



Effect of Parental Involvement on Childrens' Adjustment

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ABSTRACT

The study, entitled A study to assess the effect of parental involvement on children's adjustment was conducted in Bilari, a town near Moradabad district in Uttar Pradesh to assess the level of parental involvement in children home based and school based activities, find out the adjustment of children at home and in school, the effect of parental involvement on children adjustment. The sample of 90 students of class VI from two schools was selected randomly. A standardized children's adjustment scale was used to find out the level of adjustment, and a self-prepared questionnaire was used to assess the level of parental involvement in home and school based activities. It was found that the majority of parents showed a high level of involvement in home and school-based activities of their children. It was found that the children of highly-involved parents had good adjustment in home. The children of low involved parents had very poor adjustment. The positive significant correlation was found between highly and medium involved parents with the adjustment of children. It was found that the parents' active involvement in children activities affect their children adjustment in home and in school.

Key Words: Adjustment, Children, Home, Involvement, School.

INTRODUCTION

Parental involvement in school has long been heralded as an important and positive variable on children's academic and socioemotional development. Empirical findings have demonstrated a positive association between parental involvement in education and academic achievement (Pérez Sánchez *et al*, 2013; Tárraga *et al*, 2017), improving children's self-esteem and their academic performance (Garbacz *et al*, 2017) as well as school retention and attendance (Ross, 2016). Family involvement has also been found to be associated with positive school attachment on the part of children (Alcalay *et al*, 2005) as well as positive school climates (Cowan *et al*, 2012). Research has also evidenced that programs focused on increasing parental involvement in education have positive impacts on children, families, and school communities (Jeynes, 2012; Catalano and Catalano, 2014).

Well-adjusted persons normally adjust with reasonable success to any situation in which they

find themselves, even when the situation is not of their liking. Adjustment may be of various types such as school adjustment, home adjustment, peer adjustment, family adjustment etc. Home and school are two most important institutions, which determines the success in life. School adjustment indicates how well the child has been able to make peace internally and with the school environment. From the beginning of late childhood children spend their most of time in school and related activities.

Parents involvement help to bridge the continuity gap that exists between school and home which helps in the better adjustment of a child in school and at home. Parents involvement emphasizes an active and meaningful participation by parents in child's education program; it can be largely defined as parent's work with school and with their children to benefit their children's educational outcomes and future success. Parents-involvement is not a rigid one stage affair. Parents can involve themselves at various levels ranging from active listening to highest level of decision making. According

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Table 1. Distribution of parents on the basis of their involvement in their children home and school based activities.

Sr. No.	Level of involvement	Home		School	
		Frequency	Percentage	Frequency	Percentage
1	High	38	42.22	37	41.11
2	Medium	35	38.89	38	42.22
3	Low	17	18.89	15	16.67
	Total	90	100.00	90	100.00

to Brown (2016) there are two kinds of parental involvement first school based which focuses on such activities that involve direct interaction of the parent with the child's school teacher or school and another is home based which focuses on those activities or interactions that parents engage in at home in connection with their children's education and that help in child's adjustment. A home with encouraging learning environment is more important than its income, or educational level, or cultural background. Through active participation parents demonstrate their interest in the child's educational activities at home and in school with this parent send critical message to their child reinforcing the idea that school is important. Positive effects of parental involvement have been demonstrated at both the elementary and secondary levels across several studies, with the largest effects often occurring at the elementary level. A recent meta-analysis showed that parental involvement in school life was more strongly associated with high academic performance for middle schoolers than helping with homework (Jeynes, 2005).

MATERIALS AND METHODS

The sample of 90 students (with their parents) of class VI from two schools was selected randomly from the schools of Bilari town near Moradabad, Uttar Pradesh. Parental involvement was assessed using the five scales proposed by Hoover-Dempsey and Sandler (2005) that aim to measure the level of family involvement in children's education in elementary school from the point of view of the fathers, mothers and/or guardians.

Standardized children's adjustment scale constructed by R. Dubey was used to find out the level of adjustment:

In this scale there were 45 questions, 15 were related to home adjustment, 15 were related to school adjustment, and 15 were related to peer adjustment. There were two types of statements in the scale; one type of statement showed good adjustment and second types of statement showed poor adjustment. Every statement which showing good adjustment got '1' mark and which statement showing poor adjustment got '0' mark.

Self-made questionnaire to assess parental-involvement in home based and school based activities

A self-constructed questionnaire was used to assess the level of parental-involvement scale in home based and school based activities of children. This questionnaire contained 30 questions regarding the involvement of mothers in their children's activities. Out of 30, 15 questions were referring the home based activities of children and remaining activities were directed towards school based activities. The questionnaire had five options (Never, Rarely, Sometimes, Often, and Always) from which respondents had to choose one preferred option. All 30 questions of the questionnaire carried 0 to 4 marks which could group maximum to 120.

