

Relationship between Parental Involvement, Students' Self-Efficacy, and their Academic Performance at Elementary Level

Fahd Naveed Kausar*

Assistant Professor

School of Education, Minhaj University Lahore, Punjab, Pakistan

Noreen Ghazala

Ph.D Scholar

School of Education, Minhaj University Lahore, Punjab, Pakistan,

Dr Farkhanda Manzoor

Professor & Dean of Applied Sciences

Minhaj University Lahore, Punjab, Pakistan

Abstract

Students' self-efficacy is greatly influenced by parental participation, and this has a knock-on effect on their academic achievement. Children frequently gain more confidence in their own talents when parents participate in their education by doing things like giving homework assistance, going to school functions, and interacting with teachers. The purpose of this study was to determine the impact of parental participation on children's self-efficacy, and their academic success. All of the public elementary schools in the Lahore district made up the population. Techniques for multistage sampling were employed. The information was gathered using a questionnaire. It made use of both descriptive and inferential statistics. Regression analysis, Pearson r, mean, and standard deviation were employed. The data was analysed using SPSS. The study's conclusions showed a strong correlation and influence between parental participation, students' self-efficacy, and their academic success.

Keywords: *parental involvement, students' self-efficacy, academic performance, elementary level*

Introduction

Parental engagement refers to the range of actions and attitudes parents take to assist in their kids' education. This involvement can take many forms, such as supporting academic endeavors, helping with homework, attending parent-teacher conferences, and cultivating a positive attitude toward learning. Research consistently shows that children who have involved parents are more likely to achieve academic success. A child's motivation and self-efficacy are fostered by this type of engagement, which also supports academic skills. "Self-efficacy," which was first used by psychologist Albert Bandura, refers to an individual's belief in their ability to perform under specific conditions or finish a task (Grijalva-Quiñonez, Valdés-Cuervo, Parra-Pérez, & Vazquez, 2020). This concept is essential to how students approach tasks, projects, and challenges. Students who have strong self-esteem are more likely to contribute to class, persevere through difficult assignments, and achieve better. When faced with challenges, they usually set higher standards, employ effective learning strategies, and demonstrate resilience (Tazouti, & Jarlégan, 2019).

There is a strong correlation between students' self-efficacy and parental participation. Parents who participate in their child's education offer both emotional and practical support (Lv, et al., 2018). The youngster receives this involvement as a message that their education is important and worthwhile. Support like this can increase a student's self-efficacy by boosting their confidence in their skills. A parent who assists their child with homework regularly, for example, can reassure them and clear up any confusion, making them feel more confident and less stressed about their schoolwork (Fan & Williams, 2010). Furthermore, modeling positive behaviours and attitudes toward learning is a common aspect of parental participation. Kids are more likely to take on similar views when they witness their parents valuing education, creating and achieving objectives, and persevering. A child's self-efficacy can be reinforced by this modeling, which can increase their intrinsic motivation and self-belief (Kuan, & Chuen, 2017). Furthermore, an attitude of aiming for greatness is frequently fostered by parents who have high yet reasonable expectations for their kids, and this mindset is strongly associated with academic performance. (You, Lim, No, & Dang, 2016).

Academic achievement is directly impacted by parental participation and self-efficacy, as seen by grades, test results, and other evaluations. Students who have confidence in their skills are more likely to practice behaviours that help them succeed academically, such as showing up to class on time, finishing their assignments, and being ready for tests. Better academic results are the result of their self-efficacy, which enables individuals to overcome obstacles and persevere in the face of difficulty (Huang, Huang, Li, & Zhang, 2021). Parental support can improve academic achievement by offering tools, direction, and encouragement. In order to facilitate their children's learning, parents should set up a study place that is quiet and equipped with the tools they need. In addition, they can keep an eye on their child's academic development, interact with teachers, and speak up for their needs in the classroom. This degree of participation guarantees that students receive the assistance they require to thrive academically (Kang, Li, Chen, & Bao, 2024).

It's not always clear how these factors relate to one another, though. Depending on the parents' educational experiences, cultural background, and socioeconomic situation, the degree and type of parental participation might differ significantly. Parents with lower levels of education, for instance, can feel less equipped to assist with schoolwork, which could have an impact on how involved they are (Hussain, Sultan, Kanwal, & Rahmani, 2020). Similar to how cultural differences might affect how parents are perceived to be involved, some cultures place more value on autonomy while others take a more hands-on approach. In addition to parental participation, peer influence, individual personality qualities, and the educational environment all have an impact on self-efficacy. The interactions that students have with peers and teachers at school have the power to either strengthen or weaken their sense of self-efficacy (Yap, & Baharudin, 2016). A student's self-belief can be strengthened by a supportive school environment that provides opportunities for achievement, constructive criticism, and positive reinforcement; on the other hand, unfavorable experiences like bullying or teachers who are unduly critical can have the opposite impact.

It is critical to take into account self-efficacy and parental participation in a comprehensive manner to optimise their beneficial effects on academic success. By promoting regular communication, workshops, and events that include parents in the educational process, schools can play a significant role in fostering parental engagement (Wang, 2015). By giving constructive criticism, establishing reasonable expectations, and fostering an inclusive learning

atmosphere that recognises each student's talents and contributions, teachers can also help students feel more confident in their abilities. Parental participation interventions should be considerate of the various requirements that families may have (Adeyemo, 2005). It can be very helpful to provide parents with information and training on how to assist their children's education, especially if they are unfamiliar with the educational system or have language challenges. In order to encourage parental involvement, schools should also be accommodating when it comes to meeting schedules and offer a variety of opportunities for parents to get involved, such as volunteering, attending events, or participating in educational activities that can be done at home (Qudsyi, Husnita, Mulya, Jani, & Arifani, 2020).

Additionally, encouraging children to view their talents as flexible rather than fixed—a growth mindset—can support the rise of self-efficacy. Parents and educators can support this way of thinking by emphasising effort over innate skill and viewing obstacles as chances for personal development rather than as dangers to one's ability. To sum up, the relationship among kids' academic success, parental involvement, and self-efficacy highlights the complex character of education (Affuso, Bacchini, & Miranda, 2017). Through the promotion of home-school collaboration and the development of growth mindset and self-efficacy in students, we can establish an atmosphere that not only improves academic achievement but also sets them up for success and learning throughout their lives. To maximise each child's potential and provide better educational results and a more promising future, parents, teachers, and students working together are crucial.

Objectives

Following objectives were framed for the study:

- 1- To identify the level of parental involvement, students' self-efficacy, and their performance at elementary level.
- 2- To find out the relationship between parental involvement and students' performance at elementary level.
- 3- To find out the relationship between students' self-efficacy and students' performance at elementary level.
- 4- To analyze the effect of parental involvement on students' performance at elementary level.
- 5- To analyze the effect of students' self-efficacy on students' performance at elementary level.

Methodology

The study design employed was a quantitative survey. All of the elementary public schools in the Lahore district made up the population. There are 185 schools in total, with 4551 teachers and 645676 students. Techniques for multistage simple random sampling were applied. First, the researcher used the cluster sampling technique to divide the entire population into five clusters based on where their schools were located. Ten schools were chosen from each cluster, and four students were chosen at random from each school using a basic random sample technique. As a result, 200 pupils and 50 schools made up the sample. Questionnaires were used as the study's instrument. The instrument of the study was questionnaires. Parental involvement (Kausar, &

Nasir, 2022), students’ self-efficacy (Chan, & Abdullah, 2018), and students’ academic performance. Expert judgment was used to determine validity, and pilot testing was used to determine reliability. The Cronbach's alpha values for parental involvement, student self-efficacy, and academic performance were 0.911, 0.891, and 0.823, respectively. The data was analysed using SPSS. To analyse the data, descriptive and inferential statistics were applied. It made use of the mean, standard deviation, Pearson r, and regression analysis.

