

# Periodic Research

## Parental Involvement as A Predictor of Academic Performance



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### Abstract

Parents' involvement is an important variable for a child's success in academic as well as in other fields or activities. It becomes more important in case of students who are in their early and middle childhood. But in our present research we had chosen a sample of 90 students; 45 males and 45 females with the age group of 14 to 18 years and studying presently in secondary classes i.e. 9<sup>th</sup> and 10<sup>th</sup> class students. Our main purpose was to see whether parental involvement correlates to academic performance or not if yes then do it have any impact (positive or negative) on the academic performance of these students or not. With the help of correlation and regression analysis techniques we not only found positive correlation but also the positive and significant impact of parental involvement on academic performance of these students. In addition to it parental involvement is also compared across the gender and no significant differences are found.

**Keywords:** Academic Performance, Parental Involvement.

### Introduction

Parental involvement has been conceived as a set of parental beliefs, attitudes and values, varying from simply knowing where the child is (Grolnick & Slowiaczek, 1994) and knowing his friends (Georgiou, 1997) to parents' enthusiasm (Zellman & Waterman, 1998), parents' beliefs that they should take an active role in their children's education (Grolnick, Benjet, Kurowski, & Apostoleris, 1997), educate their children to good citizenship (Desforges & Abouchaar, 2003). The origins of the significance of parental involvement stems most certainly from the compensation programs implemented in the 1960's and 1970's in the US and Europe (Brooks-Gun, Berlin, Leventhal & Fuligni, 2000). These programs aimed among other things to encourage the active engagement of mainly low socio-economic status and so-called ethnic minority parents to prepare their children for a more successful school career and to prevent educational delays on the part of their so-called children at risk (White, Taylor, & Moss, 1992; Shuk, 1993; Blok & Leseman, 1996).

Despite the significant amount of research in this field, considerable differences exist in the conceptualization and measurement of parental involvement. More recently, researchers have recognized that the concept of parental involvement is multidimensional and includes a multitude of parental activities regarding children's education (Lareau, 1989; Epstein, 1992; Muller 1993, 1995, 1998). According to Epstein (1992) parents' involvement in children's education is not static. Rather, differences in any one of three overlapping spheres of influence – family, community, or school – can influence the types of involvement that parents engage in. Parental involvement may, therefore, vary by factors such as students' grade level, socioeconomic and race/ethnic background, family relationships and experiences, and school policies. Epstein (1992) recognizes six different types of involvement namely, **Parenting, Communicating, Volunteering, Learning at Home, Decision Making and Collaborating with Community.**

Three major areas crucial to the parent-teen relationship are *connection, monitoring, and psychological autonomy.*

### Connection

First one is a sense of connection between a teenager and parent that provides a backdrop against which all other interaction takes place. If the parent-child connection is consistent, positive, and characterized by warmth, kindness, love, and stability, children are more likely to flourish socially (Patterson, Reid & Dishion, 1992). Also, teens having positive relationships with their parents on the whole struggle less with depression and have higher self-esteem (Patterson et al., 1992).

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## Monitoring

Monitoring is a fundamental component of effective behavioral regulation (Patterson et al., 1992), especially in the middle-childhood and adolescent years, and typically is defined in terms of parents' awareness and supervision of their children's where about, activities, and companions (Dishion, Patterson, Stoolmiller, & Skinner, 1991; Brown, Mounts, Lamborn, & Steinberg, 1993). Parents' use of monitoring and other forms of behavioral regulation are thought to stem principally from parents' active role in socializing their children toward the normative goals of conformity to parental and societal standards and, subsequently, the internalization of those standards (Steinberg, 1990).

## Psychological Autonomy

Finally, parents need to encourage the development of psychological autonomy in their teenage children that get nurtured in children when parents genuinely respect their teen's ideas, even when the ideas are contrary to their own. Encouraging independent thinking and the expression of original ideas and beliefs, validating feelings, and expressing unconditional love are ways to nurture psychological autonomy (Chauhan and Arora, 2008).

## Parental Involvement and Students' Outcomes

Researchers have concluded that parental involvement generally benefits children's and adolescents' learning and academic success (Hoover-Dempsey & Sandler, 1997). High parental aspirations are strongly associated to students' levels of achievement in both primary and secondary education (Astone & McLanahan, 1991; Singh, Bickley, Trivette, Keith, & Anderson, 1995). Parental involvement is also positively related to high school students' academic achievement; time spent on homework favorable attitudes toward school and reduced levels of high school dropout (Rumberger, Ghatak, Poulos, Ritter, & Dornbusch, 1990; Trusty, 1996). Studies of programs in early childhood, elementary, middle, and high schools indicate that efforts to improve student outcomes are more effective when the family is actively involved (Henderson & Berla, 1994). The relationship between family practices and students' academic success varies by children's age, being strongest for elementary school children (Singh et al., 1995). Existing research shows that parental involvement remains important for children's success even throughout secondary education (Fehrmann, Keith, & Reimers, 1987; Stevenson & Baker, 1987; Astone & McLanahan, 1991; Muller & Kerbow, 1993; Singh et al., 1995; Muller, 1998).

