

Partners in Learning:
Supporting Student Learning Through Parent Mindset Training

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September 2022

A thesis submitted in partial fulfillment of the requirements for the degree of
Master of Arts in Educational Studies – Special Education

Abstract

Parent involvement in a child's learning has been strongly linked to student academic achievement and success. Similarly, the development of a growth mindset, the belief that intelligence is developed through effort and perseverance, has also been linked to increased student achievement. While research supports both claims, there are few studies that examine the impact parent mindsets have on their level of involvement in their child's learning. Parents with low involvement tend to also have low self-efficacy when it comes to helping their children learn. This study examined whether providing a workshop to parents on mindsets and learning support impacted their self-efficacy and involvement with their child's learning. By conducting pre- and post-training questionnaires on parent self-efficacy and involvement, the study sought to explore possible relationships between parent mindset training and self-efficacy levels, and parent training and the amount of time involved in supporting student learning. Initial findings indicated that pretest scores for parental self-efficacy were high while pretest scores for involvement were moderate. Findings also indicated that the mean for the parent involvement pretest was higher than the mean for the posttest. Although in-depth analysis was limited as a result of sample size ($N = 4$), implications of this research are discussed.

Keywords: parent involvement, parent self-efficacy, theories of intelligence, failure mindsets, incremental theory, entity theory