

Abstract

The purpose of the study was to determine the relationship between parental involvement, self-concept, emotional and behavioral problems in students. It was hypothesized that there will be significant correlation between parental involvement, self-concept, emotional and behavioral problems in students. The sample was consisted of N=200 students including both girls and boys of age 12 to 17 years. Correlational research design was used in this study. The data was gathered through convenient sampling. The scale used in the study was Parental Involvement Rating Scale (C. Naseema & K. Abdul Gafoor, 2001), Self-concept clarity scale (Campbell, 1996), and the Pediatric Symptom checklist (Pagano et al., 1996). 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 were positively correlated. Stepwise regression analysis showed that parental involvement and self-concept clarity were the negative predictors of emotional and behavioral problems in students. Independent sample t-test showed the significant mother profession differences in the parental involvement, self concept, emotional and behavioral problems in students. Independent sample t-test also showed the significant home environment differences in the parental involvement, self concept, emotional and behavioral problems in students. ANOVA analysis of variance showed that there were significant differences found in the parental involvement and self concept in terms of father's profession and socioeconomic status. ANOVA analysis of variance also showed that there were significant differences found in the parental involvement and self concept in terms of mother qualification of students.

Keywords: Parental Involvement, Self-Concept, Emotional and behavioral Problems