

Parental Involvement, Self-Concept Clarity, Emotional and Behavioral Problems in Adolescents

Farah Akbar¹ Farhan Hashmi² Muhammad Qaiser Arif³

ABSTRACT: The present research studied the relationship between parental involvement, self-concept Clarity, emotional and behavioral problems in adolescents. It was hypothesized that there will be significant correlation between parental involvement, self-concept clarity, emotional and behavioral problems in adolescents. The sample was consisted of (n=200) adolescents including both girls and boys of age 12 to 17 years. Correlation research design was used in this study. The data was gathered through convenient sampling. Pearson product moment correlation analysis showed that parental involvement and self-concept clarity is negatively correlated to the emotional and behavioral problems, while parental involvement and self-concept clarity were positively correlated. Stepwise regression analysis showed that parental involvement and self-concept clarity were the negative predictors of emotional and behavioral problems in adolescents. Independent sample t-test showed the significant differences in the parental involvement, self-concept clarity, emotional and behavioral problems in terms of maternal profession of adolescents. Independent sample t-test also showed significant differences in the parental involvement, self-concept clarity, emotional and behavioral problems in adolescents in terms of home environment. ANOVA showed that there were significant differences in the parental involvement and self-concept clarity in terms of paternal profession and socioeconomic status. ANOVA also showed that there were significant differences found in the parental involvement and self-concept clarity in terms of maternal qualification of adolescents.

KEYWORDS: Parental Involvement, Self-Concept Clarity, Emotional and Behavioral Problem

Introduction

Parental inclusion has reliably been an essential portion of each child's improvement. In a general sense, parental involvement in adolescents learning system offers various open entryways for progress. As demonstrated by Center for Child Well-Being (2010), parental contribution in their children's learning not simply improves an adolescent's soul, manner, and achievement over all domains, yet it in like manner propels better lead and social change (Henderson & Mapp, 2002). Parental involvement has been characterized across literature as speaking to a wide range of practices and practices at home or at school, including parental yearnings, desires, perspectives and convictions with respect to their youngsters (Hong & Ho, 2005). Numerous researchers and scholars called attention to the operational utilization of parental involvement

¹ Clinical Psychology Unit,
Department of Psychology,
Government College University,
Lahore, Punjab, Pakistan.
Email: farahakbar97@gmail.com

² Lecturer, Clinical Psychology Unit,
Government College University,
Lahore, Punjab, Pakistan.
Email: farhanhashmi@gcu.edu.pk

³ Clinical Psychology Unit,
Department of Psychology,
Government College University,
Lahore, Punjab, Pakistan.
Email: m.qaiser2191@gmail.com

Corresponding Author:
Farhan Hashmi
farhanhashmi@gcu.edu.pk

has been fairly obscure and now and again conflicting, regardless of the natural significance of the idea (Christenson et al., 1992; Englund et al., 2004; Fan & Chen, 2001; Georgiou, 1996-1997; Hong, & Ho, 2005). As Parents are actively involved in their children's education at all ages, and school-based parental involvement programs are in fashion in developed countries. Parents establish the principal methods for advancement and socialization for the vast majority from an early age. By a similar token, the job of the nuclear family psychosocial improvement (passionate and conduct) is verifiable, with guardians being the most compelling jobs in their youngsters' lives (Bleeker & Jacobs, 2004). Contrasts in child rearing styles had been utilized to represent the impacts of familial socialization on adolescents' social capability, these styles and their disparities result from the collaboration of various perspectives and practices showed by parents toward their children (Kelly et al., 2012), and they affect adolescent's conduct, enthusiastic security, and prosperity (Ntekane, 2018). Parental association is likewise liable for the improvement of self-concept clarity in adolescents. Self-concept clarity drives adolescents to function admirably in their instructive settings and help them deal with their emotional and behavioral issues. There is a lot of need to examine parental contribution and its consequences for various elements of a youngster life (Wood et al., 2010).

