

## **Parents' Psychological Circumstances and Parental Involvement in Child Related School Activities**

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Most of the studies based on empirical surveys have witnessed that there is a positive relationship between parental involvement and child outcomes. Hence, the general view is that parental involvement in the lives of children has a positive influence on school-related outcomes and behaviour. Depression or anxiety seems to be a barrier to parental involvement. Experience of economic hardship was identified as an important factor in determining parental mental health and self-perception. On this backdrop, this study attempted to identify the impact of parents' psychological circumstances influenced by economic hardships on their involvement in child-related school activities based on an extended version of the Family Stress Interactionist Model. The study mainly focused on the constructs of economic distress, psychological circumstances, negative marital interaction, and parental involvement of both father and mother separately with the progress of child school engagement. Moreover, the study adopted an Actor Partner Interdependence Approach in examining the interdependency of dyadic relationships between father and mother. Cross-sectional primary data collected through a sample survey were used and the sample consisted of parents of 380 students from 5 selected schools in an urban setting including both low and middle-income families. Results of Structural Equation Modelling suggested that the significance of mothers' parental involvement in child school engagement in comparison to the fathers' in the context of Sri Lanka. Mothers' parental involvement was not significantly affected by their psychological circumstances compared to fathers' due to different roles of father and mother in the family. More specifically, findings identified the interdependency between father and mother and hence the study concluded that the psychological circumstances along with the economic distress of both parents are important in determining the progress of child-related school activities.

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