There are several authors that have discussed the importance and impact of parenting dimensions on the academic achievement of children (Kaplan, Liu, & Kaplan, 2001; Zimiles & Lee, 1991). Despite this, little has been said about indirect processes. Educational involvement of parents also plays an important role in education (Seginer, 2006).

The purpose of this study was to analyze (a) whether parental dimensions moderate the relationship between educational involvement and academic achievement (arithmetic, orthography and spelling), and (b) whether parental educational involvement mediates the relation between parental dimensions and academic achievement.

Information was gathered on 591 Peruvian children from the general population (342 girls and 249 boys). Parents completed the Parental Behavior Scale (Van Leeuwen & Vermulst, 2004) which assesses general parental behavior. From this scale two dimensions of parenting were derived: Positive parenting (setting rules, positive parenting behavior) and Negative control (discipline and harsh punishment). From the provided demographic and socioeconomic (SES) information a Hollingshead Index (Hollingshead, 1975) was calculated. Teachers of each classroom reported the level of educational involvement of the parents by filling out a short questionnaire for each student (e.g. parents voluntarily go to the school to talk about the academic performance of their children). Elementary regular school children attending 6th grade located in urban zones of Metropolitan Lima completed three academic tests: Spelling, Arithmetic and Orthography.

Hierarchical multiple regression analyses were conducted to investigate independent and interaction effects (mediation and moderation effects). Although there were no moderation effects we did found independent effects of SES in the three academic scores ($\beta_{ari} = .18, p < .001; \beta_{rea} = .22, p = < .001; \beta_{ort} = .24, p = < .001$) and in Orthography, effects of Involvement ($\beta_{inv} = .13, p = < .01$), and Negative control ($\beta_{con} = -.13, p = < .01$). Additionally, we found a mediation effect of Involvement over Negative control and Orthography ($\beta = .12, p = .006$).

We can conclude that despite the detrimental consequences of negative parental control, it can be said that parental educational involvement intervenes in the parenting and spelling association.
Keywords:
Parenting, Academic Achievement, Educational Involvement, Peru, childhood.

References:


