



**Nikoleta M. Gutvajn<sup>1</sup>, Marina M. Kovačević Lepojević**  
Institute for Educational Research, Belgrade, Serbia

**Original  
scientific paper**

Paper received: Jun 5 2020  
Paper accepted: Avg 13 2020  
Article Published: Oct 1 2020

## ***Parental Monitoring, Behavioral Problems, and School Achievement of Belgrade Secondary School Students<sup>2</sup>***

### **Extended summary**

Differences in students' school achievement are associated with many factors, mostly with family, school and personal characteristics. Social relations within the family, especially between parents and children, are often associated in the literature with various aspects of school adjustment and the level of student achievement. Parental involvement in children's education includes a number of strategies, from parents' educational expectations to the provision of a supportive learning environment. Most studies make distinctions between family-based interventions, school based interventions and interventions involved with academic socialization. Strategies of parental involvement in secondary school education are often investigated in the context of parenting styles, parental monitoring, parental support, parent-child communication, etc. The aim of the research is to examine the correlation among school achievement, parental monitoring, and externalising behavioral problems in Belgrade secondary school students. The research participants were students of six Belgrade secondary schools, and they were chosen randomly from one class in each grade (from the first to the fourth grade). The sample consists of 507 students aged fifteen to eighteen, of both sexes. The data on externalising problems were collected by ASEBA YSR/11-18 (Rule-breaking Behavior Scale and Aggressive Behavior Scale), and on parental monitoring by Parental Monitoring Scale (Parental Knowledge Scale, Parental Solicitation Scale, Adolescent Self-disclosure Scale and Pa-

---

1 gutvajnnikoleta@gmail.com

2 The research was funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia (Contract No. 451-03-68/2020-14/200018).

Copyright © 2020 by the authors, licensee Teacher Education Faculty University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

---

rental Control Scale). Average grade at the end of the first semester was taken as a criterion for school achievement. School achievement is significantly correlated with examined variables. A positive correlation with gender and age shows that female and older students seem to have better school achievement. As it was expected, parental solicitation and parental control are not significantly correlated with school achievement, while there are some positive correlations with parental knowledge and adolescent self-disclosure. School achievement is negatively correlated with externalizing problems, rule-breaking behavior and aggressive behavior. Hierarchical multivariate regression analysis showed that the examined variables explain 13.9% of the variance of school achievement, with the most significant effects by age ( $\beta = .165$ ) and self-disclosure ( $\beta = .210$ ). It might be noticed that parental monitoring is related to a better school achievement and fewer externalizing problems. The aspects of parental monitoring that are more related the parent-child relationship, such as self-disclosure, reveal the dynamics of family relationships that respects the process of academic socialization in the family. With age, students become more aware of the use value of education, a better plan for the future, grow academic self-concept, are generally more psychologically and socially competent, which has a positive effect on school achievement. Although no significant effects of individual factors of externalizing problems were identified, twice as much contribution was found compared to the previously entered variables of parental monitoring. The results of the research suggest improving the cooperation between family and school. Aspects of parental monitoring that more respect the parent-child relationship, such as child self-disclosure, reveal the dynamics of family relationships that respect the process of academic socialization in the family.

**Keywords:** school achievement, parental monitoring, self-disclosure, externalizing problems, secondary school students.

## References

- Achenbach, T. M. & Rescorla, L. A. (2001). *Manual for the ASEBA school-age forms and profiles*. Burlington: University of Vermont, Research Center for Children, Youth & Families.
- Affuso, G., Bacchini, D. & Miranda, M. C. (2017). The contribution of school-related parental monitoring, self-determination, and self-efficacy to academic achievement. *The Journal of Educational Research*, 110 (5), 565-574.
- Ansary, N. S. & Luthar, S. S. (2009). Distress and academic achievement among adolescents of affluence: A study of externalizing and internalizing problem behaviors and school performance. *Development and Psychopathology*, 21 (1), 319-341.
- Areepattamannil, S. (2009). Parenting practices, parenting style, and children's school achievement. *Psychological Studies*, 55 (4), 283-289.
- Benner, A. D., Boyle, A. E. & Sadler, S. (2016). Parental involvement and adolescents' educational success: The roles of prior achievement and socioeconomic status. *Journal of Youth and Adolescence*, 45 (6), 1053-1064.
- Boonk, L., Gijssels, H. J. M., Ritzen, H. & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*. Retrieved May 15, 2020. from [www: http://dx.doi.org/10.1016/j.edurev.2018.02.001](http://dx.doi.org/10.1016/j.edurev.2018.02.001)

