Chapter 5
Summary and Conclusion

After detailed empirical study of the parental involvement, specific conclusions may be drawn from the qualitative and quantitative analysis of data. Before that the presentation of summary of the whole work may be helpful to make it more comprehensible.

5.1 Problem
Present research is focused on the following problems:
(a) To identify different dimensions of parent involvement for school children.
(b) To find how far these dimensions are related to children’s home environment and numerical and language performance.
(c) To study if there is any difference in involvement between fathers and mothers or between parents of boys and girls.

5.2 Specific objectives
The specific objectives of study are as the following:
(a) If the nature of parental involvement varies with sex of the child and grade of the child.
(b) If there is any difference in the nature of fathers’ and mothers’ involvement.
(c) If the variables of home environment are correlated to variables of parent involvement.
(d) If the parent involvement is predicted by the variables of home environment.
(e) If the school examination performance in language and numerical subjects is related to child’s home environment and parent involvement.

5.3 Variables
The variables of present study are as follows:

(a) Parental involvement
Four dimensions each with two subscales are
   i) Belief about guidance

(97)
ii) Efficacy in guidance
iii) Belief about dictation
iv) Efficacy in dictation
v) Belief about interference
vi) Efficacy in interference
vii) Belief about support
viii) Efficacy in support

(b) Home Environment

Total seven factors of home environment were taken as per Sharma (1975). These are
i) Parental emotional life
ii) Discipline and control
iii) Sociability
iv) Social status
v) Intellectual and Cultural environment
vi) Economic aspect
vii) Religious aspect

(c) Achievement

Achievement level as per school examination of the pupils of all the three grades namely I, V, IX – for language and numerical.

(d) Grade level I, V and IX

(e) Parental Age difference. It was considered more a plausible correlate of involvement than absolute age.

(f) Sex – Both parental and child sex are considered to be effective in respect of parental involvement.
5.4 Hypotheses

The following hypotheses were drawn for the present study:

\( H:1 \) Parental involvement along all the eight dimensions will differ due to sex, grade level, home environment and academic achievement of the child.

\( H:2 \) The nature of parental involvement is related to the nature of home environment.

\( H:3 \) Fathers and mothers differ in their nature of involvement.

\( H:4 \) Girls and boys get different pattern of involvement from their parents.

\( H:5 \) Parental involvement may be predicted by home environment of the child as perceived by their parents.

5.5 Tools used for Present Research

The following tools were used for data collection:

(a) Parental involvement Scale

Researcher developed a parental involvement scale following the steps which include-

Item writing, pre-try out and try out. After administering it to one hundred fathers and one hundred mothers it was subjected to item analysis process. It included computation of item-item correlation and cluster analysis. The indices of validity were 0.90 for mothers and 0.93 for fathers.

(b) Home Environment Scale

As developed by Sharma (1975) : For present research the items are slightly modified in language so as to gather and responses from the parents.

(c) SES

Socio Economic Status scale by Kuppuswamy (1985) was used. This was used to select families of middle SES only.
(d) **Achievement**

School achievement record in specific subjects like vernacular and mathematics was collected. As the research is multilevel, separate measures of achievement were used for grade I.

5.6 **Sample**

The stratified random sampling technique was followed. Schools were selected mainly from urban areas of Howrah and Kolkata in West Bengal. Stratification was done on the basis of child sex, medium of instruction, examination authority and nature of administration. All these stratifications were taken to represent the total population i.e. Howrah and Kolkata urban areas. Selection of sample was restricted to middle SES as ensured by the Kuppuswamy’s scale. The sample size is three hundred mothers and three hundred fathers.

| Table 5.1 Distribution of children & their parents in the sample  
(grade wise & sex wise) |
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5.7 **Data Analysis**

The tabulated data were analysed in the following manner.

i) Mean and SD of all the variables for total sample and subgroups,

ii) Coefficients of correlation for all possible pairs of variables,

iii) ANOVA of all the variables (4 way and 3 way),
iv) Regression analysis with all the parental involvement subscales as dependent variable and home environment as predictor variable.