While various studies on parental involvement on adolescents are associated with emotional and behavioral problems among adolescents have been conducted in Western nations (Paulson, 1994), few studies have focused on self-concept clarity and psychological factors of students. Moreover, in Pakistan very few studies had examined the specific variables including Self-concept clarity, parental involvement and emotional and behavioral problems in adolescents. Against this background, the aim of the current study was to explore how parental involvement is utilized in context of Self-concept clarity, emotional and behavioral problems in adolescents.

The present research aimed to find the influence of parental involvement in adolescent's self-concept clarity and emotional and behavioral problems in indigenous context. Secondly, it sought to explain the understanding that how parental involvement impacts the behavioral and emotional functioning of the adolescents. Parental involvement plays a role in self-concept clarity of adolescents; it will explain that how the level of parental involvement impacts the self-concept clarity of adolescents.

Hypotheses

To explore the role of these sets of variables, it was hypothesized that:

- ▶ There will be relationship between Parental Involvement, Self-Concept Clarity, Behavioral and Emotional Problems in adolescents.
- ▶ Parental Involvement, Self-concept clarity is likely to predict Emotional and Behavioral problem in adolescents.
- ▶ Adolescents having working mothers will likely have high Parental Involvement, and self-concept clarity than non-working mothers.
- ▶ Adolescents having friendly home environment will likely have high Parental Involvement, self-concept clarity than students having unfriendly home environment.

Objectives of the Study

The following are the main objective of the study.

- ▶ Main objective of the study is to determine the role of parental involvement in self-concept clarity of adolescents with reference to adolescent's emotional and behavioral problems.

- The study explores the relationship between parental involvement, self-concept clarity and emotional and social problems of adolescents.
- Study assesses the impact of parental involvement on self-concept clarity of adolescents.

Method

Correlation research design was used in present research. Purposive sampling was used.

Participants

The sample was comprised of (n=200) students of grade seven to ten and data was collected from different private and government schools.

Instruments

Parental Involvement Rating Scale

Parental Involvement Rating Scale (PIRS) developed by Naseema & Abdul Gafoor (2001). PIRS is intended to measure the involvement of parents in their children's education. Parental involvement scale consists of nine components. For each positive statement a score of '2', '1' or '0' is to be given, respectively for the responses always true, sometimes and never true. For negative statements scoring is reversed.

Self-Concept Clarity

The Self-Concept Clarity Scale (SCCS) developed by Campbell et al. (1996) was applied in order to assess the extent to which self-beliefs are stable, clearly and confidently defined. SCCS is a 12 item; age range is 12 to 60self-report measure of the temporal stability, consistency and clarity of self-beliefs.

Pediatric Symptom Checklist

The Pediatric Symptom Checklist is a psychosocial screen designed to facilitate the recognition of cognitive, emotional, and behavioral problems so that appropriate interventions can be initiated as early as possible. The PSC consists of 35 items that are rated as "Never," "Sometimes," or "Often" present and scored 0, 1, and 2, respectively. The total score is calculated by adding together the score for each of the 35 items. For children and adolescents ages 6 through 16, a cutoff score of 28 or higher indicates psychological impairment.

Demographic Sheet

Demographic sheet was prepared by the researcher to collect information about participant data. Demographic information regarding (age, profession of parents, salary of parents and number of siblings, birth order, home environment and family system) was taken from the participants.

Procedure

Research Ethics committee of Government College University, Lahore and Board of study of Psychology department approved this study. Official permissions were taken from the authorities of department for data collection (Schools). And data was collected from different schools, from those participants who accomplish the inclusion criteria set for this research. Before using the tools, briefing was given to the participants about the nature, aim and purpose of study before administering the tool. A consent form was also obtained from each participant. Confidentiality was assured to the participants that their information will not be leaked out; it will be used only for research purpose.

