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CONSTRUCTION AND STANDARDIZATION OF PARENTAL CARING INVENTORY OF XI STANDARD SLOW LEARNERS

Dr. A. Muthumanickam¹ and P. Mallapparaj²

¹Professor & Head, Department of Education, Madurai Kamaraj University, Madurai, Tamil Nadu.

² Assistant Professor, Sri Sundaeswari College of Education, Malli, Virudhunagar, Tamil Nadu.



ABSTRACT:

This paper highlights the process of construction and standardization of a tool to assess parental caring of slow learners studying XI standard. Parent caring is a crucial force in children's development, learning, and success at school and in life. Studies have indicated that high school students believe they can do better at school if they know that their families are interested in their schoolwork and expect them to succeed, thus challenging the prevalent view that adolescents do not

want their parents involved at all. The researcher went through numerous tools and questionnaires developed to screen different parental caring Tools for slow learners, and eventually came up with first draft of Parental caring inventory comprising of 20 items. After review and evaluation by subject experts, the items were modified and corrected in second draft, eventually to 19 in final draft after conducting item analysis. The reliability coefficient of the Parental caring inventory (as computed by Split-half method) was computed to be 0.86. As far as validity is concerned, the content validity was established for the Parental caring inventory in the process of its construction itself as this tool was given individually to some experts for review of items, and their suggestions were sought and complied with, as to whether each item appropriately matched the content area and objectives specified. Present research work concludes by discussing educational implications and suggestions for future research.

KEYWORDS: Parental Caring.

INTRODUCTION

A parent is the primary helper, monitor, coordinator, observer, record keeper and decision maker for the child (Moline, 1999). The first and foremost duty of parents is to look after their children in the best possible way to take interest in their welfare and to see their progress. Successful parenting entails both effective components in terms of commitment, empathy and positive regard for children.

Parenting is a process that formally begins during or before pregnancy and continues through the balance of lifespan. Parenthood is central to childhood to child development and to society's long term investment in children (Anderson, 1994).

Parent caring means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. It ensures (a)

parents play an integral role in assisting their child's learning; (b) parents are encouraged to be actively involved in their child's education at school; and (c) parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

Decades of research in the area of family involvement

have time and again supported the simple fact that children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults. Parental caring in education has many faces and assumes varying degrees (Vaden-Kiernan, 2005) from the simple question asked at the dinner table: "How was school today?" to the daily checking and signing off on homework completion, to regular visits to the library, museums, cultural and art events, to participating in program evaluation and other decision making activities.

Research has indicated that there are positive academic outcomes stemming from parent involvement ranging from benefits in early childhood to adolescence and beyond (Henderson, 2002); (Patrikakou, 2005). Researchers have used a variety of ways to measure academic achievement such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates. It has been shown that children whose parents are involved in early childhood or participate with their children in early childhood programs, such as Head Start, have higher cognitive and language skills than do children whose families are not involved or part of such programs. In addition, children who participate in early childhood programs that had strong family collaboration are more likely to be better prepared for school. Most importantly, benefits continue to be evident even later, as these children have fewer grade retentions and are more likely to graduate from high school.

Parent caring remains a strong predictor of academic achievement for the school students. It is important to debunk the popular myth that parents' influence over their children withers as they enter adolescence. (Fatima, 2012) Often, both parents and school personnel misinterpret the adolescents' desire for autonomy as a developmental barrier to family involvement. Research has shown that there are long-lasting effects of parent involvement on the academic achievement of adolescents and young adults.

After doing a thorough scan of books and journals related to parental caring, the researcher took a significant step forward to scientifically develop a Parental caring inventory of XI standard slow learners that can be comfortably and aptly put to use in educational settings. The process of development of Parental caring inventory involved following steps:

(i) Planning of the inventory: Planning of the Parental caring inventory encompassed all the operations that go into production of any tool. For instance, it included fixing up the objectives/purposes; determining the weight age to be given to different instructional objectives; taking decisions regarding mechanical aspects like number of items, time duration, administration procedure, and marking scheme.

(ii) Writing of the Items: To measure Parental caring of students, 20 items were written after going through the conceptual framework of Parental caring. All the items were carefully worded for use with slow learning children of XI Standard. The following points were kept in mind while writing items of the tool:

(a) The test items should be clear, comprehensive and free from haziness.

(b) The language of the items should be so chosen that the content and not the form of the items determine the answer.

(c) The vocabulary used in the items should be simple enough to be understood by all respondents.

Construction of the Inventory: On the basis of available literature on Parental caring, inventory to measure Parental caring was constructed by the investigator, taking valuable tips from teachers as well as students.

FIRST DRAFT OF PARENTAL CARING INVENTORY

At this stage, the investigator prepared the items for the tool, directions for administration of tool, directions for responding to inventory, and directions for scoring the tool. Thus, a first draft of Parental caring inventory with 20 items was prepared by the investigator, for use with slow learning children of XI Standard. Respondents were expected to record their response as 'Always', 'Sometimes' and 'Never' to each of the 20 items. The items intended to measure Parental caring were formulated as either positive or negative statements. A score of 2 was given for each 'Always' response, 1 was given

for 'Sometimes' and 0 for 'Never' response for all positive items. In the case of negative items, the scoring was done in the reverse order. To find the overall Parental caring score of a subject, the total selected points must be added, as each response option. The distribution of positive and negative items for the first draft of Parental caring inventory has been given in Table-1.

Table 1: Distribution of Positive and Negative Items for the First Draft of Parental Caring Inventory

| Statements | Item Number | Total |
|--------------------|--|-----------|
| Positive Items (+) | 4 and 12 | 2 |
| Negative Items (-) | 1,2,3,5,6,7,8,9,10,11,13,14,15,16,17,18,19 | 18 |
| TOTAL | | 20 |

Table-1 shows that out of 20 items of the first draft of parental caring inventory, 2 were positive and 18 were negative items.

First Try-out and Evaluation: The first draft consisting of 20 items was given to esteemed supervisor and other experts in university for their valuable opinion. Items that seemed repetitive or ambiguous were eliminated or suitably modified after heeding to their valuable judgment.

Second Try-out and Evaluation: This second try-out was intended to do item analysis. As such, the second draft of Parental caring inventory, consisting of 20 items, was administered to 150 slow learners from XI standard in ten schools which is situated in Madurai district. The purpose of administration of tool was explained to the students and all the instructions regarding their marking of responses was made clear. The respondents were asked to give only one response for each statement and not to leave any statement unanswered. It was also made clear that there is no right or wrong answer to the referred statements. Infact, it is just about how the particular respondent think, feel or behave in relation to work related with science. After collecting the filled sheets of respondents, the investigator did the scoring as per decided scheme. On the basis of total score of each respondent, high and low groups were formulated according to Kelley criteria of taking up top 27% and bottom 27% as high and low groups respectively. After that, t-test was computed between high and low group scores with respect to each item as shown in Table-2.

Table 2: T-Ratio of the Items of Parental Caring Inventory

| Item | t-ratio | Significance at 0.05 level |
|------|---------|----------------------------|
| 1 | 3.95 | S |
| 2 | 2.71 | S |
| 3 | 4.62 | S |
| 4 | 4.25 | S |
| 5 | 5.08 | S |
| 6 | 5.23 | S |
| 7 | 6.50 | S |
| 8 | 8.08 | S |
| 9 | 3.46 | S |
| 10 | 5.91 | S |
| 11 | 1.32 | NS |
| 12 | 4.68 | S |
| 13 | 3.56 | S |
| 14 | 2.98 | S |
| 15 | 5.55 | S |
| 16 | 7.47 | S |
| 17 | 6.22 | S |
| 18 | 7.47 | S |

| | | |
|-----|------|---|
| 19 | 5.01 | S |
| 20. | 8.30 | S |

S- Significant, NS- Not Significant
(Critical Value 2.06 at 0.05, df=26)

Table-2 depicts that the t-ratio for item No. 11 was not significant at 0.05 level of significance. Henceforth, one item is dropped and 19 items were retained for the final draft. It has been given in table 3.