5.8 Conclusions

5.8.1 Correlation

The following are the conclusions drawn from the coefficients of correlation.

i) Efficacy in guidance and home environment are very much related for the mothers in general.

ii) The belief about dictation of grade IX students are related with discipline, control and religious status of their home.

iii) Economic and religious status as perceived by the parents of grade V students are related to belief about their dictation.

iv) Efficacy in dictation of mothers of grade IX students is related to discipline and control of their home environment.

v) Belief about interference is related to intellectual cultural environment, economic status and religious status of home.

vi) Parental emotional life as perceived by the mothers of grade I and parents of grade IX in general are significantly related to parental belief about interference.

vii) Discipline, control, intellectual and cultural environment of home of the IX graders are significantly related to their parental efficacy in interference.

viii) Discipline control, social status of home environment is related with belief about support of parents of IX graders.

ix) Efficacy in support is related to social status of home as perceived by the parents of grade IX. Mothers of this grade particularly relate their efficacy in support with their emotional life.

5.8.2 Analysis of variance

The following are the conclusions drawn from the analysis of variance.

i) When the parents of boys believe more in guidance the performance level shows higher trend.
Numerical performance of grade-V students and language performance of both grade-I and V differ due to parental efficacy in guidance.

Parental belief about dictation changes with grade level.

Girls with higher parental belief in dictation performed in a less effective manner (particularly for grade V students).

Parental age difference is a strong source of variation for the parental belief about dictation for all grades.

Parental efficacy level in dictation differs due to parental sex difference that means fathers and mothers play different role in this regard.

Parental age difference is a source of variation for parental efficacy in dictation level for all grades.

Performance in language level of grade I students varies with efficacy in dictation. It negatively affects the performance level of the girls.

Boys having low parental age difference have highest mean of parental belief about interference.

Girls and boys perform differently in grade IX due to parental belief about interference. Girls with higher performance level have higher level of parental belief but boys with the same leads to lower level of performance.

For grade V students fathers and mothers are in different belief level which influence their numerical and language performance.

Both numerical and language of grade I children vary due to their parental belief about interference.

In different grade levels the parental efficacy level is different that means grade is a source of variation in this regard.

Fathers and mothers also differ in their efficacy level in interference.

Numerical performance level of grade I and grade IX vary due to parental efficacy in interference.

Parents of children in different grade levels believe differently about support as a dimension of involvement.
xviii) Boys with higher parental age difference have highest levels of belief about support but in case of girls this does not confirm higher levels of belief about support.

xix) The parental belief about support varies with the language and numerical performance of grade-I students. The level of involvement is different for boys and girls.

xx) Efficacy level in support amongst the parents are different for different grade of level.

xxi) Parental age difference makes variation in the parental efficacy in support for all the children.

xxii) Fathers and mothers are different in their pattern of efficacy in support.

xxiii) The performance level of the boys differs due to efficacy in their parental support.

xxiv) Performance in numerical and language attainment of grade V students varies due to parental efficacy in support.

xxv) For grade I students language performance varies with home environment.

xxvi) Male children and female children experience different home environment which affect their performance level.

xxvii) For grade V students numerical performance varies due to perceived emotional life of the parents and economic status of the home they live in.

xxviii) For grade IX, performance of boys and girls differ due to parental emotional life, discipline and control and religious status of home.

5.8.3 Regression Analysis

The following are the conclusions drawn from the Regression analysis.

i) Regression analysis with belief about dictation as dependent variable and home environment as predictor variables for grade V students satisfies significance of F value, which indicates that sociability, economic status and religious status are significant predictors of parental belief about dictation. Another interesting point to note is that sociability is a negative predictor.
which means parents who believe in higher level of dictation maintain less sociable condition in their home.

