

Parental Involvement among Students with and without Learning Disabilities: A Comparative Study in Moradabad District of Uttar Pradesh

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Abstract

The present study investigates the differences in parental involvement between students with and without learning disabilities in Moradabad district, Uttar Pradesh. A total of 300 students (male and female) were selected through random sampling. The “Learning Disabilities Battery” developed by Rajshree Bhargava and R.L. Bhardwaj was used to identify students with learning disabilities, while the Parental Involvement Scale by Dr. Vijaya Laxmi Chauhan and Mrs. Gunjan Ganotra Arora measured the extent of parental engagement. Independent samples t-tests were conducted to examine group differences. Results revealed statistically significant differences in parental involvement between students with and without learning disabilities, as well as between male and female subgroups. Students without learning disabilities reported higher parental involvement than their peers with learning difficulties. The findings highlight the role of disability status in shaping parental engagement and suggest the need for targeted strategies to enhance parental involvement for students with learning disabilities.

Keywords: *Learning disabilities, parental involvement, gender differences, t-test, Moradabad, Uttar Pradesh*

1. INTRODUCTION

Parental involvement has long been recognized as a key factor influencing students’ academic success, personal development, and overall school experience. It refers to the various ways in which parents support their children's education both at home and in school—ranging from helping with homework, attending school events, and communicating with teachers, to fostering a positive attitude toward learning (Epstein, 2011; Jeynes, 2005). Research consistently shows that when

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parents are actively engaged, students demonstrate improved academic achievement, better attendance, enhanced motivation, and stronger socio-emotional development (Fan & Chen, 2001; Hill & Tyson, 2009).

In the Indian context, parental involvement also carries socio-cultural dimensions. Family plays a central role in a child's education, and parental attitudes toward schooling often shape children's learning trajectories. However, parental involvement is not uniform across all student groups. A particularly vulnerable group consists of students with **learning disabilities (LD)**—a heterogeneous group of disorders affecting the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities (Lerner & Johns, 2015).

Students with LD face persistent difficulties in academic areas despite having average or above-average intelligence and receiving conventional classroom instruction. Their challenges are often lifelong and affect multiple domains, including self-esteem, motivation, and social integration (Kavale & Forness, 2000). In such cases, the role of parents becomes even more crucial. Parental involvement can act as a protective factor, enhancing educational outcomes and emotional resilience (Fish, 2006; Trainor, 2010). Parents who are informed, involved, and collaborative with schools can help their children overcome learning challenges and thrive in inclusive settings.

However, existing literature suggests that parental involvement is often lower for students with LD than for their peers without LD. Reasons for this disparity may include parents' lack of understanding of LD, feelings of helplessness, frustration with the school system, socio-economic limitations, or stigma associated with disabilities (Dyson, 2010; Zionts et al., 2003). Many parents of children with LD report negative experiences in their interactions with schools, such as inadequate communication, marginalization in decision-making, or lack of support (Fish, 2006).

Gender can further influence parental involvement patterns. Cultural expectations often shape differential parental treatment of boys and girls in education. Some studies suggest that parents may monitor boys' academic performance more closely, while others indicate that girls may receive more emotional support and encouragement (Grolnick & Slowiaczek, 1994; Kim & Sheridan, 2015). Exploring gender alongside LD status can therefore yield meaningful insights into parental engagement patterns.



Despite growing international research, there is a lack of systematic studies in semi-urban and rural Indian contexts, where awareness of learning disabilities remains limited and educational resources are unevenly distributed. In districts like Moradabad (Uttar Pradesh), socio-economic constraints, cultural beliefs, and infrastructural gaps may shape parental involvement differently than in metropolitan areas. This study aims to fill this gap by comparing parental involvement levels among students with and without learning disabilities, with a further gender-based analysis, to provide context-specific insights.

2. OBJECTIVES OF THE STUDY

1. To compare the parental involvement of students with and without learning disabilities.
2. To examine the difference in parental involvement between male students with and without learning disabilities.
3. To examine the difference in parental involvement between female students with and without learning disabilities.

3. HYPOTHESES

- **H₀₁**: There is no significant difference between students with and without learning disabilities in relation to their parental involvement.
- **H_{01.1}**: There is no significant difference between male students with and without learning disabilities in relation to their parental involvement.
- **H_{01.2}**: There is no significant difference between female students with and without learning disabilities in relation to their parental involvement.

4. METHODOLOGY

4.1 Research Design

The study employed a descriptive survey design with a comparative approach to examine differences in parental involvement across groups.

4.2 Population and Sample

The population comprised students studying in 6th to 8th class in government schools in Moradabad district of Uttar Pradesh. A random sampling technique was used to select a sample of 300 students, which included both male and female students. The sample was divided into two groups:

- Students with learning disabilities (N = 300)
- Students without learning disabilities (N = 300)

For gender-based analysis, the sample was stratified into male and female subgroups:

Table:1

Group	With LD	Without LD	Total
Male	155	170	325
Female	145	130	275

4.3 Tools Used

1. Learning Disabilities Battery by Rajshree Bhargava and R. L. Bhardwaj was administered to identify students with learning disabilities.
2. Parental Involvement Scale by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora was used to measure the level of parental engagement in students' education.