Table 3: Distribution of items selected or rejected for the final draft of Parental caring inventory

| S. No. | Item Number | f | Remarks |
|--------|---|----|----------|
| 1 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20 | 19 | Selected |
| 2 | 11 | 1 | Rejected |

Table-3 indicates that 1 item was dropped and 19 items were retained for the final draft of Parental caring inventory.

FINAL DRAFT OF PARENTAL CARING INVENTORY

The final draft of Parental caring inventory was yielded on the basis of changes in second draft. The referred final draft consisted of 19 items, in total. The distribution of positive and negative items for the final draft of Parental caring inventory has been given in Table-4.

Table 4: Distribution of positive and negative items for the final draft of Parental caring inventory

| Statements | Item Number | Total |
|--------------------|--|-----------|
| Positive Items (+) | 4 and 12 | 02 |
| Negative Items (-) | 1,2,3,5,6,7,8,9,10,13,14,15,16,17,18,19,20 | 17 |
| Total | | 19 |

Table-4 reveals that out of 19 items of the final draft of Parental caring inventory, 2 were positive and 17 were negative items.

SCORING

The items of Parental caring inventory have been constructed as inventory type in which students' responses were to lie on three responses as 'Always', 'Sometimes' and 'Never'. The items intended to measure Parental caring have been formulated as either positive or negative statements. To find the overall Parental caring score of a subject, the total selected points must be added, as each response option, i.e. 'Always', 'Sometimes' and 'Never' have respective weight of 2, 1, and 0 for positive items, and 0,1, and 2 for negative items. The scoring pattern of Parental caring inventory has been presented in table 5.

Table 5: Scoring Pattern for Each Item of Parental Caring Inventory

| Items | Score Assigned | | |
|--------------|----------------|-----------|-------|
| | Always | Sometimes | Never |
| Positive (+) | 2 | 1 | 0 |
| Negative (-) | 0 | 1 | 2 |

Table-5 shows that the sum of scores on positive items yields the total positive score. Similarly, sum of scores on negative items yields the total negative score. Final sum of total positive and negative score gives the composite score for Parental caring of an individual. The maximum possible Parental

caring score can be 38 and minimum possible Parental caring score can be 0 for a subject attempting this Parental caring inventory.

RELIABILITY

Reliability is often measured with reliability coefficient. In the present case, the reliability coefficient of the Parental caring inventory was calculated by split half method. For the same, the tool was administered to a sample of 150 slow learners from XI standard in ten schools which is situated in Madurai district. The scores of the odd-even items were computed independently for each respondent for this purpose. Since 150 XI standard slow learners were involved, there were a one hundred and fifty pairs of the total odd and total even scores. The product moment coefficient of correlation for the two scores was computed, which was found to be 0.86. This coefficient of correlation is fairly high, which in turn testifies the reliability of the Parental caring inventory.

VALIDITY

In the present case, the content validity was established for the Parental caring inventory in the process of its construction itself. The content validity is concerned with the relevance of the items' content individually and as a whole. In this very context, (Anastasi, 1955) stated that "content validity involves essentially the systematic examination of the test content to determine whether it covers a representative sample of the behavior domain to be measured". As such, content validity, as suggested in the referred form, of the Parental caring inventory, was examined on the basis of the judgment by experts. Since, this tool was given individually to some experts for review of items, and their suggestions were sought and complied with, as to whether each item appropriately matched the content area and objectives specified; hence the content validity of the Parental caring inventory can be said to be ascertained.

IMPLICATIONS

Parent caring is a crucial force in children's development, learning, and success at school and in life. Studies have indicated that high school students believe they can do better at school if they know that their families are interested in their schoolwork and expect them to succeed, thus challenging the prevalent view that adolescents do not want their parents involved at all. By using the above detailed Parental caring inventory, Parental caring of slow learners studying XI Standard can be revealed. Thereafter, if high level of Parental caring is detected, teacher can deliberately use this diagnosis to improve the learning performance of their students. Furthermore, Parental caring inventory can prove to be of great significance to researchers as well as academic counsellors for slow learners. This can be regarded as one of the important steps toward improvement of education for the coming generations. Finally, further research on the validation and refinement of this Parental caring inventory is strongly suggested. Particularly, investigations can be carried out across different populations and settings to establish construct validation.

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