



Antecedents of different qualities of home-based parental involvement: Findings from a cross-cultural study in Germany and Thailand



Sittipan Yotyodying*, Elke Wild

Department of Educational Psychology, Bielefeld University, Germany

ARTICLE INFO

Article history:

Received 5 June 2013

Received in revised form 29 January 2014

Accepted 3 February 2014

Available online 28 February 2014

Keywords:

Home-based parental involvement

Self-determination theory

Authoritative kinds of parental instruction

Authoritarian kinds of parental instruction

ABSTRACT

The purposes of the present study were to identify factors that explain differences in the quality of home-based parental instruction (PI) and to explore the role of culture by analyzing antecedents of PI in two rather individualistic (Germany) versus collectivistic (Thailand) societies. SEM-analyses based on data from 288 German parent–child dyads and 494 dyads from Thailand were conducted in order to investigate, whether variables derived from a modified and extended version of the model of Hoover-Dempsey and Sandler (2005) can be assessed reliably and validly in both samples and possess comparable predictive power. Overall, the results suggest that the newly developed instruments are applicable in both cultures. Nevertheless, it seems that motivational beliefs, role conceptions, and interpersonal conditions may affect PI in a somewhat different way depending on culture.

© 2014 Elsevier Ltd. All rights reserved.

1. Introduction

Among the different aspects of parental involvement, *home-based parental involvement* is, however, considered to be the most important aspect that strongly fosters pupils' learning and achievement (Desforges & Abouchaar, 2003; Sacher, 2008). Home-based parental involvement refers to all kinds of non-formal learning and teaching practices in relation to school that take place at home. These include parents' assistance with the child's school-related tasks (e.g., helping with homework, helping prepare for future examinations), how parents respond to their child's academic achievements (e.g., test results), and parent–child communication on school-related issues (e.g., discussing what happened at school as well as problems that may occur at school) (Hoover-Dempsey & Sandler, 2005; Sacher, 2008; Wild & Lorenz, 2010).

When it comes to the child's educational benefits from parental involvement (see Cooper, in this issue, for a more general approach to parents' role in students' educational success), most empirical research has focused on the links between pupils' school performance and the *quantity* of parental involvement. This means, *how often* do parents become involved in such school-related activities (e.g., Bronstein, Ginsburg, & Herrera, 2005; Eamon, 2005; Green, Walker, Hoover-Dempsey, & Sandler, 2007; Shumow & Lomax, 2002; Shumow & Miller, 2001). However, there has been an increase in the amount of research emphasizing the *quality* of parental involvement—how and in which way parents become involved in their child's schooling—showing the kinds of parental help and instruction matter (e.g., Exeler & Wild, 2003; Knollmann & Wild, 2007; Wild & Remy, 2002).

In order to derive a multidimensional conception of the quality of parental involvement, Wild (1999) has referred to *self-determination theory* (SDT), an approach to human motivation and well-being (see also Lorenz & Wild, 2007). This theoretical approach proposes that *support from parents* may be functional to the extent that it fulfills *three basic needs* of their children—the *needs for autonomy, relatedness, and competence* (Grolnick, 2009). When basic needs are satisfied, children may internalize such

* Corresponding author. Tel.: +49 521 1064439.

E-mail address: sittipan.yotyodying@uni-bielefeld.de (S. Yotyodying).

uninteresting *but socially prescribed* activities as *completing homework* into personally important behaviors. This internalization process, in turn, nurtures children's performance, psychological health, and well-being (see, Deci & Ryan, 2000, for more information).

By applying SDT to research on parental involvement in education, the *quality* of home-based parental involvement can be operationally characterized by four dimensions of *parental instruction*. These dimensions are (a) *autonomy-support* (e.g., encouraging the child's self-initiated action, providing rationales), (b) *responsiveness* or involvement (e.g., taking the child's perspectives, dedicating resources and time), (c) *structure* (e.g., providing clear expectations and rules), and (d) *control* (e.g., pressurizing the child to behave in particular ways) (see, Grolnick & Pomerantz, 2009; Wild & Lorenz, 2010, for reviews).

The consequences of the quality of parental instruction seem to contribute to differences in pupils' optimal functioning in learning contexts. In a positive way, empirical results support the core hypothesis of SDT that parents' provision of support in a more *authoritative manner* (i.e., high autonomy-support and responsiveness) increases the extent to which children's regulation of their learning behaviors is autonomous rather than controlled (e.g., Exeler & Wild, 2003; Grolnick & Ryan, 1989; Grolnick, Ryan, & Deci, 1991; Lorenz & Wild, 2007; Soenens & Vansteenkiste, 2005).

In contrast, the quality of parental instruction provided to pupils in a more *authoritarian setting* (i.e., high control and structure) has been found to result in negative outcomes. For instance, when parental involvement becomes controlling, their children are more likely to experience negative learning moods such as feeling angry or bored (e.g., Gläser-Zikuda & Fuß, 2004; Knollmann & Wild, 2007) and even tend to avoid completing their assignments (Flett, Hewitt, & Martin, 1995; Vahedi, Mostafafi, & Mortazanajad, 2009).

1.1. Antecedents of the amount and quality of parental instruction

Although the differences in the quality of home-based parental involvement may contribute to either an enhancement or a discouragement of pupils' learning outcomes, *little is known* about the factors that influence or motivate the parents' decision to adopt different dimensions of home-based instruction. The current research differentiated between *protective factors* that encourage parents to become more authoritative (i.e., highly autonomy-supportive and responsive) in their involvement and *risk factors* that enhance their authoritarian conceptions of instruction (i.e., highly controlling and structured).

To theoretically explore factors that may contribute to the prediction of the quality of parental instruction, we referred to the model of the *parental involvement process* proposed by Hoover-Dempsey and Sandler (1995, 1997). Overall, the model proposes that parents become more or less involved in their children's education depending on their motivational beliefs and self-efficacy, different kinds of invitations as well as options or restriction in their personal life context.

The model was revised due to empirical findings found in a series of four studies (see Hoover-Dempsey & Sandler, 2005); the latest version was confirmed by studies showing the predictive power of the theoretical assumed antecedents. Nevertheless, Green et al. (2007) tested the latest version of the model empirically and interestingly found that in older pupils, the significant predictor constructs were more likely to predict the amount of home-based parental involvement rather than school-based involvement.

Although the Hoover-Dempsey and Sandler's model has been empirically validated in previous studies, the aims of those studies were to study the prediction of differences in the amount of parental involvement. When using this model to explain differences in the quality of home-based parental involvement, some adaptations were necessary in the present study.

1.1.1. Differentiation between different kinds of parental conceptions of responsibility and role conceptions

The original measure of "role construction" distinguishes three kinds of *responsibility beliefs for the child's education*, namely, parent-focused, partnership-focused, and school-focused. Our preliminary analyses did not replicate this 3-factorial model but, rather, suggest a binary differentiation between active and passive forms of responsibility constructions. Whereas the former combines parent-focused and partnership-focused conceptions, the latter refers to the conviction that it is in the responsibility of schools and teachers to inform parents.

Apart from parents' beliefs about who (e.g., parents or schools) should take responsibility for the child's school success (Hoover-Dempsey, Wilkins, Sandler, & O'Connor, 2004), past studies in the field of educational psychology have suggested that pupils may adopt different kinds of *goal orientations* (e.g., Dweck & Elliott, 1988; Nicholls, 1984), which may be prompted or reinforced by their parent's role conceptions in learning situations at home. In this context, Renshaw and Gardner (1990) have suggested that parental behaviors in home-instruction may be a function of two different role conceptions, namely goal orientation towards learning versus performance. In line with their expectations, they empirically found that *process-oriented parents*—who interpreted home-based instruction as an opportunity to foster self-regulation competencies of their child—were *less directive*. In contrast, *product-oriented parents*—who tend to focus on "the outcome" of informal learning situations—were *more directive and controlling* (see also Helmke, Schrader, & Lehneis-Klepper, 1991). Therefore, the present study assumed that differences in parents' role conceptions may also contribute to quality differences of home-based parental involvement.

1.1.2. Differentiation between global and domain-specific efficacy beliefs

The present study included the predictor construct of parental (teaching) efficacy beliefs and distinguished between parental efficacy beliefs in the general domain and in the specific domain. The Hoover-Dempsey and Sandler's model focuses only on parents' efficacy beliefs in general while research in educational psychology has underlined that pupils' self-efficacy may vary across domains (e.g., Cleary & Zimmerman, 2004). Thus, it might be reasonable to assume that parents' levels of efficacy beliefs in

Download English Version:

<https://daneshyari.com/en/article/364372>

Download Persian Version:

<https://daneshyari.com/article/364372>

[Daneshyari.com](https://daneshyari.com)