4.4 Procedure of Data Collection

Permission was obtained from school authorities. The Learning Disabilities Battery was administered first to classify students into "with LD" and "without LD" groups. Following this classification, the Parental Involvement Scale was administered to all selected students. Data were collected in classroom settings with standard instructions, ensuring confidentiality and voluntary participation.



4.5 Statistical Techniques

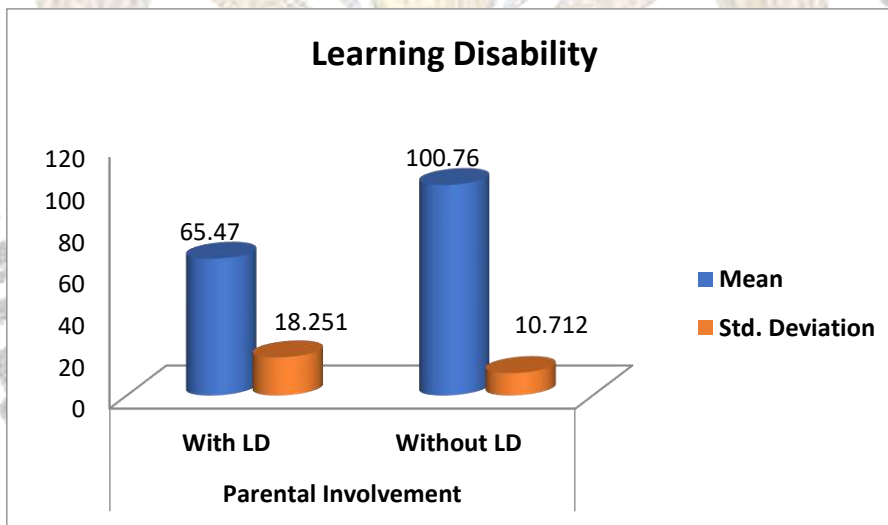
Data were analysed using Independent Samples t-tests to compare means between groups. Descriptive statistics (mean, standard deviation) were calculated, and significance was tested at the 0.05 level.

5. RESULTS AND INTERPRETATION

5.1 Comparison between Students with and Without Learning Disabilities

Table: 2

Variable	Learning Disability	N	Mean	Std. Deviation	t-value	p-value	Significance
Parental Involvement	With LD	300	65.47	18.251	-28.878	0.000	Significant
	Without LD	300	100.76	10.712			



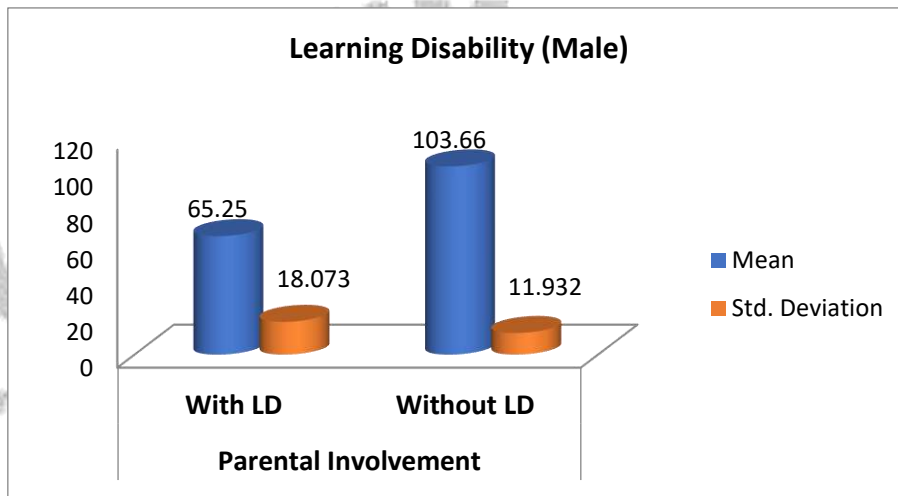
The mean parental involvement score was 65.47 for students with LD and 100.76 for those without LD. The computed t-value of -28.878 and p-value of 0.000 indicate a statistically significant difference. Hence, H_{01} is rejected.