Data analysis

Table 1

Descriptive Statistics

Variables	N	Mean	S.D.
Parental involvement	200	3.7018	.64199
self-efficacy	200	3.6580	.63336
Students’ academic performance	200	3.5950	.65346
Valid N (listwise)	200		

The above illustrates the sample description on the basis of mean and standard deviation. The parental involvement (M=3.70; SD=0.64), self-efficacy (M=3.65; SD=0.63), students’ academic performance (M=3.59; SD=0.65). Overall, respondents’ responses reflected the level of agreement.

Parental involvement

Table 2

Parental involvement description on the basis of mean and standard deviation

Items	N	Mean	S.D.
I regularly attend parent-teacher meetings at my child's school.	200	3.74	1.194
I help my child with homework or school projects.	200	3.67	1.080
I discuss my child's academic progress with their teachers.	200	3.75	1.116
I encourage my child to participate in extracurricular activities.	200	3.83	1.105
I talk with my child about what they are learning in school.	200	3.74	1.148
I set aside time each day to spend with my child, discussing their day or activities.	200	3.63	1.204
I volunteer at my child's school or for school events.	200	3.60	1.089
I monitor my child's screen time and encourage educational content.	200	3.67	1.204
I am aware of my child's friends and their families.	200	3.77	1.074
I attend workshops or meetings organized by the school to help parents support their children’s education.	200	3.63	1.096
Valid N (listwise)	200		

The above table illustrates the mean and standard deviation of parental involvement. According to the responses of the respondents, I regularly attend parent-teacher meetings at my child's

school (M=3.74; SD=1.19), I help my child with homework or school projects (M=3.67; SD=1.08), I discuss my child's academic progress with their teachers (M=3.75; SD=1.11), I encourage my child to participate in extracurricular activities (M=3.83; SD=1.10), I talk with my child about what they are learning in school (M=3.74; SD=1.14), I set aside time each day to spend with my child, discussing their day or activities (M=3.63; SD=1.20), I volunteer at my child's school or for school events (M=3.60; SD=1.08), I monitor my child's screen time and encourage educational content (M=3.67; SD=1.20), I am aware of my child's friends and their families (M=3.77; SD=1.07), and I attend workshops or meetings organized by the school to help parents support their children's education (M=3.63; SD=1.09). Overall, respondents' response reflected toward the level of agreement.

Self-efficacy

Table 3

Self-efficacy description on the basis of mean and standard deviation

Items	N	Mean	S.D.
I am confident in my ability to solve problems that arise in my daily life.	200	3.70	1.124
I can manage unexpected events effectively.	200	3.90	1.152
I believe I can achieve the goals I set for myself.	200	3.57	1.238
I feel capable of learning new skills when necessary.	200	3.24	1.361
I am confident in my ability to handle difficult situations.	200	3.74	1.131
I can find ways to achieve what I want, even if I encounter obstacles.	200	3.75	1.120
I feel confident in my ability to motivate myself to complete tasks.	200	3.61	1.138
I believe I can effectively cope with stress and challenges.	200	3.73	1.051
I am able to stay focused and achieve my objectives, even when faced with distractions.	200	3.60	1.199
I am confident that I can succeed in almost any endeavor to which I set my mind.	200	3.76	1.158
Valid N (listwise)	200		

The above table illustrates the mean and standard deviation of Self-efficacy. According to the responses of the respondents, I am confident in my ability to solve problems that arise in my daily life (M=3.70; SD=1.12), I can manage unexpected events effectively (M=3.90; SD=1.15), I believe I can achieve the goals I set for myself (M=3.57; SD=1.23), I feel capable of learning new skills when necessary (M=3.24; SD=1.36), I am confident in my ability to handle difficult situations (M=3.74; SD=1.31), I can find ways to achieve what I want, even if I encounter obstacles (M=3.75; SD=1.12), I feel confident in my ability to motivate myself to complete tasks (M=3.61; SD=1.13), I believe I can effectively cope with stress and challenges (M=3.73; SD=1.05), I am able to stay focused and achieve my objectives, even when faced with distractions (M=3.60; SD=1.19), I am confident that I can succeed in almost any endeavor to which I set my mind (M=3.76; SD=1.15). Overall, respondents' responses reflected toward the level of agreement.

