

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

A CASE STUDY

By:

JERRY TSENG

A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

in

THE FACULTY OF GRADUATE STUDIES

Master of Arts in Educational Studies – Special Education

Trinity Western University

We accept this thesis as conforming to the required standard

.....  
Dr. Yu-Ling Lee, Ph.D., Dissertation Supervisor

.....  
Nina Pak Lui, M.ED., Second Reader

## 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.

## TABLE OF CONTENTS

ABSTRACT.....	2
<b>TABLE OF CONTENTS</b> .....	<b>4</b>
ACKNOWLEDGMENT .....	7
LIST OF TABLES.....	8
CHAPTER 1 .....	9
1.1 Introduction.....	9
1.2 The Purpose of the Study .....	9
1.3 Gaps in Research.....	10
1.4 Aims and Objectives .....	12
1.4.1 Research Methods.....	12
1.5 The Significance of a Multi-Family Member Case Study .....	12
1.6 Theoretical Frameworks .....	13
1.7 Significance of the Problem.....	16
CHAPTER 2 .....	17
2.1 Literature Review.....	17
2.1.1 Self-Efficacy .....	17
2.1.2 Self-Efficacy vs Self-Esteem .....	19
2.1.3 Self-Efficacy and School Performances.....	20
2.1.4 Self-Efficacy and Parental Involvement .....	22
2.1.5 Research on Minority Groups .....	25
2.2 Present Study .....	26
CHAPTER 3 .....	27
3.1 Quantitative Research .....	27
3.2 Qualitative Research .....	27
3.3 Multi Family Member Interview Research.....	28
3.4 Mixed Method Research .....	29

3.5 Research Methodology .....	30
3.6 Research Participants .....	32
3.7 Research Procedure.....	32
3.8 Data Analysis .....	33
CHAPTER 4 .....	38
4. Results.....	38
4.1 The Influence of School Environment, and Sense of Family Belongingness to Self-Efficacy ....	38
4.1.1 Responses from the Parents Interview .....	39
4.1.2 Quick Overview of the Children Participants .....	40
4.1.3 Responses from SEQ-C .....	41
4.2 School-Family-Community Partnership and Self-Efficacy .....	44
4.2.1 Responses from the Parents Interview .....	46
4.2.3 Results from P.A.S.S.....	48
4.3 Parental Involvement and Self-Efficacy in Children/Adolescents.....	50
4.3.1 Responses from Parent Interview.....	51
4.3.2 Results from P.A.S.S.....	52
4.2.3 Results from SEQ-C.....	54
4.2.4 Results Overview .....	61
CHAPTER 5 .....	65
Introduction.....	65
5.1 Summary of Research .....	65
5.2 Significance of the Case Study .....	65
5.3 Limitations for the Study .....	67
5.4 Recommendations for Future Studies .....	68
5.5 Conclusion .....	68
Appendix A.....	70
Appendix B.....	71
Appendix C.....	73

Appendix D..... 88  
Appendix E ..... 90  
References..... 91

**ACKNOWLEDGMENT**

I would like to say a special thank you to all my professors at Trinity Western University, for making my journey and experience a memorable one. I am very grateful to Dr. Lara Ragpot. Her support, guidance and insight in this field has made an inspiring experience for me. I would also like to thank my supervisor, Dr. Yu-Ling Lee, who deserves all the credit for his patience and wisdom in guiding me through this paper. I want to also thank the family who participated in this study, thank you for the willingness to participate in the study through the challenging pandemic. A special shout out to all my classmates who walked this journey with me, and to my family, who advised me on point of details. Finally, I would like to thank my wife, Irene, who supported me unconditionally throughout this entire process, I could not have done it without her.

**LIST OF TABLES**

Table 1 SEQ-C Questions and Corresponding Sub-Scores-----	30
Table 2 P.A.S.S Questions and the Corresponding Constructs-----	31
Table 3 Self-Efficacy Sub-Scores and Total-----	33
Table 4 P.A.S.S Scoring Part 1-----	35
Table 5 P.A.S.S Scoring Part 2-----	35
Table 6 Academic Sub-Scores for Child 1-----	41
Table 7 Academic Sub-Scores for Child 2-----	42
Table 8 Academic Sub-Scores for Child 3-----	42
Table 9 Average Response Score for Dad-----	48
Table 10 Average Response Score for Mom-----	49
Table 11 Average Response Score for Dad-----	52
Table 12 Average Response Score for Mom-----	53
Table 13 Social Self-Efficacy Sub-Scores for Child 1-----	54
Table 14 Emotional Self-Efficacy Sub-Scores for Child 1-----	55
Table 15 Social Self-Efficacy Sub-Scores for Child 2-----	56
Table 16 Emotional Self-Efficacy Sub-Scores for Child 2-----	57
Table 17 Social Self-Efficacy Sub-Scores for Child 3-----	58
Table 18 Emotional Self-Efficacy Sub-Scores for Child 3-----	60



## **CHAPTER 1**

### **1.1 Introduction**

Parental involvement and education have long been a topic of interest for many practitioners and policymakers, and much research done to date has suggested that positive parental involvement can have a positive outcome for children, including academic achievement, self-efficacy, and intrinsic motivation. Jeynes (2003) suggested that there is a significant relationship between parental involvement and educational success across races, indicating that parental involvement plays a crucial role in academic achievements. Others like Schunk and Miller (2002) also suggested that family is an immediate social system for children's development, because children continuously interact with their parents, from whom they acquire most of their self-efficacy. The outcome of this research has been appealing to the public, parents and educators alike, and have agreed that parental involvement is crucial for not only academic success at school but can influence self-efficacy as well. Numerous studies have suggested that parental involvement is positively associated with multiple domains of children's self-efficacy. For example, Yap and Baharudin (2016) found that parental involvement was positively associated with adolescents' academic, emotional, and social self-efficacy. Benner et al. (2016) have shown that parental involvement is just as important for adolescents as it is for children. Parental educational involvement in schools is strongly linked to students' academic success.

### **1.2 The Purpose of the Study**

The original idea of my study was based on the observations I made working as a student support worker in a district Learning Assistant Program. As a student support worker, I have the privilege to work closely with students and interact and see them regularly. As an educator I noticed something interesting; all students on my caseload have ministry designations and are

designated based on whether the individual is considered low incidence or high incidence.

According to the BC Teachers' Federation (2017), low incidence students are individuals who may require higher levels of support and services, and high incidence students are those who do not need as much support and services. In theory, low incidence students need more support than high incidence students. However, the opposite is true in some cases. Therefore, I wonder if parental involvement is related to the self-efficacy profiles of the students I work closely with. Another reason for me choosing this topic is due to the lack of research in this area.

### **1.3 Gaps in Research**

Before we examine the gap in the research, we must first define a few terms: Self-Efficacy and Parental Involvement. Bandura (1997) defined self-efficacy as “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (p.2). In other words, believing in yourself matters. Individuals with high self-efficacy profiles view themselves as competent in completing tasks, whereas individuals with low self-efficacy profiles tend to view themselves as less competent. Parental Involvement is how engaged and involved parents are in schools. Epstein (2001) suggested that parents who are informed and involved in their children’s school, such as volunteering and being part of the Parent Advisory Committee (PAC), can positively impact their child’s attitudes and performances. Self-efficacy and Parental Involvement will be discussed more in-depth later in this chapter. As mentioned above, despite the amount of research in this area, there seems to be a gap in research on certain groups, especially minority groups. Fan and Chen (2001) suggested that most of the research to date has been looking at majority groups, such as regular school-age children, and adolescents. Few studies have been conducted on children and adolescents with exceptionalities in minority groups. Bondy et al. (2017) also stated that “little is known about the

academic self-efficacy that the children of immigrants have, which is particularly relevant today in the midst of the current social, political, and economic debate over the influence of immigration in U.S. public schools” (p.1). As the world shrinks, attempting to understand to what degree the effects of self-efficacy are universal across cultures seems more critical than ever. Cross-cultural research will help clarify how efficacy beliefs are created and developed because of different cultural practices, as well as how these differing cultural practices influence children's efficacy beliefs about their schooling.

Although there is already some evidence to suggest that self-efficacy beliefs have some similar effects across cultures, the link between culture and belief has yet to be made empirically. Moreover, the relationship between cultural differences and the effects of the cultural practices of institutions such as the family, the community, and the workplace on children's self-efficacy beliefs has yet to be determined (Oettingen, 1995). According to Schunk and Meece (2006), most research on group differences in self-efficacy has focused on gender and ability, whereas only a few studies have examined the role of socioeconomic or ethnic background. To address this issue, the original idea of the research was to look at parental involvement and self-efficacy in adolescents with exceptionalities in a high school district program in Vancouver, BC, Canada, which includes students from different ethnic backgrounds. However, due to the COVID 19 pandemic, I was not able to have full access to the students nor permission to research in the school; therefore, the current study will look at parental involvement and self-efficacy in children with exceptionalities in one single family.

## **1.4 Aims and Objectives**

This study aims to see the role of parental involvement and self-efficacy in children with exceptionalities in a diverse minority family. The objective of the study is to see how parental involvement can shape the development of children, and their overall self-efficacy perceptions at school.

### **1.4.1 Research Methods**

This section contains a brief description of the research methodology, more details will be given in the methodology section in later chapters. This study is a multi-family member case study that records the responses from multiple family members in the same household. The study is a mixed-method study as it contains the Self-Efficacy Questionnaire for Children (SEQ-C) by Muris (2001), and the Parent and School Survey (P.A.S.S) by Ringenberg et al. (2005) to measure Parental Involvement. The study also contains interview questions adapted and modified from Pacer Center in Minnesota, USA.

## **1.5 The Significance of a Multi-Family Member Case Study**

Since this study aims to look at the relationship between parental involvement and self-efficacy in a diverse minority family, a brief discussion on the importance of conducting multi-family member research in a single household is warranted. According to Reczek (2014), family members experience different family realities, and thus obtaining the perspectives of multiple family members is necessary for understanding broader family dynamics. Such qualitative family research helps provide useful information about family dynamics, however, “surprisingly few family studies have used interviews with more than one family member” (Reczek, 2014, p.1).

Such qualitative family research helps provide a more “holistic view on family life, allowing scholars the opportunity to answer research questions that are not addressed in interviews with only one family member” (Reczek, 2014, p.14). There are several advantages of a case study method, according to Miller (2020), one of the biggest advantages provides everyone with analytical power to increase knowledge, because it uses a variety of methodologies to collect data. Miller also suggested that “the case study method provides a foundation for data generalization, allowing research to illustrate their statistical findings in meaningful ways. It puts the information into a usable format that almost anyone can use if they have the need to evaluate the hypothesis under consideration” (Miller, 2020). Another strong advantage of a single case study as noted by Yin (2021) is the longitudinal nature of such method, meaning that a single case study can study the same single case at two or more different points in time. Details about what the study looks like will be provided in the methodology section of this paper.

### **1.6 Theoretical Frameworks**

Self-efficacy is part of Bandura’s Social Cognitive Theory (1977), in which he suggested that the acquisition of skills is developed exclusively or primarily within a social group, and people learn from one another through observation, imitation, and modeling. Self-efficacy refers to one’s belief in one’s ability to perform certain tasks in specific situations. If such a theory is applied to the study of children and adolescents’ beliefs about learning, then it would be reasonable to predict that those with a high self-efficacy profile would be likely to prove a greater success at school. Since self-efficacy is the focus of research, Bandura’s theory serves as the foundation to research. The definition and framework of parental involvement are more difficult to define because the discourse on the topic shows disagreements on how to define it. For example, Grolnick and Slowiaczek’s Multidimensional Model (1994) suggested that there

are 3 dimensions of parental involvement: behavioral, personal, and intellectual. Behavior involvement is “parents' public actions representing their interest in their child's education, such as attending an open house or volunteering at the school” (Grolnick & Slowiaczek, 1994, p.237). Personal involvement is referred to as “parent-child interactions that communicate positive attitudes about school and the importance of education to the child” (Grolnick & Slowiczek, 1994, p.237). Intellectual involvement refers to “behaviors that promote children's skill development and knowledge, such as reading books and going to museums” (Grolnick & Slowiczek, 1994, p.237). Parental involvement, according to this theory, affects student achievements because the interactions with the parents affect the student’s motivation, sense of competence, and belief in having control in school. This model, however, involves many other different instruments to measure parental involvement both at home and at school, thus increasing the complexity level of the research.

Another popular model is the Hoover-Dempsey and Sandler's Parental Involvement Process Model (1997), which states that parents’ involvement at school and home are influenced by their motivational beliefs. These beliefs include their own self-efficacy, and their perceptions of invitations for involvement from the school and their child. Such a model focuses more on parental self-perceptions rather than on the child. In other words, this model states that family involvement is a process that starts with the decision-making of the parents on being involved with the learning outcomes of the children, and this decision-making process is important because “Families can help children cultivate positive relationships with their teacher by modeling appropriate interactions with school personnel” (Whitaker, 2019, p.1).

Most of the literature defines parental involvement as supporting student academic achievement or participating in school-initiated functions. These definitions of parental

involvement are limited because such perceptions come from a western-white dominated view and “overlooks differing perceptions on the part of parents from low socio-economic status and minority populations regarding parental involvement and educational responsibilities” (Nieto, 1987, p.189). This statement can be further supported by Lavenda (2011), who criticized the Hoover-Dempsey and Sandler's Parental Involvement Process Model at the time by stating “the model has not been tested in educational systems and cultural contexts outside of the US” (Lavenda, 2011, p.927). Even though there continues to be some disagreements and struggles on such topic, the Epstein Model (1991) seem to be the most widely referenced framework for parental involvement. This model is also known as the “School-Family-Community Partnership Model” which not only focuses on parental involvement at home, but also focuses on the relationship and partnership between the schools and the parents. Epstein (1991) believed that parents cannot be fully involved in their children’s lives without the support from the schools and the teachers. She suggested that the school and the parents are like partners and if the school views children as students, they are likely to see the family as separate from the school. For children to succeed in school, it requires a joint effort between parents and the school, to create better programs and opportunities for the school children. Epstein (2001) also argued that parents who are informed and involved in their children’s school can positively impact their child’s attitude and performance. Importantly, Epstein’s research shows that parental involvement can have a positive impact on student’s academic work at all grade levels, and his or her attitude on the ability to complete specific tasks (self-efficacy). She developed a framework for defining six different types of parental involvement: positive home conditions, communication, involvement at school, home learning activities, shared decision making within

the school, and community partnerships. For a detailed description of Epstein's Framework of Six Types of Involvement see Appendix A.

