

Influence of Family Environment on Student Attitudes towards Education

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Abstract

The current study was designed to investigate associated family environment factors and educational attitudes in 87 Indian students aged 15 to 22 years. The students participating in this study completed the Family Environment Scale (FES) and the Attitude Scale Toward Education (ASTE) to assess their family environment and attitudes toward education, respectively. The approach revealed a weak positive association between the family environment and attitudes toward education (Spearman's $\rho = 0.158$), with a p-value of 0.144 deemed non-significant. On the Family Environment scale, the sample's average score was 168.5, falling within the above-average congenial and on the Attitude scale toward education, the sample's average score was 17.5, falling within the above-average favourable range based on the scale's scoring norms. The study's findings highlight the complex relationship between family environment and students' attitudes toward education and suggest that, in order to improve generalization, future research should focus on broader demographic and cultural factors.

Keywords: Family Environment, Attitude

Introduction

Young people are highly vulnerable to the influences of the social groups they stay in. Social interaction, family, and school-related activities are some of the significant agents that shape the attitude of a learner toward learning. Among all these agents, the most influencing component is the family environment which shapes the attitude of the learner. The family remains the most typical place of general childcare of all forms for any aspects of a child's mental, emotional, and social development from any culture or socio-economic position. It is only by discovering many subtle associations between family contexts and education that researchers continue to study the complexities of educational success. ^[1]

The family is probably the most significant unit of socialization in a child's life. The attitudes of most students toward academic success are somehow influenced by the values their parents have concerning education, communication styles, and support levels. Indeed, most well-

balanced, successful, and high-achieving individuals originated from homes with strong positive relationships. Research evidence has indicated that if all areas of a child's environment prove supportive and nurturing at home, school, and in the community, this enhances his or her ability to perform academically (Sharma, 2014). The learning process is pretty long and the attitude towards it by an individual defines his future, so. It becomes imperative to understand the fact that knowledge of the effective impact of the child's family on the tendency of the child to attitude in academic matters is something important.^[2] The direct influencers on the student's academic success are peers, the school environment, and the home dynamics.

Mangle observed, in a study on learning in 2007, that the aptitude, interests, and family environment of a student play very vital roles in determining his capability to learn. Similarly, peer interaction and exposure to different sorts of learning material form an essential constituent of a student's character.

Similarly, Parveen (2007), Codjoe (2007), and Muola (2010) are in the same direction and crucial effects of the home environment arising from factors like family type, parental authority, educational backgrounds, parenting behaviors towards children, and finance (Codjoe, 2007; Mukama, 2010; Muola, 2010).^[3] The attitude of students toward academic work is influenced by the educational level and socio-economic condition of the parents. Children with educated families tend to have a more positive view of academics and success. The lower parental aspirations and low academic involvement of parents tend to make education less important for the child (Lee & Bowen, 2006).

Research over the recent past has focused on aspects of how parental expectations, family structure, and religious orientation affect attitudes toward school among students. These elements not only influence motivation and persistence in studies but also influence performance at school.^[4]

This paper intends to raise awareness concerning the effect that religious orientation has on the attitudes of students toward education. Coupled with this, it intends to discuss how family dynamics play a role in the attitude of students toward education. In the long run, although professionals in the field of education know well that families have an integral role in the academic lives of their offspring, this complexity calls for closer examination.

Literature Review

A family is such a complex system that wholly depends on its environment to thrive. Balancing for a family system, therefore, exists between internal and external interactions. Everything that happens in the family system affects the rest of the system through action and reaction.

According to Patterson (2002), four general functions are provided by the family, which include a sense of identity and guidance, support in terms of finances, availability of necessities such as food, education, and socialization, and protection for members who are vulnerable. Each of these functions had associated benefits and drawbacks for the family members. The most important one in maintaining family cohesion is the first function. The second role grants access to basic needs like food, and clothing, and protects the household for safe habitation but risks neglecting children. The third role gives a guarantee of emotional support and marital happiness but may sadly end up in instances of child abuse and domestic violence. The fourth role is that of taking care of children with special needs; however, when such a role cannot be performed, family members with disabilities may have to be put into foster care. ^[5]

Unresolved childhood traumas in parents may be triggered within the parent-child relationship. Though many parents love their children, sometimes they may act inappropriately. As a result, the response by the parents to the actions of the children may altogether go wrong because they are prompted by fear, anger, sadness, or frustration. Children who are exposed to parent frustration find themselves puzzled, worried, and frustrated. In this respect, the relationship becomes tense as it brings both unhappiness and frustration on both sides, which can later reflect on the child's education. ^[5]

Parents who are able to communicate effectively, in such a way that their children feel heard, safe, and belonging will have an effect on those children. Siegel and Hartzell refer to three stages of attachment development; coherence, balance, and alignment. To establish a consistent relationship, first, the child must be aligned with the spiritual state of the parents. Only then can the child enter into a state of physical, emotional, and mental balance, thereby allowing the child to feel connected and integrated.