- 
- Brajša-Žganec, A., Merkaš, M. & Šakić Velić, M. (2019). The relations of parental supervision, parental school involvement, and child's social competence with school achievement in primary school. *Psychology in the Schools*, 56 (8), 1246–1258.
  - Breslau, J., Miller, E., Breslau, N., Bohnert, K., Lucia, V. & Schweitzer, J. (2009). The impact of early behavior disturbances on academic achievement in high school. *Pediatrics*, 123 (6), 1472–1476.
  - Casanova, P. F., García-Linares, M. C., De la Torre, M. J., & Carpio, M. D. L. V. (2005). Influence of family and socio-demographic variables on students with low academic achievement. *Educational Psychology*, 25 (4), 423–435.
  - Cattelino, E., Morelli, M., Baiocco, R. & Chirumbolo, A. (2019). From external regulation to school achievement: The mediation of self-efficacy at school. *Journal of Applied Developmental Psychology*, 60, 127–133.
  - Checa, P. & Abundis-Gutierrez, A. (2018). Parenting styles, academic achievement and the influence of culture. *Psychology and Psychotherapy: Research Study*, 1 (4).
  - Dee, T. S. (2005). A teacher like me: Does race, ethnicity, or gender matter. *American Economic Review*, 95 (2), 158–165.
  - Demetriou, A., Kazib, S., Makris, N. & Spanoudis, G. (2020). Cognitive ability, cognitive self awareness, and school performance: From childhood to adolescence. *Intelligence*, 79, 1014–1032.
  - Diaconu-Gherasim, L. R. & Măirean, C. (2016). Perception of parenting styles and academic achievement: The mediating role of goal orientations. *Learning and Individual Differences*, 49, 378–385.
  - Inam, A., Nomaan, S. & Abiodullah, M. (2016). Parents' Parenting Styles and Academic Achievement of Underachievers and High Achievers at Middle School Level. *Bulletin of Education and Research*, 38 (1), 57–74.
  - Frijns, T., Keijsers, L., Branje, S. & Meeus, W. (2010). What parents don't know and how it may affect their children: qualifying the disclosure–adjustment link. *Journal of Adolescence*, 33 (2), 261–270.
  - Gaylord-Harden, N. K. (2008). The influence of student perceptions of parenting and coping on achievement and classroom behavior among African American children. *Psychology in the Schools*, 45 (8), 763–777.
  - Grolnick, W. S. & Slowiaczek, M. L. (1994). Parents' Involvement in Children's Schooling: A Multidimensional Conceptualization and Motivational Model. *Child Development*, 65 (1), 237–252.
  - Gutvajn, N. (2010). Životni prioriteti neuspešnih učenika u srednjoj školi. *Zbornik Instituta za pedagoška istraživanja*, 42 (1), 109–127.
  - Gutvajn, N., Džinović, V. (2019). *Identitet neuspešnog učenika*. Beograd: Institut za pedagoška istraživanja.
  - Gurdal, S., Lansford, J. E. & Sorbring, E. (2016). Parental perceptions of children's agency: Parental warmth, school achievement and adjustment. *Early Child Development and Care*, 186 (8), 1203–1211.
  - Egalite, A. J. & Kisida, B. (2018). The effects of teacher match on students' academic Perceptions and attitudes. *Educational Evaluation and Policy Analysis*, 40 (1), 59–81.
-