### **1.7 Significance of the Problem**

Parental involvement and its influence have long been a topic of interest for many practitioners and policymakers. Many studies have indicated that there is a significant relationship between parental involvement and self-efficacy in children. Although research on parental involvement has increased during the past two decades, many studies have addressed the effects of parental involvement on the general population, but not so much on the minority population. To bridge the gap, it is important to investigate the topic of parental involvement and self-efficacy in children of minority families. Due to the small sample size, the study does not seek to show a causal relationship between parental involvement and self-efficacy, but to draw inferences and to generate further discussion in the area.



## **CHAPTER 2**

### **2.1 Literature Review**

#### **2.1.1 Self-Efficacy**

Parental involvement and self-efficacy are a well-researched topic and have gained traction in other areas other than education. Self-efficacy, for example, is not only a popular topic in education, but also in general psychology and positive psychology as well. The term self-efficacy was first coined by Bandura (1971) in his social-learning theory, where he suggested that learning is a remarkably complex process that is influenced by a wide variety of factors, such as associations formed by conditioning, reinforcement, punishment, and by observing the actions of others. According to Bandura (1971), human behaviors can be shaped by external factors such as reinforcements and punishments, but learning “would be exceedingly laborious and hazardous if it proceeds solely on this basis” (Bandura, 1971, p.5). Refuting behavioralists' notions that behaviors are shaped solely by external rewards and punishments, he believed that behaviors can also be learned through the influence of examples. Therefore, in his view, people learn from one another through observation, imitation, and modeling. However, learning cannot occur without the following four key factors: attention, retention, motoric reproduction, and reinforcement and motivational processes (Bandura, 1971, p.5). For Bandura, learning cannot occur much by observation if the individual is not paying attention, nor remembering much. Learning also cannot occur if the individual does not have the skill sets to reproduce the observed behaviors, and learning can be optimized with positive incentives. Self-efficacy in this theory, reflects an individual’s understanding of the contribution he or she can offer in a group. If one wants to gain a better understanding of self-efficacy and its role in learning, it is important to acknowledge Bandura’s notion that all behaviors are learned through

conditioning because his social learning theory moves beyond behavioral theories, which suggest that all behaviors are learned through conditioning. Schuck and DiBenedetto (2020) summarizes Bandura in this way:

his theory has made important contributions to the study and understanding of human motivation. Self-efficacy is a key internal motivational process that can be influence by internal or external factor and in turn, influence motivational outcomes of choice, effort, and achievement.

Social learning theory stresses the importance of modeling and observational learning in shaping human behavior, but it does not mention the role that human cognition plays in learning. Social cognitive theory, on the other hand, not only emphasizes the importance of the environment, but also the importance of cognition. The social cognitive theory developed in 1986 by Bandura, is an expansion of his own social learning theory that captures a variety of dimensions (Schunk, 2012). The social cognitive theory suggests that learning occurs through the observation of others, but also through the constant interaction between the individual, behavior, and the environment. The theory “emphasizes the idea that much of human learning and behavior occur in social environments. By interacting with others, people can learn knowledge, skills, strategies, beliefs, rules, and attitudes” (Schunk & Usher, 2012). In other words, social cognitive theory suggests that social factors play a key role in learning, as it helps an individual to acquire, maintain, and modify his or her behavior.

The theory of self-efficacy lies at the centre of Bandura's social cognitive theory, which emphasizes the role of observational learning and social experience in the development of personality. Bandura defines self-efficacy as one's belief in one's ability to succeed in specific

situations or accomplish a task. So why is self-efficacy important? According to Synder and Lopez (2002), “these efficacy beliefs play a crucial role in psychological adjustment, psychological problems, and psychological health, as well as professionally guided and self-guided behavioral change strategies” (Lopez, 2002, p.277). Self-efficacy is important for self-development, successful adaptation to the environment, and change. Self-efficacy not only serves as motivational beliefs, but also one’s expectations: “such beliefs affect people’s goals and aspirations, how well they motivate themselves, and their perseverance in the face of difficulties and adversity (Urduan, & Pajares, 2006, p.4). Bandura (1988) also suggested that people who have self-efficacy are more likely to engage in learning enabling healthy behaviors, such as observing, imitating and modeling. Van Dinther et al. (2011) added that self-efficacy is linked to factors such as the strategies that students utilize, the goals that students set out for themselves, and their academic achievements.

### **2.1.2 Self-Efficacy vs Self-Esteem**

The terms self-efficacy and self-esteem are sometimes used interchangeably in research, as they are part of an individual’s self-concept, but it is also important to distinguish the difference between the two concepts. As mentioned by Frank (2011), self-esteem refers to the regard or respect that an individual has for him or herself and can be used to refer to a specific area or a general area of the individual. Self-efficacy, on the other hand, refers to the competence level an individual feels and can vary from situation to situation. For example, a person might feel competent in having a casual conversation with someone but might not feel as competent in speaking in front of a crowd of people. Therefore, “overall self-efficacy may not be completely accurate as it is assessing an individual's general feelings of competence across a variety of situations or tasks” (Frank, 2011). Hajloo (2014) also noted that even though questions of self-

efficacy are related to one's ability to perform certain tasks or actions, the outcome may or may not have any bearing on self-esteem.

Some researchers on the other hand, looked at the general self-efficacy (GSE) with self-esteem. It is important to note that GSE is different from self-efficacy, researchers suggested that GSE is a general competence belief, whereas self-efficacy is task-specific belief. Chen et al. (2004), for example, stated that GSE is about the overall self-perception of competence, while self-efficacy is about the self-perception of competence in completing specific tasks. Despite this argument, they also stated the similarities between the two concepts and found it hard to distinguish the two since they are highly related. Their study showed that despite the high correlation between the two constructs, there are difference between the two. A more recent article by Mar Molero et. al (2018), indicated that beliefs about self-efficacy influence self-esteem itself; there is a reciprocal relationship between self-efficacy and self-esteem overtime. In their study, they showed that a chain relationship may be established, and the degree of perceived self-efficacy from an individual can have a consequent repercussion effect on his or her self-esteem. Their study also indicated that self-efficacy and self-esteem interact with one another, "those with high levels of beliefs of self-efficacy cope with the workload with effort and perseverance, contributing to maintaining optimum levels of self-esteem" (Mar Molero et al, 2018, p.8).

### **2.1.3 Self-Efficacy and School Performances**

Self-efficacy can play an important role in education because self-efficacy "influences the choices learners make and the courses of action they pursue" (Sharma & Nasa, 2014, p.116). Van Dinther et al. (2011) suggested that self-efficacy is an important variable in affecting students' learning and motivation. Self- efficacy helps individuals to decide how much effort

they will spend on a task, how long will they persist, and the methods they will use to complete the task. Therefore, “the stronger their notion of self-efficacy, the greater their effort, perseverance and elasticity” (p.96). Researchers like Njega et al. (2019), also stated that since one's sense of self-efficacy can play a major role in how one approaches their learning, self-efficacy is one of the fundamental factors that significantly influence the academic performance of learners in education. Bandura also mentioned the relationship between self-efficacy and academic performances in his self-efficacy theory (1986), whereby “academic self-efficacy is an individual’s confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task” (Eccles & Wigfield, 2002, p. 110). Linenbrink and Pintrich (2003) have shown that academic self-efficacy is significantly associated with students' learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions, and achievement. They indicated that self-efficacy beliefs are relevant in understanding academic outcomes because self-efficacy leads to specific behaviors and motivations that can encourage or discourage effective school performances. The application of self-efficacy is endless and has been associated with self-belief, self-evaluation, and self-concept. However, self-efficacy should not be treated as a general measurement for one’s assessments of his or her self-worth and capabilities. According to Maddux (1995), specific cognitive measures predict specific behaviors more accurately than do general measures of traits or motives. For this reason, “self-efficacy is conceptualized and measured not as a personality trait, but instead, is defined and measured in the context of relatively specific situations or contexts” (Maddux, 1995, p.15). Since the introduction of the terminology by Bandura, self-efficacy has been applied to the area of school performance and has become a well-documented concept in education. According to Cherry (2021), the thoughts about what lies

behind the successes or failures help to form an individual's belief about himself/herself and his/her expectations for the future, therefore, it is important for educators to acknowledge the importance of the development of self-efficacy amongst school-aged children in school settings. Not only is self-efficacy an important factor on school performance, but parental involvement is also important as well.

#### **2.1.4 Self-Efficacy and Parental Involvement**

There are many different theories and models of parental involvement, such as the Grolnick and Slowiczek's Multidimensional Model, Hoover-Dempsey and Sandler's Parental Involvement Process Model, and the Epstein Model. These models suggested that parental involvement has something to do with the parenting styles. Earlier work on parenting styles was conducted through a dimensional approach, however, researchers like Baumrind (1967) noticed that such approach has limitations in detecting the interactional influence of parenting and begun to develop a typological approach. Diana Baumrind was such a researcher that believed that there was a close relationship between the type of parenting style and the children's behavior, and that different parenting styles could lead to different child development and outcomes. According to Baumrind (1967), elements that could help shape successful parenting: responsive vs. unresponsiveness and demanding vs. undemanding. She referred to parental responsiveness as the degree to which the parent responds to the needs and emotions of the child. Parental demandingness referred to as the rules which the parents placed for their child. Baumrind initially identified three parenting styles: Authoritative parenting, authoritarian parenting, and permissive parenting. Maccoby and Martin (1983) expanded on her parenting styles model by using a two-dimensional framework. They expanded Baumrind's permissive parenting style into two types: indulgent parenting style and neglectful/uninvolved parenting style, and because of

this expansion by Maccoby and Martin, this model is also referred to as the Maccoby and Martin's parenting styles model. According to Fan and Zhang (2014), parenting styles play an important role in the developmental outcome of children and adolescents. They argued that parents' supply of nurture, encouragement, and proper control led to positive developmental outcomes. For example, an authoritative parenting style (high in both demandingness and responsiveness), "was repeatedly found to be the most beneficial for student development (e.g., self-esteem, psychological well-being, and academic performances)" (Fan & Zhang, 2014, p.205). There are indications from two studies that there is an association between parental involvement and academic achievements. Hara and Burke (1998), for example, examined a parent involvement program in a Chicago inner-city elementary school over a two-year period, and they found that the students benefited from this program, showing an increase in academic achievements. A literature review conducted by Avvisati et al. (2010), also mentioned that there seems to be a positive association between parental involvement and school performances. But what about parental involvement and the development of self-efficacy amongst children and adolescents? Schunk and Miller (2002), stated that family is an immediate social system for children's development. Children continuously interact with their parents, from whom they acquire most of their self-efficacy. Schunk, in his later work, also suggested that development takes place in many different social contexts, influences associated with each of these social contexts may have profound effects on adolescents' beliefs about their capabilities. One of these social contexts is family, "beginning in infancy, families provide experiences that influence children's self-efficacy" (Schunk & Meece, 2006, p.73). According to Schunk and Meece (2006), families differ in the capital, and differ in how they teach and motivate their children. When children are exposed to a positive environment with strong role models, their self-efficacy

would be enhanced. Fan and Williams (2009) also echoed such claims by suggesting that parental involvement has been documented as positively impacting students' proficiency and performances in school, and there is a strong recognition that parental involvement is part of a positive school environment. Durisic and Bunijevac (2017) mentioned in their paper a pilot study which found that the parents who expressed more willingness to participate in their children's schoolwork, in general, had their children expressing an overall enjoyment from the opportunity to share and celebrate their efforts. In their study, Yap and Banharudin (2016) suggested that parental involvement might have beneficial effects on adolescents' self-efficacy, "the results for specific indirect effects revealed that paternal and maternal involvement may increase adolescent efficacious beliefs in the academic field and social relationships" (Yap & Banharudin, 2016, p.268). The importance of parental involvement on children's self-efficacy can be further supported by a recent study conducted by Liu and Leighton (2021). According to Liu and Leighton (2021), children's early math achievement can strongly predict later academic achievement, financial success, and future career choices, and that children's math achievement be directly or indirectly influenced by both internal and external factors. Therefore, in their study, they examined parental involvement and the mathematical achievements of children. The results from their study showed that there were multiple factors that influenced the self-efficacy of children, including parental self-efficacy, parental role construction, and parental involvement. The research conducted by Liu and Leighton not only showed the relationship between parental involvement and the self-efficacy of children, but also showed that factors mentioned earlier that could influence the development of self-efficacy in children as well. Nevertheless, the studies mentioned above show that parental involvement is crucial for not only academic success at school but can influence self-efficacy as well.



### **2.1.5 Research on Minority Groups**

Despite the amount of research on self-efficacy and parental involvement there is still a gap in the research, especially among minority groups. Fan and Chen (2001) suggested that most of the research to date has been looking at majority groups, such as regular school-age children, and adolescents, little studies have been conducted on minority groups, like immigrated families and families with exceptional children and adolescents. They argued that although the idea that parental involvement has a positive influence on students' academic achievement is intuitively appealing, there is still a great deal of inconsistency in the empirical research literature. Others also echoed this argument by saying that "even though educators have proclaimed how much influence parental involvement has on children's academic outcomes, no meta-analysis that examines the effects of parental involvement on minority student educational outcomes has ever been published in the academic journal" (Jeynes, 2003, p.202). According to Jeynes (2003), research in this area has increased over the past two decades, but up to this point those studies that have made this assertion have examined only one ethnic group; therefore, it is hard for researchers to look at the overall picture when solely focusing on certain ethnic groups. Wilson et al. (2015), noted such gap, and sought to add to the body of literature on self-efficacy by looking at the difference in self-efficacy amongst women, under-represented minorities, and majority students in the science, technology, engineering, and mathematics (STEM) disciplines. They found differences in self-efficacy among gender and ethnic groups in multiple STEM disciplines at various levels in school, at both a teaching and a research institution, and highlighted the need to alter the STEM classroom and culture to level the playing field among minority and majority students. They highlighted the importance of the study on women and minority groups, because it can help bring more equality into our educational system. Smith et al. (2021), suggested similar trends in other disciplinary areas as well, such as political science.

Their study, thus, investigated how ethnicity and gender related to methodological self-efficacy and academic self-efficacy in political science PhD students. Slaton (2011) also mentioned such trend in her work by noting that the study on under-represented populations were gaining some grounds, however the representation of certain group, such as black Americans, “remains disproportionately low despite legal protections and minority set-asides through the years” (Slaton, 2011, p.1). Assari (2017), also mentioned in his work on general self-efficacy and morality that few studies attempted to look at the population differences even in his field of studies. Even though these studies are not related to the current topic, it nevertheless addressed the gap in the research on minority groups.

## **2.2 Present Study**

In summary, educators and researchers alike agree that parental involvement shapes the development of self-efficacy in children and adolescents, and in turn influences school performances. However, despite the vast number of studies in these areas, the study on minority groups, such as minority ethnic families and individuals with exceptionalities is lacking. The present study aims to use multi-family member case study to provide a holistic look at the role of parental involvement and self-efficacy in children with exceptionalities in a diverse minority family.

## **CHAPTER 3**

### **3.1 Quantitative Research**

Quantitative research method lays heavy stress on measuring variables in the social world and seeks to quantify these variables into something measurable. In other words, quantitative research methods have the following qualities: “statistics and content analysis; validity-data truly measures reality; reliability-research results can be reproduced; research object has inherent qualities that exist independently of the researchers” (Rahman, 2017, p.106). According to Rahman (2017), one of the advantages of using this type of methodology is that the data are likely to be generalized to a whole population or a sub-population because it involves a large, randomized sample, and such research methodology usually involves the usages of statistical software such as the Statistical Package for Social Science (SPSS) to help with the data. However, there are many phenomena that do not produce any quantitative data. Sukamolosl (2007) stated that few phenomena in education occur in the form of `natural' quantitative data. One of the biggest advantages is that researchers can collect data in a quantitative way by designing research instruments aimed at converting phenomena that don't naturally exist in quantitative form into quantitative data. This data can then analyze statistically, therefore “The number of phenomena we can study in this way is almost unlimited, making quantitative research quite flexible” (Sukamolosl, 2007, p.4).

### **3.2 Qualitative Research**

Qualitative research can be any research that produces findings not arrived by statistical procedures or other means of quantification. Therefore, qualitative research is “multi-method in focus, involving an interpretive, naturalistic approach to its subject matter” (Rahman, 2017, p, 103). There are also subject matters that are best suited with qualitative research because there

are complex situations where the relevant variables related to the outcome are not apparent. Another key advantage of using a qualitative approach is that it produces detailed description of participants' feelings, opinions, and experience. Richie and Lewis (2003) indicated that since qualitative research focuses on understanding the meanings people attach to actions, decisions, and beliefs. It allows participants to be themselves by expressing their thoughts and views freely without any pre-set constraints. Lastly, another important advantage of using a qualitative approach is the flexible structures of such research, and thus "the design can be constructed and reconstructed to a greater extent" (Rahman, 2017, p.104).

### **3.3 Multi Family Member Interview Research**

This type of research emphasizes qualitative in-depth interviews that can offer a holistic perspective of family life. The biggest strength of such type of research is allowing for "the opportunity to answer research questions that are not addressed in interviews with only one family member" (Reczek, 2014, p.14). This type of research offers access to multiple perspectives and allows for a deeper understanding of family dynamics. Another key advantage according to Eyre et al. (2012), is the ability to expand on prior interviews to facilitate another interview. This subsequent interview may yield useful information as "family members may contradict themselves or provide new insight in a subsequent individual interview that they did not feel comfortable sharing in front of their family members" (Reczek, 2014, p.13). If used correctly, this type of qualitative research can provide rich information about the diverse dynamics of a family.

### 3.4 Mixed Method Research

Doyle et al. (2009) asserted that mixed methods research is useful in capturing the complexity of human phenomena, because “responds to the interests and needs of diverse stakeholders in research” (Doyle, et al. 2009, p.184). Mixed-method study also allows for greater validity by using both quantitative and qualitative data. Bryman (2006) identified sixteen reasons for using a mixed method study. One of the two main reasons are that a mixed method study allows for greater validity, and it uses both quantitative and qualitative methods. For these reasons, such research method allows for stronger and more accurate inferences. What makes a mix method study powerful is the ability to use the data gathered from a qualitative study to explain the data generated from a quantitative study. A mixed method study can use one research approach to explain the data generated from a study using the other research approaches. According to Doyle, Brady, and Byrne (2009), this is useful when there are unanticipated or unusual findings.

Another benefit of a mixed method study is it “allows a research question to be studied from different perspectives....and allows respective strengths and weaknesses of each approach to complement each other” (Regnault, Willgoss, & Barbic, 2017, p.2). In other words, this approach allows researchers to collect and analyse both quantitative and qualitative data within the same study and draw on the strength of both qualitative and quantitative methods. By combining both quantitative and qualitative data, the study provides a more comprehensive picture of the study; there are questions that cannot be answered solely by either research methods. Mixed methods research provides a more meaningful interpretation of the data and phenomenon being examined.

### 3.5 Research Methodology

This study used a mixed method multi-family member case study which uses questionnaires, surveys, and interviews to collect data from the research participants. Two self-administered survey questionnaires were used to identify the relationship between parental involvement, and self-efficacy. The first of these two questionnaires was the Self-Efficacy Questionnaire for Children (SEQ-C) by Muris (2001), which contains 24 items on a 5-point Likert scale (not at all to very well) that are intended to measure (1) social self-efficacy that measures an individual's perceived capability for peer relationships and assertiveness; (2) academic self-efficacy, which measures perceived capability to manage one's learning behavior, to master academic subjects, and to fulfill academic expectations; and (3) emotional self-efficacy that measures the perceived capability of coping with negative emotions, with 8 questions devoted to each construct. The SEQ-C was administered to the children/adolescents of the household. The SEQ-C was suitable for this study because the questionnaire was constructed by Muris based on Bandura's definition of Self-Efficacy. SEQ-C also has psycho-metric strength meaning this assessment tool has strong reliability (consistency) and validity (accuracy), with good cross-ethnic validity (Minter and Pritzker, 2015), along with satisfactory inter consistency reliability (Muris, 2001). Please refer to Appendix D for a copy of the SEQ-C Questionnaires. Table 1 depicts the questions and the constructs measured by each question:

**Table 1**

*SEQ-C Questions and Corresponding Sub-Scores*

Academic Self-Efficacy	Social Self-Efficacy	Emotional Self-Efficacy
Questions: 1,4,7,10,13,16,19,22	Questions: 2,6,8,11,14,17,20,23	Questions: 3,5,9,12,15,18,21,24

The second survey used in this study was the Parent and School Survey (P.A.S.S) by Ringenberg et al. (2005), to measure Parental Involvement, which consists of twenty-four questions about parent involvement behaviors and beliefs on a five point Likert scale (strongly disagree to strongly agree) based on Epstein’s six-construct framework, with four items devoted to each construct, and six additional questions about barriers present to parental involvement on a three point Likert scale (not an issue to a lot) The advantage of using this survey is the ability to “quickly, easily, and accurately measure parental involvement in their children’s education” (Ringenberg et al. 2005, p.122). Please refer to Appendix D for the whole P.A.S.S questions.

**Table 2**

*P.A.S.S Questions and the Corresponding Constructs*

Parenting	Communicating	Volunteering	Learning at home	Decision - making	Collaborating with community
4,14,16,19	3,6,7,17	1,12,15,23	2,5,9,18	8,13,21,22	10,11,20,24

The study also contained thirteen interview questions adapted and modified from Pacer Center in Minnesota, USA, along with follow up questions by the investigator based on the responses from the SEQ-C and P.A.S.S.

### **3.6 Research Participants**

This study utilized a multi-family member research by looking at a diverse minority family of five that consisted of two parents, the mother, the father, and three children (all boys). The first child was 15 years old at the time of the study and was held back one year because of challenges in reading comprehension. The second son was 13 years old, who has expressive writing and language challenges, and social anxiety as well. The third child was 11 and gifted. No further information was given to me, and thus, I cannot provide more information on the children. The family was chosen out of convenience; the father of the family is a colleague of the principal investigator and volunteered his family for this research.

### **3.7 Research Procedure**

Consent forms were given to the parents before the study, and an information session was held online via Microsoft Teams before the study was conducted to address any questions or concerns that the parents may have. The SEQ-C and P.A.S.S were given to the parents in person in a sealed envelope and were given back to the researcher once they were completed. An online interview was later conducted on Microsoft Teams with the parents. Please refer to Appendix B for the interview questions, and Appendix C for the full interview transcript.



### **3.8 Data Analysis**

#### **SEQ-C**

There are several scales and surveys that researchers used to measure self-efficacy, such as the New General Self-Efficacy Scale by Chen et al. (2001). This scale is good because it serves as an improvement to the original self-efficacy scale of seventeen items created by Sherer et al. (1982). Although this scale is shorter, it is thought to have a higher construct validity than the General Self-efficacy Scale. The Strengths Self-Efficacy Scale (SSES) by Tsai et al. (2014) is another self-efficacy questionnaire that measures someone's self-belief in their ability to build a sense of personal strength as they apply it to their daily lives, but this scale is more related to self-esteem and satisfaction. The General Self-Efficacy Scale (GSES) by Schwarzer and Jerusalem (1995), is used to assess perceived self-efficacy as it pertains to adaptation abilities and coping scales for both stressful events and daily activities for people ages 12 and up. This scale received several criticisms, and one of them is its measurement. Chen et al. (2001) questioned the reliability of the responses to the items on the GSES. The psychometric properties estimated from the data have also been criticized. Scherbaum et al. (2006) argue the validity of the scale is similar to any other self-evaluation constructs, and it is not predictive of behavior. There is also the Academic Self-Efficacy Scale for Students by Schunk and Zimmerman (1995), which has both internal consistency and validity.

The SEQ-C was suitable for this study because the questionnaire was constructed by Muris based on Bandura's definition of Self-Efficacy, and measures not only the general self-efficacy, but also academic, social, and emotional self-efficacy. This questionnaire was also selected because it can be administered to children and adolescents that fits the need for this

study and has an internal consistency (alpha) ranging from 0.85 to 0.88, meaning it has a particularly satisfactory level of consistency across group and population.

A total self-efficacy score was totaled out of 120 and was obtained by summing the scores across all 24 items. Academic, social, and emotional self-efficacy sub-scores were also obtained separately by adding the scores from their corresponding questions together. The degree of self-efficacy was determined by the total self-efficacy scores; the higher the scores, the higher the level of self-efficacy. Similarly, for each sub-scores, the higher the score, the higher the level of self-efficacy in that area.

**Table 3**

*Self-Efficacy Sub-Scores and Total*

Academic	Social	Emotional	Total Score
Out of 40	Out of 40	Out of 40	Out of 120

**P.A.S.S**

Since this study uses the Epstein's model in which defines parental involvement as parent school interaction, it was fitting to use the Parent and School Survey by Ringenberg et al. (2005) as the survey was developed out of Epstein's model. As previously mentioned, Epstein recognized the multifaceted nature of parental involvement, and thus designed a framework that consists of six sub-constructs that defines parental involvement. These sub-constructs imply that parental involvement is not just about passively following the directions of the school community, but involves meaningful dialogue between all parties (Fine, 1993). P.A.S.S was designed to measure each sub-construct, providing a more comprehensive picture of the relationship between parents, school, and the community.

For the P.A.S.S, average scores from each construct were taken out of 5 for the first 24 questions. The remaining 6 questions were based on a 3-point Likert scale on the level of difficulty certain barriers present to involvement (*1 being a lot of difficulty, 3 being not an issue*), the scores for each question were scored separately to provide a possible explanation for any lower scores from the first 24 questions.

**Table 4**

*P.A.S.S Scoring Part 1*

Parenting	Communicating	Volunteering	Learning at home	Decision - making	Collaborating with Community
Average score out of 5	Average score out of 5	Average score out of 5	Average score out of 5	Average score out of 5	Average score out of 5

**Table 5**

*P.A.S.S Scoring Part 2*

Item 1	Item 2	Item 3	Item 4	Item 5	Item 6
Scores:1,2, or 3	Scores:1,2, or 3	Scores:1,2, or 3	Scores:1,2, or 3	Scores:1,2, or 3	Scores:1,2, or 3

## Interview Questions

The interview questions were adapted and modified from the parent focus group questions on parental involvement developed by PACER Center in Minnesota, USA. PACER Center works in collaboration with the Minneapolis and St. Paul school districts, as well as the state Department of Education. The center received funding by the Department of Education to conduct research into parental involvement with diverse families. Out of this research, the center developed a series of questions for teachers and parents to help school professionals to understand the backgrounds and the culture of the families they work with, in hopes to design outreach and communication strategies that respond to the specific social, cultural, and linguistic needs of the families.

The interview questions originally contained thirteen questions. One question was omitted in this study due to how similar the question was to other questions; therefore, only twelve questions were asked. The original questions did not contain any follow-up questions but were added into this study because the researcher wanted to learn more from the parents about their responses and views in certain areas of the research. According to Rubin and Rubin (2005), conducting qualitative research is not simply learning about a topic, but also learning what is important to those being studied. Follow-up questions can help to get more in depth understanding about a concept, an idea, event, or issues suggested by the interviewees that are important to the research. DeJonckheere and Vaughn (2019) also noted the importance of follow-up questions by stating “follow-up questions are equally important to the core questions in a semi structured interview. Prompts encourage people to continue talking and they can elicit more details needed to understand the topic” (DeJonckheere & Vaughn, 2019, p.6).

Since the original questions designed by PACER were to help school educators and the community to better understand and work in partnership with the families, the original questions contained keywords and concepts that were important to the current research. For example, the question, “Are you satisfied with how often and in what way school staff communicates with you about your child?” is about the concept of open communication, and the parents’ perception on the willingness of the school to communicate with the family. The question, “What kind of school activities do you like to attend?” is related to the concept of parental involvement in schools, and finally, the question, “How do you prepare your child to do well in school?” is about parental involvement at home. The responses from the questions and follow-up questions were analyzed by the researcher and inferences and conclusions were made based off those responses.

## **CHAPTER 4**

### **4. Results**

In the following paragraphs, the results for the study can be divided into three themes: the influence of school environment, and sense of family belongingness to self-efficacy, the importance of school-family-community partnership, and parental involvement and self-efficacy.

