THE ROLE OF PARENTAL INVOLVEMENT IN CLASSROOM LIFE IN GREEK PRIMARY AND SECONDARY EDUCATION

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In Greece, the existing theoretical, research and constitutional framework has not been fully developed, so that communication between school and family is facilitated. The purpose of the study was to examine the relationship of students’ classroom life, self-esteem, general anxiety with parental involvement. 155 Greek students of Primary and Secondary education schools in Athens along with their parents volunteered to participate in the study [69 boys and 86 girls]. The students completed the Self-Esteem Scale (Rosenberg, 1965), the State-Trait Anxiety Inventory (STAI; Spielberger, Gorsuch, & Lushene, 1970) and the Classroom-Life Measure (Johnson & Johnson, 1983) while parents’ students completed the Parental Involvement Scale (Georgiou, 2000). All instruments showed acceptable validity (based on exploratory factor analysis) and reliability (Cronbach α). The results indicated positive correlations among self-esteem and student personal, as well as, academic support, whereas no relationship was revealed in teacher support (personal, academic). On the other hand, negative relationship was shown between general anxiety and academic self-esteem. Additionally, the results showed that the higher the parental involvement is the lower the students’ self-esteem is. Examining the differences among Primary and Secondary education children, the results of multiple analysis of variance revealed findings of pivotal importance (Wilks’ Λ = .919, F 1,147 = 2.611, p <.05, η² = .027). More specifically, the results showed significant differences (Bonferroni adjustment) between children of Primary and Secondary education regarding home study, as well as, the level of children’s participation in school activities, which both constitute factors of parental involvement. Based on multivariate analysis results, significant differences were also revealed among high vs low self-esteem students (Wilks’ Λ = .856, F 1,147 = 4.945, p <.001, η² = .144). The results of the present study showed that the level of parental involvement affects the level of student academic and personal self-esteem. Furthermore, the importance as well as the interaction among parental interaction, classroom life and students’ psychological state were revealed.

Keywords:
Family-school communication, parental involvement, Primary and Secondary Education, Classroom climate.
References:


