CHAPTER IV

PARENTAL INVOLVEMENT SCALE
The vocational choices of adolescents are predominantly governed by the parental influences and probably outweigh the effects of all other factors. The parent-child relationship has been examined on various dimensions to find out the effectiveness of the parental role in the lives of their children during adolescence.

Parent Child Relationship

The inter-relationship of the parent and the child is in a state of constant flux which requires constant adjustment on the part of both. According to Good (1959), the parent child relationships are mutually or individually experienced such as those of ascendance, submission, fear, hate, dependence, loyalty, ambivalence, distrust and faith that may exist between parent and child. Hence, it is the relatively stable set of feelings which parent and child have established toward each other.

According to Page and Thomas (1977), the meaning of parent-child relationship refers to the links of attachment, emotion, loyalty etc. between parents and their children.

However, the mere fact of contact or relationship is not in itself sufficient. Everything depends upon the type of relationship. What relationship will there be
between the child and his parents depends largely upon his parents' attitudes toward him. This will influence the way they treat him and this in turn influences what the child's attitude towards his parents will be.

Teagarden (1946), has pointed out that all manner of behaviour deviations can be and often are accounted for, by the subteleties of home relationships.

Highburger (1955), is of the opinion that the degree of adjustment children make outside the home is markedly influenced by the type of relationship they have in the home.

During adolescence, there is an increasing exposure to the other ways of life, values and beliefs which are changing and evolving. If the family, along with its members, is able to create rapport with the adolescent child, it will not only save him from unnecessary mental illness but would also pave way for the harmonious development of his personality. Children with psychopathic personalities are generally found to have parents with similar personality patterns, (Ingham 1949; Morris and Nicholas 1950).

Parental Involvement Defined

Parental involvement implies how the parents involve themselves in developing the overall personality of the child. It implies a set of specific standards which
parents lay down for their children in many fields of activity and which are amply reflected in the child rearing and educational practices.

All parents have certain expectations, aspirations, likes, dislikes and preferences regarding how children should be handled, brought up and educated. These may be shaped according to parents' concept of an ideal child. These invariably get reflected either directly or unconsciously in the behaviour of parents toward children and serve as the holy commandments for them. The parental attitudes and expectancies grow out of a process of socialization that pushes the child in the direction of what is expected and appropriate in a given culture.

Dimensions of Parental Involvement

Although each parent has his or her own attitude toward each child in the family and toward child rearing methods, there are certain attitudes which are universal. While present day attitudes toward the child are more liberal than they were in the past, there are marked differences in attitudes among parents of different social groups. Parental attitudes toward their children have many dimensions but these basically can be grouped in three categories as described below:
1. Authoritarian, Dominant and Over-protective

In authoritarian behaviour, the parent dominates and directs the child on all fronts. The parent decides on all issues of child's life. In almost every home, there is apt to be one parent who dominates the whole family. This type of parent encourages no participation in planning for the child's future. The parent makes personal criticisms, assumes all responsibility, initiates all activity, defines goals, imposes them on child and maintains wide social distance from children. In families with autocratic ideology, discipline assumes a predominant and pervasive role in the child rearing process.

A dominating parent usually comes from a family in which one or both of their own parents were dominating. As a child, this parent was forced into submissiveness by his own parents. Later, as a parent, he dominates his own children in much the same way as he himself was dominated.

Over-protective parents allow no competing interest to interfere with their parental duties and they reduce their other interests in life to a minimum (Bakwin 1948). Parental over-protection is commonly found among children of the higher socio-economic groups who have energy and time to baby their children. Many parents want children to turn to them for help and guidance and as a result, they encourage the child to become over-dependent.
2. Democratic, Permissive and Accepting

In a democratic set-up, the parent is more permissive, more understanding of the child's needs and capacities, more lenient and less punitive. The parent shares close relationships with children, asks for their contributions, encourages group initiative.

Watson (1957), concludes from his study that greater freedom provided by parents tendes to be associated with more child initiative, less hostility and higher levels of spontaneity and originality respectively. In a democratic environment, parental pressures are minimized and the child's use of reason and sense of self-determination are maximised.

The permissive parent is giving instead of taking from the child. He gives time, thought and effort instead of material things; he accepts the child's early ideas and ambitions instead of foisting his own upon him.

Parental acceptance means an attitude on the part of parents which is characterized by a keen interest in the love for the child. The accepting parent puts the child in a position of importance in the home and develops a relationship with him which is characterized by emotional warmth.

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3. Laissez-faire Cum Submission to Child

This behaviour of parents is in contrast to the authoritarian set-up. The parent operates as observer in the family, makes no attempt to regulate or orient his/her ideas. He/She allows complete freedom to the child. No clear goals are established and no restrictions are imposed. The submissive parents give into their children and permit them to dominate the home.

Need for the Development of Parental Involvement Scale

The research literature in the area of parental influences on adolescents is replete with studies. It was in the 1964 that Brunken and Crites devised family relation inventory for testing Roe's theory by measuring three types of perceived parental attitudes namely acceptance, concentration and avoidance. This instrument proved significant to the investigators and counsellors in studying the family relationship.

Scales for measuring attitudes toward child rearing practices, parental discipline, child guidance and family relations are available in good number.

Ojemann (1934), developed a set of scales to measure attitude toward self-reliance of parents having children at different age levels. Kuch et al (1934), developed a scale 'The Attitude toward the freedom of Children' expressing different attitudes toward the question of children's rights and liberties.
Stott (1940), developed a scale 'The Attitude toward Parental Control of Children's Activities', designed to measure permissive - nonpermissive attitudes toward control of children's activities. Itkin (1952), developed a scale 'The Attitude toward Discipline exercised by Parents' to measure intra-family attitudes.

The Traditional Family Ideology Scale was developed by Levinson and Huffman (1955), a multi-dimensional scale, which purports to measure attitudes toward parent child relationships, husband and wife roles and relationships, general male-female relationships and concepts of masculinity and feminity and general values and aims.

Keeping all this in view, because of the non-availability of a suitable scale for measuring the multi-dimensional aspects of parental involvement, in accordance with the objectives of the study, the need arose for the development of Parental Involvement Scale.

Objectives of the Parental Involvement Scale

This scale was developed in the present study with the following objectives:

(1) To find out how the parents involve in developing the general welfare and general interests of the adolescents and to find out how the parents involve in the interactions with their children and impose discipline in the family.
(2) To find out how the parents involve themselves with the leisure time activities of their children.
(3) To find out how the parents involve themselves with the academic growth of their children.
(4) To find out how parents perform their role as per the vocational plans of their children are concerned.

Preliminary Draft of the Parental Involvement Scale

At the initial stage, 120 items were prepared in statement form by taking the help of several text-books, journals, related psychological and educational researches and literature and even some of the parent-child relationship scales developed by the researchers.

These items were then placed under different categories which formed the preliminary draft of the Parental Involvement Scale. The list of the statements was then scrutinized by the investigator and the supervisor to eliminate bias, duplication, complexity and ambiguity in expression or style.

To see the relevance of the statements in terms of theoretical construct and objectives of the study, these statements were evaluated by three senior teachers of Education Department, Panjab University, Chandigarh. Their suggestions were incorporated to modify the items in the scale. As per the judgement of the teachers, the scrutiny
was done. Only 80 statements were retained out of the pool of 120 under 4 categories in the first draft of scale. Category-wise the number of statements is shown *vide* Table 4.1 and the first draft has been presented *vide* Appendix C.

Out of the 80 statements, only 16 were in negative and 64 were in positive form.

Table 4.1: Number of Statements under the Different Categories of the First Draft of the Parental Involvement Scale

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Categories of Parental Involvement</th>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Parental Involvement w.r.t. general welfare and general interests of the children, discipline and interactions with one another.</td>
<td>1 - 32</td>
</tr>
<tr>
<td>2</td>
<td>Parental Involvement w.r.t. leisure time activities.</td>
<td>33 - 44</td>
</tr>
<tr>
<td>3</td>
<td>Parental Involvement w.r.t. academic growth</td>
<td>45 - 63</td>
</tr>
<tr>
<td>4</td>
<td>Parental Involvement w.r.t. vocational plans</td>
<td>64 - 80</td>
</tr>
</tbody>
</table>

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Try-out of the First Draft of Parental Involvement Scale

The first draft of the Parental Involvement Scale was tried out on a sample of 84 IX class students, consisting of both girls and boys. The detailed description for the selection of sample for the first draft of Parental Involvement Scale has already been given in Chapter-II.

Administration of the Scale

Before the actual administration of the test, the purpose of the test was explained to the students. The students were approached personally and through the heads of institutions. All possible efforts were made to make the students feel at home. After establishing a good rapport, the respondents were given booklets. Each school was approached on different days. Only one school was conducted in one day.