#### **4.1 The Influence of School Environment, and Sense of Family Belongingness to Self-Efficacy**

According to McMahon et al. (2009), school environment and sense of family belongingness plays important roles in the development of self-efficacy amongst school children. Students who perceive their school environments as supportive and encouraging are likely to demonstrate adaptive psychological and behavioral adjustments (McMahon et al., 2009, p.267). A study conducted by Mirzawati et al. (2019) also showed that environment is a crucial factor in helping students grow and thrive. When the learning environment is positive and supportive, students develop high self-efficacy, suggesting a relationship between self-efficacy and the learning environment. Such claims can be applied to minority groups as well, such as students with exceptionalities and English as foreign language (EFL) students. Bergen (2013) suggests that the classroom is an ideal environment for students to have ample resources to develop self-efficacy. If teachers can help foster a supportive environment, they can help students with exceptionalities develop high self-efficacy by allowing them to have a “better idea of how they need to prepare and what skills they need to spend more time mastering” (Bergen, 2013, p.4). Daggol (2019), also states that school climate, such as structure, environment, and level of safety

also influence learning for EFL students. A supportive learning climate can lead to the students' expectancy for success and self-efficacy in learning English.

#### **4.1.1 Responses from the Parents Interview**

The influences of school environment and school belongingness on self-efficacy are supported based on the responses from the interview with the parents. Interview questions 1 to 3 focused on the parents' perception on how the school provides support to their children and the family.

1. What does your children like about school? What do you like about their schools?

Participant mom replied, "I think the main thing is that the teachers understand them, understand how they learn, understand how they think." The participant dad echoed mom by saying that "child 2's English teacher tries to be super flexible; his skills teacher tries to help him keep track of his assignments...".

2. Do you feel welcomed in the schools? If yes, what are the things that the staffs are doing to make you feel welcomed?

Participant mom replied, "I think if it wasn't for covid, they (the school) would have been more opened to more things, but I think child 1's program actually had an open house, and child 3's program also had ...I think there is some kind of upcoming open house or celebration of learning....and child 2's school always have an open invitation to emails if we have any questions."

3. Are you satisfied with how often the school communicates with you about your children?

Participant mom replied, “For the middle one, yes, for the eldest, he is doing very well, and we feel like he is really supported, so we feel like if there are any concerns at school then we will know.”

Based on their responses from the three questions, the parents seem satisfied on how inviting the school has been to their children, for instance, participant mom indicated during the interview the schools have open houses and celebration of learning which are helpful. Participant dad also suggested that sports play a significant role as well, and extracurricular activities like Christmas fairs that get the children involved by helping with the events. From the parents’ point of view, the schools are trying to foster positive, and caring communities for both the parents and the children. They seem content with how things are going at schools and have no complaints. The following section focuses on the responses from the children on their perception about the school environment

#### **4.1.2 Quick Overview of the Children Participants**

What makes this family special and diverse is that all the children in the household have exceptionalities. One of the main objectives of the study is to see if parental involvement can affect exceptional children in the same way as their counter parts. Child 1, the eldest son out of the three, was diagnosed with autism spectrum disorder at an early age, have challenges in reading comprehension and was held back one year in high school. Child 2, the middle son, was



diagnosed with a learning disorder, and have challenges in expressive writing and language.  
 Child 3, the youngest son, is gifted.

**4.1.3 Responses from SEQ-C**

As mentioned earlier, the Self-Efficacy Questionnaire for Children (SEQ-C) considers three main areas of self-efficacy: academic, social, and emotional. The following section contains 8 statement questions and the responses from the children on the questionnaire that focus on the academic self-efficacy sub-scores. The children were to read the statement questions and respond on a five-point Likert Scale from 1 to 5 (*1= not at all, 5= very well*). The higher the number, the higher the agreement to the statement questions.

**Table 6**

*Academic Sub-Scores for Child 1*

	1 Not at all	2	3	4	5 Very well
<b>1. How well can you get teachers to help you when you get stuck on homework?</b>					☑
<b>4. How well can you study when there are other interesting things to do?</b>			☑		
<b>7. How well can you study a chapter for a test?</b>			☑		
<b>10. How well do you succeed in finishing all your homework every day?</b>				☑	
<b>13. How well can you pay attention during every class?</b>				☑	

<b>16. How well do you succeed in understanding all subjects in school?</b>			☑		
<b>19. How well do you succeed in satisfying your parents with your schoolwork?</b>				☑	
<b>22. How well do you succeed in passing a test?</b>				☑	

Child 1 responded to a 3 or higher on all the questions under the academic self-efficacy sub-scores and scored 30 out of the possible 40. A detailed analysis of the results will be discussed later in the chapter, but the results from child 1 indicated a moderately high academic self-efficacy score, meaning that he feels competent in completing academic related tasks at school. It is interesting to note that he responded to a 5 to the question “how well can you get the teachers to help you when you get stuck on homework?” suggesting that he also has good communication skills.

**Table 7**

*Academic Sub-Scores for Child 2*

	1 Not at all	2	3	4	5 Very well
<b>1. How well can you get teachers to help you when you get stuck on homework?</b>				☑	
<b>4. How well can you study when there are other interesting things to do?</b>			☑		
<b>7. How well can you study a chapter for a test?</b>		☑			

<b>10. How well do you succeed in finishing all your homework every day?</b>			<input checked="" type="radio"/>		
<b>13. How well can you pay attention during every class?</b>			<input checked="" type="radio"/>		
<b>16. How well do you succeed in understanding all subjects in school?</b>			<input checked="" type="radio"/>		
<b>19. How well do you succeed in satisfying your parents with your schoolwork?</b>			<input checked="" type="radio"/>		
<b>22. How well do you succeed in passing a test?</b>			<input checked="" type="radio"/>		

Child 2 responded to a 3 or higher on all the questions under the academic self-efficacy sub-scores and scored 24 out of the possible 40. A detailed analysis of the results will be discussed later in the chapter, but the results from child 2 indicates a high academic self-efficacy score, meaning that he feels competent in completing academic related tasks at school. It is interesting to note that he indicated a 2 on the question “how well can you study a chapter for a test?”, which possibly has to do with learning disorder and challenges in writing and language.

**Table 8**

*Academic Sub-Score for Child 3*

	1 Not at all	2	3	4	5 Very well
<b>1. How well can you get teachers to help you when you get stuck on homework?</b>			<input checked="" type="radio"/>		
<b>4. How well can you study when there are other interesting things to do?</b>			<input checked="" type="radio"/>		

7. How well can you study a chapter for a test?					✓
10. How well do you succeed in finishing all your homework every day?			✓		
13. How well can you pay attention during every class?		✓			
16. How well do you succeed in understanding all subjects in school?				✓	
19. How well do you succeed in satisfying your parents with your schoolwork?				✓	
22. How well do you succeed in passing a test?					✓

Child 3 responded to a 3 or higher on all but of the questions under the academic self-efficacy sub-scores and scored 29 out of the possible 40. The results from child 2 indicates a moderately high academic self-efficacy score, meaning that he feels competent in completing academic related tasks at school as well. He scored a two on the question “how well can you pay attention during every class?” may suggest that he cannot sit for a long time or gets distracted easily, the results may suggest something else as well, which will be discussed later in the chapter.

#### 4.2 School-Family-Community Partnership and Self-Efficacy

As discussed in the previous chapter, the Epstein Model (1991) suggested that parents cannot be fully involved in their children’s lives without the support from the school and the community. Through this partnership, the school community and parents can work together to foster an environment that has a positive impact on children’s self-efficacy. According to Epstein

et al. (2002), the partnership between school, family, and community, can improve school programs and school climates. Additionally, it can also provide the families with the services and support they need. In her view, the main responsibility for schools is to create schools that are family friendly, and the main responsibility for the parents is to create a positive learning environment at home. Families that can successfully do this can reinforce the importance of school, homework, and activities that build student skills and feelings of success. Communities then, include groups of parents working together in creating opportunities and events for the children to learn both at school and in the community. This partnership is beneficial in two ways: firstly, it can create conditions of caring that increases the likelihood of student success; secondly, “although the interactions of educators, parents, students, and community members will not always be smooth or successful, partnership programs establish a base of respect and trust on which to build” (Epstein et al., 2002, p.23). This partnership has also been identified as a collaboration between multiple parties, where multiple stakeholders of a school community can collectively explore solutions to help improve student learning. Researchers such as Cook et al. (2016), state that the family-school-community partnership have positive effects on students’ academic performances, attendance, and discipline. They also identified that meaningful parental involvement has been associated with improved academic success. Furthermore, Acevedo-Gil and Zerquera (2016) suggested that educator practices that promote alliance building and open dialogue among school community members have been associated with positive school climate and a reduction in conflict.

The statements and claims from the paragraph above can be reflected in the results of the current study where parents indicated a positive partnership with the school and the community led to higher parental involvement and children success.

#### **4.2.1 Responses from the Parents Interview**

Interview questions 6 to 11 focused on the partnership between the family, school, and community, and provides an overview of the parents' perception of their relationship with the school and the school community.

##### **6. How does the school ask you to be involved?**

Participant mom replied, "Ok, that one is easy, I think PAC, regular PAC meetings, volunteering for PAC positions or helping out with um, hot lunch programs, or open fundraise, helping them with field trips, volunteering in classrooms on special events or special projects. Those are the big ones I think, especially for elementary. When you moved to high school, I think it's mostly just attending PAC meetings, and being aware of, um, what's happening at PAC, because PAC communicates, um, what the school is doing usually."

##### **7. How does this work with the family?**

Participant dad replied, "I think when they were all in the same school, those were quite reasonable, and for us to attend a PAC meeting, for example." Participant mom agreed with dad by also replying "they were only once a month too, so I think it's reasonable."

8. What kind of school activities do you like to attend?

Participant mom replied, “oh, I think the fundraisers are really fun, especially at the elementary school activities, the winter fair right?”, and she continued to say, “oh, yeah, and at the beginning of the year too we have had a...people would go outside, and people would come and just meet each other, and we had coffee and donuts, that’s’ in our sons’ school.”

9. Is there any other area that you would like to help your child in school but don’t know how to do it? Like is there any area that you want to help them?

Participant dad responded to this question by saying that “it’s hard for us to uhhh, for the teens to actually get them to participate in clubs or hang out with people their age-ish. So that’s tricky to their free time.” Participant mom responded in saying “and also helping them make good friends, which is all the parents worry about right?”

10. What can the schools do to help you be more involved? If any?

Both parents didn’t believe that the school needed to do more to help them be involved, participant dad replied. “I think it’s pretty good, they have good communication overall, if you read the email, if you read the principle’s newsletters then. Yeah.”, participant mom agreed by replying, “monthly newsletters actually, they are pretty good. Because they tell you things that are happening from previous month, and things that are coming up in the next month.”, dad also gave an example stating that “Kitsilano (a school) has a week at a glance too, there is a lot of information we can read every week.”

11. What kind of things has the school done that helped you to help your child more at home?

Participant mom replied, “well, I don’t think, not so much, because they know that we are both teachers and already have the strategies, for the most part whether or not we have used them, \*laughs, yeah.” Participant dad proceeded to say “yeah, I think in the past, they have had a parents’ series, but I don’t think we attended.” When the interviewer responded to their communication with the school, participant mom replied, “yeah, we both have strong communications with the teachers, so yes, it is helpful.”

**4.2.3 Results from P.A.S.S**

The following is a detailed description of the scores for each construct for both parents that are related to family-school- community partnership.

**Table 9**

*Average Response Score for Dad*

Volunteering	Communicating	Decision Making	Collaborating
3	Communication:2.5 Comfort Level: 2.5	3	2.75

The dad scored an average score of 3 on the volunteering construct, meaning that he somewhat agreed with how involved he is with school activities and meetings, this response will also be examined later in this chapter. For the communication construct, two questions were about the ability to communicate with the school and two additional questions were about the comfort level in talking with the principals and teachers. The dad scored high on these two



questions, he indicated a two (agree) on question 6, “talking with my child’s principal makes me uncomfortable” and indicated a three (partially agree/disagree) on question 17, “talking with my child’s current teacher makes me somewhat uncomfortable”. The responses from these two questions indicated that the dad feels involved and knows what is happening with his children at their schools but does feel uncomfortable talking to the principals and teachers. The response for the decision-making construct was a three, indicating that he knows his rights as a parent and knows the school policies well, but also suggested that he is not as active in the decision-making process in schools. Scoring a 2.75 on the collaborating construct, the dad also indicated that he is aware of what extracurricular activities and programs are available outside of school, but not as engaged with other parents.

**Table 10**

*Average Response Score for Mom*

Volunteering	Communicating	Decision Making	Collaborating
2.5	Communication:2.5 Comfort Level: 4	3.25	3

The mom indicated an average score of 2.5 on the communication construct, which also means that she is confident and involved in establishing positive communications with the school. Like dad, she responded a 3 (partially agree/disagree) on the question “talking with my child’s principal makes me uncomfortable” but indicated a 5 (strongly disagree) for the question “talking with my child’s current teacher makes me somewhat uncomfortable.” The response for the decision-making construct was a 3.25, indicating that she knows her rights as a parent and knows the school policies well, but also suggested that she is not as active in the decision-

making process in schools. She scored a 3 on the collaborating construct, she noted that she is aware of what extracurricular activities and programs are available outside of school, but not as engaged with other parents.

Based on the responses from the interview and P.A.S.S, the parents indicated that communication matters. With the willingness for both parties to openly communicate, the parents feel involved and engaged with the school community. As a result of the positive partnership, the parents suggested that their children are doing well and responding positively in their respective schools.

#### **4.3 Parental Involvement and Self-Efficacy in Children/Adolescents**

Parental involvement and education have long been a topic of interest for many practitioners and policymakers, and much research done to date has suggested that a positive parental involvement can have a positive outcome for children, including academic achievement, self-efficacy, and intrinsic motivation. Much research has suggested that parental involvement plays a critical role in the development of self-efficacy, for example, Schunk and Miller (2002), stated that family a key factor for children development, including self-efficacy. Lv, Zhou, Liu et.al (2018) claimed that parental involvement can improve both academic and emotional functioning by “promoting children’s motivational development” (p.1). In addition, they also suggested the that a warm, emotional family climate is important for emotional regulation ability in children.

### 4.3.1 Responses from Parent Interview

Questions 4, 5 and 12 on the interview focused on the involvement of the parents at home in getting their children prepared and ready for school. Here are the responses from the parents on these couple of questions:

4. What do you do to prepare them to well in schools, what are some activities or routines you do with them to prepare them for schools?"

Participant dad replied, "In the past, mom had them all do times tables, so they have very good computations, and we also had workbooks in the past as well.," participant mom responded to that by saying, "some basic math and writing, so we taught our kids how to type.... properly. Yap, they all know how to type...and reading, they are avid readers."

5. What do you consider to be the parents' role and family's role in children education?

Participant mom responded by saying, "taking math facts and multiplications, they should memorize those, that's how we feel as teachers, and feel that they have to read regularly, and I think they should you know be fairly fluent, it's a huge part of the parents' responsibilities to have kids reading regularly. And we don't do this as well, but it would be nice if we spend more time asking the kids about the comprehension of the stories they read."

12. Is there anything else you would like me to know what is important to you as a family about their education?

Participant dad replied, "I think it is good when a teacher reaches out when they are not sure why they are not engaged or why they are not producing as much, so I think when they ask

for feedback, I think that is really good.”, participant mom agreed by replying, “mhm, parents know their kids the best, when teachers aren’t sure what strategies to use or what they are doing is you know, not being to reach the students the way they want to reach the students, I think they should connect with the families.”

#### 4.3.2 Results from P.A.S.S

The following is a detailed description of the scores for each construct for both parents that are related to parental involvement at home.

**Table 11**

*Average Response Score for Dad*

Parenting	Learning at Home
2.75	3.5

Questions 4, 14, 16, and 19 were on the on the parenting construct, the dad indicated a 2 (agree) on the question “I frequently explain difficult ideas to my child when she/he doesn’t understand.”, indicating that he feels involved in the learning of the children at home and confident in doing so. He indicated a 1 (strongly agree) on “reading books is a regular activity in our home.”, and a 3 (partially agree/partially disagree) on the question “there are many children’s books in our house.”, suggesting that there are resources at home to help children with their learning. Questions 2, 5, 9, and 18 were on the learning at home construct, dad scored a 4 (disagree) on the question “my child’s schoolwork is always displayed in our home.”, meaning that he disagreed with this statement, he responded a 2 (agree) on the question “every time my child does something well at school I compliment him/her.”, showing that he is aware of the

children's accomplishments, and would let the children know about them. He indicated a 5 (strongly disagree) on "I read to my child every day.", indicating a disagreement on this statement, and a 3 on the question "I don't understand the assignments my child brings home.", indicating that he feels confident and competent in helping his children at home with their schoolwork. Based on his responses, the dad is moderately involved at home with his children.

**Table 12**

*Average Response Score for Mom*

Parenting	Learning at Home
2.25	2.75

The mom agreed with dad in her responses about her parenting on all but one question, where she indicated a 1 (strongly agree) on the question "reading books is a regular activity in our home." There are some similarities in responses at the learning at home construct, mom disagreed with dad on the question "my child's schoolwork is always displayed in our home." For this question, she indicated a 2, meaning that she agreed with this statement. Like dad, she agreed with the statement (a response of 1) that "every time my child does something well at school, I compliment him/her." She however, disagreed on this statement "I read to my child every day", with a response of 4 (disagree). She indicated a 4 (disagree) on "I don't understand the assignments my child brings home.". Overall, the mom indicated that she has a stronger participation at home than the dad, a more detailed analysis of the results will be discussed later

in this chapter. The following section focuses on the responses from the children on how parental involvement at home influences their social and emotional self-efficacy.

**4.2.3 Results from SEQ-C**

The following section contains 16 statement questions and the responses from the children on the questionnaire that focus on the social and emotional self-efficacy sub-scores (8 questions each). The children were to read the statement questions and respond on a 5-point Likert Scale from 1 to 5 (*1= not at all, 5= very well*). The higher the number, the higher the agreement to the statement questions.

**Table 13**

*Social Self-Efficacy Sub-Scores for Child 1*

	1 Not at all	2	3	4	5 Very well
<b>2. How well can you express your opinions when other classmates disagree with you?</b>				☑	
<b>6. How well can you become friends with other children?</b>				☑	
<b>8. How well can you have a chat with an unfamiliar person?</b>			☑		
<b>11. How well can you work in harmony with your classmates?</b>					☑
<b>14. How well can you tell other children that are doing something that you don't like?</b>			☑		
<b>17. How well can you tell a funny event to a group of children?</b>				☑	

<b>20. How well do you succeed in staying friends with other children?</b>				⊙	
<b>23. How well do you succeed in preventing quarrels with other children?</b>			⊙		

Child 1 responded to a 3 or higher on all but of the questions under the social self-efficacy sub-scores and scored 30 out of the possible 40. The results from child 1 indicates a high social self-efficacy score, meaning that he feels competent in socializing and interacting with his peers at school. Note that he indicated a 5 for the question “how well can you work in harmony with your classmates?”, suggesting that in his own view, he feels confident and comfortable in working with other peers in class.

**Table 14**

*Emotional Self-Efficacy Sub-Scores for Child 1*

	1 Not at all		2	3	4	5 Very well
<b>3. How well do you succeed in cheering yourself up when an unpleasant event has happened?</b>					⊙	
<b>5. How well do you succeed in becoming calm again when you are very scared?</b>					⊙	
<b>9. How well can you prevent to become nervous?</b>				⊙		
<b>12. How well can you control your feelings?</b>					⊙	
<b>15. How well can you give yourself a pep-talk when you feel low?</b>					⊙	

<b>18. How well can you tell a friend that you don't feel well?</b>						<input checked="" type="checkbox"/>
<b>21. How well do you succeed in suppressing unpleasant thoughts?</b>				<input checked="" type="checkbox"/>		
<b>24. How well do you succeed in not worrying about things that might happen?</b>				<input checked="" type="checkbox"/>		

Child 1 responded to a 3 or higher on all the questions under the emotional self-efficacy sub-scores and scored 26 out of the possible 40. The results from child 1 indicates a lower emotional self-efficacy score than his academic and social sub-scores, meaning that he feels in control of his emotions, and feels competent in regulating his emotions and expressing himself most of the time as suggested from the question “how well can you tell a friend that you don’t feel well?” which he responded to a 5. Detailed analysis will be discussed later in the chapter. The following section will be the responses for child 2 on both his social and emotional self-efficacy sub-scores.

**Table 15**

*Social Self-Efficacy Sub-Scores for Child 2*

	1 Not at all	2	3	4	5 Very well
<b>2. How well can you express your opinions when other classmates disagree with you?</b>		<input checked="" type="checkbox"/>			
<b>6. How well can you become friends with other children?</b>	<input checked="" type="checkbox"/>				
<b>8. How well can you have a chat with an unfamiliar person?</b>		<input checked="" type="checkbox"/>			



<b>11. How well can you work in harmony with your classmates?</b>			⊙		
<b>14. How well can you tell other children that are doing something that you don't like?</b>		⊙			
<b>17. How well can you tell a funny event to a group of children?</b>		⊙			
<b>20. How well do you succeed in staying friends with other children?</b>		⊙			
<b>23. How well do you succeed in preventing quarrels with other children?</b>		⊙			

Child 2 responded to a 3 or lower on all the questions under the social self-efficacy sub-scores and scored 16 out of the possible 40. The results show that child 2 has a very low social self-efficacy sub-score, meaning he does not feel competent in socializing with his peers, and does not feel comfortable in making friends as he indicated on question 6, “how well can you become friends with other children?”, where he responded to a 1 (not at all confident).

**Table 16**

*Emotional Self-Efficacy Sub-Scores for Child 2*

	1 Not at all	2	3	4	5 Very well
<b>3. How well do you succeed in cheering yourself up when an unpleasant event has happened?</b>		⊙			
<b>5. How well do you succeed in becoming calm again when you are very scared?</b>		⊙			
<b>9. How well can you prevent to become nervous?</b>		⊙			
<b>12. How well can you control your feelings?</b>			⊙		

<b>15. How well can you give yourself a pep-talk when you feel low?</b>	<input checked="" type="radio"/>				
<b>18. How well can you tell a friend that you don't feel well?</b>			<input checked="" type="radio"/>		
<b>21. How well do you succeed in suppressing unpleasant thoughts?</b>		<input checked="" type="radio"/>			
<b>24. How well do you succeed in not worrying about things that might happen?</b>		<input checked="" type="radio"/>			

Child 2 responded to a 3 or lower on all the questions under the emotional self-efficacy sub-scores and scored 17 out of the possible 40. The results also show that child 2 has a low emotional self-efficacy, meaning that he does not feel competent in regulating his own emotions, and does not feel comfortable in sharing his emotions with others. Interesting to note that he responded to a 1 on the question “how well can you give yourself a pep-talk when you feel low?”, which shows that in his mind, he lacks the ability to cheer himself up when feeling low. The following are the responses for child 3 on the social and emotional sub-scores.

**Table 17**

*Social Self-Efficacy Sub-Scores for Child 3*

	1 Not at all	2	3	4	5 Very well
<b>2. How well can you express your opinions when other classmates disagree with you?</b>		<input checked="" type="radio"/>			
<b>6. How well can you become friends with other children?</b>				<input checked="" type="radio"/>	
<b>8. How well can you have a chat with an unfamiliar person?</b>				<input checked="" type="radio"/>	

<b>11. How well can you work in harmony with your classmates?</b>		<input checked="" type="checkbox"/>			
<b>14. How well can you tell other children that are doing something that you don't like?</b>			<input checked="" type="checkbox"/>		
<b>17. How well can you tell a funny event to a group of children?</b>				<input checked="" type="checkbox"/>	
<b>20. How well do you succeed in staying friends with other children?</b>				<input checked="" type="checkbox"/>	
<b>23. How well do you succeed in preventing quarrels with other children?</b>			<input checked="" type="checkbox"/>		

Child 3 responded to a 3 or higher on all the questions under the social self-efficacy sub-score except for questions 2 and 11, and scored 27 out of the possible 40, which indicates a moderately high social self-efficacy score. The results will be discussed more in the section to come, but based on his responses, child 3 feels somewhat confident in making friends, and maintaining a good relationship with others. He did, however, expressed the lack of confidence in expressing himself to others as indicated by his responses to the questions “how well can you express your opinions when other classmates disagree with you?”, and “how well can you work in harmony with your classmates?”

The responses from the emotional self-efficacy sub-scores painted a similar picture for a child 3, the table below show his score and responses

**Table 18***Emotional Self-Efficacy Sub-Scores for Child 3*

	1 Not at all	2	3	4	5 Very well
<b>3. How well do you succeed in cheering yourself up when an unpleasant event has happened?</b>			☑		
<b>5. How well do you succeed in becoming calm again when you are very scared?</b>			☑		
<b>9. How well can you prevent to become nervous?</b>				☑	
<b>12. How well can you control your feelings?</b>			☑		
<b>15. How well can you give yourself a pep-talk when you feel low?</b>				☑	
<b>18. How well can you tell a friend that you don't feel well?</b>				☑	
<b>21. How well do you succeed in suppressing unpleasant thoughts?</b>				☑	
<b>24. How well do you succeed in not worrying about things that might happen?</b>			☑		

Child 3 responded to a 3 or higher on all the questions under the social self-efficacy sub-score, scoring a 27 out of the possible 40, and just like his social self-efficacy score, the results also show a moderately high emotional self-efficacy score. He did not respond to a 2 in any of the 8 questions, meaning that he feels competent when it comes to regulating and monitoring his own emotions, and feels confident in expressing his emotions to others. Again, the results from these table will be discussed in detail in the section below.

#### 4.2.4 Results Overview

The interview with the parents yielded interesting results and allowed for more insight into the family dynamics. The first part of the interview focused on the parent-school relationship, and on their perceptions on how well or how bad the relationship has been. The responses from both parents were positive, and they felt that the teachers and the schools have been inviting and welcoming, they also felt that the teachers have also been understanding and supportive to the family. The parents seem satisfied on how inviting the school has been to their children, and how they fostered a positive, and caring environment for the children to be successful at school. As mentioned in the section above, school environment and sense of family belongingness plays important roles in the development of self-efficacy amongst school children. Families that perceive the school as being welcoming tend to be more engaged, and the students who perceive their school environments as supportive and encouraging are likely to demonstrate adaptive psychological and behavioral adjustments. Comparable results can be drawn based on the responses from the family. To them, the partnership between the family, school, and community is important, and for this family, open communication between the school and the family has been paying off. The parents indicated in the interview that having this open communication allows them to keep up to date with what is going on in the school community, and with their children. However, the parents did acknowledge the challenges and limitations in the last couple of years and felt that the school would have been more welcoming if it were not for Covid 19 pandemic. From the interview responses and the additional questions on the P.A.S.S (questions 25 to 30) on the difficulty in committing to schools, both parents indicated

that there have been challenges, especially with the planning and the time. They indicated that when the children were at the same school, it was much easier to plan and attend school events and meetings, but now with the children in different schools, it has been hard. The parents would love to be more involved, but they have full time jobs which limits their availability to be as involved as they used to be.

The interview was followed by a brief follow up question based on the responses that the parents and children gave from the P.A.S.S and the SEQ-C. Both parents responded in the P.A.S.S and in the interview that they felt involved and engaged in both home and school settings, the main follow-up question was the allocation of time to each of the three children at home. Both parents responded by saying that it depends on the situation and the stages the children are going through, “I think it depends on the program that they are in, the teachers that they have” (Tseng. J, personal communication, February 3, 2022). “Yeah, I think in the past, child 1, our oldest, the one that needed the most attention, one’s learning, one’s behind and has one to one issue, and then by now recently it’s more like child 2, needs a lot of support and communications with the teachers and follow up to get work done. In the past, child 3 has been the one that’s in the principal’s office all the time” (Tseng. J, personal communication, February 3, 2022).

Based on the P.A.S.S. results, both parents obtained a moderately high parental involvement index/score. The parents did indicate challenges and limitations in being more involvement at home and at school, such as the lack of time, and the Covid 19 pandemic. Their responses pointed to a willingness to participate and be as active as they can for their children.

On the other hand, two out of the three children obtained moderately high self-efficacy scores (child 1 and child 3), whereas one child (child 2) obtained a moderately low self-efficacy score. Why was it the case in this study? According to Bandura (1997), there are some factors that can influence self-efficacy, such as previous experiences, verbal persuasions from other people, and affective states and physical sensations. Previous experiences involve role models, when an individual has positive role models in his or her life, the individual is more likely to absorb a few of the positive beliefs about oneself. Verbal persuasions are important, when one is taking on a challenging task, having positive feedbacks can persuade the individual that he or she has the skills and abilities to succeed. Physical sensations have to do with the psychological, physical and emotional well-being of an individual, as they can influence how a person feel about his or her abilities in a particular situation (Lopez-Garrido, 2020). For example, if an individual is suffering from depression, the individual might find it hard to have a healthy well-being, and thus, have a hard time building self-efficacy. Di Giunta et. al. (2013) also suggested that personality traits are also a determinant of self-efficacy, especially academic self-efficacy. For example, an extroverted individual tends to have a more positive self-efficacy than individuals that are angry or depressed. Studies conducted by Judge et.al (2007), and Brown and Cinamon (2016) affirmed such claim by indicating that individual self-efficacy is positively correlated with extraversion and negatively correlated with neuroticism. As mentioned in the research participants section, every child in this family has ministry designations and exceptional learning needs. Therefore, these factors may affect the development of self-efficacy or the children. Based on the responses from the parents during the interview, the parents too, believed it has a lot to do

with Child 2's personality and learning needs. Participant mom responded to Child 2's results by saying "has a lot to do with his personality.....and anxiety.", participant dad also indicated that the child has an expressive disorder and have social issues. Perhaps the exceptional learning needs and personality of the child played a factor in Child 2's responses and may not have anything to do with parental involvement at all. Such influences may also play a role on the results for Child 1 and 3 as well, however, such influence may not be as apparent, as both children have higher self-efficacy scores than Child 2. As mentioned earlier, personality traits too, can influence the development of self-efficacy. Therefore, it is important to note that perhaps this was the case here that not only parental involvement played a role, but also the personality of the child played a role in shaping his self-efficacy.



## **CHAPTER 5**

### **Introduction**

The following chapter concludes the study. A summary of the research is presented, the significance of this research in the context of education is also discussed, and the chapter will conclude with the limitations of this study and recommendations for future studies.

### **5.1 Summary of Research**

This study used a multi-family member research that recorded the responses from multiple family members in the same household, by using a combination of questionnaires, surveys, and interview questions for every member in a five-member household, the study was able to gain insight into the dynamics of the family, the relationship between the schools and the family, and the impact of parental involvement on the self-efficacies of the children in the family. The study was not a correlational study, nor did it sought to establish a concrete relationship between parental involvement and the self-efficacies of the children, but to make inferences. The study also intended to fill the gap that has long been missing from the research: studies on parental involvement and self-efficacy in a diverse, minority family in Canada.

### **5.2 Significance of the Case Study**

While the findings acknowledge factors other than parental involvement that may affect the development of self-efficacy in children, the study did show a connection between high parental involvement and higher self-efficacy scores. The findings also suggest the importance of parent-school relationship, that parental involvement does not happen only at home, but in

schools as well. Parents feel more involved when there are opportunities and invitations from the school community. It also illustrates the limitations and challenges faced by families today: lack of time and logistical complexities. In the case of this family, it was easier for the parents to be engaged and involved when the children were all attending the same school, and it became harder when the children moved on to different schools. The study also shows that there are other factors that can influence children success at school, such as the child's own disability, and personality traits. Overall, the study reveals that for the students to succeed, there needs to be a collaborative effort between the families and the schools. This study also seeks to address the gap that exists in this area. By using a multi-family member research on a diverse minority family, the study helps provide useful information about family dynamics, and provides insight into parent-school relationship. What is most significant, is the study looks at a minority family, instead of a majority family like most studies have done to date. Most importantly, this study contributes to the field of family studies by executing an interview study on a diverse family. By using both questionnaires and interviews, the study lays the foundation for further in-depth studies, such as dyadic and group interviews with multiple family members within the same family. The study can also be applied into looking at not only the relationship between parents and the school, but also the relationship between the children and the school. Such relationship may generate more information and insight on the study of family-school relationship and self-efficacy.

### 5.3 Limitations for the Study

Since this study was a case study, it only used one single family. The sample size was very small; therefore, it was hard to confirm that the outcome of the study was a true finding. As stated by Ries (2022), case studies lack representativeness, and therefore, lack in reliability, validity, and generalizability. Furthermore, this case study yielded similar overall results to other studies mentioned in previous chapters; parental involvement plays a role in the development of self-efficacy in children- the more involved the parents, the more perceived self-competence in children. Although the participating family was a diverse minority family with exceptional children, the results from data collection did not differ from the other mainstream studies. The results may have been different if more families were involved in this research. Another limitation of this study is the subjectivity to researcher bias. McLeod (2019) suggested that since case studies are based on the analysis of qualitative data, it is open to the interpretation of the researcher, and thus a lot of the data interpretation could be a reflection of subjective opinion of the researcher. In this study, the researcher only compared the responses from the children to the parents, and inferences were made by the researcher. A true correlational relationship between parental involvement and self-efficacy could not be determined and the results could be subjective. Ideally, more families could be included in the study; however, due to the ongoing Covid 19 pandemic restrictions during the participant selection stage, it was difficult to involve more families in the study. It is worth noting that the biggest limitation of this study was the surveys and questionnaires themselves, the SEQ-C and the P.A.S.S were originally designed for elementary children and their parents. Whether or not they could be used for teenagers were

unknown to the researcher, therefore, the results may not be accurate. Also, the questionnaires and interviews of the study solely focused on parent-school relationship, and the self-efficacy of the children. The interview questions did reveal additional information about how exceptionalities of the children may have contributed to their sense of self-efficacy but did not touch on the issue of ethnicity. Therefore, it was unclear whether being a visible minority family contributed to the development of self-efficacy of the children.

#### **5.4 Recommendations for Future Studies**

Because this study only used one family as its participants, it will be useful to apply this study onto multiple minority families to get better and more accurate results. It may also be useful for future studies to come up with other surveys or questionnaires that use the Epstein's Framework to study adolescents instead of children. One may also wish to expand and modify the SEQ-C and P.A.S.S for individuals with exceptionalities as well, and as stated above, more studies are needed in examining and comparing different families with children with exceptionalities, to find out if the notion that high parental involvement leads to high self-efficacy scores can be generalized across different studies.

#### **5.5 Conclusion**

Parental involvement and education have long been a topic of interest for many practitioners and policymakers, and much research done to date has suggested that positive parental involvement can have a positive outcome for children, including academic achievement, self-efficacy, and intrinsic motivation. Studies such as McMahon et al. (2009) and Bergen (2013) proved that parental involvement alone cannot shape the self-efficacy of school aged children;

much of their self-efficacy is developed in classrooms as well. For this reason, the partnership between families and schools are crucial for the development of self-efficacy in children. This partnership is important to me as an educator, because it affirms that educators alone cannot shape the development of self-efficacy in children, rather, it needs to be a collaborative relationship between the parents and the school. However, most of the studies have focused on dominant groups, especially in the European or North American context; minimal findings about minority families are available, especially those with exceptional children. This case study tried to bridge that gap by conducting a case study on a diverse minority family in Vancouver, British Columbia, Canada. Inferences made from the study indicated that with positive collaboration with the school, a family with moderately involved parents does result in moderately high self-efficacy in children. Results of the study also revealed the need for further investigation as other factors may also influence the development of self-efficacy in children, such as their exceptionalities (ministry designations).

**Appendix A**

**Epstein's Framework of Six Types of Involvement**

1. Parenting: Help all families establish home environments to support children as students.
2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
3. Volunteering: Recruit and organize parent help and support
4. Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
5. Decision-making: Include families as participants in school decisions and develop parent leaders and representatives.
6. Collaborating with Community: Coordinate resources and services from the community for families, students, and the school, and provide services to the community.

## **Appendix B**

### **Interview Questions with Parents**

1. What does your children like about school? What do you like about their schools?
2. Do you feel welcomed in the schools? If yes, what are the things that the staffs are doing to make you feel welcomed? If no, what could the school do differently that would make you feel welcome?
3. Are you satisfied with how often the school communicates with you about your children?
4. About school activities? (Give examples). If yes, what are they doing that is helpful? If no, what would you like them to do differently?
5. What do you do to prepare them to well in schools, what are some activities or routines you do with them to prepare them for schools?
6. What do you consider to be the parent or family's role in a child's education?

Schools talk about the importance of "Parental Involvement" or "Parental Engagement". Schools use these terms to mean several different things. Some of the main ways parents are "involved" or participate are by:

- Volunteering in the classroom or at school events or activities.
- Attending school events such as Orientation, Open House, Family Nights, and meetings about your child such as parent-teacher conferences.

- Working with your child at home on homework, reading to your child, preparing them for school.
- Being a part of a group that advises the school or helps make decisions such as the school site council.

7. How does the school ask you to be involved?

8. How does this work for the family?

9. What kind of school activities do you like to attend?

10. What would like to do to help your child in schooling but don't know how to do?

11. What could the school do to help you be more involved?

12. What kind of things has the school done that helped you to help your child more at home?

13. Is there anything else you would like me to know about what is important to you as a family your child's education?



## Appendix C

### Full Interview Transcript

J: “What does your children like about school? What do you like about their schools?”

M: “Teachers, yeah, they are very very patient and understanding teachers”

J: “That’s good”

D: “E likes the frenzy places, especially at recess and at lunch, like soccer and other sports.”

M: “But I think the main thing is that the teachers understand them, understand how they learn, understand how they think.

D: “Yeah, and I’s English teacher tries to be super flexible, his skills teacher tries to help him keep track of his assignments, yeah.”

J: “Do you feel welcomed in the schools? If yes, what are the things that the staffs are doing to make you feel welcomed?”

M: “I think if it wasn’t for covid, they would have been more opened to more things, but I think El’s program actually had an open house, and E’s program also had ...I think there is some kind of upcoming open house or celebration of learning.... hope we didn’t missed it, \*laughs

M: “And I’s school always have an open invitation to emails if we have any questions”

J: "Would you say that you are satisfied with how often the school communicates with you about your children?"

M: "For the middle one, yes, for the eldest, he is doing very well, and we feel like he is really supported, so we feel like if there are any concerns at school then we will know.

J: "What do you do to prepare them to well in schools, what are some activities or routines you do with them to prepare them for schools?"

D: "In the past, M had them all do times tables, so they have very good computations. And we also had workbooks in the past as well.

M: "Some basic math and writing, so we taught our kids how to type.... properly. Yap, they all know how to type"

D: "E is \*inaudible"

M: "He has the basic math skills, and he has typing....and reading...they are avid readers."

J: "What do you consider to be the parents' role and family's role in children education?"

M: "Taking math facts and multiplications, they should memorize those, that's how we feel as teachers, and feel that they have to read regularly, and I think they should you know be fairly fluent, it's a huge part of the parents' responsibilities to have kids reading regularly. And we don't do this as well, but it would be nice if we spend more time asking the kids about the comprehension of the stories they read.

J: “How does your school ask you to be involved? Pre-pandemic, I know with the pandemic it has been a little hard, so how does the school ask you to be involved?”

M: “Ok, that one is easy, I think PAC, regular PAC meetings, volunteering for PAC positions or helping out with um, hot lunch programs, or open fundraise, helping them with field trips, volunteering in classrooms on special events or special projects. Those are the big ones I think, especially for elementary. When you moved to high school, I think it’s mostly just attending PAC meetings, and being aware of, um, what’s happening at PAC, because PAC communicates, um, what the school is doing usually.”

J: “And how does this work with your family? Are you satisfied with how things are going like how involved you are, is the workload and the commitment work for your family? Or is it too much? Do you think it’s a suitable request or a reasonable request? Or is it too much?”

D: “ I think when they were all in the same school, those were quite reasonable, and for us to attend a PAC meetings, for examples.”

M: “They were only once a month too, so I think it’s reasonable.”

D: “And to, you know, figure out, like maybe join in on the hot lunch, and I think after they split into three schools for a while that when we kind of just you know didn’t really participate as much, now they are back to two school but still we’re not as much in the loop as we used to be. I think when there were all three that was the bigger focus, expect, now we think oh only one kid is there should we bother?”

\*All laughing after the response

J: "I totally understand that, ya, it is definitely harder when they are all spread out right? When they're in different school, I think it is easier when they are in the same school, I think a lot of parents will feel the same, right? Especially when you have siblings in the same school, it is easier to go 'oh ya, I am going to the older sister's parent teacher conference, I might as well, you know, afterwards schedule a different time for the younger sibling too right? It's more reasonable that way and I personally have parents that prefer it that way too if the sibling is at the same school, they'd go 'yeah yeah yeah, we will schedule it, we will schedule an IEP meeting that day, because you know I have a meeting with other teachers anyways, so I will come in and meet with you teacher. So...ok, good! Thank you for that."

J: "And, so you mentioned a few activities, what kind of school activities do you like to attend?"

M: "Oh, I think the fundraisers are really fun, especially at the elementary school activities, the winter fair right?"

D: "Was probably called a Christmas fair forty years ago, ya, \*chuckles"

M: "Yeah. Christmas fair"

D: "Who cares about the appropriate name when it is cold? \*chuckles."

M: "Yeah, exactly~~ Oh, yeah, and at the beginning of the year too we have had a...people would go outside and people would come and just meet each other, and we had coffee and donuts, that's' in our sons' school"

J: "So the social kind of events"

M: "Yes, yes, to meet other members on the parents advisory committee."

J "mhm, ok..\*short pause. So is there any other area that you would like to help your child in school but don't know how to do it? Like is there any area that you want to help them? Get more involved? Get more engaged with schools but having difficulties?"

D: "It's hard for us to uhhh, for the teens to actually get them to participate in clubs or hang out with people their age-ish. So that's tricky to their free time."

M: "And also helping them make good friends, which is all the parents worry about right?"

J: "I think even teachers worry about that sometimes, right? When you look at your classroom dynamics and be like what can I do to uh, help these students get more involved or socializing with one another."

D: "So we get to get L (a student we both know) out to Best Buddies Wednesdays."

J: "Oh, that's still on?"

D: "We are restarting, but we want everyone to have their lunch before they come, or they can come by 11:40, ya"

J: "That is good to know, because I am wondering about that, none of my students went to that today, and I was like is it on today? Or is it, is it not on today? Do I have the dates mixed up?"

D: “We just confirmed this, so we are going to try Wednesdays for now, and if the teachers are open to starting earlier in class, then we can start earlier.”

J: “So obviously this question is for pre-covid, pre-pandemic. What can the schools do to help you be more involved? If any”

\*Long pause

J: “Or are you pretty satisfied on how well you are involved with the school?”

