

ACADEMIC ACHIEVEMENT IN RELATION TO PARENTAL INVOLVEMENT AMONG IRANIAN SECONDARY SCHOOL STUDENTS IN LORESTAN

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ABSTRACT: The present study examined the relationship between parental involvement and academic achievement among Iranian secondary school students in Lorestan, Iran. In this correlational research, 300 secondary school students were chosen using multiple random sampling. Parental involvement scale by Trama (1998) and grade-point average (GPA) have been used. Findings from the study revealed that maternal personal, maternal cognitive behavioral and maternal stimulus involvements in girls were higher than boys. Maternal involvement, maternal behavior, personal, cognitive behavior and cognitive stimulus had significant relationship with academic achievement. Also, paternal behavior and personal involvement had significant relationship with academic achievement. The implications of these results for academic are discussed.

KEYWORDS: Parental involvement, Academic achievement, Students, Iran.

INTRODUCTION

Parents have a unique early role in shaping their child's growth and development. Parenting practice provides a family socialization atmosphere in which parents reach their goals and transfer values to their children through parenting practices. A review of studies has shown that child-rearing practices vary with the culture, socio economic status, type of family, personality of parents, ordinal position, age and gender of the child ([Nizamuddin, 1984](#); [Nizamuddin, 1992](#)).

The kinds of parent involvements investigated include telephone and written home-school communication, attending school functions, parents serving as classroom volunteers, homework assistances, tutoring, home educational enrichment and parent involvement in decision making and other aspects of school activities. Parental involvement helps in reinforcing activities; assessment of academic needs, monitoring and checking to make sure child's homework is done. Parent reads with child, provides exposure to literacy materials and conversation about books.

While there is evidence of the potency of parent involvement, there has been less attention devoted to understanding the process through which it effects children's development. First, what aspects of parental involvement actively affect children? Second, how does involvement affect children school performance?

Gordon reviewed parental involvement programs and proposed a six dimensional model of parental involvement: 1- traditional type, 2- parents as decision makers, 3- parents begin as

classroom volunteers, 4- parent as a paid paraprofessional or teacher's aids, 5- parents as learners and 6- parents as teachers of their own children at home ([Gordon and Breivogel, 1967](#)).

The theoretical framework put forth by [Grolnick and Slowiaczek, \(1994\)](#) defines parental involvement as the dedication of resource by the parent to the child within a given domain. They suggested that the parent can overtly manifest involvement through his or her behavior by going to the school, and participating in activities such as open houses. Parent's personal involvement includes the child's affective experience that the parents cares about school and enjoys interaction with them around school. Parent's cognitive involvement involves exposing the child to cognitively stimulating activities and materials such as books and current events, represents a historically new role for parents in promoting their children's cognitive development.

Based on the factor analytic study of involvement indices by [Grolnick and Slowiaczek, \(1994\)](#) and [Trama, \(1998\)](#) put forth a multidimensional representation of parental involvement that focuses on not one specific activity, but on various dimensions. She proposed four important key roles for parents, which included behavioral involvement, personal involvement, cognitive behavior, and cognitive stimulus.

The effect of parental involvement on academic achievement has been extensively studied in foreign countries. Some researchers showed there is positive relationship between academic achievement and parental involvement ([Nye et](#)

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[al., 2006](#); [Seneschal and Young, 2008](#); [Topor et al., 2010](#); [Rafiq et al., 2013](#)).

However, some researches showed other results. For example, [Reynolds, \(1992\)](#) reported that the relationship between measures of parental involvement and academic achievement were low to moderate. [Singh et al., \(1995\)](#) explored the effect of different components of parental involvement on the academic achievement. They found that parental involvement in school activities had no effect on achievement whilst home structure had a slight negative association. Some other researches show same results ([Balli et al., 1977](#); [Bronstein et al., 2005](#)).

Since the relationship between these variables is not exactly clear, therefore there is need to conduct some studies. Another related issue is the need to measure both maternal and paternal involvement in children's schooling. The mother has more opportunities than the father to influence her offspring's psychological growth and behavior. Also the present investigation puts forth a multidimensional representative of parental involvement, and their relations with academic achievement, which have not been explored.

METHOD

In this correlational study 300 high school students (150 males and 150 females) of bourojerd secondary school students in 2012-3 academic years have been selected through the use of multi-cluster random sampling. Parental involvement scale by [Trama, \(1998\)](#) and grade-point average (GPA) have been used. Parental involvement scale has 128 items. It includes 4 subscales, which are: parental involvement scale- behavior, personal, cognitive behavior and cognitive stimulus.

Parental involvement scale- behavior includes 10 items for mother and father (5 for each). Parental involvement scale- personal includes 60 items for mother and father (30 for each). Parental involvement scale-cognitive behavior includes 26 items for mother and father (13 for each). Parental involvement scale-cognitive stimulus includes 32 items for mother and father (16 for each). Then 10 professionals working in the fields of psychology checked the content validity of translated questionnaire and the suggestions offered were incorporated in the final form. For the purpose of establishing reliability in present study, the investigator administered the questionnaire on 280 secondary school students (female = 140, male = 140) who were taken from the main sample. The estimated Cronbach's alpha reliability coefficients for mother and father forms of parental involvement scale-behavior were 0.73 and 0.69 for secondary school students. The reliabilities established for mother and father forms of parental involvement scale- personal were 0.76 and 0.75 for secondary school students. Parental involvement scale-cognitive stimulus coefficient of alpha reliability for mother and father forms of the scales was 0.74 and 0.71 respectively for secondary school students. Reliability coefficients for mother and father forms of parental involvement scale-cognitive behavior were 0.68 and 0.72 for secondary school students.

