



A CORRELATIONAL STUDY OF PARENTAL INVOLVEMENT AND SELF EFFICACY OF SENIOR SECONDARY STUDENTS OF MEERUT DISTRICT

DR. AJAI KUMAR¹, GYANESH²

1. PRINCIPAL OF D.N COLLEGE MEERUT
2. PHD SCHOLAR C.C.S UNIVERSITY MEERUT.

ABSTRACT

The present study investigated the relationship between parental involvement and self-efficacy of senior secondary students of Meerut district. For this study a representative sample of 400 12th class students was taken from 8 CBSE schools of Meerut district by using stratified random sampling technique. And the parental involvement of the students was measured by Dr Vijaya Lakshmi Chauhan and Mrs Gunjan Ganotra Arora parental involvement scale, while Dr G.P Mathur and Dr Rajkumari Bhatnagar self-efficacy scale was used to measure the self efficacy of the students. And the result of the study showed that there exist positive and significant relationship between self-efficacy and parental involvement of senior secondary school students.

INTRODUCTION

Environment and family background plays a significant role in a child's all round development. Berry told if the parents have higher perceived academic capabilities and aspirations for their child, the child itself will share those same beliefs. This promotes academic self efficacy for the child, and in turn, leads to scholastic achievement. Self efficacy is the measure of one's own ability to complete task and reach goals. Self efficacy affects every area of human Endeavour. It is obvious that self efficacy makes a difference in how people feel, think and act. In terms of feeling a low sense of efficacy is associated with depression, anxiety and helplessness. Such individuals also have low self-esteem and Harbor pessimistic thoughts about their accomplishments and personal development. And the people experiencing a high level of self-efficacy may have a sense of enhanced motivation, enabling them to select tasks and to persevere with these. Self efficacy is also a much stronger predictor of how effectively people will perform a given task. A high degree of self efficacy leads people to work hard and persist in the face of setbacks. When people have low self efficacy, they also tend to blame either the situation or another person when things go wrong. Self efficacy facilitates goal

settings, effort investment, persistence in the face of barriers and recovery from setbacks. It can be regarded as a positive resistance resource factor.

VARIABLES

Two variables have taken in this study namely self efficacy and parental involvement. The definitions of the terms used in the present study are as:

Self efficacy

According to Bandura, self efficacy is 'belief in one's capabilities to organize and execute the courses of action required to produce given attainments'. In simple words self efficacy is, trusting one's abilities and powers for learning and performance. Self efficacy is the belief in one's ability to succeed in reaching a goal. This belief, specific to a task, shapes the behaviours and strategies that help one to achieve their goal. Researchers suggest that self efficacy can enhance student achievement, foster emotional health and well-being, and serve as a predictor of motivation and learning. Self efficacy has been widely established in the literature as a critical construct within Albert Bandura's (1977) social learning theory. It constitutes a judgment about one's ability to perform a particular behaviour pattern. Self efficacy expectations are considered the primary cognitive determinant of whether or not an individual will attempt a given behaviour. Self efficacy is known to have considerable potential explanatory power over such behaviours as: self regulation, achievement strivings, academic persistence and success, copying, choice of career opportunities and career competencies. In other words we can say that self efficacy is a personal belief in one's capability to organize and execute courses of action required to attain designated types of performances. It is not enough for individuals to possess the requisite knowledge and skills to perform a task; they also must have the conviction that they can successfully perform the required behaviour under typical and, importantly, under challenging circumstances. A resilient sense of efficacy requires experience in overcoming obstacles through persistent effort.

Parental involvement

It is not an easy task to define parental involvement, because it includes multiple behaviours. Parental involvement is seen as those behaviours shown by the parents that are intended to support not only their children's educational progress but also their social/emotional skills. Parents can help their children to deal effectively with lots of issues with their constant guidance and support. Parental involvement can be an accelerating factor for a child's development. Parental involvement also develops self efficacy in children's personality. The first school for a child is his/her family. The brain of the child develops according to the quality and quantity of the stimuli he/she receives from the parents. So it can be said that parental involvement includes so many things like - spending time with the children, guiding them in their studies, going on trip with them, making them potential of taking right decisions, having meals together, paying close attention to what they are doing, thinking and spending their time, giving time to know their interest, providing a harmonious environment by loving them unconditionally so that they can develop their unique talents and will grow as the good citizens of the country. Family encourages and motivates the child to learn and also provide the appropriate conditions.