Students’ academic performance

Table 4

Students’ academic performance description on the basis of mean and standard deviation

Items	N	Mean	S.D.
I regularly complete and submit my assignments on time	200	3.82	1.080
I participate actively in class discussions and activities	200	3.38	1.226
I feel confident in understanding the material presented in my classes.	200	3.58	1.127
I manage my study time effectively and consistently.	200	3.57	1.262
I seek help from teachers or peers when I do not understand a topic	200	3.48	1.160
I review my notes and study materials before tests and exams.	200	3.51	1.268
I feel motivated to achieve high grades in my coursework.	200	3.61	1.202
I balance my academic responsibilities with extracurricular activities well.	200	3.76	1.082
I set specific academic goals for myself and work towards achieving them.	200	3.73	1.111
I feel that my study environment (at home or school) is conducive to learning.	200	3.51	1.268
Valid N (listwise)	200		

The above table illustrates the mean and standard deviation of students’ academic performance. According to the responses of the respondents, I regularly complete and submit my assignments on time (M=3.82; SD=1.08), I participate actively in class discussions and activities (M=3.38; SD=1.22), I feel confident in understanding the material presented in my classes (M=3.58; SD=1.12), I manage my study time effectively and consistently (M=3.57; SD=1.26), I seek help from teachers or peers when I do not understand a topic (M=3.48; SD=1.16), I review my notes and study materials before tests and exams (M=3.51; SD=1.26), I feel motivated to achieve high grades in my coursework (M=3.61; SD=1.20), I balance my academic responsibilities with extracurricular activities well (M=3.76; SD=1.08), I set specific academic goals for myself and work towards achieving them (M=3.73; SD=1.11), I feel that my study environment (at home or school) is conducive to learning (M=3.51; SD=1.26). Overall, respondents’ responses reflected toward the level of agreement.

Table 5

Relationship between parental involvement and students’ academic performance

		Parental involvement	Students’ academic performance
Parental involvement	Pearson Correlation	1	.417**
	Sig. (2-tailed)		.000
	N	200	200
Students’ academic performance	Pearson Correlation	.417**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates that relationship between parental involvement and students' academic performance at elementary level. The Pearson correlation value ($r < 0.417$, $p = 0.000$) indicates that there was moderate positive significant relationship between parental involvement and students' academic performance at elementary level.

Table 6

Relationship between self-efficacy and students' academic performance

		self-efficacy	Students' academic performance
self-efficacy	Pearson Correlation	1	.617**
	Sig. (2-tailed)		.000
	N	200	200
Students' academic performance	Pearson Correlation	.617**	1
	Sig. (2-tailed)	.000	
	N	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates that relationship between self-efficacy and students' academic performance at elementary level. The Pearson correlation value ($r < 0.617$, $p = 0.000$) indicates that there was strong positive significant relationship between self-efficacy and students' academic performance at elementary level.

Table 7

Effect of parental involvement on students' academic performance

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.025	.247		8.196	.000
parental involvement	.424	.066	.417	6.452	.000

a. Dependent Variable: Students academic performance

The above table illustrates the effect of parental involvement on students' academic performance at elementary level. The leadership behavior B -value=2.025, $t=6.452$, and the p -value>.000 which indicates that there was a strongly highly significant effect of parental involvement on students' academic performance at elementary level.

Table 8

Effect of self-efficacy on students' academic performance

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	1.265	.214		5.909	.000
self-efficacy	.637	.058	.617	11.040	.000

Dependent Variable: Students' academic performance

The above table illustrates that the effect of self-efficacy on students' academic performance at elementary level. The leadership behaviour $B\text{-value}=0.637$, $t=11.040$ and the $p\text{-value}>.000$ which indicates that there was strongly highly significant effect of self-efficacy on students' academic performance at elementary level.

Discussion and conclusion

The study's conclusions showed that there is a well-established body of research on the relationship between parents' involvement and their children's academic achievement, and that better student results are usually associated with higher parental engagement. Academic attainment is frequently higher when parents take an active role in their child's education, such as by assisting with homework, attending school functions, or interacting with teachers. This engagement strengthens the value of education, motivates students, and creates a conducive learning environment (Jeynes, 2024). Furthermore, children who have involved parents usually grow up to be more self-disciplined, have better study habits, and have a more positive outlook on education. Nonetheless, the type and level of parental participation matters since disengaged or overly controlling parenting styles can occasionally hurt academic achievement.

In educational psychology, there is a well-established correlation between students' academic success and their level of self-efficacy. A student's self-efficacy, or confidence in their capacity to do particular tasks, is a critical factor in determining their motivation, approach to learning, and final academic performance. Stronger perseverance, effort, and resilience in the face of adversity are frequently brought about by high self-efficacy, and these traits can improve academic success (Wilder, 2023). On the other hand, low self-efficacy can impede academic success by causing a decrease in effort and confidence. Building students' self-efficacy can be a crucial tactic for improving their educational performance, as evidenced by the relationship between self-efficacy and academic achievement.

Parental participation had a highly substantial impact on students' academic performance. An important factor influencing how well adolescents achieve academically is parental participation. Studies repeatedly demonstrate that teenagers perform better academically when parents take an active role in their education. Examples of such activities include attending school functions, offering homework assistance, and creating a supportive home environment (Goodall, & Montgomery, 2023). This engagement gives kids the emotional and motivational support they need to achieve in addition to reiterating the value of education. Furthermore, studies have shown that parental participation is associated with students' better attitudes toward learning, better classroom behaviour, and higher levels of self-confidence, all of which increase academic success (Akpuokwe, Bakare, Eneh, & Adeniyi, 2024). However, depending on variables including the kind of involvement, socioeconomic level, and cultural background, the efficacy of parental involvement can differ.

There was a highly significant effect of students' self-efficacy on their academic performance. Pupils' self-efficacy, or confidence in their capacity to accomplish particular activities, is a critical factor in determining how well they perform academically. Students who have high self-efficacy are more resilient, motivated, and persistent, which helps them deal with academic problems more skillfully. Strong self-efficacy in students increases the likelihood that they would set demanding goals, use efficient learning techniques, and persevere through setbacks, all of which improve academic performance (Núñez, Freire, Ferradás, Valle, & Xu, 2023). On the

other hand, low self-efficacy can have a detrimental effect on academic achievement by causing self-doubt, less effort, and a greater propensity to give up when presented with challenges. Thus, raising pupils' levels of self-efficacy is crucial to raising their general academic achievement.

It was determined that a crucial topic of educational research is the interaction among academic success, student self-efficacy, and parental participation. Research has demonstrated that parental participation has a significant impact on students' academic performance by increasing their drive, self-assurance, and self-belief. The impact of parental support on academic performance is mediated by self-efficacy or a student's belief in their ability to achieve. This suggests that when parents are actively involved in their child's education, it can enhance the child's self-efficacy, leading to higher academic results. Contextualised research is crucial to comprehend the influences of cultural, socioeconomic, and educational contexts on the dynamics of this relationship, as they might vary based on these factors.