- 
- Hattie, J. A. C. (2009). *Visible Learning: A Synthesis of over 800 Meta-Analyses Relating to Achievement*. London, UK: Routledge.
  - Hill, N. E. & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45 (3), 740–763.
  - Holmlund, H. & Sund, K. (2008). Is the gender gap in school performance affected by the sex of the teacher? *Labour Economics*, 15 (1), 37–53.
  - Huang, C. (2013). Gender differences in academic self-efficacy: a meta-analysis. *European Journal of Psychology of Education*, 28 (1), 1–35.
  - Huang, T. & Yang, Y. (2018). An Empirical Analysis of the Influencing Factors of Middle School Students' Academic Achievement in China: Based on the Following Survey Data of CEPS (2014–2015). In: *Advances in Social Science, Education and Humanities Research (ASSEHR)* (890–894). 2nd International Conference on Education Science and Economic Management (ICESEM 2018). Atlantis Press.
  - Keijsers, L., Frijns, T., Branje, S. J. & Meus, W. (2009). Developmental links of adolescent disclosure, parental solicitation, and control with delinquency: moderation by parental support. *Developmental Psychology*, 45 (5), 1314–1327.
  - Keijsers, L. (2010). *Does Your Mother Know? Parent-child Communication About Adolescent Daily Activities* (doctoral thesis). Utrecht: Utrecht University.
  - Laird, D. & Marrero, M. D. (2010). Information management and behavior problems: is concealing misbehavior necessarily a sign of trouble? *Journal of Adolescence*, 33 (1), 297–308.
  - Lietz, P. (2006). A meta-analysis of gender differences in reading achievement at the secondary school level. *Studies in Educational Evaluation*, 32 (4), 317–344.
  - Malinić, D. (2009). *Neuspeh u školskoj klupi*. Beograd: Institut za pedagoška istraživanja.
  - Masten, A. S., Roisman, G. I., Long, J. D., Burt, K. B., Obradović, J., Riley, J. R., Boelcke-Stennes, K. & Tellegen, A. (2005). Developmental cascades: linking academic achievement and externalizing and internalizing symptoms over 20 years. *Developmental Psychology*, 41 (5), 733–746.
  - Merikangas, K. R., He, J. P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., Benjet, C., Georgiades, K. & Swendsen, J. (2010). Lifetime prevalence of mental disorders in US adolescents: results from the National Comorbidity Survey Replication–Adolescent Supplement (NCS-A). *Journal of the American Academy of Child & Adolescent Psychiatry*, 49 (10), 980–989.
  - Milošević, N. (2004). *Vera u sopstvene sposobnosti i školski uspeh*. Novi Sad: Savez pedagoških društava Vojvodine; Vršac: Viša škola za obrazovanje vaspitača.
  - Milošević, N. (2006). Identitet neuspešnog učenika kao proishod društvenih odnosa. *Zbornik Instituta za pedagoška istraživanja*, 38 (1), 101–123.
  - Park, Y., Seo, D. G., Moore, E. J. & Kim, B. (2018). What contributes to low achievement of middle school students: Evidence from multigroup structural equation modeling. *The Journal of Educational Research*, 111 (4), 404–416.
  - Rogers, M., Theule, J., Ryan, B., Adams, G. & Keating, L. (2009). Parental involvement and children's school achievement. *Canadian Journal of School Psychology*, 24 (1), 34–57.

- 
- Shah, S. A., Majoka, M. I. & Ahmad, S. (2016). Impact of Parental Involvement on Academic Achievement of Secondary School Students. *PUTAJ - Humanities & Social Sciences*, 23 (1), 173-182.
  - Smetana, J. G. (2011). *Adolescents, Families and Social Development: how Teens Construct their Worlds*. Chichester: John Wiley & Sons Ltd, Blackwell Publishing.
  - Smetana, J., Matzger, A., Gettman, D. C. & Campione-Bar, N. (2006). Disclosure and secrecy in adolescent-parent relationships. *Child Development*, 77 (1), 201-217.
  - Smith, J. (2009). Can regression discontinuity help answer an age-old question in education? The effect of age on elementary and secondary school achievement. *The BE Journal of Economic Analysis & Policy*, 9 (1).
  - Stattin, H. & Kerr, M. (2000). Parental monitoring: A reinterpretation. *Child Development*, 71 (4), 1072-1085.
  - Thomas, V., Muls, J., De Backer, F. & Lombaerts, K. (2019). Middle school student and parent perceptions of parental involvement: unravelling the associations with school achievement and wellbeing. *Educational Studies*, 46 (4), 404-421.
  - Van Lier, P. A., Vitaro, F., Barker, E. D., Brendgen, M., Tremblay, R. E. & Boivin, M. (2012). Peer victimization, poor academic achievement, and the link between childhood externalizing and internalizing problems. *Child Development*, 83 (5), 1775-1788.
  - Youngstrom, E., Loeber, R., & Stouthamer-Loeber, M. (2000). Patterns and correlates of agreement between parent, teacher, and male adolescent ratings of externalizing and internalizing problems. *Journal of Consulting and Clinical Psychology*, 68 (6), 1038-1050.