Results

Result illustrated that Parental Involvement had positive significant relationship with self-concept clarity. Results also reveal that Behavioral and Emotional problems had significant negative correlation with Parental involvement and Self-concept clarity. Results also showed that the paternal Qualification is negatively correlated to the Behavioral and Emotional problems. Results also indicate that both maternal and paternal qualification had significant positive correlation with Parental Involvement. Results show that strict home environment has significant positive correlation with Behavioral and emotional problems. Results of step-wise regression indicate that Parental Involvement and Self-Concept clarity is the negative predictor of Behavioral and Emotional Problems.

One more finding reveals that there is a significant difference in Parental Involvement among adolescents having working mothers as compared to non-working. Results indicate that adolescents having working mothers had higher parental involvement as compared to adolescents having non-working mothers; the reason could be that working mothers are more practical and know the needs of their child.

Results indicate that adolescents having friendly home environment had higher parental involvement as compared to adolescents having unfriendly home environment. Adolescents also had higher self-concept clarity whose home environment was friendly, the reason could be that they are more open and are more expressive. Findings also indicated that there are significant differences in parental involvement and self-concept clarity in terms of socioeconomic status of adolescents.

Table 1

Correlation Matrix between demographic variables, parental involvement, self-concept clarity, emotional and behavioral problems in adolescents (N=200).

Variables	Age	Gender	Siblings	BO	FQ	FP	MQ	MP	SE	FS	HE	PI	SC	EBP
Age	-	-.05	.01	-.05	.13	-.11	.19**	.11	.16*	-.05	.08	.19**	.12	-.21**
Gender	-	-	.07	.22**	-.27**	.11	-.15*	.08	-.13	.15*	.07	-.07	-.08	.09
Siblings	-	-	-	.12	-.10	.07	-.13	-.02	-.10	-.02	.02	-.17	-.13	.05
BO	-	-	-	-	-.16*	.07	-.01	-.09	-.18*	-.07	-.06	-.08	-.10	.28**
FQ	-	-	-	-	-	-.21**	.63**	.34**	.39**	-.07	-.25**	.47**	.59**	-.36**
FP	-	-	-	-	-	-	-.17*	-.13	-.39**	-.03	.06	-.03	-.09	.18*
MQ	-	-	-	-	-	-	-.28**	.36**	-.02	-.28**	.56**	.61**	-.44**	
MP	-	-	-	-	-	-	-	-.34**	-.01	-.18*	.18*	.23**	-.29**	
SE	-	-	-	-	-	-	-	-	.09	-.14*	.27**	.30**	-.39**	
FS	-	-	-	-	-	-	-	-	-	.10	-.07	-.07	-.04	
HE	-	-	-	-	-	-	-	-	-	-	-.21**	-.25**	.23**	
PI	-	-	-	-	-	-	-	-	-	-	-	.77**	-.68**	
SC	-	-	-	-	-	-	-	-	-	-	-	-	-.69**	
BEP	-	-	-	-	-	-	-	-	-	-	-	-	-	
M	1.91	1.53	1.48	1.58	3.42	2.90	3.14	1.24	2.27	1.35	1.16	97.81	37.48	24.58
SD	.831	.500	.500	.659	1.508	1.845	1.371	.428	.824	.479	.367	49.413	12.100	19.847

Note: BO= Birth order, FQ= Father Qualification, FP= Father Profession, MQ= Mother Qualification, MP= Mother Profession, SE= Socioeconomic status, FS= Family system, HE= Home environment, PI= Parental Involvement, SC= Self-concept, BEP= Behavioral and emotional problems. *p<.05, **p<.01