References

- Abdullah, K. L., & Chan, C. M. (2018). A systematic review of qualitative studies exploring peer learning experiences of undergraduate nursing students. *Nurse education today*, 71, 185-192.
- Adeyemo, D. A. (2005). Parental involvement, interest in schooling and school environment as predictors of academic self-efficacy among fresh secondary school students in Oyo State, Nigeria.
- 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.
- Akpuokwe, C. U., Bakare, S. S., Eneh, N. E., & Adeniyi, A. O. (2024). Parental involvement laws in child education: a USA and African review. *International Journal of Applied Research in Social Sciences*, 6(3), 185-197.
- Fan, W., & Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational psychology*, 30(1), 53-74.
- Goodall, J., & Montgomery, C. (2023). Parental involvement to parental engagement: A continuum. *Mapping the Field*, 158-169.
- Grijalva-Quiñonez, C. S., Valdés-Cuervo, A. A., Parra-Pérez, L. G., & Vazquez, F. I. G. (2020). Parental involvement in Mexican elementary students' homework: Its relation with academic self-efficacy, self-regulated learning, and academic achievement. *Psicología Educativa. Revista de los Psicólogos de la Educación*, 26(2), 129-136.
- Huang, F., Huang, Z., Li, Z., & Zhang, M. (2021). Relationship between parental involvement and mathematics achievement of Chinese early adolescents: Multiple mediating roles of mental health and mathematics self-efficacy. *International Journal of Environmental Research and Public Health*, 18(18), 9565.
- Hussain, I., Sultan, S., Kanwal, F., & Rahmani, S. H. (2020). Intrinsic Motivation and Academic Self-Efficacy as Mediation between Parental Involvement and Academic Achievement of Elementary Students. *Journal of Elementary Education*, 30(1), 39-60.
- Jeynes, W. H. (2024). A meta-analysis: The relationship between the parental expectations component of parental involvement with students' academic achievement. *Urban Education*, 59(1), 63-95.

- Kang, L., Li, C., Chen, D., & Bao, X. (2024). Parental involvement, academic self-efficacy, and depression on academic performance among Chinese students during COVID-19 pandemic. *Psychology Research and Behavior Management*, 201-216.
- Kausar, F. N., Danish, M. S., & Abid, S. (2022). District Lahore's Primary School Students' Academic Performance and Teachers' Motivation: A Comparative Analysis. *Pakistan Languages and Humanities Review*, 6(4), 581-592.
- Kausar, F. N., & Nasir, I. (2022). Teachers' opinions regarding how parents-teachers' meeting affect students' academic performance: a comparative analysis at elementary level. *Pakistan Journal of Social Research*, 4(03), 916-923.
- Kuan, N. W., & Chuen, T. W. (2017). A study on parental involvement and academic achievement in elementary school students. *Sains Humanika*, 9(3-2).
- Lv, B., Zhou, H., Liu, C., Guo, X., Liu, J., Jiang, K., ... & Luo, L. (2018). The relationship between parental involvement and children's self-efficacy profiles: A person-centered approach. *Journal of Child and Family Studies*, 27, 3730-3741.
- Núñez, J. C., Freire, C., Ferradás, M. D. M., Valle, A., & Xu, J. (2023). Perceived parental involvement and student engagement with homework in secondary school: The mediating role of self-handicapping. *Current Psychology*, 42(6), 4350-4361.
- Qudsyi, H., Husnita, I., Mulya, R., Jani, A. A., & Arifani, A. D. (2020, February). Student engagement among high school students: Roles of parental involvement, peer attachment, teacher support, and academic self-efficacy. In *3rd International Conference on Learning Innovation and Quality Education (ICLIQE 2019)* (pp. 241-251). Atlantis Press.
- Tazouti, Y., & Jarlégan, A. (2019). The mediating effects of parental self-efficacy and parental involvement on the link between family socioeconomic status and children's academic achievement. *Journal of Family Studies*, 25(3), 250-266.
- Wang, Y. (2015). A trend study of the influences of parental expectation, parental involvement, and self-efficacy on the English academic achievement of Chinese eighth graders. *International Education*, 44(2), 45.
- Wilder, S. (2023). Effects of parental involvement on academic achievement: a meta-synthesis. In *Mapping the field* (pp. 137-157). Routledge.
- Yap, S. T., & Baharudin, R. (2016). The relationship between adolescents' perceived parental involvement, self-efficacy beliefs, and subjective well-being: A multiple mediator model. *Social Indicators Research*, 126, 257-278.
- You, S., Lim, S. A., No, U., & Dang, M. (2016). Multidimensional aspects of parental involvement in Korean adolescents' schooling: a mediating role of general and domain-specific self-efficacy. *Educational Psychology*, 36(5), 916-934.