

**INFLUENCE OF PARENTAL ROLE CONSTRUCT, PARENT SENSE OF  
SELF-EFFICACY, AND PERCEPTION OF TEACHER'S INVITATION ON  
PARENTAL INVOLVEMENT PRACTICES IN SELECTED  
INTERNATIONAL SCHOOLS**

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The number of International schools in Thailand has increased by more than fifty percent in the last five years. In Thailand, teachers are called *Khru*, which literally means *Guru* in Pali. Here, it is not a custom for students or parents to ask questions or inquire about the teaching methods. School and teachers are believed to be responsible for children's academic life and parents are believed to be responsible for children's moral upbringing (Mulder, 1997). The communication between schools and parents is a one-way communication, where teachers send the students' report card home. Some researchers and authors in Thailand, like Dr. Lorwatanapongsa, have talked about intervention programs to improve students' performance by giving suggestions to teachers and schools in teaching methods. Very few have identified the importance of family involvement in children's academic life. Therefore, there are no intervention programs that deal with teachers' behavior to improve home-school relations.

Parents' involvement in their children's education has been found to be an important factor related to positive outcomes in children's academic performance and social competence. Questions remain, however, about the factors and motivational bases for parents' choices to become involved in the home and school. Research has focused on demographic variables, such as income and parents' education. Although these variables have been found to be good predictors of parent involvement, they do not provide a clear understanding of the dynamic of parent-school relationship. Therefore, the purpose of this study was to gain an understanding of why parents

became involved in their children's education. This was achieved by examining the influence of parental role construction, parents' sense of efficacy, and teacher invitations on overall parent involvement.

Three hundred primary caregivers of elementary school-aged children recruited from selected International Schools and from neutral activities responded to Parent Role Construction and Parent Efficacy questionnaires, vignettes measuring dimensions of parent involvement and perceptions of teacher invitations, and a demographic survey. Two versions of the vignettes were randomly distributed: one included a progress report with a teacher invitation for parent involvement, and one included only a progress report. Half of the participants responded to the vignettes with the invitation, and half completed vignettes without the invitation.

Path analysis was conducted to evaluate the effects of parent self-efficacy, parental role construction (i.e., parent-focused, school-focused, and partnership-focused), and perceptions of teacher invitation on overall parent involvement practices. Results indicated that school-focused and partnership-focused role constructions were directly related to overall parent involvement, while self-efficacy was indirectly related through parental role construction. Also, when teacher invitations were presented to parents, it was a powerful predictor of parent involvement and was directly related to overall parent involvement practices. While it appears that parent's feelings of efficacy and their beliefs about their role in their children's education are important in understanding their level of involvement, it is particularly important for parents to feel welcomed by the school.