Regression analysis with efficacy in dictation as dependent and home environment as prediction variables for grade V students indicates that intellectual and cultural environment of home is a positive prediction of efficacy in dictation.

When the dependent variable is belief about support as against home environment as predictor variable, analysed, social status and intellectual cultural environment are significant predictors of belief about support.

Efficacy in guidance as a dimension of parental involvement for grade IX students may be well predicted by discipline and control of the home.

Belief about interference about the parents of grade IX students is significantly predicted by perceived parental emotional life.

Efficacy in interference of the parents of IX graders is significantly predicted by discipline and control and intellectual and cultural environment of IX graders.

Belief about support is significantly predicted by religious status of the home of class IX students.

Efficacy in support is predicted by parental emotional life and economic status of the home of class IX students.

5.9 Limitations of Study

All the grades may be included in the study.

Researcher may apply longitudinal approach to determine the changes in involvement level of the parents.

Achievement level may be measured by the researcher’s own scale for grade V and IX.

Both the urban and rural areas may be included for the study of parental involvement.
5.10 Summary Discussion

The effect of parental involvement on child's achievement and the effect of home environment on parental involvement and academic achievement as obtained in the present study may be shown in the following manner.

5.10.1 Parental Involvement and Grade

All the dimensions of parental involvement are not equally important for all the grades. The three grades as taken in this study call for different types of involvement. Parents of the children of different grade levels believe about guidance and interference in a similar pattern. But the belief about dictation and support changes with the grade level. That means as the age of the students advances with the grade level, the parental experience regarding dictation and support also changes. The pattern of support in grade I level is not identical with that for grade V and IX. Dictation may be considered essential in grade I but is not within the nature of parental involvement for grade IX students.

It is interesting to note that efficacy level in guidance and dictation does not vary with grade level where as it varies in the case of interference and support as the dimension of involvement. It may be said that effective interference and support requires experience.

This implies that parents of all grades believe that interference is necessary but as the children grow older they become less convinced about its efficacy.

5.10.2 Parental Involvement and Parental Sex

Father and mother of a particular child are not always in the same belief or efficacy level in their involvement type. The belief about guidance, dictation and support amongst the father and mothers are same. But regarding interference as a dimension of parental involvement they are just opposite to each other.
Regarding efficacy level in guidance and support, fathers and mothers are in the similar position. But in the case of dictation and interference they differ in the involvement level. That means the pattern of dictation and interference are different for fathers and mothers.

It is to be noted that though fathers and mothers believe about dictation similarly, their efficacy level is different. Mothers are less prone to dictate their children.

5.10.3 Parental Involvement and Child Sex

The parents of boys and girls differ in their involvement level. Sometimes the study shows significant variation in parental involvement level of boys and girls. Guidance as a dimension of involvement does not vary with child sex. That means parents of boys and girls believe in the similar way regarding guidance. It is true for dictation and interference also. But in the case of support the parental belief level is different for boys and girls.

When the efficacy level of the parents are considered, the dimensions namely – guidance, dictation, interference and support do not show any significant difference between the involvement of parents of boys and that of girls.

5.10.4 Parental Age Difference and Parental Involvement

The support as a dimension of parental involvement varies with parental age difference. There is no other dimension showing such difference. Boys who have parents with higher age difference have highest level of belief about support in comparison to girls. But in the case of girls higher parental age difference does not confirm higher level of belief about support. Higher parental age difference leads to strong belief about dictation in general.

5.10.5 Parental Involvement and Home Environment

Belief about guidance as the dimension of parental involvement is universal for each and every home. But the other dimensions significantly vary with home
environment. Mothers of grade IX students exercise more discipline and control and maintain religious status of their home and belief more about dictation. Sociability is the negative predictor of belief about dictation for grade V students, which shows that parents of grade V who maintain less sociable home environment consider dictation as an effective way of involvement. But at the same time economic and religious status in home encourages more belief about dictation for grade V parents. Belief about interference is significantly related to intellectual and cultural environment, economic status and religious status at home. Thus belief about interference is related to emotional life at home as perceived by parents of IX graders. Parental emotional life as perceived by the mothers of grade I is significantly related to their belief about interference. Discipline, control and social status are most important associates of belief about support. It is significant in the case of grade IX students.