REVIEW OF RELATED STUDIES

Surendra Yadav (2018) conducted a study to see the achievement in mathematics of 11th grade students in relation to mathematics anxiety and self efficacy. 374 students of 11th class of mathematics streams were selected from Central government schools of CBSE from Varanasi. For the collection of data mathematics anxiety scale, mathematics self efficacy assessment scale and mathematics achievement test were used. And the major findings of the study were that the average mathematics achievement of 11th grade students was found to be low. It was also found that parental occupation, locality, gender and category of students were creating difference in mathematics achievement. And these variables were not found significant in creating difference in mathematics anxiety. The average mathematics self-efficacy score of 11th grade students was found to be high. Boys had shown high mathematics self-efficacy than their counterparts. And the results also indicated that the 11th grade students of OBC category were found to be have high mathematics self efficacy and the 11th grade students from SC category have shown low mathematics self-efficacy. It can be concluded that category and gender of the 11th grade students of district Varanasi where found to be creating significant difference in mathematics self-efficacy. Also the students who were having high mathematics self efficacy they perform better on mathematics achievement test than the students who were having low mathematics self efficacy.

Cheng Hsien Lin (2018) conducted a study on the self efficacy among early adolescents in southern male Taiwan. 361 young Taiwanese adolescents living in a male agricultural countryside were taken for the sample of this study. And the study examined their level of general self efficacy and the contributors of their self-efficacy. And the result of the study suggested that general self efficacy was significantly correlated with several study variables including parental attachment, rejection by parents, rejection by teachers, and rejection by peers and overall GPA. The only two variables gender and dads educational attainment were not found to be correlated with general self efficacy. The more education their mom received and the more parental attachment and parental monitoring they experienced and the child would have higher self efficacy towards themselves. By this study and inference can be drawn that parental monitoring may both increase and decrease the child self-efficacy but its positive impacts might just be slightly stronger (young teens perception of self evaluation and competence where found to be correlated with their interaction to parents and peers).

Dr. Shamshir Singh, Muzaffer Ahmad and Ranjit Kaur (2020) explored the self efficacy among secondary school students in relation to self esteem. The sample comprised of 152 secondary students of Bathinda district selected through convenient sampling technique from four secondary schools. Standardized tool of self efficacy by Dr. Arun Kumar Singh and Dr. Shruti Narain and self-esteem scale developed by Santosh Dhar and Upinder Dhar were adopted for the collection of the data. And the percentage and Pearson's correlation were used for the analysis of collected data. The major objective of the study was to see the relationship between self efficacy and self esteem among secondary school students of Bathinda. And the findings of the study revealed that there existed no significant relationship between self efficacy and self esteem among secondary school students of Bathinda district. And it was also found out that the students of secondary schools of Bathinda district have high self esteem in comparison to self efficacy.

Dr. Suvidha (2019) investigated parental encouragement and achievement motivation among adolescents in Delhi. The sample comprised of 200 (9th to 12th) students (100 male and

100 female) from one private and one government school of Delhi. The sample was selected through systematic random sampling method. Standardized tool of parental encouragement by Dr R.R Sharma and achievement motivation scale by Professor Pratibha Deo and Dr Asha Mohan were used for the data collection. And the major objectives of the study were to find out correlation between parental encouragement and achievement motivation of the students and also to find out gender differences in parental encouragement and achievement motivation.

And the findings of the study revealed that there existed a significant correlation between parental encouragement and achievement motivation of the students. This means that the major encouragement by parents, the greater was adolescent's achievement motivation. Also it was revealed that there existed not any significant gender differences in parental encouragement level of boys and girls. It can be inferred that both boys and girls were equally encouraged by their parents. There existed significant differences in parental encouragement and achievement motivation in students of government and private school students. The mean score of government school students on parental encouragement and achievement motivation is higher to their counterparts.

