

## **Role of Parental Involvement in Shaping Child Behavior and Academic Achievement**

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### **ABSTRACT**

*The primary objective of the study was to investigate the role of parents in shaping child behavior and academic achievement. The study was conducted on ten schools in Jalandhar (Punjab), Total 320 students and their parents were examined during the study. The results of the study suggest that high parental involvement contributes in child behavior. Research has shown that children of involved parent attain greater academic achievement and higher education success rates. There are many ways to involves parent in school and classrooms.*

**Keywords:** Child behavior, Academic achievement, Parental involvement.

### **INTRODUCTION:**

Parent involvement is considered as active engagement process in shaping children's behavior and development. Numerous of researches have proved that parent involvement have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults. It is important to identifying points of leverage in improving students' academic achievement is determining how and to what degree parental involvement affects student achievement. Such knowledge might inform parenting practices as well as school-based policies, practices, and interventions that involve working with parents (Shute et al, 2010).

In earlier days families were responsible for preparing their children with the necessary skills in the early years, and schools took over from there with little input from families. However, today, in the context of greater accountability and demands for children's achievement, schools and families have formed partnerships and share the responsibilities for children's education. Parental school involvement is largely defined as consisting of the following activities: volunteering at school, communicating with teachers and other school personnel, assisting in academic activities at home, and attending school events, meetings of parent-teacher associations (PTAs), and parent-teacher conferences. It is well established that parental school involvement has a positive influence on school-related outcomes for children (Hill & Taylor, 2004).

Parent involvement in children's behavior and development is thought to be important because it is associated with higher academic achievement. Bogenschneider (1997) found that parents who were more involved in their adolescents' schooling had offspring who performed better in school, irrespective of the parents' gender or education and the children's gender, ethnicity, or family structure. Specifically, mothers' school involvement exerted a larger effect on grades among students whose mothers had fewer resources than among students whose mothers were more advantaged. Reynolds (1992) supports the positive influence of parental involvement in school as well as the advantage of obtaining multiple measures from different sources.

Numerous research supports that parent involvement leads to improved academic achievement (Burcu and Sungur 2009; Coleman 1991; Ralph B, 2014; Lee and Bowen 2006), on the other side research also indicated that parent involvement has shown negative impact on the students performance, hence resulted lower levels of achievement (Brookover et al. 1979; Domina 2005; El Nokali, Bachman and Votruba-Drzal 2010). Few studies find positive, negative, and/or no associations between parent involvement and academic achievement within

the same study (Domina 2005; Ralph B, 2014). Mattingly et al. (2002) analyzed 41 studies that evaluated parent involvement programs in order to assess claims that such programs are an effective means of improving student learning. Parent involvement programs are an effective means of improving student achievement or changing parent, teacher, and student behavior.

### OBJECTIVE OF THE STUDY:

Present study is focused to investigate the following objectives:

1. To study the child behavior in relation to the parental involvement.
2. To study the academic achievement in relation to the parental involvement.
3. To study the relationship between child behavior and academic achievement.

The following hypothesis designed to achieve set objectives.

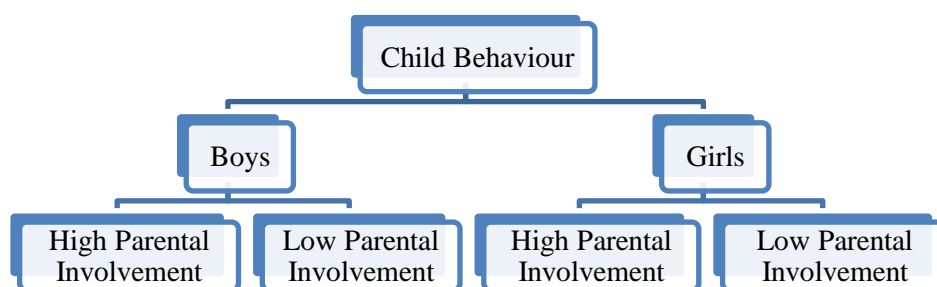
1. There is no significant difference in the behavior of children with the high and low parental involvement.
2. There is no significant difference in the academic achievement with the high and low parental involvement.
3. There is no significant relationship between child behavior and academic achievement.

### METHODOLOGY:

Present study is purposive and exploratory research. To achieve the above stated objective ten randomly selected private schools of Jalandhar (Punjab) were chosen. Total 320 students (1-5 standards) were selected from the different classes. On the basis of parental interaction scale administered to the parents of the selected students, 30% top and 30 % bottom students are taken with the high parental involvement and low parental involvement for further investigations. Child behavior test is administrated and for achievement marks obtained by the students in the previous class are considered.

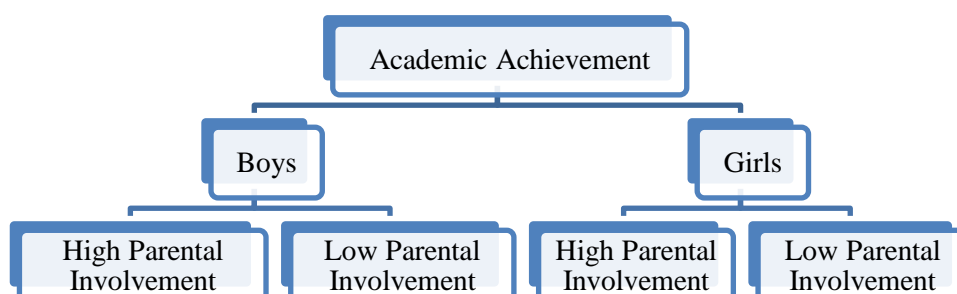
The 2x2 factorial design is employed in which parental involvement is studied as the independent on the score of child behavior. Gender of the student and parental involvement are used for the purpose of classification vis-à-vis boys and girls, student with high parental involvement and low parental involvement.

**Figure 1: schematic presentation of 2x2 factorial design on the score of child behavior in relation to parental involvement.**



The 2x2 factorial design is employed in which parental involvement is studied as the independent on the score of academic achievement. Gender of the student and parental involvement are used for the purpose of classification vis-à-vis boys and girls, student with high parental involvement and low parental involvement.

**Figure 2: schematic presentation of 2x2 factorial design on the score of Academic achievement in relation to parental involvement.**



Tool used;

#### **Eyberg child behavior inventory (1992):**

The ECBI provides a list of 43 problem behaviors commonly reported by parents of children with conduct problems. The inventory assesses behavior on two dimensions, the frequency of the behavior and its identification as a problem. The frequency ratings range from 1 (never) to 7 (always). The problem identification measure requires the parent to circle “yes” or “no” in response to the question “Is this behavior a problem for you?” The total Problem Score is calculated by summing the number of problems indicated. Higher scores on the scale indicate a greater level of conduct disordered behavior and greater impact on parents. Reliability of the scales found satisfactory as follows:

The Range of test-retest value: 0.86 to 0.89.

The Range of inter-rates reliability: 0.79 to 0.86.

The Range of internal consistency: 0.88 to 0.95.

#### **Parental Child interaction scale:**

Parent Child Relationship Scale constructed and standardized by Jain (2010) ,consisting 25 self elaborated statements explaining the child-parent relationship is used for measuring their parenting style. Test and retest reliability co-efficient was found to be 0.89.

### **RESULTS AND DISCUSSION:**

The mean of sub group for 2x2 design of ANOVAs on the score of child behavior have been calculated and presented in the table 1.

	<b>High Parental Involvement</b>	<b>Low Parental Involvement</b>
Girls	M <sub>1</sub> =95.5	M <sub>2</sub> =97.27
	SD <sub>1</sub> = 26.30	SD <sub>2</sub> = 22.89
Boys	M <sub>3</sub> =94.75	M <sub>4</sub> =104.27
	SD <sub>3</sub> = 21.24	SD <sub>4</sub> = 28.18

In order to analyze the variance of child behavior of the students the obtained scores are subjected to Anova and the results have been presented in the table 2 below.

<b>Sources of variation</b>	<b>Df</b>	<b>SS</b>	<b>MSS</b>	<b>F-Ratio</b>
Parental involvement (A)	1	2806.02	2806.02	4.56*
Gender (B)	1	1260.75	1260.75	2.049
Interaction (AXB)	1	1656.75	1656.75	2.692
With in	188	115697.9	115697.9	

\*Significant at the .05 level of significance.

It is observed from the table 2 that F ratio for the difference between students with high parental involvement and low parental involvement on the score of child behavior was found significant. Thus, the data provides sufficient evidence to reject the hypothesis “There is no significant difference in the behavior of children with the high and low parental involvement”. Further it is also observed from the table I that students belonging to low parental involvement experience more behavioral problems than the students with high parental involvement. The present finding is in the tune with the findings of Allen and Daly ( 2002), Desforjes and Abouchaar (2003).

It is also shown in the table 2 that, F-ratio for the difference between means of Boys and Girls on the scores of child behavior was not found to be significant at 0.05 level of confidence. The finding of the study is supported by the finding of Becker and Epstein (1982) and also in the contrast to the finding of Allen and Daly ( 2002) that girls are more motivated than the boys in the factor of anticipatory behavior on the parent child interaction. It is observed from the table 2 that F-ratio for the interaction between the gender and parental involvement of the students was found to be significant at 0.05 level of significance.

The mean of sub group for 2x2 design of ANOVAs on the score of academic achievement have been calculated and presented in the table 3.

	High Parental Involvement	Low Parental Involvement
Girls	M <sub>1</sub> =640	M <sub>2</sub> =628.67
	SD <sub>1</sub> = 98.93	SD <sub>2</sub> = 78.24
Boys	M <sub>3</sub> =623.79	M <sub>4</sub> =610.08
	SD <sub>3</sub> = 89.5	SD <sub>4</sub> = 97.45

In order to analyze the variance of academic achievement of the students the obtained scores are subjected to Anova and the results have been presented in the table 4 below.

Sources of variation	Df	SS	MSS	F-Ratio
Parental involvement (A)	1	7525.02	7525.02	0.90
Gender (B)	1	14525.52	14525.52	1.74
Interaction (AXB)	1	67.68	67.68	0.008
With in	188	1566852.25	1566852.25	

\*Significant at the .05 level of significance.

It is observed from the table 4 that F ratio for the difference between students with high parental involvement and low parental involvement on the score of child behavior was not found significant. Thus, the data did not provides sufficient evidence to reject the hypothesis “There is no significant difference in the academic achievement with the high and low parental involvement”. The present finding is in the tune with the findings of Lueptow (1975) and in the contrast of the finding of Henderson (1987).

It is also shown in the table 4 that, F-ratio for the difference between means of Boys and Girls on the scores of academic achievement was not found to be significant at 0.05 level of confidence. The finding of the study is supported by the finding of Snodgrass (1991). It is observed from the table 4 that F-ratio for the interaction between the gender and parental involvement of the students was found to be significant at 0.05 level of significance.

**Table 5: correlation between child behavior and academic achievement.**

	Academic Achievement
Child Behavior N= 320	-0.171 **
Child Behavior (Boys) N=96	-0.084
Child Behavior (Girls) N=96	-0.196

It is observed from the table that correlation between behavior and academic achievement is negative and significant. Thus the results reject the hypothesis, “There is no significant relationship between child behavior and academic achievement”. In case of Boys and Girls separately, it is found that there is insignificant relationship between the child behavior and academic achievement (-0.084 and -0.196 respectively).

## CONCLUSION:

Students with the high parental involvement experience less behavioral problems. Parent who regularly participate in the school events, discuss about education, monitoring the homework, knowing a child's friend help parent to shape an ideal child. Thus the finding of the study suggests that high parental involvement contributes in child behavior. Research has shown that children of involved parent attain greater academic achievement and higher education success rates. There are many ways to involves parent in school and classrooms. Families are all different and schools must make many different adjustments to allow maximum support from each and every family. School must do all they can to provide opportunities to these parents to be involved with their children and their education, which will in turn, better the lives of the children significantly.

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