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Parental Involvement: The Missing Link in Academic Performance, Socialization and Coping Behavior of Students at St. Louis High School in Natore, Bangladesh

Shankar Dominic Gomes
De La Salle University, Manila, Philippines

ABSTRACT

Parental involvement in school settings has been associated with a number of positive outcomes. The purpose of this study is to examine the relationships between parental involvement and academic performance, socialization, and coping behavior of students at St. Louis High School in Natore, Bangladesh. Data was collated from the accomplished student questionnaires of tenth-grade students (N=86), their parents (N=86) and teachers (N=10). The data were processed to investigate the relationship between the predictor variable and the criterion variables. This study employed a simple linear regression analysis. The significance of the study is defined by the influence of parental involvement and values for much more effective academic performance, socialization, and coping behaviour of the students. The significant findings of the study reveal that parental involvement and students' socialization are important and necessary for the well-being of the students. However, academic performance and coping behavior did not factor much in parental involvement.

Keywords: Parental involvement, socialization, academic performance, coping behavior

1.0 The Problem Rationale

1.1 Rationale

Parents play a major factor in making the educational experience of their children positive. Gordon and Louis (1999) stress that students need the presence of their parents in their schooling, especially as they deal with the demands of society, peer pressure, and changes in adolescence. The purpose of increasing parental involvement in children's schooling is that such involvement is positive for children (Fan and Chen, 2001; Hill and Taylor, 2004; Jeynes, 2003, 2005; Pomerantz, Grolnick, and Price, 2005).

There are two forms of parental involvement according to Epstein (1992; Grolnick and Slowiaczek, 1994; Hickman, Greenwood and Miller, 1995; Ritblatt, Beatty, Cronan and Ochoa, 2002). The distinctions are between involvement based at school and that based at home. They used this distinction because it is concrete. The distinction between involvement based at school and based at home is important because the two embody distinct ways that parents become involved in children's schooling, with distinct effects on them.

Promoting children's achievement is one of the goals of education. The key reason for increasing parental involvement in children's academic lives has been generally that of enhancing children's achievement (Eccles and Harold, 1996; Epstein, 1990). In line with this concern, most of the researches on parental involvement have focused on its effects on the children and their performance in school. As children make the way into adulthood, enhanced achievement provides children with important opportunities in pursuing higher education and ultimately a choice of careers that can afford a high quality of life (Hill, et. al, 2004; Young and Friesan, 1992).

Parental involvement on both the school and home has been argued to enhance children's achievement in school (Epstein, 1983; Grolnick, Kurowski; and Gurland, 1999; Hill and Taylor, 2004; Hoover-Dempsey and Sandler, 1997; Pomerantz, Grolnick, and Price, 2005). In skill development, parental involvement in children's academic lives improves children's achievement because of the skill-related resources it provides children. Skill-related resources include cognitive skills such as receptive language capability and phonological awareness, as well as metacognitive skills, such as planning, monitoring and regulating the learning process. There are a number of causes why parental involvement may enhance skills among children. First, when parents are involved in children's academic lives, they may gain useful information about how and what children are learning in school (Baker and Stevenson, 1986) cited in Pomerantz, Moorman and Litwack (2007). Such information may help children build cognitive and metacognitive skills. Second, when parents are involved in children's academic lives, parents may gain accurate information about children's abilities. This information may enable parents to assist children to foster

maximal skill development among the latter (Connors and Epstein, 1995; Epstein, 1987). Third, parents may provide children with opportunities to learn from practice and instruction (Senechal and Laferre, 2002). Fourth, Epstein and Beaker (1982) suggest that parental involvement in school is valuable because when teachers see parents involved, they give the children of these parents more attention toward developing their skills.