Home environment plays a significant role to influence efficacy level of the parents to guide their children properly. Home environment makes the mother more efficient guide than the fathers in general. Sociability, social status and intellectual and cultural environment determine the level of parental efficacy in guidance. Discipline and control of home ensure parental efficacy in guidance particularly for grade V children. Mothers of grade IX who rate their home high in discipline and control adhere to efficacy in dictation. For grade V students religious status of home is a predictor of parental involvement. Discipline and control, intellectual and cultural environment are predictors specially for IX graders, the predicted variable being the efficacy in interference. Economic status has also been identified as predictor variable of parental efficacy in interference. Efficacy in support is not related to home environment for grade V and I but significantly related to grade IX. This dimension is related to social status in general for grade IX but mothers of IX graders relate their efficacy in support with their emotional life.
From above findings it may be said that parental involvement is highly related to home environment. Specially discipline and control, intellectual cultural environment, sociability are the components affecting parental involvement.

5.10.6 Parental Involvement and Academic Achievement

One of the objectives of the present study is to trace the influence of parental involvement on academic performance of the children. Another important feature to mention is that some of the dimensions of parental involvement directly influence the academic achievement while the others do not influence the same.

When parents of boys believe more in guidance their performance level become enhanced but not for girls. Strangely belief in dictation affect the performance level of grade V girls negatively. Belief about interference affect the performance level in a number of ways like:

i) Girls and boys perform differently in grade IX due to parental belief about interference. Girls with higher performances level have higher level of parental belief about interference but in case of boys the higher level of belief in interference leads to less effective achievement level. That means belief about interference has positive effect on the girls’ performance and negative effect on boys’ performance.

ii) For grade V the fathers and mothers differ belief about interference which influence both of their numerical and language performance.

iii) Performance level both numerical and language of grade I children are directly affected by their parental belief about interference.

Belief about support as a dimension does not generally affect the performance level of any grade but both numerical and language performance level of grade
I students are enhanced by the belief about support. Though performance of boys and girls are different.

A significant relation is there between efficacy in guidance and language performance of grade I students. Both the numerical and language performance is influenced by parental efficacy in guidance for grade V students. Performance in language of grade I students varies with efficacy in dictation. It affects negatively the performance of girl students that means much more dictation in involvement do not ensure higher level of achievement. It may cause more anxiety. Performance level is much affected by efficacy in interference. Numerical performance of grade I and IX are directly influenced by efficacy in interference. Fathers and mothers are in different efficacy level, which directly affect both the language and the numerical performance level of grade I and V students. Another interesting point to note is that grade V boys are adversely affected by efficacy in interference. That means boys with higher level of parental interference in grade V do not perform well but it is not true for the girls. Effective support helps to raise the performance level of the boys. Both numerical and language performance of grade V students are influenced by parental effective support. The level of support is different for male and female students. For grade I also parental efficacy in support varies from male students to female students. Fathers and mothers to give support with distinct level of efficacy for higher achievers and lower achievers.

It may be concluded that parental involvement influence the academic achievement of more in lower grade than the higher. Here grade I students are more influenced than those of the V and the V graders are more influenced than IX graders.

5.10.7 Home Environment and Performance Level

Grade IX boys and girls perform differently due to different home environment. The three most influential home environment factors are
perceived emotional life, discipline and control, religious status. Grade V students' numerical performance is directly related to the perceived emotional life of the parents and economic status of home they live in.

Grade I students' numerical performance does not vary due to home environment but the performance in language varies. Male children and female children experience different levels of home environment which ultimately affect performance level.