Pearson correlation analysis showed that paternal qualification had significant positive correlation with Parental Involvement and Self-concept clarity. It indicated that higher the paternal qualification, the higher will be the Parental Involvement and Self-concept clarity of adolescents. Results also showed that the paternal qualification is negatively correlated to the Behavioral and Emotional problems. This result indicated that if the paternal qualification is higher, then Behavioral and Emotional problems will be lower. The results of the study also showed that maternal qualification had significant positive correlation with Parental Involvement and Self-Concept clarity. The results of the study also showed that maternal profession is negatively correlated to the Behavioral and Emotional Problems which means that if the maternal is high; there will be low emotional and behavioral problems in adolescents. Results also showed that the Parental Involvement is positively correlated with the socioeconomic status and self-concept clarity. Results indicate that if there is high socioeconomic status then there will be better self-concept clarity and higher parental involvement. Results show that strict home environment has significant positive correlation with Behavioral and emotional problems. This indicates that a strict home environment is likely to have more behavioral and emotional problems in adolescents. Results also indicate that Parental Involvement had significant positive correlation with Self-concept clarity, it indicates that if the Parental Involvement is higher, then the Self-Concept clarity will also be higher. Results also showed that Parental Involvement had a negative correlation with Behavioral and emotional problems, which indicate that if Parental Involvement is higher, then there will be less emotional and behavioral problems in adolescents.

Table 2 shows that Parental Involvement and Self-concept clarity predict Emotional and Behavioral problem in adolescents. Results of step-wise regression indicate that Parental Involvement and Self-Concept clarity are negative predictor of Behavioral and Emotional Problems. Results also indicate Birth Order is the positive predictor of Behavioral and Emotional problems. Findings also indicate that if socioeconomic status will be high then there will be lesser behavioral and emotional problems among adolescents.

Table 2

Stepwise Multiple Regression (stepwise method) predicting Demographics, Emotional and Behavioral problem in adolescents.

Emotional and Behavioral Problems														
Variables	Model 1			Model 2			Model 3			Model 4			95% CL	
	B	SE	β	B	SE	β	B	SE	B	SE	β	LL	UL	
SCC	-.114	.084	-.699	-.725	.119	-.443	-.650	.116	.398	-.804	.123	-.491	-1.308	-.979
PI	-	-	-	-1.38	.029	-.343	-.130	.028	-.324	-.133	.028	-.331	-.195	-.080
SE	-	-	-	-	-	-	-4.70	1.17	-.196	-5.78	1.197	-.242	-7.025	-2.38
BO	-	-	-	-	-	-	-	-	-	4.34	1.40	.145	.992	4.047
R ²		.489			.541			.576			.598			
F		187.48			114.8			87.78			71.17			
ΔR		.489			.052			.035			.020			

Note: β = Standardized regression weight, B= Beta, R²= change in R (explained variance), F=Variability of the model, CL= Confidence level. p<.01, p< .01***

Table shows the stepwise regression analysis that there are four possible models among the predictors. Results indicated that step 1 consist of one factor i.e. Self-Concept clarity. This indicate that Self-Concept clarity is the negative predictor of Behavioral and Emotional Problems ($\beta=-.699$, $p<0.01$). The step 2 is comprised of two factors i.e. Self-Concept clarity and Parental Involvement indicated that Parental

Involvement is the negative predictor of Behavioral and Emotional problems ($\beta = -.343$, $p < 0.01$). The step 3 is comprised of three factors i.e. Self-Concept clarity, Parental Involvement and Socioeconomic status indicated that Socioeconomic status is the negative predictor of Behavioral and Emotional problems ($\beta = -.196$, $p < 0.01$). The step 4 is comprised of four factors i.e. Self-Concept clarity, Parental Involvement, Socioeconomic Status and Birth Order indicated that birth order is the positive predictor of Behavioral and Emotional problems ($\beta = .145$, $p < 0.01$).

Table 3

Independent sample t test for Parental Involvement, self-concept clarity, Behavioral and Problems among adolescents having wrought and non-working mothers.

Variables	Working Mothers		Non-Working Mothers							Cohen's d
	N=151	N=48	M	SD	M	SD	t(197)	P	LL	UL
PI	113.76	44.36	97.76	49.99	-2.59	.010	-36.86	-5.028	0.33	
SC	43.87	9.833	35.45	12.071	-4.39	.000	-12.20	-4.64	0.76	
EBP	14.45	10.45	27.77	21.030	4.22	.000	7.095	19.54	0.80	

Note: N=Number of Participants, M=Mean, SD=Standard Deviation, LL=Lower limit, UP=Upper limit, PI=Parental Involvement, SCC= Self-Concept Clarity, EBP=Emotional and behavioral problems.