M: “Yeah”

D: “I think it’s pretty good, they have good communication overall, if you read the email, if you read the principle’s newsletters then..yeah”

M: “Monthly newsletters actually, they are pretty good. Because they tell you things that are happening from previous month, and things that are coming up in the next month”

D: “Kitsilano has a week at a glance too, there is a lot of information we can read every week”

J: “That’s good, it’s good to get parents to check their email, because I do know students whose parents, they don’t check that so often, so if there is a school closure for some ever reason they don’t know about it, and they still show up, and I’m like why are you here today? Like I mean teachers are here, staffs are here, but why are you? And I often get the response that oh, I wasn’t aware that the school was closed. So, the past month when we had that right? Remember the first week of school? It was optional for the students to come, and obviously for my program was still

on in case that any students do come, and only one of my students showed up, and she was in for quite a surprise, she was like no one is here. And I said did you not get the email? Or did your parents not get the email? And she was like I don't think so, and then I asked her so are you coming back tomorrow? And she was like, no."

J "Like you guys said, it's the social piece, right? So, they are like well if my friends and peers aren't going to be here, why would I come back? So, it sounds like things are going well, communication piece is good, and involvement is there, so that's good. Those are keys for schools to build working relationship with the parents, right? Is the communication. And I think it is fantastic how they do the week, like this glance into the week, and that seems to show the school really wants the parents and the families to be involved; to know what's going on in their community, that's good. Because I think a lot of research have shown that parental involvement and the schools are kind of closely related right? Sometimes parents want to be involved but they feel alienated from the school, they feel that the school isn't welcoming, right? And isn't as supportive, and that's when the withdrawal happens. And be like I am going to sit back now because I feel like the school isn't very welcoming to suggestions or involvement. It is not like they don't want to get involved, so it is kind of like this two-way street, right? So, it is closely related to one another. Ok."

J: "So we are almost there. Has the schools ever give you any suggestions, advice to help parents to support their children at home, to support your children at home?"

M: “Well, I don’t think, not so much, because they know that we are both teachers and already have the strategies, for the most part whether of not we have used them, \*laughs, yeah.

D: “Yeah, I think in the past, they have had a parents series, but I don’t think we attended”

J: “And I can see that when both parents are educators they are like well oh they probably know what they are doing so let’s...right? \*laughs. But I still think that the communication piece is there so, that’s good.

M: “Yeah, we both have strong communications with the teachers, so yes, it is helpful.”

J “And I can totally understand that, because sometimes we feel that the parents aren’t communicating enough to us, or doesn’t seem to have the desire to communicate with us, right? When they are like oh everything is fine right? Everything is cool, ok? We are all good, so..ya.”

J: “So is there anything else you would like me to know what is important to you as a family about their education?”

D: “I think it is good when a teacher reaches out they are not sure why they are not engaged or why they are not producing as much, so I think when they ask for feedback I think that is really good.”

J: “More feedback?”



M: “Mhm, parents know their kids the best, when teachers aren’t sure what strategies to use or what they are doing is you know, not being to reach the students the way they want to reach the students, I think they should connect with the families.”

J: “ok, that’s good. So now, um, these are all the questions, but just to have some follow up questions from your responses. So, it seems that the major issue for both of you is the lack of time, right? And the schedule, I can see that right? It is hard when you have so many things going on, to be more involved. So that is one area that I noticed is that you are in agreement there. Because it says here ‘how difficult do the following issues make involvement with your child’s school?’ and both of you are in agreement on lack of time, right? Time of the program, time of the scheduling, right? And I think that is an important piece too, especially when you have three kids, and you have a full-time job, and you are trying to juggle those things around.”

J: “So when you talked about involvement at home, do you think all three children are getting enough like attention, or does one can get left alone, so you guys can focus on the other two? Etc etc.”

M: “I think it depends on the program that they are in, the teachers that they have”

D: “Yeah, I think in the past, E, our oldest, the one that needed the most attention, one’s learning, one’s behind and has one to one issue, and then by now recently it’s more like I, needs a lot of support and communications with the teachers and follow up to get work done. In the past, Et’s been the one that’s in the principle’s office all the time”

M: “laughs, we have lots of stories”

D: “Yeah like back in Kindergarten”

J: “\*laughs, ok.”

D: “He took the rules literally, because the rule was at break everyone has to stay outside, weren’t allowed in, so then he went to pee in the garbage can”

M: “And ran”

J: “So he just ran. I am not supposed to come inside, \*laughs”

D: “Yeah,

M: inaudible

D: “Why can I go inside during break? Probably because you need to pee!”

\*All burst into laughter

J: “It’s fascinating how a lot of times kids just read like they take it so literally like oh even though I have to go to the bathroom I have to hold it inside, because there is a rule that says you have to stay outside during break.”

J: “That is funny”

M: “Mhm”

J: So I just to give you a quick glance of the responses, obviously you will get the final report, so like I said, the self-efficacy score is out of 120 and E and Et actually scored quiet high on the total self-efficacy”

M: “Cool”

J: “So they scored around the range of 80, so out of 120, that is still consider pretty good, and then um, I is the one that scored a little lower.:

M: “yeah, mhm.”

J: “57”

M: “Ok”

J: “But that is just a reflection, it could not , it does not necessarily mean that the parents are less involved, it could be you know he doesn’t perceive himself as competent to perform a certain area.”

M: “Mhm”

J: “Because these questions were pretty specific, say for example, there was a question in here that asked them about how well do they do with their peers when they have a conflict, how well do they perceived themselves to problem solve these conflicts”

M: "Mhm"

D: "M~"

J: "And how well do they perceived themselves to be able to ask for help, if there are in conflict with their peers or if they need help in school, so it could be there personality, right? It could just be you know the school environment or how the way the classroom is set up , how the teacher is giving out the instructions at the time, right? And also you know these questions can be interpreted in many different ways, right? So, by the way, did they ask you for clarification on any of these questions?"

D: " No, I don't think so, no one contacted us."

J: "None of them did? So they pretty much figured it out on their own?"

D: " Oh! You are talking about the kids, no no, they figure it out like they own it!"

M: " And I has a lot to do with his personality."

J: "Ya, that's why I wouldn't read too much into it, I am just giving the score right"

D: "Also, he does have an expressive disorder, he does have social issues"

M: "Anxiety"

D: "Yes, social anxiety, ya"

J: “yes, and it reflected on the um results so, and like I said, academic self-efficacy is out of 40, and E scored 30, 30 out of 40.”

M: “woah, that’s good for him.”

J: “And Et scored 29 out of 40, that’s still pretty good right?”

D: “He is kind of hard on himself too”

M: “Yeah!”

J: “Like I said, it seems to have something to do with the personality as well, and so yeah, and then I, 24. So they are all above 50% range, but yes, I can see it has a lot to do with the personality just base on the responses that they give. Because there are questions that target specific parts of self-efficacy, because according to Bandura, there are 4 different types of self-efficacy”

M: “oh”

J: “One of them is social, one of them is academics, and you can tell that some of them score higher on the social end and some scored higher on the academic end.”

D: “very interesting”

J: “So you will get the final results back to you, but I just want to give you an overall picture.”

D: “Perfect”

M: "That's very helpful information, thanks!"

J: "But it is not necessarily a reflection of you, you could be very involved with them, but you know it may be that these questions could trigger, remind them of a specific situation"

M: "oh, mhm"

J: "Like one of the questions asked how well can you solve problems with your peers, right, it could... so when they were writing down the response they could be thinking about a specific time, a specific setting when something happened with their peers, and they are trying to resolve it, and depending on whether they were successful in solving in that situation could influence the results, the response. And that is one thing that the researchers have taken into considerations, it is not always a true reflection, but it does show some sort of correlation between parental involvement and self-efficacy overall. So, I just want to throw that at you first, to give you an idea on how, what their response were. And as for your part, I know it says elementary, I didn't cross that off, but overall, the parents are in agreement in different areas, like communications I school, we talked about that right? You feel that communication has been good with the schools, you know what is going on with your kids.

M: "Ya"

J: "That's good, and you feel comfortable in um in supporting them and communicating with the school, but the only challenge is like you said the time, the scheduling, especially now during the pandemic, it is a little harder, there is a lot of restrictions and limitations."

D: "Mhm"

J: "So ya, just know that all this will be given back to you when I am done, you will have a copy of the responses, and I will delete everything afterwards, so you can keep them, and do whatever you want with them, at your discretion">

D and M: "mhm"

J: "Thank you for your time, I know we have been busy, especially D, I know, he has been extremely busy with this new semester turn around, trying to figure out the support needed for.. for various students, not just for one, but various students in the school, so much appreciated."

D "Ya, no problem"

M: "Thank you so much for this"

**Appendix D**  
**Self-Efficacy Questionnaire for Children (SEQ-C)**

		1	2	3	4	5
		Not at all				Very well
1.	How well can you get teachers to help you when you get stuck on schoolwork?	1	2	3	4	5
2.	How well can you express your opinions when other classmates disagree with you?	1	2	3	4	5
3.	How well do you succeed in cheering yourself up when an unpleasant event has happened?	1	2	3	4	5
4.	How well can you study when there are other interesting things to do?	1	2	3	4	5
5.	How well do you succeed in becoming calm again when you are very scared?	1	2	3	4	5
6.	How well can you become friends with other children?	1	2	3	4	5
7.	How well can you study a chapter for a test?	1	2	3	4	5
8.	How well can you have a chat with an unfamiliar person?	1	2	3	4	5
9.	How well can you prevent becoming nervous?	1	2	3	4	5
10.	How well do you succeed in finishing all your homework every day?	1	2	3	4	5
11.	How well can you work in harmony with your classmates?	1	2	3	4	5
12.	How well can you control your feelings?	1	2	3	4	5
13.	How well can you pay attention during every class?	1	2	3	4	5
14.	How well can you tell other children that they are doing something that you dont like?	1	2	3	4	5
15.	How well can you give yourself a pep talk when you feel low?	1	2	3	4	5



16.	How well do you succeed in understanding all subjects in school?	1	2	3	4	5
17.	How well can you tell a funny event to a group of children?	1	2	3	4	5
18.	How well can you tell a friend that you dont feel well?	1	2	3	4	5
19.	How well do you succeed in satisfying your parents with your schoolwork?	1	2	3	4	5
20.	How well do you succeed in staying friends with other children?	1	2	3	4	5
21.	How well do you succeed in suppressing unpleasant thoughts?	1	2	3	4	5
22.	How well do you succeed in passing a test?	1	2	3	4	5
23.	How well do you succeed in preventing quarrels with other children?	1	2	3	4	5
24.	How well do you succeed in not worrying about things that might happen?	1	2	3	4	5

## Appendix E

Pre-Test

### Parents And School Survey (Elementary)

Parent Name: \_\_\_\_\_ Date: \_\_\_\_\_

Name of School Child Attends \_\_\_\_\_

Below are several statements followed by answers. Please read them and circle the answer that best describes how much you agree with the statement. It is most helpful if you try to answer honestly and accurately. This information helps us plan how to make the program as helpful to parents as possible.

		Strongly Agree	Agree	Partially Agree Partially Disagree	Disagree	Strongly Disagree
1.	I feel very comfortable visiting my child's school.	1	2	3	4	5
2.	My child's schoolwork is always displayed in our home (e.g. hang papers on the refrigerator).	1	2	3	4	5
3.	If my child misbehaved at school, I would know about it soon afterward.	1	2	3	4	5
4.	I frequently explain difficult ideas to my child when she/he doesn't understand.	1	2	3	4	5
5.	Every time my child does something well at school I compliment him/her.	1	2	3	4	5
6.	Talking with my child's principal makes me <b>un</b> comfortable.	1	2	3	4	5
7.	I always know how well my child is doing in school.	1	2	3	4	5
8.	I am <b>confused</b> about my legal rights as a parent of a student.	1	2	3	4	5
9.	I read to my child every day.	1	2	3	4	5
10.	I talk with other parents frequently about educational issues.	1	2	3	4	5
11.	My child attends community programs (e.g. YMCA, park/rec, community theatre) regularly.	1	2	3	4	5
12.	I have visited my child's classroom several times in the past year.	1	2	3	4	5
13.	I have made suggestions to my child's teachers about how to help my child learn.	1	2	3	4	5
14.	There are many children's books in our house.	1	2	3	4	5
15.	In the past 12 months I have attended activities at my child's school several times (e.g. fun nights performances, awards nights).	1	2	3	4	5
16.	My child misses school several days each semester.	1	2	3	4	5
17.	Talking with my child's current teacher makes me somewhat <b>un</b> comfortable.	1	2	3	4	5
18.	I don't understand the assignments my child brings home.	1	2	3	4	5
19.	Reading books is a regular activity in our home.	1	2	3	4	5
20.	If my child was having trouble in school I would not know how to get extra help for him / her.	1	2	3	4	5
21.	I know the laws governing schools well.	1	2	3	4	5
22.	In the past 12 months I attended several school board meetings.	1	2	3	4	5
23.	In the past 12 months I volunteered at my child's school at least 3 times.	1	2	3	4	5
24.	I know about many programs for youth in my community.	1	2	3	4	5

How difficult do the following issues make involvement with your child's school?

		A lot	Some	Not an Issue
25.	Lack of Time	1	2	3
26.	Time of Programs	1	2	3
27.	Small Children	1	2	3
28.	Transportation	1	2	3
29.	Work Schedule	1	2	3
30.	Other (Specify _____)	1	2	3

### References

- Acevedo-Gil, N., Zerquera, D. (2016). Community college first-year experience programs: Examining student access, experience, and success from the student perspective. *New Direction for Community Colleges*, 2016 (175), 1-115.
- Assari. S. (2017). General self-efficacy and morality in the USA; racial differences. *J Racial Ethn Health Disparities*. Aug;4(4):746-757.
- Avvisati, F. & Besbas, B. & Guyon, Nina. (2011). Parental involvement in school: A literature review. *Revue D'économie Politique*. 120. 759-778. 10.3917/redp.205.0759.
- Bandura, A. (1971). *Social Learning Theory*. New York: General Learning Press.
- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, N.J.: Prentice-Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: Freeman.
- Bandura, A., & National Inst of Mental Health. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.
- Bandura, A. (1988). Perceived self-efficacy: Exercise of control through self-belief. In J.P. Dauwalder, M. Perrez, & V. Hobi (Eds.), *Annual series of European research in behavior therapy 2*, 27-59. Amsterdam/Lisse, Netherlands: Swets & Zeitlinger.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4(1, Pt.2), 1-103.
- British Columbia Teachers' Federation (2019, Oct 1). *Research: BC's inclusive education funding gap*. BCTF.

