

PARENTAL INVOLVEMENT IN RELATION TO IMPULSIVENESS OF HIGH SCHOOL STUDENTS

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ABSTRACT

The present study examines the relationship between parental involvement and impulsiveness of high school students. Adolescence is a developmental stage marked by heightened emotional reactivity and susceptibility to impulsive behaviors, making parental involvement a crucial factor in promoting self-regulation and positive behavioral outcomes. The objective of the study is to determine whether a significant correlation exists between parental involvement and impulsiveness in adolescents. A descriptive survey method was employed, and data were collected from a randomly selected sample of 100 high school students using the Parental Involvement Scale by Chouhan and Arora (2009) and the Impulsiveness Scale by Rai and Sharma (2013). Statistical analysis included measures of central tendency, variability, and Pearson's correlation. Results indicated a significant negative correlation between parental involvement and impulsiveness demonstrating that higher levels of parental involvement are associated with lower impulsive behaviour. These findings highlight the importance of parental engagement in shaping adolescents' emotional regulation, academic behaviour, and overall developmental outcomes, particularly during a sensitive stage of psychological growth. The study underscores the need for school-based and community-based initiatives that strengthen parent-adolescent relationships to foster healthier behavioural patterns during the high school years.

Keywords: parental involvement, impulsiveness, high school students

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INTRODUCTION

Parental involvement helps in building up the behavioral and emotional regulation of a child. The concept of parental involvement is a very broad one, ranging from ensuring that homework gets done to knowing with whom one's child associates and eventually offering emotional support or setting limits. Positive involvement by parents, in turn, has the effect of

reducing the risk for impulsive behavior and other maladaptive behaviors, whereas negative involvement or a lack of involvement may enhance such tendencies.

Parental involvement is a major factor for determining the course of development for an adolescent. High school years are particularly demanding for youngsters, as they experience tremendous changes in cognition, emotions, and social interactions; hence, the role of the parents during this period becomes even more effective. These periods are characterized by an increase in vulnerability to impulsiveness, expressed in various social and academic settings. Knowing this link between parental involvement and these tendencies helps educators, psychologists, and policymakers in their quest to develop effective intervention methods for harnessing the potential toward positive adolescent development.

The connection between the involvement of parents and adolescent behavior, in phrases of, is a complicated and multidimensional aspect of developmental psychology. Parental involvement encompasses some diverse behaviors and interactions between mother and father and their wards, and those dynamics can have a profound effect on a child's emotional and behavioral outcomes. By understanding the nuances of this connection, researchers, educators, and parents alike can paint collaboratively to put into effect proof-based interventions and strategies that foster a supportive and nurturing environment for adolescents, ultimately promoting their emotional regulation and decreasing the chance of conducting impulsiveness.

Grolnick and Slawiczbek (1994) proposed a multidimensional model of parental involvement, categorizing it into cognitive, behavioral, and personal dimensions. Their study illustrates that cognitive involvement, such as discussions about school and learning at home, has the strongest impact on student achievement. Hoover-Dempsey and Sandler (1997) explored the motivational aspects behind parental involvement, emphasizing perceived parental roles and self-efficacy as key determinants of participation in children's education. Their research highlights that parents who perceive their involvement as valuable and effective are more likely to engage in their children's academic activities. Epstein (2001) discussed the essential role of educators in fostering school, family, and community partnerships. She introduces a framework that identifies six types of parental involvement, including parenting, communicating, volunteering, learning at home, decision-making, and

collaborating with the community. Christine further elaborates on these dimensions, addressing concerns from families, schools, and communities regarding students' academic and social development. The model emphasizes that successful collaboration among these entities leads to enhanced student achievement and school improvement. Henderson and Mapp (2002) analyzed the interconnections between school, family, and community, illustrating how these relationships influence student performance outcomes. Their synthesis of existing research underscores the effectiveness of various parental involvement forms, including school-based and home-based engagement, in enhancing student academic success. Their findings suggest that active and sustained parental participation positively correlates with higher student motivation, attendance, and academic achievement. Spera (2005) reviewed parenting practices and their relation to adolescent school achievement. The study highlights that authoritative parenting, characterized by warmth, support, and academic expectations, has a strong positive correlation with student success. In contrast, permissive and uninvolved parenting styles are associated with lower academic outcomes, reinforcing the need for structured parental engagement. Kantova, K. (2024) investigates the impact of parental involvement on the education outcomes of their children, specifically focusing on the completion of high school. The results indicate that higher parental involvement is associated with an increased probability of high school graduation, while stricter parental behaviour is found to decrease the expected likelihood of completing high school.

Coccaro, Lee, and McCloskey (2013) investigated the role of serotonin in impulsive aggression, shedding light on neurochemical influences on impulsivity. Their study involved measuring serotonin levels and aggression-related behaviors in a clinical sample. Results indicated that lower serotonin levels were strongly correlated with higher impulsivity and aggressive tendencies. These findings provided important implications for pharmacological treatments targeting impulsive aggression, particularly in clinical and forensic settings. As per Ran (2021) found through his research that Impulsivity mediates the association between parenting styles and self-harm in Chinese adolescents. McCloskey et al. (2022) examined impulsiveness in relation to aggression and found that individuals with high impulsivity were more likely to engage in aggressive behaviors. This impulsivity was associated with difficulties in controlling anger and frustration in stressful situations. Hendrikx et al. (2023) focused on the impact of impulsivity on relationships and found that impulsive individuals often experienced more conflicts in relationships due to their tendency to act without considering the feelings of others. The study concluded that impulsiveness was a predictor of

relationship instability. Svirydzenka et al. (2024) examined impulsivity in relation to emotional regulation and found that impulsive individuals had difficulty managing their emotions, which contributed to a higher likelihood of developing mood disorders. Their study emphasized the role of emotion regulation in controlling impulsive tendencies.