Reliability: The scale's reliability ranges from 0.83 to 0.97 (home based activities) and 0.87 to 0.99 (school based activities).

Validity: The validity of the scale was established by giving the scale to the experts of the department

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Table 2. Distribution of children's adjustment on the basis of the level of their parent's home based involvement.

Sr. No.	Children Adjustment	High		Medium		Low	
		F	P	F	P	F	P
1	Very –Poor	-	-	-	-	10	58.83
2	Poor	-	-	2	5.72	1	5.88
3	Moderate	2	5.26	5	14.28	2	11.77
4	Good	12	31.59	20	57.14	4	23.52
5	Very-Good	24	63.15	8	22.86	-	-
	Total	38	100.00	35	100.00	17	100.00

F= Frequency, P=Percentage

for evaluation and the required changes were incorporated accordingly in the final draft of the scale.

Statistical analysis: Frequency, percentage and correlation were used to draw inferences from the study.

RESULTS AND DISCUSSION

It was evident that in case of home-based activities 42.22 per cent parents showed high level of involvement, 38.89 per cent showed medium involvement, rest of parents showed low level of involvement in their children home based activities. In case of school based activities maximum 42.22 per cent parents showed medium involvement, whereas 41.11 per cent parents showed high level of involvement, rest 16.67 per cent parents showed low level of involvement in their children home based activities.

The data show that in the case of highly involved parents in home based activities maximum 63.15 per cent of children showed very good adjustment, whereas 31.59 per cent children showed good adjustment, rest 5.26 per cent children showed moderate level of adjustment, none of them showed poor and very poor adjustment. Flouri and Buchanan (2004) investigated the effect of parental-involvement on the children adjustment, he studied on 6th grade children and suggested that children of involved parents showed significantly and good

adjustment, then other children whose parents were less involved.

Among the parents who showed medium level of involvement in home based activities maximum 57.14 per cent of children showed good adjustment, whereas 22.86 per cent children showed very-good adjustment, 14.28 per cent children showed moderate level of adjustment, whereas 5.72 per cent children showed poor adjustment, none of them showed very poor adjustment. Among the parents who showed low level of involvement in home based activities maximum 58.83 per cent of children showed very poor adjustment, whereas 23.52 per cent children showed good adjustment, 11.77 per cent children showed moderate level of adjustment, whereas 5.88 per cent children showed poor adjustment, none of them showed very-good adjustment.

The data show that in the case of highly involved parents in home based activities maximum 54.05 per cent of children showed good adjustment, whereas 24.33 per cent children showed very-good adjustment, rest 21.62 per cent children showed moderate level of adjustment, none of them showed poor and very poor adjustment. Among the parents who showed medium level of involvement in home based activities maximum 57.89 per cent of children showed moderate adjustment, whereas 26.32 per cent children showed good adjustment, 10.53 per cent children showed poor adjustment,

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Table 3. Distribution of children's adjustment on the basis of the level of their parent's school based involvement.

Sr. No.	Children Adjustment	Parents school based involvement					
		High		Medium		Low	
		F	P	F	P	F	P
1	Very –Poor	-	-	-	-	8	53.33
2	Poor	-	-	4	10.53	3	20.00
3	Moderate	8	21.62	22	57.89	4	26.67
4	Good	20	54.05	10	26.32	-	-
5	Very-Good	9	24.33	2	5.26	-	-

whereas 5.26 per cent children showed very-good adjustment, none of them showed very poor adjustment. Jeynes (2005) reported that students with parents who were involved in their school tend to have better academic performance. Among the parents who showed low level of involvement in home based activities maximum 53.33 per cent of children showed very poor adjustment, whereas 26.67 per cent children showed moderate adjustment, 20.00 per cent children showed poor level of adjustment, none of them showed good and very-good adjustment.

The high involvement was found to be positively correlated between home ($r = 0.4140^*$), school ($r = 0.3265^*$) and child's adjustment at 5% per cent level of significance. Medium involvement of parents was found to be positively correlated between home ($r = 0.5268^*$), school ($r = 0.3266^*$) and child's adjustment at 5% per cent level of

significance. While low parental involvement and the child's adjustment at home and in school were found to be non-significant.

CONCLUSION

It was found that the parent active involvement in children activities affect their children adjustment in home and in school. Parents are children's best motivators and role models so they should encourage their children to develop clarity of thought and reinforce daily conversation and healthy parent child bonding. Parents should show interest in children's activities and should involve themselves as much as possible. Parents should give more time to their children at home and should make an effort to have discussions with them which will aid in making the learning process of a child more clearly and healthy.

Table 4. Correlation coefficient between the level of parental involvement and the adjustment of children.

Sr. No.	Involvement of parents	Adjustment of children	
		Home	School
1	High	0.4140*	0.3265*
2	Medium	0.5268*	0.3266*
3	Low	0.4643*	0.0722*

**5% level of significance*

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