## Objectives

To study the correlation of parental involvement with academic performance of secondary school students.

To study the impact of parental involvement on academic performance of secondary school students.

To compare the parental involvement across the gender among secondary school students.

## Hypothesis

There will be no significant correlation of parental involvement with the academic performance of secondary school students.

There will be no significant impact of parental involvement on the academic performance of secondary school students.

There will be no significant difference of parental involvement across the gender among secondary school students.

## Research Methodology

### Independent variable

*Parental Involvement*

### Dependent Variable

*Academic Performance*

### Sample

A total of 45 male and 45 female i.e. 90 students of class 9<sup>th</sup> falling in the age group of 14 to 18 years is collected from private schools of Jammu city.

### Tools

**Parental Involvement Scale** by Chauhan and Arora (2008) is be used to assess the parental involvement. It is an English version of the scale that consists of 25 items in three area — *connection, monitoring* and *psychological autonomy*. It is standardized on 13-18 years old adolescents.

### Academic Performance

It will be students' academic achievement i.e. their percentage of the immediate previous class.

## Results and Discussion

Our first hypothesis was to study if the parental involvement correlates to academic performance significantly or not. We used Pearson's co-relational technique with the help of SPSS Statistics 20 and obtained a positive correlation of .230 and .029 as the significance value which is found significant at .05 levels (2-tailed). As we know that correlation does not tell about cause and effect relationship so our next step was to see if the parental involvement have any impact on the academic performance of the students and it was our second hypothesis also. We used linear regression this time and table-1 shows the results as

**Table-1: Table Showing the Model Summary and ANOVA Results for Parental Involvement as A Regressor or Predictor Variable and Percentage or Academic Performance as A Regressand or Outcome Variable**

N	Model Summary			ANOVA <sup>a</sup>					
	R	R Square	Adjusted R Square	Sum of Square	df	Mean Square	F	Sig.	
90	.230 <sup>a</sup>	.053	.042	<b>Regression</b>	471.854	1	471.854	4.933	.029 <sup>b</sup>
				<b>Residual</b>	8417.862	88	95.658		
				<b>Total</b>	8889.716	89			

a. Predictors: (Constant), PARENTAL INVOLVEMENT (PI)

b. Criterion Variable: PERCENTAGE OR ACADEMIC PERFORMANCE

First of all we have to see the ANOVA column in order to see whether our model is significant or not. Our calculated significance (p-value)

for regression analysis is .029 which is significant at alpha (0.05) level. Thus, our model, F (1, 88) = 4.933, p = 0.029 is significant at alpha level (2-tailed). Now

come to model summary column where first of all we will see adjusted R square which is 0.042 that means 4.20 percent of variance in dependent variable i.e. academic performance is because of independent or predictor variable i.e. parental involvement. Thus we can say that 4.20 percent of academic performance can be explained by parental involvement. However it seems a small variance but not to forget that our model is significant one. Our study supports an old study conducted by Steinberg, Lamborn and Dornbusch (1992) that collected a sample of 6,400 high school students in order to see the relationship between parent practices and academic achievement. They found parenting practices have a positive relationship with students' academic engagement and when parents were more involved in their child's schooling their children were more engaged in school and performed better academically.

**Table-2: Table Showing the Coefficients of Regression Analysis**

N	Coefficients <sup>a</sup>				
	Non-standardized Coefficients	Standardized Coefficients	t	Sig.	
	B	Beta			
45	Constant	54.216		4.956	.000
	Parental Involvement	.265	.230	2.221	.029

In order to interpret the slope and y-intercept, let us have a look on the coefficients; *non-standardized* and *standardized*. In case of first one our calculated B for parental involvement is 0.265 which basically shows the slope of regression line for parental involvement. In turn slope shows the rate at which y, here parental involvement, increases per unit. For the variables kept constant B is 54.216. Our equation of regression line would be as:

$$y = .265x + 54.216$$

Thus, for every 1 unit increase in parental involvement there will be a change of .265 units change in the academic performance? But question is this slope significant? For it we have to look at t value and significance value against parental involvement in the table of coefficients which are 2.21 and .029 respectively, showing that it is significant at alpha (.05) level. In short our hypothesis which purposed that PI does not have any impact on academic performance will be rejected.

In case of third hypothesis which purposed no significant differences of parental involvement across gender, we calculated t-test of significance. Calculated F is .002 and corresponding significance value is .969 which shows that it is not significant at alpha and beta level but significant at .10 levels. Further calculated t-ratio is .157 and significance (2-tailed) value is .118 which is again not significant at both levels. Thus our hypothesis of no difference is retained.

### Conclusions

Following conclusions can be drawn from the present study:

1. A positive correlation of .23 has been found between parental involvement and academic performance and value of adjusted R is .042 and both are found significant at .05 level. It means parental involvement can have an impact of 4.20

percent on the academic performance of the students even when they are at secondary level.

2. Standardized Coefficient (B) for parental involvement i.e. predictor variable is .230 which is also found significant at .05 level. Thus one unit change in predictor variable will bring significant unit change in criterion variable.

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