Chapter 2
Review of some Research Reports in Parental Involvement and Home Environment

2.0 The topic Parental involvement in Child’s education, its link with home environment and educational achievement invites several questions regarding involvement, home environment and achievement. Number of educationists, sociologists, psychologists have studied this area from different perspectives and along various dimensions throughout the last decade. Now we shall try to mention some of very recent studies.

2.1 Research in Parental Involvement
Researchers have documented the links between parent involvement and children’s school achievement.

Henderson (1993) concluded after reviewing over 36 studies in 1981 and 449 in 1987 that “the evidence is now beyond dispute; parent involvement improves student achievement; when parents are involved, children do better in school.”

In another review of research, Sattes (1993) concluded after reviewing 40 studies that parent involvement impacts student achievement when that involvement is meaningful to parents.

Darling and Steinberg (1993) proposed a parenting model in which parental goals and values influence both parenting style and the behaviour strategies parents exercise to meet their goals. The relation between children’s intellectual development and parents belief, expectations and child rearing style are examined.

Hagekell and Hammerberg (2001) – investigated the parental perceived control in child’s behaviour. Scale was suggested to measure perceived control and to be related to infancy factor and child outcomes. In longitudinal sample of 103 families, mothers’ and fathers’
control ratings were obtained at ages 33 months and 9 years. Both fathers and mothers perceived that control was important. It was further concluded that the parental control scale could function as a psychometrically adequate measure of how parents perceive their actual control in the rearing situation.

Kaplan, Lin Xiaoru and Kaplan (2001) examined the degree to which parents' negative self feelings affect the relationship between their educational attainment and educational expectation they have for their adolescent children, as perceived by their children. Data from 1864 pairs of parents and their 11 – 15 yr. old children were used. Results provide preliminary indications that parents’ expectations for their children and the transmission of those expectations may be modified by how parents feel about themselves. Those modifying effects are explained in terms of both parents and students’ motivation and behaviours.

Wade and Kendler (2001) examined correlates of parental discipline using interview data from 2003 female twins and 1472 of their parents. Retrospective reports of parental discipline were examined from 3 perspective, father and mother reporting separately on the type of discipline they provided, each twin reporting on the type of discipline they received. Using a mixed model regression the impact on parental discipline of 25 parental predictor variables, as reported by parents from 3 domains – social contest parental factors and childhood vulnerability factors was examined.

Greater use of physical discipline was associated with less parental warmth, higher incidence of parental lifetime generalised anxiety disorder and more frequent religious attendance. Greater use of limit setting was associated with more years of parental education, younger age and greater parental extroversion and authoritarianism.

Fablo and Amador (2001) examined what type of parent involvement are effective as students make the transition to high school. This study also aimed to elaborate on the role parents play in connecting their children to desirable peer network during their transition.
In home interviews were conducted with 26 students as well as their parents before and after entering high school.

The success of the students’ transition was evaluated in terms of their final grade as well as the number of credits earned and their school attendance.

They identified 5 forms of parental involvement that helped students succeed.

1. Monitoring the teen’s academic and social life,
2. Evaluating the information obtained about the teen,
3. Helping the teen with school work,
4. Creating positive peer networks for the teens,
5. Participating directly in the school.

Cook (2001) addressed the question of whether parental control of a child’s behaviour is due to the parenting style of the parent (authoritative parenting), the child’s inclination towards compliance (easy child) or the reciprocal system of parent child exchange.

Family members from 2080, 2 parent, 2 child families of adolescents related the degree to which each person in the family influenced each of the other family members.

A pattern in which parents compensate for each other’s capability to influence was also found. It is recommended that these findings be replicated using observational data that have been sequentially analysed.

Huften and Wayne (2001) compared attitudes in different countries to claim that parents in U.S. and U.K. tend to have unrealistically positive views of their children’s school and academic performance.

The sample consisted of 2959 sets of parents whose children would attain either their 10th or 15th year during the academic year of survey. An emphasis upon effort rather than ability was a strong feature of English & American responses. This paper concludes by suggesting that the important role of parents in instilling important attitudes and behaviours in their children...
is undermined by the current emphasis upon school as fundamentally responsible for ensuring achievement.