The three dimensions of family that Björnberg and Nicholson (2007) use are dynamics in parent-child relationships, harmony among family members at both emotional and cognitive levels, and balance between open communication and adaptability in family relationships.

These individual factors put together shape the climate within the family. According to Amatea, Smith-Adcock, and Villares in 2006, children's success in academics can be attributed to several major approaches, such as the family organizing practices that display a strong yet gentle management approach, effective leadership and clear expectations, and the development of social relationships. Lastly, through offering learning experiences within the family about creating rituals and habits that guide children to build their social skills and academic skills.^[5]

There are several factors that influence the attitudes of students towards school. The study of Chen and Howard (2010) shows that boys always have a more positive attitude towards science than girls. In addition, the attitude of students towards learning science has a very direct link with participation in training in live simulations and with the influence of their teacher.^[5]

Parveen (2007) wrote her doctoral dissertation exploring the influence of the home environment on her students during her Ph.D. research. She concluded that the home environment greatly influences a child's childhood, thus affecting his or her adult life as well. Both Parveen (2007) and Muola (2010) suggest that the home environment is either supportive or unhelpful for a child's all-around development.^[5] Interactions within family settings are pertinent in the development of students since they impact their language, social, and intellectual skills. An encouraging home environment has the effect of building up a child's self-confidence and social competencies. On the other hand, students from unsupported homes face problems in various dimensions, which are academic (Parveen, 2007; Bandhana & Sharma, 2012).^[3]

According to Clark, Goyder, and Bissel (2007), a study acknowledged that a stable home environment is the best predictor of success at school for students. They also claimed that under the home environment, there is no suitable support, and therefore, the teaching and learning process held in school is not adequate. In this regard, it has been asserted that parents need to come to know their responsibility concerning the education of children. Under such circumstances, the involvement of parents in their children's studies enhances their children's interest in their studies.^[3]

It is well-known that family environment has an effect on both academic achievement and school adjustment. Parents and families are very much considered as the core support system for children.^[6] The family type in which a child is brought up or raised has a tremendous impact on their academic life. Kellaghan states that the academic attainment of a child depends upon

the activities undertaken by their parents at their home. Stephen and Ceci (2001) also claim that parent-child associations impact the academic success of the children better.^[6]

Academic achievement accomplishment of students is remarkably dependent on social support (Goddard, 2003). Besides, student outcome is significantly impacted by the background variables including the job of the father, gender, and ethnicity (McCoy, 2005; Peng & Hall, 1995).^[3]

The socioeconomic status of a family is the largest factor that influences a student's academic achievement. However, SES and academic performance may be interrelated under different sociocultural conditions (Liu et al., 2019). Individual-level effects of SES on academic performance are profound, independent of other demographic factors (Capraro, M., Capraro, R., & Wiggins, 2000). SES can be measured in different ways, with the most commonly applied method involving an assessment of parental education, occupation, income, and the resources utilized by each person individually or collectively. These studies have revealed tremendous positive correlations between the academic performance of a student and the educational level of the parents as well as the SES level of the family (Caldas & Bankston, 1997; Jeynes, 2002; Parelius, D., & Parelius, A., 1987; Mitchell & Collom, 2001; Ma & Klinger, 2000). Studies by Garzon (2006), Kahlenberg (2006), and Kirkup (2008) have actually shown that students coming from a background of high SES show a higher probability of performing better compared to middle-class students, who in turn excel compared to students with background from low SES.^[10]

Low socioeconomic status also has a tremendous impact on the student's academic results. It is proven, according to Sander, 2001, that those whose background is disadvantaged SES may negatively influence their progress. Besides, studies reveal that economically poor parents cannot financially support their children's higher education, which affects the ability of their performance to the best of their potential (Rouse & Barrow, 2006).^[10]

Further, the nuclear or single-parent family or an extended family has an influence on attitudes and performance in school. There have been investigations that have demonstrated that children from two-parent households have a better performance than their counterparts from one-parent households. This is attributed to higher parental supervision and available resources. Codjoe (2007) further postulates that the coexistence of both parents in the stability will boost the learning atmosphere as it will change the attitudes toward a student's bookwork.^[7]

Parental encouragement is one of the key characteristics of parental behavior patterns and an important constituent in the academic and psychological development of a child. The general report showed that parents' involvement and support are critical elements in a child's academic success and achievement.^[8] According to Kishor (2014) research studies, it was found that parental support was positively correlated with the academic achievement of the students in both government and private high schools. Other studies found that even Kaur (2013) determined that children who lack sufficient parental encouragement remain poor academic performers while the same children with sufficient encouragement become better performers. Positive family dynamics and support by parents can facilitate the development of a positive academic self-schema according to Kauppi et al. (2002).

The current research work strives to understand the influence that family dynamics has on education student attitudes, whereby the researcher has decided to deliberate on the impacts of religious orientation. Parenting styles, which comprise moral development, education, and discipline are the result of religious influence on a parent's mind. Families with stronger religious values emphasize, for instance, diligence, respect for authority, and academic success within their moral and ethical structure.^[4] In addition, Levin and Chatters in 2020 suggested that religious activities create a nurturing environment that fosters the students to have a sense of commitment toward school. These settings often go hand in hand with the parent orientation that stresses achievement and school success, especially if religious values are used to introduce a sense of duty and perseverance. Consequently, religious orientation may be one factor contributing to a positive attitude towards education among the students, bringing a positive influence on their level of motivation and involvement in school work activities.^[9]

Objectives

1. To examine the relationship between family environment and students' attitude towards education on a sample of school and college students.
2. To analyze the influence of gender on students' attitudes toward education.
3. To analyze the influence of gender on family environment perceptions.
4. To assess differences in attitudes toward education among students from single-parent, nuclear, and joint families.
5. To compare perceptions of family environment among students from single-parent, nuclear, and joint families.
6. To investigate the impact of age on students' attitudes toward education.

7. To investigate the impact of age on perceptions of family environment.

Hypothesis

1. There is a positive correlation between family environment and students' attitudes toward education.
2. There is a significant difference in students' attitudes toward education based on gender.
3. There is a significant difference in students' family environment perceptions based on gender.
4. Students from joint families will report a more positive attitude toward education compared to those from nuclear and single-parent families.
5. Students from joint families will perceive their family environment as more supportive compared to those from nuclear and single-parent families.
6. Age influences attitudes toward education, with older students exhibiting a more positive attitude compared to younger students.
7. Age influences perceptions of the family environment, with older students perceiving it more positively compared to younger students.

Methodology

Research Design: This study uses a quantitative research design to investigate the relationship between the family environment and students' attitudes toward education. Standardized questionnaires were used to collect data on the family environment and educational attitudes.

Sample: The sample includes eighty-seven (87) students between the ages of 15 – 22. All the participants were school and college students (undergraduate/postgraduate). Participants were selected using convenience sampling to gather data from those willing to participate.

Tests used for the study:

1. **Family Environment Scale (FES)** is a self-administrable scale used to assess what an individual perceives about the environment prevalent in his family. This scale is also very useful tool for studying the influence of family environment on the various aspects of the personality of individuals. It is developed by Shaloo Saini & Prof. (Dr.) Parminder Kaur. The scale is built on ten different constructs of the strong and

successful family environment constructs given by Krysan M. and Moore K. and Zill N. (1990). The scale consists of forty-five (45) items, having five-point responses for each statement ranging from never to always. A raw score of 199 and above indicates extremely congenial level of family environment, 120 to 155 indicates average congenial while 72 and below indicates extremely poor level of family environment. Reliability of the scale was formed by test-retest method. The coefficient of correlation got was +0.95 which is significant at 0.1 level of significance.