5.2 Male Students with and Without Learning Disabilities.

Table: 3

Variable	Learning Disability (Male)	N	Mean	Std. Deviation	t-value	p-value	Significance
Parental Involvement	With LD	154	65.25	18.073	-22.77	0.000	Significant
	Without LD	170	103.66	11.932			

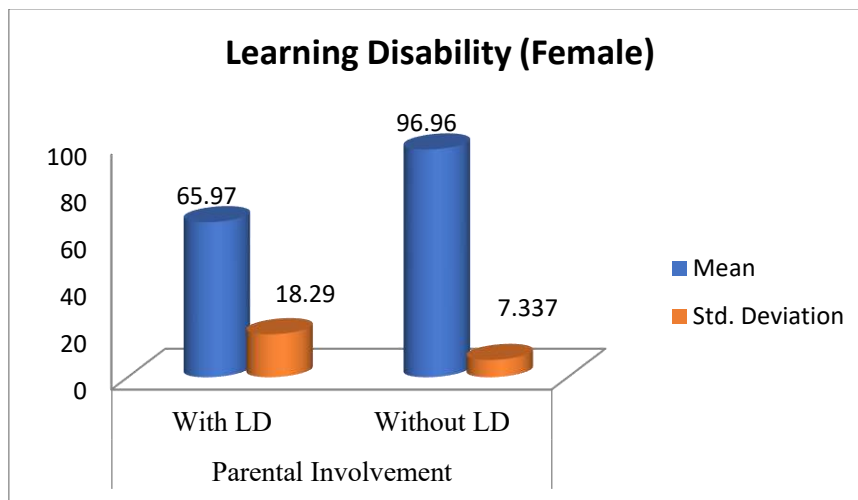


Male students without LD (M = 103.66) showed significantly higher parental involvement than male students with LD (M = 65.25). The t-value of -22.771 with p = 0.000 leads to rejection of $H_{01.1}$.

5.3 Female Students with and Without Learning Disabilities.

Table: 4

Variable	Learning Disability (Female)	N	Mean	Std. Deviation	t-value	p-value	Significance
Parental Involvement	With LD	145	65.97	18.290	-18.05	0.00	Significant
	Without LD	130	96.96	7.337			



Female students without LD reported significantly higher parental involvement ($M = 96.96$) compared to those with LD ($M = 65.97$). The t -value of -18.057 ($p = 0.000$) indicates a significant difference, leading to rejection of $H_{01.2}$.

6. DISCUSSION

The findings clearly indicate that students without learning disabilities receive significantly higher levels of parental involvement compared to students with learning disabilities, across both male and female groups.

Several possible explanations emerge for this pattern:

1. **Parental Awareness and Knowledge:** Parents of children with LD may lack adequate knowledge about learning disabilities, their causes, and appropriate strategies to support their children. This lack of awareness can lead to reduced confidence in engaging with schools or supporting learning at home (Dyson, 2010).
2. **Parental Stress and Emotional Responses:** Parents often experience emotional stress, frustration, and helplessness when dealing with their child's learning difficulties (Zionts et al., 2003). Such emotional burdens may limit their ability to actively participate in school-related activities.
3. **School–Parent Interactions:** Research by Fish (2006) and Trainor (2010) shows that parents of students with LD often report negative interactions with schools, including



inadequate communication, exclusion from decision-making, or lack of sensitivity. These factors may discourage continued involvement.

4. Cultural and Socio-Economic Factors: In semi-urban contexts like Moradabad, socio-economic constraints can limit parents' availability for school involvement, especially if additional time and resources are needed to support a child with LD. Cultural stigma attached to disability may further discourage open engagement.
5. Gender Roles: The results showed that both male and female students without LD had higher parental involvement than their LD counterparts. However, boys without LD reported slightly higher involvement than girls. This might be related to traditional gender expectations, where parents may prioritize boys' education more actively, especially in North Indian contexts (Grolnick & Slowiaczek, 1994; Kim & Sheridan, 2015).

These findings are consistent with earlier studies. Fish (2006) found that parents of children with disabilities often face systemic barriers that reduce their participation. Zients et al. (2003) observed that cultural and institutional factors affect parents' ability to advocate for their children effectively. In the Indian context, parental involvement tends to be heavily influenced by socio-economic status, parental literacy, and awareness levels, which may explain the stark differences observed here.

7. CONCLUSION

This study provides compelling evidence that parental involvement significantly differs between students with and without learning disabilities, as well as across gender groups. Students without LD experience substantially higher parental involvement, which likely contributes to their more favourable academic outcomes. Among both male and female students, those with LD face reduced parental engagement, reflecting broader socio-cultural, emotional, and institutional challenges.

These findings underscore the critical need for intervention at multiple levels such as there is a need for awareness programs and counselling to help parents understand LD and equip them with strategies for supporting their children effectively. At school level educators must foster inclusive environments that actively involve parents of children with LD through transparent



communication, shared decision-making, and culturally sensitive practices. At the policy level, targeted initiatives should be implemented to support families of children with LD in semi-urban and rural contexts, including resource centres, parent support groups, and capacity-building programs.

The implications are significant. Strengthening parental involvement for children with LD can improve academic achievement, enhance self-esteem, and foster better inclusion in mainstream classrooms. Future research should explore longitudinal changes in parental involvement, examine the impact of parental training interventions, and investigate the role of teachers and community organizations in facilitating parental engagement.

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