Table 3 indicated that Adolescents having working mothers have high Parental Involvement, self-concept clarity than non-working mothers. As the results indicated that there is a significant difference in Parental Involvement among adolescents having working mothers ($M = 113.76$, $SD = 44.36$) as compared to non-working mothers ($M = 97.76$, $SD = 49.99$) $t (197) = -2.59$, $p < 0.01$. Results indicate that adolescents having working mothers have high parental involvement as compared to adolescents having non-working mothers. As result indicated that there is also a significant difference in self-concept clarity among adolescents having working mothers ($M = 43.87$, $SD = 9.83$) as compared to non-working mothers ($M = 35.45$, $SD = 12.07$) $t (197) = -4.39$ $p < 0.01$.

Table 4 indicated that adolescents having friendly home environment are likely to have high Parental Involvement, self-concept clarity than adolescents having strict home environment.

Table 4

Independent sample t test for Parental Involvement, self-concept clarity, Behavioral and Problems among adolescents in terms of their home environment.

Variables	Friendly Home Environment		Unfriendly Home Environment							Cohen's d
	N=168	N=32	M	SD	M	SD	t(197)	P	LL	UL
PI	102.44	47.63	72.74	52.08	3.14	.002	11.06	48.33	0.59	
SCC	38.85	11.87	30.34	10.86	3.76	.000	0.04	12.96	0.74	
EBP	22.55	18.68	35.21	22.57	-3.39	.001	20.02	-5.30	0.61	

Note: N=Number of Participants, M=Mean, SD=Standard Deviation, LL=Lower limit, UP=Upper limit, PI=Parental Involvement, SCC= Self-Concept Clarity, EBP= Emotional and behavioral problems.

Result indicated that there is a significant difference in Parental Involvement among adolescents having friendly home environment ($M=102.84$, $SD=47.63$). Results indicate that adolescents having friendly home environment have higher self-concept clarity ($M=38.85$, $SD=11.87$).

Results indicate that adolescents having friendly home environment have higher self-concept clarity as compared to adolescents having strict home environment.

Discussion

The aim of the present study was to investigate the relationship between Parental Involvement, Self-Concept Clarity, Behavioral and Emotional Problems in adolescents. Parental involvement has been characterized across literature as speaking to a wide range of practices at home or at school, including parental yearnings, desires, perspectives and convictions with respect to their youngsters (Hong & Ho, 2005). It was hypothesized that the socio-demographic factors i.e. Age, parent's qualification, parent's profession and home environment will play an important role in finding relationship between parental involvement and self-concept clarity. Present study indicated that paternal qualification had a positive correlation with parental involvement and self-concept clarity that shows that adolescents whose fathers are well qualified had higher self-concept clarity.

The present study indicated that parental involvement and self-concept clarity is likely to predict Emotional and Behavioral problem in adolescents. Results indicated that Self Concept clarity is the negative predictor of Behavioral and Emotional Problems. It was also found that Parental Involvement is the negative predictor of Behavioral and Emotional problems. Research also indicated that Socio-economic status is the negative predictor of Behavioral and Emotional problems. In the light of the present study, it is concluded that parental involvement is an important factor in helping a healthy social and emotional development of the children, it can in turn also help the children develop better self-concept clarity. Parental involvement as well as self-concept clarity are the predictors of children having a healthier social and emotional development which can affect all other facets of their lives.

Limitations

The present study had a small sample size of 200 participants only from the city of Lahore. In a follow-up study a larger sample size can be drawn and made available.

Implications

- ▶ The findings from this research can be used to educate parents about the impact of parental involvement in determination of emotional and behavioral problems in adolescents.
- ▶ The findings could also be used to make the parents as well as the teachers be more sensitive towards working on the self-concept clarity in adolescents.
- ▶ The parent teacher alliance could help the students have a better clarity of their self-concept as the school offers a lot of opportunities for the students to test and prove their abilities. Parents can work on being more involved in their children upbringing to help them be clearer about their self-concept clarity and help them deal with behavioral and emotional problems.