Zady and Portes (2001) examined some of the problems and characteristics of low SES parents and children with low achievement.

89, 7th grade students were the participants. Mothers of low achievers showed an overdependence on the printed directions while helping their children to complete homework like science tasks. The dependence feature may be related to limited parental literacy mediational constrains.

Mattanah (2001) attempted to link 4th grade children's academic competence and behavioural adjustment and mothers (age 41.3 yrs.) and fathers (age 42.6 yrs.) psychological autonomy, controlling for effect of parental limit setting and warmth.

In a sample of 91, 2 parent families parents warmth and limit setting were observed while interacting with their 4th grade child and children reported on their parents psychological autonomy. 4th grade teachers rated children's academic competence and behavioural adjustment in classroom.

Fathers' psychological autonomy was a unique correlate of greater academic competence and fewer signs of depression in classroom, after accounting for the effect of father warmth and limit setting.

Cooper, Lindsay and Mye (2002) reported their study in which parents (N=709) were surveyed about involvement in their child's homework. A factor analysis revealed three dimensions of homework involvement.

These dimensions are autonomy support, direct involvement and elimination of distraction. A fourth dimension parental interference differentiated itself from autonomy support students in higher grade.
Parenting style for homework was then related to students and family characteristics and student schooling outcomes.

Results indicated that parents with students in higher grade levels reported giving students more homework autonomy and less involvement of all other types. Parents in poorer families reported less support for autonomy and more interference. Parents reported less elimination of distraction when an adult was not at home after school and for elementary school students, when there were more than one student living in the home. Other findings include: elementary school parents of males reported more direct involvement in homework while high school parents of families reported less direct involvement.

Cherian and Malehase (2000) examined the relationship between parental control of their children's education and the children's subsequent scholastic achievement among 234 indigenous South African boys and girls (aged 13 – 22 yrs.).

An objective estimate of parental control of children was assessed via questionnaire. There was a slightly positive relationship between parental control and scholastic achievement of children from 2 parent families. There was no statistically significant relationship between those two variables for single parent children.

Izzo, Weiss, Shanahan and Rodriguez (2000) examined the hypothesis that (a) parental self efficacy partially mediates the relationships between social support and both parental warmth and control and (b) these parenting variables relate positively to children's socio-emotional adjustment.

93 first generation Mexican immigrant mothers (aged 18 – 52 yrs.) of elementary school children were interviewed regarding social support, parental self efficacy, parental practices and their child's socio-emotional adjustment.

Over all results from path analysis suggested that for Mexican immigrant families social support relates to parenting practices partly because those with greater social support feel
more efficacious as parents. Findings also showed that parenting characterised by warmth or control is associated with greater socio-emotional adjustment among children. This research supports the idea that for programmers designed to influence parenting practices, simply providing social support may be less important than taking steps to enhance self-efficacy.

Feuerestein (2000) Explored several school level variables thought to influence the degree to which parents are involved in their children’s education. Several statistical regression models were developed on the basis of school characteristics. The results of this study indicate that many forms of parent involvement such as the structure that parents create for students in the home environment are not so easily influenced by school level variables. However several forms of parent involvement, including parent volunteerism and participation in parent teacher organisation can be increased when teachers attempt to contact parents.

Partrikakan and Weissbery (2000) investigated association between parents’ perceptions of various teacher outreach practices and self reported parent involvement both at home and at school.

A survey was administered to 246 parents whose children attend 1 of 3 inner city schools in a mid-western city.

Results indicated that even after controlling for diverse socio-demographic variables (e.g. education, employment level of both the parents, child’s grade, gender and race), the strongest predictor of parent involvement was the parents’ perceptions of teacher outreach. Specify the more parents perceived their child’s education trying to keep them informed about their child’s strengths and weakness and providing them with specific suggestions to help them their child, the higher the parents involvement was both at home and at school.

Ohan and Johnson (2000) reported that 110 mothers and 110 fathers having 5 – 12 yrs. old boys and girls completed the parenting sense of competence (PSOC) scale and measures of child behaviour, parenting style, material satisfaction. The author replicated the factor structure of the parenting sense of competence scale and provided evidence that the
satisfaction and efficacy scales from this measure assess aspect of parenting self-esteem.

Interestingly parents of girls reported higher efficacy scores than parents of boys. To address the validity of the PSOC scale, the calculation of partial correlation between efficacy and satisfaction has been done.

In report of the PSOC scores and other measures of family functioning, controlling for the shared variance between the 2 scales, significant small to moderate size correlations were found between parents' reports of both internalising and externalising child problems and satisfaction scores.

Correlations with efficacy scores were generally small and non significant particularly for mothers. Mothers and fathers who reported a more easy going, low conflict parenting style were more satisfied in parenting for mothers a similar relationship was found for parental efficacy. In addition, satisfaction scores have a small but significant amount of variance with mother father parenting style as well as marital satisfaction.

Shumow and Millar (2001) used a process person context model to investigate parental academic involvement with a nationally representative sample of young adolescents.

Fathers of young adolescents were less involved at school than were mothers but similarly involved academically at home.

Parents of struggling students were involved more in homework assistance and parents of successful students were involved more at school.

Parental education level operated as a main effect and as a moderator. High school graduates helped their children with homework more than did non-graduate. College educated parents are more involved in school.

Parents' academic involvement at home was negatively associated positively with young adolescents school orientation.
Anneal and Nurmi (2000) investigated the extent to which adolescent’s achievement strategies are associated with the parenting styles they experienced in their families.

354 adolescents (Mean age 14) completed a strategy and attribution questionnaire and a family parenting style inventory. Analogous questionnaire were also completed by the adolescents parents. Four types of families were identified.

The result further showed that adolescents from authoritative families applied most adaptive achievement strategies characterised by low levels of failure expectations, task irrelevant behaviour and passivity and the use of self enhancing attributions. Adolescents from neglectful families in turn applied maladaptive strategies characterised by high levels of task, irrelevant behaviour, passivity and lack of self enhancing attributions.

Faires, Toan, Nichels, William and Rickelnand (2000) determined if parental training and involvement in the teaching of selected reading lessons increased first grade children’s reading levels. Eight first grade students reading below grade level participated in the study – 4 were assigned to the experimental group and 4 served as a control group. The parents of the experiment group received training in selected components of the reading recovery model, which they implemented in home lessons based on a book in Bags strategy by the teacher. During the 5 weeks of the study the teacher shared daily instructional materials with the parents, 3 times each week. The students in the control group did not have access to this programme.

At the conclusion of the study, the teacher used informal assessments to evaluate the reading levels of both groups of students. The students involved in the study made significant gains when compared to the gains of the control group.

Barrett, Alesia and Winstein (2000) examined 148 Asian American and European American late adolescent’s perception of differential affection and control by mothers and fathers as predictors of academic achievement and self perception of intellectual abilities and
global self worth. Overall analysis generally confirmed the hypothesis that the more differentially favourable the treatment, the more positive late adolescents outcomes. Perceptions of differential parental treatment predicted up to 13% of the variance in achievement and self perceptions.

Several findings were moderate by ethnicity and gender. Finally and perhaps more importantly, perceptions of differential parental treatment predicted a significant and unique amount of variance in outcome beyond that predicted by perceptions of absolute levels of affection and control.

Ganzach (2000) was to examine the interactions between parents’ education, cognitive ability and educational expectations in determining educational attainments. Sample consisted of 8570 Americans who were born between 1957 – 64. The information was taken from the National Longitudinal Survey of youth. Information about parent’s education, cognitive ability and educational expectations were taken from 1979 survey. Information about educational attainment was taken from 1991 survey.

Findings indicate that there is an offsetting relationship between the education of the 2 parents in the formation of expectations and both for attainment and cognitive ability of the child with mothers’ education but not with fathers’ education.

Findings also indicate that there is a synergistic relationship between cognitive ability and educational attainment. There are theoretically meaningful interactions between the determinants of educational attainment. The pattern of these interaction capture some of the intricate psychological processes underlying the combined influence of background variables and children’s characteristics on educational attainment.

Sonnenschein, Linda, and Schmidt (1999) studied how parental beliefs are related to the activities children engage at home and how parental beliefs and children’s activities affect literacy development. Evidence is drawn from “The Early Childhood Project”, an investigation of reading development in 40 children (aged 4 – 9 yrs.) which examined how
children experienced literacy at home and at school emphasizing both ecological at home and at school emphasizing both ecological and socio-cultural factors.

Information was collected from parents about children’s engagement in literacy related activities through open ended diaries and a more structured ecological inventory. Parents were also interviewed about their beliefs regarding children’s literacy development is influenced by their parents’ beliefs about learning and by the activities children engage in.

Coleman and Karrakar (1998) found parental self efficacy beliefs have emerged as both powerful direct predictor of specific positive parenting practices and a mediator of the effects of some of the most thoroughly researched correlates of parenting quality including maternal depression, child temperament, social support and poverty. The overall objective of this review is to synthesize the exact findings related to parental self efficacy.

Keith and Zodi (1998) endeavoured to determine the following:

a) The longitudinal effects of parent involvement on 10th grade students’ learning, as measured by their GPA,
b) Whether the same pattern of influences exists for boys and girls,
c) Whether the same pattern of influences exists for students from different ethnic group.

A series of structural equation models were derived from previous research and were tested on a national sample of students (7803 boys and 7900 girls). Results suggested that parent involvement has a large and significant effect on students G.P.A in 10th grade.

The pattern of influences of the variables in the model were indistinguishable for boys and girls but differences in the constructs in the model and in the effects across either group. However parent involvement invites success in all groups of students of all genders.

Leung and Kwan (1998) examined a mediational model that stipulates motivational orientations as mediating between parenting styles and self-perceived academic competence. 3 separate pathways were hypothesized: authoritarian parenting leading to extrinsic
motivation and authoritarian parenting to intrinsic motivation and neglectful parenting to amotivation. These different motivational orientations were in turn related to self perceived academic competence.

The participants of this study were 404 grade VIII and IX high school students at both sexes in Hong Kong. Testing by multiple regression and structural equation model largely confirmed the mediational model. One significant motivation to the original model was extra pathway from authoritarian parenting to a motivation. Suggesting that the farmer had more generalized negative impact on motivation.

Stevenson and Baker (1987) found that one Teacher Survey item asking whether parents were involved in school activities was related significantly to teacher reports of academic performances for a sample of students ranging in age from 5 to 17 years.

Raynelds (1994) reported various survey items on parent involvement to be correlated positively with reading and mathematics scores for a sample of 7 year old low income minority children.

Plage (1992) intended to examine whether children of middle class parents who volunteered in school had higher achievement scores in reading and mathematics than those children whose parents did not volunteer. The study included second and fourth grade students from 3 elementary schools in Richmond County, Georgia school system. The sample was limited to those students who had remained at the school for the entire 1990 – 91 school year. The second grade sample consisted of 215 students. The dependant variables were the Iowa Tests of Basic Skills score in reading and mathematics composite scores. The findings revealed no significance in mathematics scores of both 2nd and 4th grade and any of the 4 variables tested: volunteer hours, parental role, two or single parent and working or non-working mother. The data did reveal a significant relationship between reading scores of 2nd grade from single and two parent families.
Hickman (1992) wanted to examine the relationship between the achievement of high school students in the form of Grade Point Average (GPA) and the total amount and types of parent involvement in which the primary and types of parent involvement in which the primary care giving parent was engaged. In addition, student gender, socio-economic status and grade level were investigated in order to determine their association with the total amount and types of parent involvement.

A sample of 47 primary care giving parents was randomly drawn from the population of parents in Alachua country. They were interviewed using the Parent Participation Interview (PPI), a structured interview schedules that yields both total and type scores SES, Gender and Grade level were not significantly related to the total PPI scores.

Multiple Regression Analysis found a significant curvilinear relationship between GPA and total PPI score with higher GPA correlating with higher parent involvement.

Only the home based type of parent involvement was related to GPA in a positive direction. However other types of parent involvement were significantly related to SES, Gender and Grade level. Parent as learner and parent as supporter types were found to be statistically related to SES.

Student gender variable was significantly related to the home based communicator and advocate types of parent involvement. Parents of females were found to be more involved in these types.

Grade level was significantly related to the parent as supporter type of parent involvement with the parents of students in grades 9 – 10 evidencing higher amount of involvement than the parents of students in 11 – 12.

Srinivasan and Mangayarkarasy (1992) addressed three questions regarding parental involvement.

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a) what perceptions do the parents of children at the Navasota Elementary School and J.C. Webb Middle School have regarding parent involvement?

b) what perceptions do the teachers have regarding parent involvement in Navasota Elementary School?

c) Are the differences between the perceptions hold by parents and teachers regarding P1 as seen in the two above mentioned institutions?

In order to accomplish this, the researcher utilized a parent survey and a teacher survey adopted from similar instruments utilised for a National Institute of Education research project on parental involvement. The perceptions of parents and teachers assessed on Likert type scales. The responses were indicated using a 4 point scale of 1 (Strongly agree) to 4 (Strongly disagree).

The following conclusions were drawn based upon the data gathered by the researchers –

a) Navasota ISD parents gave strong support to their involvement in the education of their children.

b) Teachers in grades Kindergarteen through 4th grade had favourable inclinations toward parent involvement.

c) Both parents and teachers indicated support for various roles that parents could play in the classrooms.

d) No expression of any significant barriers to the development of an effective model parent involvement programme in the Navasota was witnessed.

**Russell and Loretta (1992)** indicate that relationships did exist between parents’ perceptions and various aspects of students’ achievement and parents perceptions and parental involvement. The study also revealed that when parents perceived the middle school positively there was a decrease in students’ suspensions and an increase in student’s attendance.

**Lee (1992)** determined through his study if a relationship exists between four types of parent involvement and achievement of 4th grade students in a Suburban community in Central Indiana.
Data were collected from all 4th grade students (262) in Moorisville Consolidated schools. The univariate procedure was used to summarize the data, analysis of variance and multiple comparison method was used to run of each type involvement with each measure of involvement.

Type of involvement used were personalistic, supportive, policy oriented and M-Pact activities (specific programmes designed by a committee made up of parents, teachers, administrators and community leaders to enhance parent involvement). The achievement measurements were GPA, Indiana state-wide Test of Educational Progress (ISTEP) and attendance.

Four operational hypotheses were tested in this study, each of the types of involvement were contrasted to each measures of achievement to test whether there was a relationship. In each of the four types of involvement a positive relationship was found between involvement and GPA. Only the M-Pact activities showed a positive relationship between all measures of student achievement and M-Pact parent involvement.

There was however sufficient evidence in each type of parent involvement except personalistic, to conclude that high parent involvement and high achievement in GPA, ISTEP and attendance co-exist.

2.2 Research in Home Environment
Over past few decades, the home environment has bee a central focus of enquiring in human development and education.

Cartu and Mardock (2001) explain general family process that may affect development directly and combination with other focus. Authors conclude with discussion of the discussion of the interplay between nature and nurture emphasizing nations of reciprocity and responsivity within the family relationships.
Marjoribanks (2001) presented a moderation mediation model to examine relationships between family capital and children's cognitive performance.

Using data collecting from 900 families with an 11 yr. old child. The model is generated from Bordeiu's theory of social trajectory of individual and from the bioecological model of human development preposed by Bronfenbrenner and Ceci (1994) and Ceci (1997).

Here author process that for academic performances a cognitive habitus may develop, which mediates relationships between family, influences and measures of achievement. Associations between the developing cognitive habitus and academic performance are related to the help provided by parents.

Munn, James and Manmat (2001) explored recent trends towards diversing in family structure have posed important challenges for traditional social theories on the family. The strengths and difficulties questions used to assess children's Psychological health was administrated to the parents of 5705 children aged 4 – 15 years using self completion booklet.

The effect of family structure socio-economic indicators, parental working status and parental psychological status on children psychological health was explored using multivariate logistic regression model.

O' Toele (2001) noted that among researches in education there is a group call to understand the impact of the relationship between home and school. As increasing amount of research is able to show that culture and cognitive factors are mutual in their effect on a child's ability to do well in school. This study shows that it becomes increasingly important to take more closely at the two different world of home and school.

2.3 Home Environment and Achievement
Lee (1994) showed family involvement in monitoring and interacting with students about homework and particularly, family discussions about schoolwork, courses, grades and future
have positive effects on high school students' reports card grades and attitudes about school and teachers, even after statistically accounting for family involvement and student outcomes in the middle grades.

Becate, Juan and Remizez (2001) examined whether parental involvement in school activities and family socio-economic status are associated with children's academic achievement.

150 Spanish 7th graders completed intelligence tests and their teachers assessed parents' culture levels.

To measure academic achievement, the pupil's overall grade was taken from pupil's Final Evaluation Registers. The educational, professional description and home size was obtained from pupil's personal register.

The data analysis through application of structural equations suggest that academic achievement is directly influenced by cultural level of the family and the child's intelligence but is indirectly influenced by Parental Involvement in school activities and the SES of the family.

Koutsoulis and Campbel (2001) examined the influence of home environment on male and female high school student's motivation and achievement. A stratified random sample of 737 students (15 – 18 yrs.) and their parents of Cyprus were selected as representative sample. The data were analysed by parental least square path analysis. Results indicate that the best predictor for high school students' achievement is their prior ability. Mathematics and Science self concepts were found to be positive predictors for student's science and math achievement. Parental pressure was found to be a negative predictor of motivation in math and science achievement – specially for girls. Parental psychological support was found to affect students' motivation directly and achievement indirectly. SES was found to have important indirect and direct effects on many of the variables. The result of the study suggests the establishment of closer lines of communication between home and school.

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Teynes (2000) noted that over the last 25 years researches have become greatly interested in the effect of family structure on the academic achievement of children. Using the National Educational Longitudinal survey data set from 1988-1992 period, the effects of 2 family structure variable were examined to determine the extent to which several family structures impact the academic achievement of children. The result of this study indicate the effects of family structure on academic achievement.

Li Hui and Rao (2000) used parents of 480 Chinese preschoolers in Beijing, Hong Kong and Singapore and reported on their involvement in literacy teaching, the home literacy environment and their beliefs about language learning. The preschoolers ranging in age of 2 – 6 years completed the preschool and Primary Chinese Literacy Scale (PPCLS) in individual sessions. Results indicate significant age and societal differences in the total PPCLS score and also on the following subscales : Character identification, Visual and Auditory Discrimination and Word Recognition. In all these societies older children outperformed younger children on these subscales. Preschoolers from Hong Kong and Singapore did significantly better than those from Beijing. Despite socio-cultural variation which contributed a socio-cultural differences, home literacy education significantly contributed to the prediction of Chinese literacy attainment in Beijing, Hong Kong and Singapore.

Dryler (1998) examined the impact of family background variables of parental education and occupation on choice of educational programme at upper secondary school. Sample consisted of approximate 73,000 Swedish teenagers. The sample factor effect appeared to be somewhat stronger for fathers and sons while no such same sex influences was confirmed for girls. No evidence was found that in addition to a same sector it mattered whether parent’s occupation representation gender traditional or traditional model.

provided better quality home environments and higher level of education, intelligence and self-esteem, mothers of higher family incomes, fewer children and higher marital quality provided more supportive home environments. In addition age and gender of the children were significantly related to the quality of the children's home environments. Additional analysis indicated that the quality of home environment that mothers of both ethnic groups provided was related to their children's achievement.

From the review of recent studies in the area of parent involvement, home environment and achievement one can draw an instant conclusion that there is no dearth of research in the field. But a closer look into the details of the studies reveals that

1. there is wide difference of opinion in respect of the dimensions and levels of parental involvement, but all the studies agree that it is multi-dimensional;
2. most of the studies have considered parental involvement as a determinant factor of achievement;
3. the directionality of relation between home environment and parental involvement is inconclusive and
4. none of the studies has considered all the three variables together for a comprehensive indepth study.

Thus, the review of literature confirms the need for further research in this area.