2. **Attitude Scale Towards Education (ASTE)** is a tool to assess a student's attitude towards education. It is developed by Dr. S. L. Chopra. It is a twenty-two (22) item scale, of which ten (10) items are positively worded and twelve (12) are negatively worded. It is scored on a 2-point rating scale that ranges from strongly agree to strongly disagree. Z-Scores above +2.01 show most favourable attitude towards education, range of -0.50 to +0.50 is average positive and a z-score less than -2.01 indicates most unfavourable attitude. The reliability of the scale was calculated by split half method also. The r , corrected by the Spearman-Brown formula was 0.89 and this also suggests that the scale is quite reliable.

Procedure :

The present study is designed to explore the family environment in relation to attitudes towards education among students. A Google Form was designed to append the Family Environment Scale (FES) and Attitude Scale Towards Education (ASTE) with instructions, and a brief about the tools.

The questionnaire was distributed through social media to the respondents who met the study's inclusion criteria: school and college students (undergraduate/postgraduate) aged 15 to 22 with basic English proficiency. Responses were digitally taken via Google Forms, and data were scored on the guidelines of each scale's manual. The data was analyzed with correlation analysis using the software Jamovi to find any possible relationship between family environment and students' attitudes toward education.

DATA ANALYSIS

To address the objectives of the study, descriptive and inferential statistics were used. In this context, means and SDs were computed. Spearman's Correlation was applied to the obtained empirical data. All analysis was carried out using Jamovi 2.3.28.

RESULT

Hypothesis 1: There is a positive correlation between family environment and students' attitudes toward education.

The main objective of this study was to find the relationship between family environment and attitude toward education among school and college students. To achieve this objective, data was collected from 87 students in the 15 - 22 age group through social media platforms. The subjects were administered the family environment scale and attitude scale toward education. The scores obtained were subjected to correlational analysis to find the relationship between family environment and attitude toward education.

Scale	Mean And SD	Total Sample (N = 87)
Family Environment Scale	Mean	168.5
	SD	34.4
Attitude Scale Toward Education	Mean	17.5
	SD	3.01

Table 1: Depicts the means, standard deviations on both the scales.

The sample was analysed by looking at the mean levels of both scales. On the Family Environment scale, the sample's average score was 168.5, falling within the above-average congenial range based on scoring norms. On the Attitude scale toward education, the sample's average score was 17.5, falling within the above-average favourable range based on the scale's scoring norms.

Scale	Total Sample (N=87)
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Family Environment Scale	-
Attitude Scale Toward Education	0.144**

Table 2: Depicts the correlation between scales.

****** $p > 0.05$

The p-value for Family Environment and Attitude Toward Education is 0.144, as shown in the table above. This indicates a weak positive relationship that is not statistically significant ($p > 0.05$). As a result, there is insufficient evidence to support a significant relationship between family environment and students' attitudes towards education in this sample.

This rejects our hypothesis that family environment and student attitude towards education correlate positively.

Hypothesis 2: There is a significant difference in students' attitudes toward education based on gender.

Variable	Statistic	U	p-value	Effect Size (Rank Biserial Correlation)	Interpretation
Education Attitude	Mann-Whitney U	382	0.006	0.4087	Significant difference

Table: Results of the Mann-Whitney U Test for Attitude Towards Education Based on Gender

The Mann-Whitney U test was conducted to determine whether there is a significant difference in students' attitudes toward education based on gender. The results revealed a statistically significant difference between male and female students ($U = 382$, $p = 0.006$), indicating that gender plays a role in shaping educational attitudes. The rank biserial correlation value of 0.4087 suggests a moderate effect size, meaning the observed difference is practically meaningful. Since the data was found to be non-normally distributed, the Mann-Whitney U test was appropriate for analysis. Given the significant p-value and moderate effect size, we reject the null hypothesis, concluding that there is a meaningful difference in attitudes toward education between male and female students.

Hypothesis 3: There is a significant difference in students' family environment perceptions based on gender

Variable	Statistic	U	p-value	Effect Size (Rank Biserial Correlation)	Interpretation
Family Environment	Mann-Whitney U	613	0.738	0.0511	No significant difference

Table: Results of the Mann-Whitney U Test for Family Environment Based on Gender

The Mann-Whitney U test was conducted to examine whether there is a significant difference in students' perceptions of their family environment based on gender. The results showed that the difference between male and female students was not statistically significant ($U = 613$, $p = 0.738$). Furthermore, the effect size, measured by rank biserial correlation (0.0511), indicates a very small effect, suggesting that gender has minimal influence on family environment perceptions. Given the non-normal distribution of data, the non-parametric test was appropriate; however, the findings suggest no meaningful difference between the two groups. Therefore, we fail to reject the null hypothesis, concluding that gender does not significantly affect students' perceptions of their family environment.