They were told to give the first response that came to their mind and mark each statement on anyone of three response patterns namely True, False, Uncertain. They were told that there are no right or wrong responses and there was no time limit to complete the scale.

Scoring of the Data

Scoring of the data thus gathered was done as planned for it. Out of the 80 statements, 16 were negative.
and the remaining 64 were positive. In case of the positive statements, the responses were given a weightage of 2, 1, 0. In case of the negative statements, the weightage assigned was reversed which is 1, 2, 0. The aggregate was the sum total of all the score on the positive and the negative statements.

After the scoring, the data were analyzed for the item analysis to finalise the items.

**Item Analysis of the Parental Involvement Scale**

The statements in the first draft of the Parental Involvement Scale were analysed in terms of the Item-item correlation, Item-total test correlation as suggested by Guilford (1965) and the Upper Lower Indices (ULI) for discrimination as suggested by Johnson (1951). The Upper and Lower groups were formed on the basis of 27% criterion for each of the categories of the Scale.

**Statistical Techniques used for Item Analysis**

1. **Item-item Correlations**

   The Item-item correlations were obtained to see the item validity and internal consistency of the scale. The score on an individual item in each category and total score of category provided the scores to get correlations of each item with sub-category and with total score of the Parental Involvement Scale.
(2) Upper-lower Index of Discrimination (ULI)

The ULI has been worked out between the two extreme upper and lower groups on each item of the Parental Involvement Scale in order to obtain the best possible items.

The results of item analysis are presented vide Table 4.2.
<table>
<thead>
<tr>
<th>Sub-category A: Parental Involvement w.r.t General Welfare, General Interests, Discipline and Interactions.</th>
</tr>
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<tbody>
<tr>
<td>Item No.</td>
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<td>31</td>
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<td>32</td>
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</tbody>
</table>
Sub-Category B : Parental Involvement w.r.t. Leisure Time and Home Activities.

33. * .255 ** .352 .565 ***
34. ** .704 ** .474 .695 ***
35. ** .611 ** .306 .434 ***
36. ** .615 ** .543 1.130 ***
37. ** .523 ** .451 .913
38. ** .439 ** .447 .608
39. ** .350 ** .377 .521 ***
40. ** .425 * .147 .304
41. ** .456 * .245 .434 ***
42. ** .506 .199 .565
43. ** .491 .187 .304
44. ** .386 .214 .304

Sub-Category C : Parental Involvement w.r.t. Academic Growth

45. ** .499 ** .384 .478
46. .215 .120 .087
47. ** .619 ** .512 .956 ***
48. .038 .009 .087
49. ** .475 * .263 .391
50. ** .671 ** .623 1.043 ***
51. ** .548 ** .365 .634 ***
52. ** .583 ** .559 1.000 ***
53. ** .634 ** .592 .869 ***
54. ** .661 ** .566 1.087 ***
55. ** .525 ** .348 .304
56. ** .586 ** .583 .913 ***
57. ** .449 ** .326 .695 ***
58. ** .574 ** .421 .652 ***
59. ** .531 ** .479 .156
60. * .277 * .221 .387 ***
61. * .266 ** .296 .434 ***
62. .009 .033 .000
63. ** .579 ** .569 .608 ***

Sub Category D : Parental Involvement w.r.t. Vocational Plans

64. * .235 * .231 .347
65. ** .542 ** .553 1.130 ***
66. ** .368 ** .286 .434 ***
67. * .277 * .222 .391 ***
68. ** .323 ** .299 .565 ***
69. * .276 ** .359 .478 ***
70. ** .421 ** .506 .913 ***
71. ** .431 .224 .277
72. ** .393 .117 .260
73. ** .403 .077 .173
74. * .258 -0.024 -1.300

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<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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<td>**</td>
<td>.473</td>
<td>*</td>
<td>.262</td>
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<tr>
<td>76.</td>
<td>**</td>
<td>.462</td>
<td></td>
<td>.121</td>
</tr>
<tr>
<td>77.</td>
<td>**</td>
<td>.336</td>
<td></td>
<td>.171</td>
</tr>
<tr>
<td>78.</td>
<td>**</td>
<td>.529</td>
<td>**</td>
<td>.308</td>
</tr>
<tr>
<td>79.</td>
<td></td>
<td>.203</td>
<td></td>
<td>.175</td>
</tr>
<tr>
<td>80.</td>
<td>**</td>
<td>.299</td>
<td></td>
<td>.005</td>
</tr>
</tbody>
</table>

Note:

1. * indicates significant at .05 level.
2. ** indicates significant at .01 level.
3. For ULI the value of .30 and above was taken to select an item.
4. *** indicates selected item for the final draft.
Criteria to Select Items for the Final Draft of the Parental Involvement Scale

The selection of items for the final form of the Parental Involvement Scale was based on the following criteria:

(1) Item-item Correlations and Item-total Test Correlations

The positive significant and high co-efficient of correlation of each item with total score of the sub-category and the correlation of each item with total test score were considered in order to decide the items for the final draft. All the items with negative and zero correlations were deleted outright. In this case, the significant correlations at .05 level and .01 level were .217 and .283 respectively. Therefore, items with these coefficients or higher values were selected. The items thus selected are marked with asterisks against them in column 2 for item-category correlation and in column 3 for item-total test correlations vide Table 4.2.

(2) The Upper-lower Index (ULI)

The value of upper-lower index for any item accepted was .30 or above in order to select an item. The ULI are reported in column 4 in Table 4.2.
Another criterion used for the final selection of the items was on the basis of similarity of contents in each dimension of Parental Involvement Scale. Those items similar in content or items not reflecting parental involvement, irrespective of the magnitude of the correlations were not considered as compared to the ones with better idea (construct) in a particular dimension.

**Final Draft of the Parental Involvement Scale**

As per the criteria for selection of items, out of 80 items in 4 categories tried initially, 35 items were deleted and only 45 items were selected. The selected items are indicated by asterisks in the last column vide Table 4.2.

The final form of the Parental Involvement Scale has been presented vide Appendix 'D'. Out of 45 items in the final form, there were 7 negative and 38 positive statements. Scoring procedure in the final form remained the same as used earlier for item analysis.

**Reliability of the Parental Involvement Scale**

To establish the reliability of the Parental Involvement Scale the techniques used were test-retest and internal consistency.
(1) **Test-retest Reliability**

To see the consistency of the scores yielded by Parental Involvement Scale, test-retest reliability coefficient of correlations were worked out on the same sample of 84 IX class students. The intervals for retest of the scale was about 7-8 weeks. The results of the test-retest reliability co-efficients have been presented *vide* Table 4.3.

Table 4.3: Reliability Co-efficient of Parental Involvement Scale

<table>
<thead>
<tr>
<th>Method</th>
<th>No.</th>
<th>Interval</th>
<th>Reliability Co-efficient</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test-retest</td>
<td>84</td>
<td>7-8 weeks</td>
<td>.503</td>
<td>Sign. at .01 level</td>
</tr>
</tbody>
</table>

The correlation co-efficients between the two administrations of the Parental Involvement Scale was found to be .503, significant at .01 level of confidence. The results were to the entire satisfaction of the investigator.

(2) **Internal Consistency Reliability**

The essential characteristic of this method is that the criterion is none other than the total score on the test itself. As is obvious in Table 4.2, Item-total test
correlations as well as Item-item correlations for internal consistency were found to be quite significant.

The significant $r_{it}$ co-efficient of correlations of the selected items vide Table 4.2, ranged from .221 to .636. The $r_{it}$ co-efficient of correlations of the selected items vide Table 4.2 ranged from .226 to .704.

Hence, Parental Involvement Scale can be said to be reliable and useful for wider applicability for various purposes.

Validity of the Parental Involvement Scale

For the validation of the Parental Involvement Scale, the content validity was established on the basis of the judgement and criticisms of the judges who evaluated the items, for the relevance of the item with the objectives of a particular dimension of the scale.

The index of validity in the present study has been obtained in terms of Item-total correlations (Vide Table 4.3). The high and significant item correlations speak of high validity of test items.

Thus, as far as the validity of the Parental Involvement Scale is concerned, both the content validity and the internal criterion validity prove the satisfactory degree of the validity of the Parental Involvement Scale which reposes confidence in the scale to be used for wider application.
Norms

For the interpretation of scores, the percentile norms are presented as under:

<table>
<thead>
<tr>
<th>Scores</th>
<th>Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>58-66</td>
<td>25</td>
</tr>
<tr>
<td>67-75</td>
<td>50</td>
</tr>
<tr>
<td>76-86</td>
<td>75</td>
</tr>
<tr>
<td>87-90</td>
<td>90</td>
</tr>
</tbody>
</table>

The test was standardized on IX class boys and girls in the age group of 14-16 years. As no significant differences were found between boys and girls on the variable of parental involvement, Percentile norms are presented for total sample (N=403) only.