In motivational development, the parental involvement enhances children's academic performance because it affords children with variety of motivational resources (e.g. intrinsic reasons) for pursuing academics, a sense of control over academic performance, positive perceptions of academic competence, that foster children's engagement in school. First, when parents are involved in their children's academic lives, they point out the value of school to children (Epstein, 1988; Hill and Taylor, 2004). Overtime, children may internalize the value of school, so that their academic engagement is driven by intrinsic (e.g. enjoyment, personal importance) rather than extrinsic (e.g. avoidance of shame, rewards) factors (Grolnick and Slowciaczek, 1994). Second, parental involvement represents an active strategy for dealing with the school and the challenges it presents. This enables parents to take control of the situation, to create positive change. This strategy may convey to children that they also have control over their performance in school. Third, when parents are involved in their children's academic lives, they may make children more familiar with school tasks, which may lead children to see themselves as competent in the academic arena (Gralnick, and Slowciaczek, 1994). It is likely that parental involvement in children's schooling enhances children's achievement.

Parental involvement in children's schooling can also enhance children's social functioning. It may improve their behavioral conduct (e.g. following the rules in school, refraining from aggressive behavior) and relationship with their peers. The skills and motivation that children develop when their parents are positively involved in their academic lives, along with the enhanced achievement, may place children in a leadership role (e.g. taking positive initiative in the classroom with their peers, refraining from violating classroom norms). Such behavior may foster positive peer relationships because children not only become role models but also engage in positive interactions with their peers (Bowlby, 1988; Cohn, 1990). On the other hand, when parents' are positively involved in children's academic lives, they may communicate to children that they care about them (Grolnick and Slowciaczek, 1994), which may ultimately contribute to a secure attachment between parents and children.

Evidence show that parental involvement in children's schooling plays a role in children's social functioning. A relation has been established for early adolescents, for whom parental involvement on both the school (e.g. contact with teachers, and attendance at school) and home (e.g. assistance in doing homework, and discussion with children about what they are doing in school). Results show that behavior problems decreased in eighth grade and middle-class (Hill, Costellino, Lansford, Nowlin, Dodge and Bates, 2004). Several studies have also revealed that the more involved parents are in children's schooling, the more positive are the children's social skills.

Theorists have emphasized the importance of understanding how dimensions of parent- child relationships can influence children's coping behaviors (Skinner and Wellborn,

1994 as cited in Zimmer-Gembeck and Locke, 2007). Compas, Conner-Smith, Saltzman, Thomsen and Wadsworth (2001, p.122) propose the "need to pay attention to the social context in which children encounter and try to cope with stress." Coping is a multifaceted procedure and there has been slight arrangement about the behaviors to include in the domain of coping (Skinner, Edge, Altman, and Sherwood, 2003). In a study of Zimmer-Gembeck and Locke (2007), the associations with family and teachers used scopes of coping approach and avoidance. Approach coping behaviors are active responses that include behaviors. According to Ebata, and Moos, 1991; Skinner, Edge, Altman, and Sherwood (2003) avoidance coping has involved wishful thinking. In the study of Zimmer-Gembeck and Locke (2007), wishful thinking was a third coping measurement. Wishful thinking involves only selected disengagement from the stressful experience (Ayers, Sandlor, and Twohey, 1998; Compas ed al., 2001; and Cunningham, 2002). The study of Ayers, Sandler, West, and Roosa (1996) reveal that primary school children use both active and avoidant coping strategies. Active coping behaviours have been related with higher competence, and helpful effective (Benight, Antoni, Kilbourn, Ironson, Kumar, and Fetcher, 1997); and avoidant coping behaviors have been related with less competence, poorer adaptation, and depressive when stress levels are high (Sieffge-Krenke, 1995, and Compas et al., 2001).

Parental involvement in children's schooling is one of the crucial mechanisms through which children are socialized (Ryon and Solky, 1996, cited in Taylor, Clayton and Rowley, 2004, p. 168), so they can cope

with the challenges of academic success (Skinner, 1999; Wolchich and Sandler, 1997). Anchored on descriptive correlational design, this paper contributes to current parental involvement literature through promoting parental involvement in children's education.

First, attention has been directed towards the effects of parents' school-based and home-based involvement which are reliable with the idea that such involvement is beneficial to children. Second, the question of why parents should become involved in their children's education has almost always been answered by the benefits for children's school achievement. Relatively little attention has been given to the possibility that parental involvement may serve as a context for the development of adolescents' socialization and coping behaviors. Third, focusing on parents' involvement in children's schooling highlights the significance of studying the quality of parental involvement rather than simply the extent of their involvement. Fourth, bridging the gap between home and school is a major objective of an educational policy at the national level.