<https://www.bctf.ca/whats-happening/news-details/2019/10/01/bc-s-inclusive-education-funding-gap>

- 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.
- Bergen, A. (2013). Self-efficacy, special education students, and achievement: Shifting the lens. *Insight: Rivier Academic Journal*, 9(2), 1-9.
- Bondy, J. M., Peguero, A. A., & Johnson, B. E. (2017). The children of immigrants' academic self-Efficacy: The significance of gender, race, ethnicity, and segmented assimilation. *Education and Urban Society*, 49(5), 486–517.  
<https://doi.org/10.1177/0013124516644049>
- Bryman, A. (2006). Integrating quantitative and qualitative research: How is it done? *Qualitative Research*. 6(1), 97–113. <https://doi.org/10.1177/1468794106058877>
- Brown, D., and Cinamon, R. G. (2016). Personality traits' effects on self-efficacy and outcome expectations for high school major choice. *Inter. J. Edu. Voc. Gui.* 16, 343–361. doi: 10.1007/s10775-015-9316-4
- Cherry, K. (2021, July 28). *How social learning theory works*. Very Well Mind.  
<https://www.verywellmind.com/social-learning-theory-2795074#:~:text=Bandura%20demonstrated%20that%20children%20learn,have%20observe%20in%20other%20people.&text=Bandura%20identified%20three%20basic%20models,or%20acting%20out%20a%20behavior>.

- Chen, G., Gully, S. M., & Eden, D. (2001). Validation of a new general self-Efficacy scale. *Organizational Research Methods*, 4(1), 62–83.
- Cook, A. L., Hayden, L. A., Bryan, J., & Belford, P. (2016). Implementation of a school-family-community partnership model to promote Latina youth development: Reflections on the process and lessons learned. *International Journal of Research on Service-Learning and Community Engagement*, 4, 102-116.
- Daggol, G.D. (2019). Learning climate and self-efficacy beliefs on high school students in an EFL setting. *Research on Youth and Language*, 13(1), 19-35.
- DeJonckheere, M. & Vaughn, L.M. (2019). Semistructured interviewing in primary care research: a balance of relationship and rigour. *Family Medicine and Community Health*, 2019 (7), 1-8.
- Di Giunta, L., Alessandri, G., Gerbino, M., Luengo Kanacri, P., Zuffiano, A., & Vittorio Caprara, G. (2013). The determinants of scholastic achievement: The contribution of personality traits, self-esteem, and academic self-efficacy. *Learning and Individual Differences*, 27, 102-108.
- Doyle, L. & Brady, A.M., & Byrne, G. (2009). An overview of mixed method research. *Journal of Research in Nursing*. 14. 175- 185.
- Đurišić, M., & Bunijevac, M. (2017). Parental involvement as an important factor for successful education. *C.E.P.S Journal*. 7 (3). 137-153.

- Epstein, J. L., & Dauber, S. L. (1991). School programs and teacher practices of parent involvement in inner-city elementary and middle schools. *The Elementary School Journal*, 9, 289-305.
- Epstein, J. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). (2nd ed.). Corwin Press.
- Eccles, J.S. & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109–132.
- Eyre, S. L., Flythe, M., Hoffman, V., & Fraser, A. E. (2012). Primary relationship scripts among lower-income, African American young adults. *Journal for Adolescence*. 20, 90-27.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievements: A meta-analysis. *Education Psychology Review*, 13(1), 1-22.
- Fan, W., & Williams, C.M. (2009). The effects of parental involvement on students' academic self-efficacy, engagement, and intrinsic motivation. *Educational Psychology*. 30, 53-74.
- Fan, J. & Zhang, L. (2014). The role of perceived parenting styles in thinking styles. *Learning and Individual Differences*. 32, 204-211.
- Fine, M. (1993). (Ap)parent involvement: Reflections on parents, power and urban public schools. *Teachers College Record*, 94(4), 682-710.
- Frank, M.A. (2011). *The pillars of the self-concept: self-esteem and self-efficacy*. Excel at Life.

<https://www.excelatlife.com/articles/selfesteem.htm>

- Grolnick, W.S., & Slowiaczek, M. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development* 65, 237- 52.
- Grolnick, W.S., Benjet, C., Kurowsky, C.O & Apostoleris, N.H. (1997). Predictors of parental involvement in children's schooling. *Journal of Educational Psychology*. 89(3), 538-548.
- Hara, S. R., & Burke, D. J. (1998). Parent involvement: The key to improved student achievement. *The School Community Journal*, 8(2), 9–19.
- Hoover-Dempsey, K. V., & Sandler, H. M. (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3–42.
- Hajloo, N. (2014). Relationship between self-efficacy, self-esteem and procrastinations in undergraduate psychology students. *Iranian Journal of Psychiatry and Behavioral Science*. 8(3), 42-49.
- Jeynes, W. (2003). A meta-analysis: The effects of parental involvement on minority children's academic achievement. *Education and Urban Society - EDUC URBAN SOC*. 35, 202-218.
- Judge, T. A., Jackson, C. L., Shaw, J. C., Scott, B. A., and Rich, B. L. (2007). Self-efficacy and work-related performance: the integral role of individual differences. *J. Appl. Psychol.* 92, 107–127. doi: 10.1037/0021-9010.92.1.107

- Lavenda, O. (2011). Parental involvement in school: A test of Hoover-Dempsey and Sandler's model among Jewish and Arab parents in Israel. *Children and Youth Services Review*, 33, 927-935. 10.1016/j.childyouth.2010.12.016.
- Linnenbrink, E.A. & Pintrich, P.R. (2003). The role of self-efficacy beliefs in student engagement and learning in the classroom. *Reading and Writing Quarterly*, 19, 119-137.
- Liu, Y., & Leighton, J.P. (2021). Parental self-efficacy in helping children succeed in school favors math achievements. *Frontier in Education*, 2021.
- Lopez-Garrido, G. (2020, Aug.9). *Self-efficacy theory*. Simply Psychology.  
<https://www.simplypsychology.org/self-efficacy.html#build>
- Lv, B., Zhou, H., Liu, C., Guo, X., Liu, J., Jiang, K., Liu, Z., & Luo, L. (2018). The relationship between parental involvement and children's self-efficacy profiles: A person-centered approach. *Journal of Child and Family Studies*, 11(27), 3730-3741.
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen, & E. M. Hetherington (Eds.). *Handbook of Child Psychology*: 4, 1-101. New York: Wiley.
- Maddux, J.E. (1995). *Self-efficacy, adaptation, and adjustment: Theory, research, and application*. Plenum Press.
- Mar Molero, M., Carmen Perez-Fuentes, M., & Jesus, J. (2018). Analysis of the mediating role of self-efficacy and self-esteem on the effect of workload burnout's influence on nurses' plans to work longer. *Frontier in Psychology*, 18.
- McLeod, S. (2019). *Case study method*. Simply Psychology.



<https://www.simplypsychology.org/case-study.html#:~:text=of%20Case%20Studies-,Limitations%20of%20Case%20Studies,Time%2Dconsuming%20and%20expensive.>

McMahon, S.D., Wernsman, J., & Rose, D.S. (2009). The relation of classroom environment and school belonging to academic self-efficacy among urban fourth- and fifth-grade students.

*Elementary School Journal*, 109(3), 267-281.

Miller, B. (2020, January 6). *Case study method-18 advantages and disadvantages*. Green Garage.

<https://greengarageblog.org/case-study-method-18-advantages-and-disadvantages>

Minter, A., & Pritzker, S. (2015). Measuring adolescent social and academic self-efficacy:

Cross-ethnic validity of the SEQ-C. *Research on Social Work Practice*. 27.

10.1177/1049731515615677.

Mirzawati, N., Neviyarni, N., & Rusdinal, R. (2020). The relationship between self-efficacy and learning environment with students' self-directed learning. *Jurnal Aplikasi IPTEK*

*Indonesia*, 4 (1), 37-42.

Muris, P. (2001). A brief questionnaire for measuring self-efficacy in youths. *Journal of*

*Psychopathology and Behavioral Assessment*, 23, 145-149.

Nieto, S. (1987). Parent involvement in bilingual education: Whose responsibility is it?

*NABE Journal*, 11, 189-201.

- Njega, S.W., Njoka, J.N., & Ndung'u, C.W. (2019). Assessment of self-efficacy on learners' academic performance in secondary schools in Kirinyaga and Murang'a counties, Kenya. *Journal of Arts & Humanities*, 8(10), 48-59.
- Oettingen, G. (1995). Cross-cultural perspectives on self-efficacy. In A. Bandura (Ed.), *Self-efficacy in Changing Societies*, 149-176. Cambridge University Press.  
<https://doi.org/10.1017/CBO9780511527692.007>
- PACER Center. (2022). *Parent focus group questions on parental involvement and engagement with the school*. [Pacer.org/cultural-diversity/parent-educator-perspectives.asp](https://pacer.org/cultural-diversity/parent-educator-perspectives.asp)
- Rahman, M.S. (2017). The advantages and disadvantages of using qualitative and quantitative approaches and methods in language “testing and assessment” research: A literature review. *Journal of Education and Learning*, 6(1), 102-112.
- Reczek, C. (2014). Conducting a multi-family member interview study. *Family Process*. 53. 10.1111/famp.12060.
- Reis, R. (2022). *Strengths and limitations of case studies*. Stanford Tomorrow's Professor Postings. <https://tomprof.stanford.edu/posting/1013>
- Regnault, A., Willgoss, T., Barbic, S., & International Society for Quality-of-Life Research (ISOQOL) Mixed Methods Special Interest Group (SIG) (2017). Towards the use of mixed methods inquiry as best practice in health outcomes research. *Journal of patient-reported outcomes*, 2(1), 19. <https://doi.org/10.1186/s41687-018-0043-8>
- Ringenberg, M.C., Funk, V., Mullen, K., Wilford, A., & Kramer, J. (2005). The test-retest

- reliability of the parent and school survey (PASS). *The School Community Journal*, 15(2), 121-134.
- Ritchie, J. & Lewis, J. (2003), *Qualitative research practice: A guide for social science students and researchers*. London: Sage.
- Rubin, H.J., & Rubin, I.S. (2005). *Qualitative interviewing (2<sup>nd</sup> ed)- The art of hearing data*. Thousand Oaks: CA Sage.
- Slaton, A.E. (2011, June 26-29). *Metrics of marginality: how studies of minority self-efficacy hide structural inequalities* [Conference presentation]. 2011 ASEE Annual Conference & Exposition.
- Schunk, D.H. & Miller, S.D. (2002). Self-efficacy and adolescents' motivation. *Academic Motivation of Adolescents*, 29-52.
- Schunk, D. H., & Meece, J. L. (2006). Self-efficacy development in adolescence. In F. Pajares & T. Urdan (Eds.), *Self- efficacy beliefs of adolescents*, 71–96. Greenwich, CT: Information Age Publishing.
- Schunk, D.H. (2012). Social cognitive theory. *APA educational psychology handbook. Theories, constructs, and critical issues*, 1, 101-123.
- Schunk, D.H., & Usher, E. (2012). Social cognitive theory and motivation. *The Oxford Handbook of Human Motivation*. Schunk D.H., & Zimmermann, B. (1995). *Self-regulation of learning and performance: Issues and educational applications*. Mahwah NJ: Erlbaum.
- Schunk, D., & DiBenedetto, M.K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60, 101832.

- Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs*, 35-27. Windsor, UK: NFER-NELSON.
- Scherbaum, C., Cohen-Charash, Y., Michael, C., & Kern, J. (2006). Measuring general self-efficacy: A comparison of three measures using item response theory. *Educational and Psychological Measurement*, 66, 1047-1063. 10.1177/0013164406288171.
- Sharma, H.L., & Nasa, G. (2014). Academic self-efficacy: a reliable predictor of educational performances. *British Journal of Education*, 2(3), 57-64.
- Sherer, M., Maddux, J.E., Mercandante, B., Prentice-Dunn, S., Jacobs, B. & Rogers, R.W. (1982). The self-efficacy scale: Construction and validity. *Psychological Report*, 51 (2), 663-671.
- Sukamolson, S. (2017). Fundamentals of quantitative research.  
[https://www.researchgate.net/profile/Vihan-Moodi/post/What\\_are\\_the\\_characteristics\\_of\\_quantitative\\_research/attachment/5f3091d0e60840001c62a27/AS%3A922776944787456%401597018576221/download/SuphatSukamolson.pdf](https://www.researchgate.net/profile/Vihan-Moodi/post/What_are_the_characteristics_of_quantitative_research/attachment/5f3091d0e60840001c62a27/AS%3A922776944787456%401597018576221/download/SuphatSukamolson.pdf)
- Smith, A., Gillooly, S., & Hardt, H. (2022). Assessing racial/ethnic and gender gaps in political science PhD students' methodological self-efficacy. *PS: Political Science & Politics*, 55(1), 165-170.
- Snyder, C.R., & Lopez, S.J. (2002). *Handbook of positive psychology*. New York: Oxford Press.

- Tsai, C.-L., Chaichanasakul, A., Zhao, R., Flores, L. Y., & Lopez, S. J. (2014). Development and validation of the strengths self-efficacy scale (SSES). *Journal of Career Assessment*, 22(2), 221–232.
- Urban, T., & Pajares, F. (2006). *Self-efficacy beliefs of adolescents*. Connecticut: Information Age Publishing.
- Van Dinther, M., Dochy, F., Segers, M.R. (2011). Factors affecting students' self-efficacy in higher education. *Educational Research Review*, 6(2), 95-108.
- Whitaker, M.C. (2019). The Hoover-Dempsey and Sandler Model of the Parent Involvement Process. In *The Wiley Handbook of Family, School, and Community Relationships in Education* (eds S.B. Sheldon and T.A. Turner-Vorbeck).
- Wilson, D., Bates, R., Scott, E., Painter, S. & Shaffer, J. (2015). Differences in self-efficacy among women and minorities in STEM. *Journal of Women and Minorities in Science and Engineering*, 21, 27-45. 10.1615/JWomenMinorScienEng.2014005111.
- 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(1), 257– 278. <https://doi.org/10.1007/s11205-015-0882-0>
- Yin, R.K. (2021). *Case study research and applications: designs and methods*. Los Angeles: Sage.