collaboratively with others, respecting different perspectives, and compromising to achieve a common goal.
4. **Adaptability:** I have the capacity to be flexible and adjust to new situations, learning, and challenges.

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VI. ANALYSIS & INTERPRETATION

The strength of a relationship between two variables can be measured statistically by calculating the correlation coefficient. The perfect positive correlation between two variables is represented by a value of 1, whereas the perfect negative correlation is represented by a coefficient of -1. If there is no correlation between the two variables, the coefficient will be zero**.** Soft skill parameters were tested with statements describing parental educational involvement for correlation . It was found that in all statements the value of rho was positive indicating positive relationship of varied strength. Few statements had shown the value of Pearson's Rank Order Coefficient rho strong.

Figure 1.1 Parental educational involvement V/s Soft skill parameters



Those statements where the value of the rho was higher than 0.7 were shortlisted for further inference.

VII. FINDINGS OF THE STUDY

1. Wide-ranging study has been conducted on the significance of parental educational involvement with abundant studies investigating its effects on numerous dimensions of a students soft skill development and performance.
2. The significance of parental involvement in a student's education has been repeatedly proven to have a favorable effect on the soft skill development and academic performance".
3. These findings highlight the important role that parents play in the education of their children as well as the necessity of coordinated efforts between institutions and families to improve academic achievement in students.

VIII. CONCLUSION

Frequent studies regularly establish that students who benefit from active parental involvement in their education tend to have higher soft skill development and academic performance.

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Parental commitment plays a significant role in fostering soft skill development and academic performance and it also signifies a reciprocated commitment to education between the family and educational institution.

Hence , it is important to cultivate strong collaborations between parents and educational institutions in order to enhance the overall achievement.

It is advisable to select and customize strategies/ activities catering to the exclusive requirements and situations of individual families, with a principal focus on establishing an complete and supportive educational setting for all parents and families.

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