This study aims to explore parental involvement, the missing link in academic performance, socialization, and coping behaviour of students at St. Louis High School in Natore, Bangladesh.

2.0 The Research Questions

2.1 Review of the Related Literature

2.1.1 Parental Involvement in Children's Education. Parental involvement on their children's education is a very important component. The researchers argue that consistent parental involvement positively influences the lives of children. A child's first teachers are always the parents and they are lifelong teachers. Cripps & Zyromski (2009) opined that it is always important for parents to maintain relationships with their child's teachers to be more active in their education. Studies tend to distinguish between two types of parental involvement, depending on the context in which parents became involved (Nguon, 2012). The first type of parental involvement represents what parents do at home to strengthen their own children's education, including parental supervision of children's homework and parent-child discussion. The other type of parental involvement refers to activities parents do in school such as attending school events, attending parent-teacher meeting or contacting teacher and talk. Home and school are the two most important places for children's education. Home-based and school-based parental involvement constitute the major forms of parental involvement in Western and Asian countries.

2.1.2 Parental Involvement and Academic Performance. Tokac and Ercan (2012) state how parents' collaboration with the school and student affect students' mathematics performance, and how this effect varies across schools. Shute, Hansen, Underwood, and Razzouk (2011) report the relationship between parental involvement and academic performance with special focus on the secondary school (middle and high school) level. The researchers present how individual parental involvement variables correlate with academic performance and then move to more complex analyses of multiple variables on the general construct. They also show that several parental involvement variables with correlations to academic performance show promise on: (a) communication between children and parents about school activities and plans, and (b) parents holding high expectations/aspirations for their children's schooling.

Roberts and Vukovic (2011) compare the relation between parental involvement and mathematics performance. The researchers used a longitudinal correlation and results revealed that parental involvement was positively correlated with mathematics performance. Midraj and Midraj (2011) explore the relationships that exist between parental involvement indicators, private tutoring, students' background, and Arabic reading performance in fourth-grade Emirati students in Abu Dhabi. The researchers found the significant associations between some aspects of parents' involvement, parents' education level and employment and students' reading performance. The researchers used correlational design and examined the effects of parental involvement on the Arabic reading performance. After intensive analysis, the researchers conclude that parent involvement and its relationship to Arabic reading performance provides more evidence for the importance of school and parent partnerships in building a community of better Arabic readers.

Ademole and Olajumoke (2009) compare the performance of pupils in the public and private primary schools in mathematics and science in Nigeria. Results show that parental involvement is an important predictor of Mathematics and Science performance. Régner, Loose, and Dumas (2009) report that parental and teacher academic performance (i.e., academic support and academic monitoring) contribute to the process of students' performance goals adoption in French junior high-school. Factorial analysis reveals that students differentiated parental academic monitoring from parental academic support and teacher academic

involvement and monitoring. The finding reveals an equal contribution of perceived parental and teacher involvement to students' academic performance.

2.1.3 Parental Involvement and Socialization. Socialization is a process by which people learn and internalize the sociocultural elements from their surroundings and include them in their personality structure (SalaRoca, Biarre's, Garcia, & Sabats, 2012). Several views concerning the relative importance of the family and peer relationships to the socialization behavior of students have been suggested. Some believe that children's relationships with peers are largely responsible for their socialization behavior and that these are independent of family relationships (Parke, Simpkins, McDowell, Kim, Killman & Dennis, 2002).

2.1.4 Parental Involvement and Coping Behavior. Coping is defined as "constantly changing cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person," regardless of whether the outcomes of efforts are positive or negative (Lazarus & Folkman, 1994, cited in Suldo, 2008). Connor-Smith, Compass, Wadsworth, Thomson & Sactzman (2000) defined coping as efforts to regulate the self and environments as a response to stress. Coping refers to psychological and behavioral responses that diminish the physical, emotional, and psychological effects of (or improve the possibility of a positive outcome under) stressful life events. In 2004, Folkman & Moskowitz, referred to coping as the thoughts and behaviors used to manage the internal and external demands of situations that are appraised as stressful. The coping effect is accomplished in two major functions: problem focused, which attempts to change the troubled person-environment relationship by acting on the environment on oneself; and emotion-focused, which attempts to change the way we attend to or interpret what is happening. Coping depends on appraisal of whether anything can be done to change the situation. Coping is predicted by personality, self-worth, and support from family and others, but it is also the case that self-worth may be predicted by coping, personality and support.

Givon and Court (2010) identify four coping strategies used by students. These coping strategies are: (a) avoidance, (b) rebellion, (c) reconciliation, and (d) determination. Styles of coping are influenced by environmental and internal factors, such as social, parental, and educational support. Two of the strategies are negative, namely: avoidance and rebellion. The other two, reconciliation and determination are constructive, leading to adjustment and integration with self-identity.

2.2 Theoretical Framework

2.2.1 Parental involvement. Epstein (1983, 1992, & 1994) has suggested a widely recognized typology to account for different levels of parental involvement in their children's education. Epstein identified four types of parental involvement: (a) basic obligations, (b) school-to-home communications, (c) parent involvement at school, and (d) parent involvement in learning at home. Later Epstein expanded the typology and defined six levels (types) of school-related opportunities for parental involvement: (a) assisting parents in child rearing skills, (b) school-parent communication, (c) involving parents in school volunteer opportunities, (d) including parents in home-based learning, (e) involving parents in school decision making, and (f) involving parents in school-community collaborations. These issues are viewed by Epstein from the perspectives of schools and is concerned primarily with what schools (teachers) can do to stimulate more active parental involvement.

Hoover-Dempsey and Sandler's (1997) theory focuses on three main issues; (a) why parents become involved in their children's education, (b) how parents choose specific types of involvement, and (c) why parental involvement has a positive influence on students' education outcomes.

2.2.2 Self-determination theory and a motivational theory of coping. Motivational theorists have placed importance on motivational factors or valued wants that energize and drive (an individual's) actions (Smith, 1993) cited in Zimmer-Gembeck and Locke (2007). Self-determination theory (SDT) is one motivational theory that has been applied to the study of children's coping behavior (Skinner and Wellborn, 1994; Skinner, 1999) cited in Zimmer-Gembeck and Locke (2007). SDT points that individuals have psychological needs for relatedness, competence and autonomy. Social contexts (e.g. the home or the school) support these needs by providing (a) involvement (warm, connected relationship) rather than hostility and rejection, (b) structure (a predictable environment) rather than chaos, and (c) autonomy support (e.g. providing opportunities for decision-making) rather than coercion. Center to a motivational theory of the development of coping is the understanding that the extent to which individuals have these needs met within their environment will determine their coping or pattern of actions when facing stress will either be engagement (i.e. effort feel or active behaviors) or withdrawal (i.e. passive or avoidant behaviors) (Skinner and Wellborn, 1994). On one hand, social environment that include relations that are connected and warm,

well structured, and that which includes support for personal decision-making are expected to promote active coping behaviors. On the other hand, environment that include relationships with stress that are hostile, chaotic and coercive are expected to be associated with avoidant coping responses.

2.2.3 Socialization process and social support. Maccoby and Martin (1983), and Thompson (1993) cited in Taylor, Clayton and Rowley (2004) explain that socialization by parents shapes the development of children’s pro-social and anti-social behaviors, behaviors that have clear implications for children’s success or failure in the school setting. These studies suggest that “authoritarian” parenting, characterized by low levels of warmth and responsiveness, and high levels of demandingness and firm control are associated with adolescents’ academic and social outcomes.

2.3 Research Questions

The purpose of the study was to explore the parental involvement at St. Louis High School in Natore, Bangladesh. It shall also identify the level of students’ academic performance, socialization, and coping behaviour in relation to parental involvement. Specifically it purports to answer the following:

1. What are the profiles of the parents and teachers?
 - 1.1 Parents: age, religion, place of residence, occupation, number of working hours in a day and schedule of work
 - 1.2 Teachers: age, religion, place of residence and number of years.
2. What is the level of parental involvement in their children’s academic related activities?
3. What are the levels of students’ academic performance, socialization, and coping behaviors?
4. Are there significant relationships between parental involvement and the students’ academic performance, socialization, and coping behavior?
5. Is parental involvement a predictor of students’ academic performance, socialization, and coping behavior?
6. What are the effects of parental involvement on the students’ academic performance, socialization and coping behavior?

