

THE ROLE OF PARENTAL INVOLVEMENT IN THE SELF-EFFICACY OF CHILDREN WITH
EXCEPTIONALITIES:
A CASE STUDY

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ABSTRACT

Parental involvement has been extensively studied in the field of education to see the effects of parental involvement on the motivation, achievements and learning in school-aged children. One area that has gained a lot of traction is the effects of parental involvement on the development of self-efficacy in children and adolescents. Yap and Baharudin (2016), for example, suggested that parental involvement is positively associated with adolescents' academic, emotional, and social self-efficacy. Their study however, did have one major limitation, as it did not acknowledge the lack of research on minority groups. Fan and Chen suggested back in 2001, that most of the research up to that point focused on majority groups, such as regular school-age children, and adolescents. Few studies attempted to look at children and adolescents in minority groups, and especially those with exceptionalities. Bondy et al. (2017) noted that many years have passed, but still little is known about the self-efficacy in minority children. In the effort to address this gap, I investigated the relationship between parental involvement and the self-efficacies in the children of a minority family. By using a multi-family-member case study, the study investigated the level of parental involvement at home and at school to the level of self-efficacy of each individual child. The three children were given the Self-Efficacy Questionnaires for Children (SEQ-C) and the two parents were given the Parent and School Survey (P.A.S.S). The parents also sat down with the researcher later for a virtual interview, and the questions from the interview were adapted from the PACER Centre in Minnesota, USA. The results from this study found that parental involvement was high in this family, both at school and at home, and two out of the three children developed moderately high self-efficacies. The research adopted a case study methodology that had a small size and simple procedures. The results cannot be generalized and a causal relationship between parental involvement and self-efficacy in children cannot be established. More research is needed either

with the same family by using follow up questions, and interviews, or more minority families are needed to make this into a more extensive study. A detailed reason as to why more research is needed will be discussed in chapter five.