Josephina Jekonia (2021) explored the relationship between parenting styles, parental involvement and children's academic performance in Namibian. The information was gathered from parents of senior primary school children through survey, Focus group and individual interviews. The results of the study indicated that parenting style and parenting environment were correlated primarily with school performance of the Namibian children. The findings of the study also revealed that the mothers of the Namibian children were more child-centered with consistently increased in their level of participation in school activities and subsequently resulted in better performance of their children.

Thanos Touloupis (2021) explored the parental involvement in the homework of children with learning disabilities during distance learning due to covid-19 pandemic. In this study the sample of 271 parents (131 fathers and 140 mothers) of children with learning disabilities, who studied in 5th and 6th grade from four schools of Thessaloniki (Greece) were taken. A scale on fear of covid-19, a scale on resilience scale on parental involvement in homework and a set of self-reported questionnaire were completed by the parents. And analysis of data was done by using MANOVA, path analysis and pearson's correlation. Results of the study showed that both mothers and fathers expressed a low sense of resilience, a high fear of covid-19 and were involved in homework mostly in terms of parental control. Parental involvement in homework was not significantly differentiated by children's gender and grade. And the path analysis model indicated that parents fear of covid-19 predicted, indirectly and positively, parental control through the mediating role of resilience. The findings showed that how parental involvement in the homework of children with learning disabilities has been affected by their current emotional state.

OBJECTIVES OF THE STUDY

1. To study the relationship between parental involvement and self efficacy of Senior Secondary students.
2. To study the relationship between parental involvement and self efficacy of female senior secondary school students.
3. To study the relationship between parental involvement and self efficacy of male Senior Secondary students.

HYPOTHESIS

1. There exists no significant relationship between parental involvement and self efficacy of Senior Secondary School.
2. There exists no significant relationship between parental involvement and self efficacy of female senior secondary students.
3. There exists no significant relationship between parental involvement and self efficacy of male Senior Secondary students.

SAMPLE

The investigator had taken the sample of 400 Senior Secondary students (200 male and 200 female) from 8 CBSE schools of Meerut district and stratified random sampling technique was used for the present study.

TOOLS USED

In the present study Dr. (Mrs.) G.P Mathur and Dr. (Mrs.) Rajkumari Bhatnagar's self-efficacy scale has been taken to examine the self efficacy of the students, and to measure the level of parental involvement of Senior Secondary students, parental involvement scale by Dr. Vijaya lakshmi Chauhan and Mrs Gunjan Malhotra Arora was used.

METHOD OF THE STUDY

Normative survey method has been used for the present study to explore the relationship between parental involvement and self efficacy of Senior Secondary students in Meerut District.

STATISTICAL ANALYSIS

To analyse the data of present study, Karl Pearson's coefficient of correlation have been used.

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis means to break down the data in small parts and interpretation means to give meaning to the data. The detailed description of the description of the statistical analysis and interpretation are given below:

Hypothesis 1

There exist no significant relationship between parental involvement and self efficacy of Senior Secondary students.

Table No. 1

Category	Variables correlated	N	'r'	Significance at 0.01 level
Adolescents	Parental involvement	400	0.64	Significant at 0.01 level
	Self efficacy			

Interpretation

Table No. 2 reveal that when $N=400$ (technically $N=398$) the minimum value of r should be 0.128 and 0.098 to gain significant at 0.01 and 0.05 level of significance respectively. Table Number 1 shows that the coefficient of correlation between parental involvement and self efficacy of Senior Secondary School student is 0.64 which is significant at 0.01 level of significance and marks as moderate positive correlation between parental involvement and self efficacy of senior school students. Thus the null hypothesis stating that "there is no significant relationship between parental involvement and self efficacy of senior secondary school students" is rejected and it can be framed as there is a significant positive correlation between parental involvement and self efficacy of Senior Secondary students.

Hypothesis 2

There exist no significant relationship between parental involvement and self efficacy of female Senior Secondary Students.