- The findings show the importance of parental involvement among adolescents. More attention needs to be focus on these with respect to some training at school and college level. It will be helpful to improve the psychological health of adolescents. This research will cover the gap and open the gate for future research on the same area.

Conclusion

In the present study parental involvement and self-concept clarity were found positively correlated. Parental Involvement and Self-Concept clarity were also found to be negatively predicting Behavioral and Emotional Problems. Whereas friendly home environment adolescents to develop high self-concept clarity. Furthermore, It was concluded that parent's profession also determines the levels of emotional and behavioral problems.

Therefore, in order to enable parents to grow in their ability to help their children get the best, parental involvement has to be viewed as a process rather than a one-time event. This means that schools have to re-examine their policies regarding parental involvement and develop strategies that lead to the mutual responsibility and interpersonal interactions between parents and teachers for children's outcome.

References

Bleeker, M. M., & Jacobs, J. E. (2004). Achievement in math and science: Do mothers' beliefs matter 12 years later? *Journal of Educational Psychology*, 96(1), 97-109. <https://doi.org/10.1037/0022-0663.96.1.97>

Campbell, J. D., Trapnell, P. D., Heine, S. J., Katz, I. M., Lavallee, L. F., & Lehman, D. R. (1996). Self-concept clarity: Measurement, personality correlates, and cultural boundaries. *Journal of Personality and Social Psychology*, 70(1), 141-156. <https://doi.org/10.1037/0022-3514.70.1.141>

Christenson, S. L., Rounds, T., & Gorney, D. (1992). Family factors and student achievement: An avenue to increase students' success. *School Psychology Quarterly*, 7(3), 178-206. <https://doi.org/10.1037/h0088259>

Englund, M. M., Luckner, A. E., Whaley, G. J., & Egeland, B. (2004). Children's achievement in early elementary school: Longitudinal effects of parental involvement, expectations, and quality of assistance. *Journal of Educational Psychology*, 96(4), 723-730. <https://doi.org/10.1037/0022-0663.96.4.723>

Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22. <https://doi.org/10.1023/a:1009048817385>

Gafoor, K. A., & Naseema, C. (2001). Parental Involvement Rating Scale (PIRS). *Malappuram: University of Calicut*.

Georgiou, S. N. (1996). Parental involvement: Definition and outcomes. *Social Psychology of Education*, 1(3), 189-209. <https://doi.org/10.1007/bf02339890>

Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Annual Synthesis, 2002. <https://eric.ed.gov/?id=ED474521>

Hong, S., & Ho, H. (2005). Direct and indirect longitudinal effects of parental involvement on student achievement: Second-order latent growth modeling across ethnic groups. *Journal of Educational Psychology*, 97(1), 32-42. <https://doi.org/10.1037/0022-0663.97.1.32>

Kelly, H. W., Sternberg, A. L., Lescher, R., Fuhlbrigge, A. L., Williams, P., Zeiger, R. S., Raissy, H. H., Van Natta, M. L., Tonascia, J., & Strunk, R. C. (2012). Effect of inhaled glucocorticoids in childhood on adult height. *New England Journal of Medicine*, 367(10), 904-912. <https://doi.org/10.1056/nejmoa1203229>

Ntekane, A. (2018). Parental involvement in education. *Research gate*, 1(1), 1-9.

Paulson, S. E. (1994). Relations of parenting style and parental involvement with ninth-grade students' achievement. *The Journal of Early Adolescence*, 14(2), 250-267. <https://doi.org/10.1177/027243169401400208>

Wood, D., Kurtz-Costes, B., Rowley, S. J., & Okeke-Adeyanju, N. (2010). Mothers' academic gender stereotypes and education-related beliefs about sons and daughters in African American families. *Journal of Educational Psychology*, 102(2), 521-530. <https://doi.org/10.1037/a0018481>