OBJECTIVE OF THE STUDY

To study the correlation between Parental Involvement and Impulsiveness of high school students

HYPOTHESIS

There exists no significant correlation between Parental Involvement and Impulsiveness of high school students.

TOOLS OF THE STUDY

1. Parental Involvement Scale by Chouhan and Arora (2009): The scale is a five-point scale which contains 25 items. This scale can be responded by adolescents ranging from 13-17 years. The respondents have five options: always, often, sometimes, rarely, and never. The minimum score is 25 and the maximum score is 125. Positive statements were scored from 5 to 1, and negative statements were scored from 1 to 5.
2. Impulsiveness Scale by Rai and Sharma (2013): This scale consists of 30 items which can be responded by students either individually or in small groups. Time required to complete the scale is about 30 minutes. The participants respond by marking a tick next to any one of two provided alternatives for each item. For every impulsive response from the scale, 1 was given a score, and non-impulsive responses received a score of 0.

METHODOLOGY

Descriptive survey method was employed for this study. This study was conducted on a sample of 100 high school students. Here two government high schools were selected randomly out of all the government high schools of Chandigarh. Next out of the selected schools, 100 students of class 9th were randomly selected. So the study was conducted on 100 high school students of class 9 of two government high schools of Chandigarh. So, the sampling technique used was multistage randomization of samples.

ANALYSIS, INTERPRETATION AND DISCUSSION OF RESULTS

Table 1

Mean, Median, standard deviation, Skewness and Kurtosis of Parental Involvement in Relation to Impulsiveness of High School Students

Variable	N	Mean	Median	S. D	Skewness	Kurtosis
Parental Involvement	100	87.23	88	10.457	0.090	0.549
Impulsiveness	100	13.14	13	4.247	-0.094	-0.452

We can interpret from Table 1 that the mean of Parental Involvement is 87.23, The median is 88. The standard deviation and variance are (10.457) and (108.25) respectively. The skewness of 0.090 suggests a nearly symmetric distribution, while the kurtosis value (0.549) indicates a platykurtic distribution. we can interpret that the mean of Impulsiveness score is 13.14, the median value is 13. The standard deviation and variance are (4.247) and (17.86) respectively. The skewness of -0.09 confirms a nearly symmetrical distribution, while the kurtosis of (-0.452) indicates a flatter distribution.

Table 2

Coefficient of Correlation between Parental Involvement and Impulsiveness of High School Students

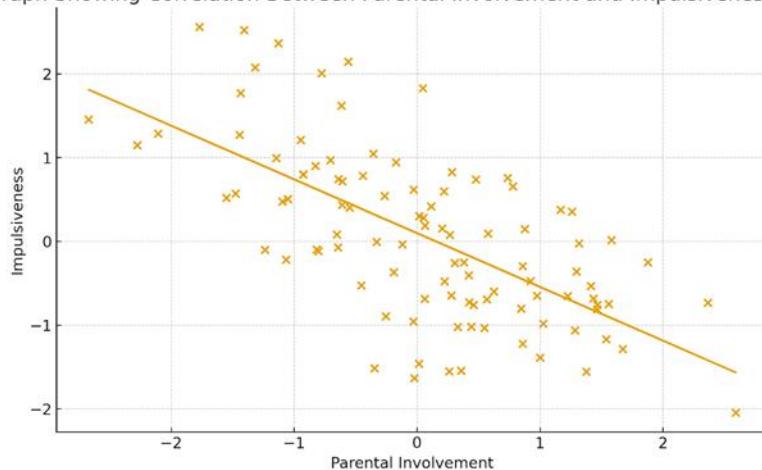
Variable	Degree of freedom	Coefficient of Correlation	Remarks
Parental involvement and Impulsiveness	98	-0.65*	Negative correlation

*Critical value at 0.01 level is 0.256

The calculated value of the coefficient of correlation between Parental Involvement and Impulsiveness is -0.65, which is greater than the table value of 0.256 at the 0.01 level of significance. Therefore, the hypothesis stating that “There is no significant correlation between Parental Involvement and Impulsiveness of high School students.” is rejected. It indicates that there is a significant negative correlation between Parental Involvement and Impulsiveness in this dataset. As Parental Involvement increases, Impulsiveness among students tends to decrease.

Therefore, there exists a significant negative correlation between Parental Involvement and Impulsiveness of high School students. As Parental Involvement increases, Impulsiveness among students tends to decrease.

Line Graph Showing Correlation Between Parental Involvement and Impulsiveness ($r = -0.65$)



Graph of correlation between Parental Involvement and Impulsiveness of high School students

This study's findings establish a negative relationship between parental involvement and impulsiveness in adolescents of high school. This suggests that more parental involvement is tied to less impulsive behavior in adolescents. These findings demonstrate the importance of parental involvement in influencing emotional regulation and decision making, as well as the social lives of students. When parents engage with their children, students exhibit greater self-regulation evidenced by better academic behavior, peer relationships, and emotional stability.

This study highlights the need for parenting awareness programs encouraging parents to utilize effective involvement strategies that enhance adolescent prosocial behavior. Schools should establish opportunities that foster parental involvement via activities that bring parents into the school to develop support for adolescent students. Further, educators should consider partnerships with parents through school-based programs that focus on strategies for socio-emotional regulation and behavioral focus. This will strengthen parental involvement and reduce impulsiveness, setting students on a more positive developmental path. By fostering parental involvement as a vehicle to promote the importance of parent-school partnerships to participate in nurturing responsible and well-adjusted individuals, parental involvement was shown to be an effective means to impact this adolescent outcome.

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