Hypothesis 4 & 5: Students from joint families will report a more positive attitude toward education and perceive family environment as more favourable compared to those from nuclear and single-parent families.

Variable	χ^2	df	p-value	Effect Size (ϵ^2)	Interpretation
Family Environment	0.502	2	0.778	0.00584	No significant difference
Education Attitude	1.343	2	0.511	0.01561	No significant difference

Table: Results of Kruskal-Wallis Test for Family Environment and Attitude Towards

Education Based on Family Type

Comparison	W	p-value	Interpretation
Nuclear vs. Joint	-0.426	0.951	No significant difference
Nuclear vs. Single	-1.013	0.754	No significant difference
Joint vs. Single	-0.670	0.884	No significant difference

Attitude Towards Education

Comparison	W	p-value	Interpretation
Nuclear vs. Joint	-1.659	0.470	No significant difference
Nuclear vs. Single	-0.523	0.928	No significant difference
Joint vs. Single	-0.135	0.995	No significant difference

Table: Pairwise Comparisons for Family Type Family Environment

The Kruskal-Wallis test was conducted to examine the impact of family type (nuclear, joint, and single-parent families) on students' attitudes toward education and perceptions of their family environment.

Family Environment: The test results revealed no statistically significant differences across the three family types ($\chi^2 = 0.502$, $p = 0.778$). The effect size ($\varepsilon^2 = 0.00584$) suggests a negligible effect, indicating that family structure does not substantially influence perceptions of the family environment.

Attitude Towards Education: Similarly, the results for students' educational attitudes showed no statistically significant differences among the three groups ($\chi^2 = 1.343$, $p = 0.511$). The effect size ($\varepsilon^2 = 0.01561$) indicates a small effect, implying that the type of family structure does not significantly affect students' attitudes toward education.

Pairwise comparisons further confirmed the absence of significant differences between any two groups (nuclear vs. joint, nuclear vs. single-parent, and joint vs. single-parent families) in both family environment perceptions and educational attitudes. Based on these findings, hypotheses 4 and 5 are not supported, indicating that students from joint families do not significantly differ in their attitudes toward education or their perceptions of family support compared to those from nuclear and single-parent families.

Hypothesis 6 & 7: Age influences attitude towards education and perceptions of the family environment, with older students perceiving it more positively compared to younger students.

Variable	χ^2	df	p-value	Effect Size (ϵ^2)	Interpretation
Family Environment	0.402	2	0.818	0.00467	No significant difference
Education Attitude	8.920	2	0.012	0.10372	Significant difference

Table: Results of Kruskal-Wallis Test for Family Environment and Attitude Towards Education Based on Age Group

Family Environment

Comparison	W	p-value	Interpretation
18-20 yrs vs. 21-22 yrs	0.277	0.979	No significant difference
18-20 yrs vs. 15-17 yrs	0.903	0.799	No significant difference
21-22 yrs vs. 15-17 yrs	0.569	0.915	No significant difference

Attitude Towards Education

Comparison	W	p-value	Interpretation
18-20 yrs vs. 21-22 yrs	1.93	0.359	No significant difference
18-20 yrs vs. 15-17 yrs	-3.08	0.076	No significant difference (marginal)
21-22 yrs vs. 15-17 yrs	-3.99	0.013	Significant difference

The Kruskal-Wallis test was conducted to examine the influence of age on students' perceptions of the family environment and their attitudes toward education.

Family Environment: The test results indicated no statistically significant differences among the age groups ($\chi^2 = 0.402$, $p = 0.818$). The effect size ($\epsilon^2 = 0.00467$) suggests a negligible effect, meaning that students' perceptions of their family environment remain consistent across different age groups. Pairwise comparisons confirmed no significant differences between any two age groups.

Attitude Towards Education: The results showed a statistically significant difference in attitudes toward education among the age groups ($\chi^2 = 8.920$, $p = 0.012$), with a moderate effect

size ($\varepsilon^2 = 0.10372$). Pairwise comparisons revealed a significant difference between the 21-22 years and 15-17 years age groups ($W = -3.99$, $p = 0.013$), suggesting that older students exhibit a more positive attitude toward education compared to younger students. The difference between the 18-20 years and 15-17 years groups was marginally significant ($W = -3.08$, $p = 0.076$), indicating a trend toward improvement with age.

Hypothesis 6 is supported, indicating that age influences students' attitudes toward education, with older students (21-22 years) having a more positive attitude than younger ones (15-17 years). Hypothesis 7 is not supported, as no significant differences were found in family environment perceptions across age groups.

INTERPRETATION AND DISCUSSION

Examining how students' attitudes toward education and their family environment are related, as well as how these factors are interconnected, was the main objective of this study. According to the hypothesis, a positive attitude toward education would be positively connected with a supportive family environment; in other words, a more nurturing family environment would result in a more positive attitude toward education.

Spearman's Rank Correlation was used on a sample of 87 students, ages 15 to 22, to test this hypothesis. The findings revealed a weak positive correlation ($\rho = 0.158$) between educational attitude and family environment; however, the p-value (0.144) suggested that this relationship was not statistically significant.

These results are consistent with a portion of the literature reviewed, while they differ from another portion. In their research on families and children's educational motivation, Eccles and Roeser (2009) conducted studies on Western samples and concluded that a family structure with high parental expectations and support has a very definite positive impact on children's educational motivation and attitude. It was shown that children, whose parents were portrayed by them as considering education highly, tended to hold the same position themselves. Yet, these relationships were stronger only in conditions when families had the means to provide academic assistance to the students, indicating that the educational influence of families is multifaceted and socioeconomically complicated.^[11]

In the same vein, Jeynes (2007) explored the American context and stressed, among other factors, the importance of family involvement or, more specifically, parental support and

participation in educational tasks, as a forecaster of positive academic attitudes and hard work. Jeynes demonstrates that any type of parental engagement, even if it is associated with little time invested in schooling activities, helps foster positive educational outcomes among students which shows that active parental involvement is advantageous regardless of the demographic. Different from our study, both of these studies come to emphasize the positive impact of family background on educational attitudes more strongly than is reported in the present investigation thereby suggesting that the weak and non-significant findings of this study may be sample specific or culture bound.^[12]

On the other hand, Soni (2013) carried out a study in the Indian setting and established that the home surroundings, particularly parental education, family size, and occupation, significantly affected the academic motivation of students. Soni's conclusions indicate that children of educated and nurturing parents tend to be highly academically motivated. Nonetheless, as in the present research, Soni noted that the results were also differentially affected by socio-economic background and family size. This implies that the degree of impact of the family milieu on schooling attitudes may vary across different contexts.^[13]

The weak and statistically insignificant relationship found in this research implies that the family setting by itself is perhaps not sufficient in understanding students' attitude towards education. For example, students' attitudes may actually be more affected by other family factors as well as peers, schools, and personal expectations, that may all come together and be more salient. The conclusions drawn from this research align with the perspective that family impact is milder than other dimensions and does not take precedence over anything else as posited in most Western studies.

In addition, the cultural environment may play a role. In most Western cultures, parental involvement in a child's education is often linked to a higher socio-economic status, where parents have more resources to invest in their children's education. By contrast, within some geographical areas of India for instance, where the socio-economic status of the populace is diverse, there may be limits placed on how much families are able to assist in educational support, which potentially accounts for the weaker correlation evident in this study.

LIMITATIONS

One of the drawbacks of this research is the sample, which, while appropriate in number, tends to be more urbanized and educated. This may affect the results, as urban students often come from, share and have access to, different family structures, belief systems and educational resources as opposed to the rural students which may influence their education. Furthermore, this investigation depends on self-report data which can be affected by people's desire to conform to the societal norms. The findings would be more widely applicable and richer in detail if a mixed methods approach was employed as this would illustrate the role of the family in shaping students' learning attitudes in persons from different economic status and cultural environment.

CONCLUSION

In conclusion, although not statistically significant, the current study has shown a weak but positive relationship between students' attitudes toward education and their family environment. While the average attitude toward education score of 17.5 indicates a generally positive outlook on education within the sample, the average family environment score of 168.5 indicates an above-average congenial atmosphere among participants. Although the family environment certainly has an impact, this study indicates that a wider range of factors outside of the family also shape students' attitudes toward education. To better understand the dynamics influencing educational attitudes, future research may examine aspects like gender roles, cultural expectations, and peer support in greater detail among Indian youth.

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