2.4 Research Simulacrum

Figure 1 proposes the following hypotheses to be tested.

H1 Parental involvement has a positive influence on students’ academic performance.

H2 Parental involvement has a positive influence on students’ socialization.

H3 Parental involvement has a positive influence on students’ coping behavior.

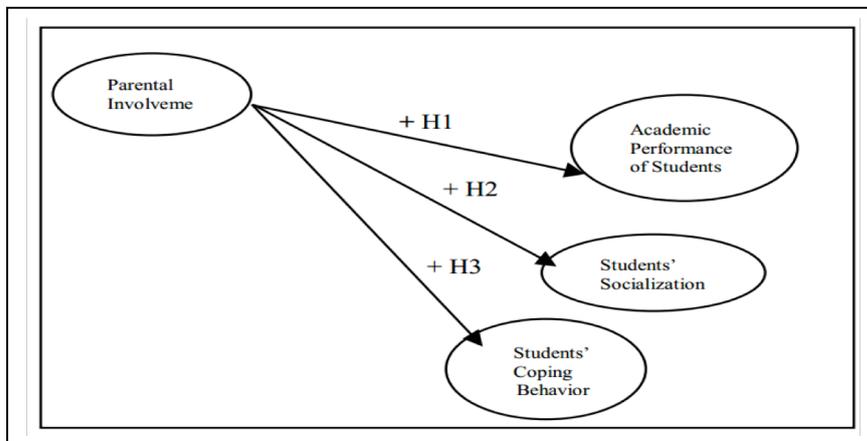


Figure 1: Research Simulacrum

3.0 The Research Methods

3.1 Research Design

The quantitative method was utilized in this study. This study used the descriptive research design. It attempted to describe the relationship/influence and effects of parental involvement on the students' academic performances, socialization, and coping behaviour.

3.2 Meaning

The descriptive research design according to Gay (in Sevilla et. al, 2007), involves the collection of data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. One of the types of descriptive studies is correlational studies. These studies are designed to determine the extent to which different variables are related to each other in the population of interest. The critical distinguishing characteristic is the effort to estimate a relationship, as distinguished from simple description (Fox in Sevilla, 2007).

3.3 Data Measure/Instrument Data Measure

The robotfoto provided the parents' and teachers' profile such as age, religion, occupation, work schedules and number of working hours.

Survey questionnaires were used to collect data about the predictor and the criterion variables. A 4-point Likert Scale was used to allow quantitative responses. These instruments were validated and tested for reliability.

Instrument

The survey questionnaires were constructed after a thorough review of studies, particularly, those which were conducted in Asian countries.

3.4 Data Gathering Procedure

The researcher contacted the principal of St. Louis High School to request for permission to conduct the research study involving students, their parents, and teachers. After receiving a written approval from the principal, a letter explaining the study and requesting permission for students' participation was sent to parents of 10th graders. Parents were likewise invited to participate in the study. The researcher sought approval and consent of the students' parents allowing the participation and observation of their child for the study, as well as the students' consent to participate in the study. Teachers from each class were also requested to answer the questionnaires. The researcher administered the questionnaire to the students and had accomplished these during the first twenty minutes of their respective classes. The researcher collected the accomplished forms at the end of the allotted time. During the parent-teacher meeting, the researcher administered the questionnaire to the parents for them to accomplish during the first twenty minutes of the meeting. Accomplished forms were collected at the end of the allotted time. The results from the study addressed the gap in understanding how parental involvement is related to adolescents' 10th graders performance, socialization, and coping behaviors.

4.0 Results

4.1 Presents and teachers the profile

As to age, majority of the parents belong to age group of 51-55 years (31.4%). As to religion, the majority of the parent respondents (44.1%) are Christians. As to residence, all parent respondents (100 %) reside in the rural area. As to occupation, the majority (60.5%) are farmers. Data in the table show that majority of the parent respondents spend eight (8) hours of work daily. As to the schedule of work, all (100%) parent respondents work in the morning and afternoon.