Table No. 2

VARIABLE	COEFFICIENT OF CORRELATION	INTERPRETATION
Parental involvement	+ 0.61	Significant at 0.01 level
Self efficacy		

Interpretation

Table No. 2 reveal that coefficient of correlation between parental involvement and self efficacy of female Senior Secondary School student 0.61 which is significant at 0.01 level of significance and marked as high correlation which indicate that with increase in parental involvement scores there would be increase in self efficacy of female senior secondary school students. Thus the null hypothesis stating that "there is no significant relationship between parental involvement and self app efficacy of female senior secondary students" is rejected and it can be reframed as , there is a significant positive relationship between parental involvement and self efficacy of female senior secondary school students.

Hypothesis 3

There exist no significant relationship between parental involvement and self efficacy of male Senior Secondary students.

Table No. 3

VARIABLE	COEFFICIENT OF CORRELATION	INTERPRETATION
Parental involvement	+ 0.57	Significant at 0.01 level
Self efficacy		

Interpretation

Table No. 3 shows that the coefficient of correlation between parental involvement and self efficacy of male senior secondary school students is 0.57 which is marked as positive correlation and signification at 0.01 level of significance. It means that the parental involvement and self efficacy of male high school students are positively correlated. Thus the null hypothesis stating that "there is no significant relationship between parental involvement and self efficacy of male senior secondary school students" is rejected and it can be inferred that self efficacy of ruler senior secondary school students is significantly and positively related with their parental involvement.

FINDINGS AND DISCUSSION

1. There exist a significant positive relationship between parental involvement and self efficacy of Senior Secondary students.
2. There exist a significant positive relationship between parental involvement and self-efficacy of female senior secondary students.
3. There exists a significant positive relationship between parental involvement and self efficacy of male Senior Secondary students.

The result of this study shows that there lies a significant positive correlation between the parental involvement and self efficacy of senior secondary school students. This depicts that parental involvement affects the self efficacy of adolescent students to some extent. It is also revealed by the results of the study that female senior secondary students self-efficacy and parental involvement are highly correlated with each other. And also there exists a positive relationship between parental involvement and self efficacy of male areas male senior secondary school students. It means that adolescents self-efficacy is affected by their parental involvement alot.

IMPLICATIONS OF THE STUDY

The results of this study make an important contribution to the field by investigating a relationship between parental involvement and self-efficacy. The study points out the importance of parental involvement on the development of student self-efficacy. Based on research finding we can say that parents and teachers must understand their role in developing high self-efficacy among children. So it is the need of the hour to boost up self-efficacy believes, built up self-confidence and guide the students to right path by developing good communicative skills, hardworking nature, with positive attitude in life. Parents should have to Foster the self-efficacy believes in their children so that they will become capable to cope with harder situations.

References

1. Yadav Surendra (2018), achievement in mathematics in relation to mathematics anxiety and self efficacy among secondary school students. Banaras Hindu University.
2. Cheng Hsien Lin (2018). The self efficacy among early adolescents in southin male Taiwan. Prepared for the annual meeting of American association of Chinese studies P.1–39 @ Lamar edu)
3. Dr. Singh Shamshir, Bhat Ahmed Muzafer and Dr. Kaur Ranjit (2020), self efficacy among secondary school students in relation to self esteem. UGC care journal, volume 40, issue 6 March 2020, page number 2799–2811.
4. Dr. Suvidha(2019), parental encouragement and achievement motivation among adolescents. International journal of scientific and technology research, volume 8, issue 8, P 828-832.
5. Josephina Jekonia (2021) The relationship between parenting styles parental involvement and children's academic performance in Namibian. University of Finland. Phys.org/news/2021-09-relationship-parenting-styles-parental-involvement.html.
6. Thanos Touloupis (2021) research article. Department of education, University of Nicosia, Cyprus. Psychology in the schools 1-16 <http://orchid.org/0000-0003-2951-6919> wiley online <library.com/journal/pits> (<http://doi.org/10.1002/pits> 2259 6).