RESULTS

The analysis of data is carried out by the SPSS 16 package program. This part compares the differences in parental involvements for girls and boys, and the differences in maternal and paternal involvement.

Table 1: Means, S.D, t-ratios for parental involvement (N1 = 150 girls, N2 = 150 boys)

Variables	M1 (Girls)	M2 (Boys)	SD1 (Girls)	SD2 (Boys)	t
Maternal behavior	13.79	12.10	3.34	3.19	0.63
Maternal personal	89.46	79.33	15.78	15.13	4.41**
Maternal cognitive behavior	41.27	33.10	7.76	7.21	3.66**
Maternal cognitive stimulus	50.30	41.15	8.32	8.21	2.28*
Paternal behavior	11.71	9.92	3.41	4.58	0.92
Paternal personal	84.09	75.33	16.14	17.43	3.54**
Paternal cognitive behavior	35.31	34.12	6.54	7.83	0.56
Paternal cognitive stimulus	43.20	39.18	8.27	9.50	2.10*

df = 298 * p<0.05 **p< 0.01

As seen in table 1, there is no significant difference between boys and girls with respect to maternal behavioral, paternal behavior and paternal cognitive behavior involvement. However, maternal personal, maternal cognitive

behavioral and maternal stimulus involvements in girls were higher than boys. Moreover, paternal personal and paternal cognitive stimulus involvement of girls were more than that for boys.

Table 2: Mean, S.D, t-ratios for maternal and paternal involvement

Variables	M	SD	t
Maternal behavior	12.95	3.22	3.14**
Paternal behavior	10.81	3.80	
Maternal personal	84.40	15.78	4.90**
Paternal personal	79.71	15.60	
Maternal cognitive behavior	37.18	6.40	4.10**
Paternal cognitive behavior	34.72	7.98	
Maternal cognitive stimulus	45.72	8.12	3.96**
Paternal cognitive stimulus	41.19	7.55	

df = 298 * p<0.05 **p< 0.01

The results of the table 2 showed that maternal behavior, personal, cognitive behavior and cognitive stimulus involvement were higher than paternal ones in students. This section shows the correlation between parental involvement variables and academic achievement.

Table 3: correlation between parental involvement variables and academic achievement

Variables	M	r
Academic achievement	17.10	0.33**
Maternal behavior	12.95	
Academic achievement	17.10	0.30**
Maternal personal	84.40	
Academic achievement	17.10	0.29**
Maternal cognitive behavior	37.18	
Academic achievement	17.10	0.039**
Maternal cognitive stimulus	45.72	
Academic achievement	17.10	0.29**
Paternal behavior	10.81	
Academic achievement	17.10	0.31**
Paternal personal	79.71	
Academic achievement	17.10	0.08
Paternal cognitive behavior	34.72	
Academic achievement	17.10	0.12
Paternal cognitive stimulus	41.19	

* p<0.05 **p< 0.01

The results of table 3 showed that in sub-scales of maternal involvement, maternal behavior, personal, cognitive behavior and cognitive stimulus had significant relationship with academic achievement. Also, paternal behavior and personal involvement had significant relationship with academic achievement.

DISCUSSION AND CONCLUSION

Iranian females reporting of higher parental involvement than their male counterparts may be accounted by the fact that Iranian parents seem to be more demanding of their daughters than their sons. Parents who attend school meetings or conferences and interact with school programs are likely to have children who demonstrate higher levels of achievement at school than children of parents who fail to participate in their child's school demands. Also, children, of parents who were more involved in school activities did better in school than children with parents who were less involved. A

lot of studies have shown same results ([Driessen et al., 2005](#); [Deplanty et al., 2007](#); [Chaung, 2009](#); [Rafiq et al., 2013](#)). Children whose parents talked more during the story and whose parents initiated talks with them about books scored higher on reading achievement than did children whose parents did not do these activities ([Hill and Tyson, 2009](#)).

Positive relationship between cognitive behavioural involvement and academic performance has been showed in this research. More benefits of reading to a child are number and concepts, interest in books and reading, and the view of reading activity. Also, being read to introduces the child to a variety of language patterns and provides a basis from which the child can begin to understand and construct rules that are used in the reading process ([Cheung, 2009](#)).

These findings have some implications. First, parent should note that their interpersonal relationship in the academics of their adolescents could bring a better academic success. Second, educators, teachers and counsellors should promote parental involvement in different paternal and maternal forms. Third, future studies should investigate other mediating factors (e.g., self-regulation, self-competence, and parenting styles) that might further explain the complex dynamics among parents and academic performance of their adolescents.

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