As to age, 10 teachers 40% are in the age range of 41-45. As to their religion, Christian is (70%). All the teacher respondents live in the rural area. As to number of years of teaching, 70% have stayed with the same groups of students for 5 years.

4.2 Levels of Parental Involvement

Table 1 shows the levels of parental involvement as rated by the respondent parents, students, and teachers.

Among the indicators of parental involvement “parents encourage their children to get good grades” got the highest mean score, followed by “parents give financial support for their children’s extracurricular activities” and “parents attend school meetings”.

On the other hand, the three indicators of parental involvement which got the lowest mean scores are “parents help their children to develop good study habits”, “parents help their children when they do their homework” and “parents attend events like orientation program”.

The overall mean score reveals that parents “often” perform the indicators of parental involvement.

4.3 Levels of Students’ Academic Performance

Table 2 shows the students’ levels of academic performance. As can be seen from the table, majority of the students have academic performance ranging from “good” to “very good.”

4.4 Level of Students’ Socialization

Table 3 shows the students’ level of socialization.

Among the indicators of socialization, the three indicators which got the highest mean scores are “Students like studying because of the good study environment at home and school where people do not disturb them”, “Students share notes and ideas when preparing their assignments and projects”, and “Parents guide their children with the necessary rules and social skills to follow or observe”.

However, the three indicators which got the lowest mean scores are “Students are involved in school activities when asked to do so and if it is a requirement”, “Students watch movies and go out with friends when there are no classes”, and “In spare time, students watch TV and listen to music with brothers, sisters, and parents at home.” The overall mean score given to all indicators of student socialization is interpreted as “sometimes.”

4.5 Students’ Levels of Coping Behavior

Table 4 shows the students’ levels of coping behavior. Among the indicators of coping behavior, the three which got the highest mean scores are “Student is a friend to himself/herself”, “Student can be relied on”, and “Student thinks it is okay if there are people who don’t like him/her.” On the other hand, the three indicators which got the lowest mean scores are “Student feels his/her life has meaning”, “Student has self-discipline”, and “Student believes in himself/herself.” The overall mean score given to all indicators is interpreted as “Sometimes.”

4.6 Relationship of parental involvement to the students’ academic performance, socialization and coping behaviors

Table 5 shows the relationship of parental involvement to the students’ academic performance, socialization, and coping behavior. As shown in the table, only socialization is significantly related to parental involvement. The higher the level of parental involvement the higher is the students’ level of socialization.

4.7 Regression analysis for predicting academic performance in terms of parental involvement

Table 6 shows the regression analysis for predicting academic performance in terms of parental involvement. The table reveals that parental involvement both in school and at home is not a predictor of academic performance. This means that academic performance is not significantly influenced by parental involvement.

4.8 Regression Analysis for Predicting Socialization in Terms of Parental Involvement

Table 7 shows the regression analysis for predicting socialization in terms of parental involvement. It can be gleaned from the table that parental involvement is a predictor of socialization. It significantly influences students’ levels of socialization.

4.9 Regression Analysis for Predicting Coping Behavior in Terms of Parental Involvement

Table 8 shows the regression analysis for predicting coping behavior in terms of parental involvement. It can be gleaned from the table that parental involvement is not a predictor of coping behavior. It does not influence students' level of coping behavior.

5.0 Discussion

The goal of this study is to describe the importance of parental involvement on students' academic performance, socialization, and coping behavior as protective factors for children's success in education. Parental involvement on the students' academic performance and coping behavior were not clearly linked with student's goals and performance. However, parental involvement and students' socialization were linked with each other.

The results of the current study support the idea that parental involvement at home and at school is a means for improving academic performance of secondary school students at St. Louis High School, Natore, Bangladesh. The findings of this study provide an insight into the benefits of parental involvement in children's education. Schools need to create an educational environment that increases involvement during the secondary level years. Schools should not only reach out to families to increase parental involvement, but also help families overcome barriers that prevented involvement. A home-school partnership is crucial for student success in education. Schools should offer educational opportunities for parents that provide information on the benefits of being involved in their child's education. The results of this study extend previous empirical research on parental involvement and its effect on academic success.

Another finding is that parental involvement is not significantly associated with students' academic performance. Parents do not take interest in their children's education. One possible reason may be simply due to parents' fear of being unable to help since their children are at higher grade levels. Another possible explanation may be because by the time students reached the tenth-grade, parental involvement has completed their influence on achievement. Parental help with children's education determines achievement more strongly for children in lower grades (i.e. primary education level).

The analysis of this study found significant relationship between parental involvement and students' socialization. One possible explanation is that Bangladeshi parents, especially those who live in rural areas, usually live near a large extended family, and thus they may enjoy collective culture. Extended family members are expected to offer support for one another in times of need. This finding reconfirms the work of Coleman (1988) who argued that parents, whatever social class they belong to, who are aware of the need to be involved in the school community networks, do provide children with the sort of social capital helping to lead to the children's success in school. For Coleman social capital in the form of school involvement activities in school community is of major importance in influencing students' achievement. In general, the result of this study suggests that parents, regardless of their social background, need to understand that their involvement is more important than their economic capital and that economic capital in parents will not automatically transfer to increase children's achievement unless there is an intimate school-community relationship.

This study revealed no significant relationship between parental involvement and coping behaviors of students. This study also provides support for aspects of motivational model of development of coping by Skinner and Wellborn (1994, 1995 & 1997). Family and teacher relationships are significantly associated with adolescents' active coping behaviors. When young people reported that their parents and teachers provided interactions that supports relatedness and competence, the reported coping of problems in a more active manner. The family is the prime socializer of coping. Nevertheless, positive teacher-student relationships are important and associated with more active coping behaviors, especially when adolescents have problems at school. The use of adaptive coping strategies, such as positive appraisal coping may serve to buffer the impact stress has on the students.

5.1 Limitations and implications

This study is an assessment of the parental involvement, and students' academic performance, socialization, and coping behavior at the 10th grade level of St. Louis High School in Natore, Bangladesh. It described how parents participate in the academic activities of their children in school and at home; and how their participation affects students' academic performance, socialization, and coping behaviors.

During the collection of data, the respondents might have other priorities, preventing them to think critically and reflectively about the indicators; hence, their answers to some indicators may not be highly reliable. Moreover, in the case of the teachers, they might not have adequate knowledge about the parents of their students; whereas, on the part of the students, the reliability of their responses shall depend on how much they would remember the past events, i.e. from Grade 6 to 10, and how honest they would answer the items.

The goal of this study is to describe the importance of parental involvement on students' academic performance, socialization, and coping behavior. Parental involvement does not significantly influence the students' academic performance nor coping behavior of students in St. Louis High School, Natore, Bangladesh. However, parental involvement significantly affects students' socialization.

Schools should not only reach out to families to increase parental involvement, but also help families overcome barriers that prevent involvement. A home-school partnership is crucial for student success in education. Schools should offer educational opportunities for parents that provide information on the benefits of being involved in their child's education. The results of this study extend previous empirical research on parental involvement and its effect on academic success.

5.1 Recommendations

Based on the findings and conclusion of the study, the following recommendations are offered:

Students should be aware of their crucial role in creating opportunities for parents to participate in their school activities which would result to consistent expectation that both their parents and teachers would guide them in their school activities.

An institutional program for parents must be in place on how to cope with the characteristics and developmental changes as well as the academic needs of their children at the secondary or high school level.

Further research is needed to explore the effects of parental involvement in education. There is an extensive amount of research concerning parental involvement in early childhood education. Little research on parental involvement has been conducted with secondary students; hence, future research should focus on students during these transition years. Future research should also include a larger sample size with a more diverse population. A larger sample size would yield more generalizable results. It would be interesting to compare data from multiple school locations, for example, the differences between inner city school students and students who attend suburban or rural schools.

The policy focused on parental involvement on students' academic performance, socialization and coping behavior. Parents should be considered as active participants in the life of the school. Hence, parents should feel welcomed, and connected to what students are learning and doing in school. School should establish partnership and communicate with the parents for the success of the students. It is assumed that these recommendations must be within the broader ecology of school policy and social values; that is, they must be set within the context of recommendations for action from other domains important to understanding and supporting the family-school relationships.

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