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RELATIONSHIP BETWEEN PARENTAL SCHOOL INVOLVEMENT,  
ACADEMIC SELF-EFFICACY, AND ACADEMIC MOTIVATION AMONG  
SECONDARY SCHOOL CHILDREN



By

Mehreen

*Dr. Mohammad Ajmal*

National Institute of Psychology

*Centre of Excellence*

Quaid-i-Azam University

Islamabad, Pakistan

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**By**

**Mehreen**

**A Research Report Submitted in the  
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In Psychology**

*Dr. Mohammad Ajmal*

**National Institute of Psychology**

*Centre of Excellence*

**Quaid-i-Azam University**

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CHILDREN**

**By**

**MEHREEN**

Approved By



(Dr. Rabia Muqtadir)

Supervisor



(Prof. Dr. Anila Kamal)

Director NIP



(Dr. Tanvir Akhtar)

External Examiner

**CERTIFICATE**

Certified that M.SC. Dissertation on “**Relationship between Parental School Involvement, Academic Self-Efficacy, and Academic Motivation among Secondary School Children**” by Miss Mehreen has been approved for submission.



**(Dr. Rabia Muqtadir)**

*Supervisor*

**Relationship Between Parental School Involvement, Academic Self-Efficacy And Academic Motivation Among Secondary School Children**

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DEDICATED TO MY  
FAMILY, FRIENDS AND  
TEACHERS

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## ABSTRACT

The aim of the present research was to explore the relationship between parental school involvement, academic self-efficacy, and academic motivation among secondary school children. A sample of ( $N = 342$ ), 176 boys and 166 girls participants were collected from different schools (private and public sector) of Islamabad by convenient sampling technique. Their age was 12-19 years ( $M = 14.9$ ;  $SD = 1.14$ ). The study was carried out in three phase by using correlational research design. Parental Involvement in Children Education Scale Short Form (PICES) by Zahid, (2013), Academic Motivation Scale Short Form (AMS) by Zahid, (2013) developed in Pakistan, and translated version of Academic Self-Efficacy Scale by Muris, (2001) was used to measure parental involvement, academic motivation and academic self-Efficacy. Results indicated that parental involvement, academic self-efficacy and academic motivation were positively associated with each other ( $p < 0.01$ ,  $p < 0.05$ ). It has been found that parental involvement is the significant predictor of academic motivation and academic self-efficacy. Significant differences were also found on gender as girls showed better academic self-efficacy as compared to boys. Furthermore, in relation to academic motivation, significant differences were found on gender as girls have higher level of intrinsic motivation whereas boys were high on extrinsic motivation. For education sector, family system, monthly income and with references to mother occupation, the finding of present research indicated that there were non-significant differences on parental school involvement, academic self-efficacy and academic motivation. Finally, the limitations, suggestions, and implications of the study were further discussed.

# INTRODUCTION

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## INTRODUCTION

Education plays a very important role in one's life. Academics of an individual entirely decide one's future (Arif, 2007). Academic attainment of a student is not only the matter of intelligence, but also affected by number of features, for example the school where child studies, the teacher he/she has and many other individual and domestic factors for e.g., family relation and parental involvement.

There is strong theoretical foundation for the point that the child is directly affected by the family background (e.g., Bronfenbrenner's (1977) ecological model). The overall family environment influences the child performance. Therefore, if parental involvement increases success and motivation will also increase.

Research literature strongly assists relationship between parental involvement and student academic success. Results seem to mainly be comprehensive that different types of parenting styles will lead to different types of self-efficacy within the student which will regulate the student's motivation level and that will determine academic successfulness of student (Kinsley, 2011).

Studies of programs in early childhood, elementary, middle, and high schools explains that those programs intended to enhance student's outcome are more affective with familial involvement (Henderson and Berla, 1994). Greenwood and Hickman (1991) have mentioned various studies working with elementary grades that found a positive relationship between parent involvement and a number of personal components of students such as academic accomplishment, sense of well-being, presence, student assertiveness, schoolwork enthusiasm, evaluations, and learning ambitions. Researchers concluded that parent involvement usually benefits both learning and educational attainment (Hoover-Dempsey and Sandler, 1997, p. 3). While it is positively related to students' academic attainment (Paulson, 1994; Steinberg, Lamborn, Dornbusch, & Darling, 1992; Trusty, 1996), time consumed on homework (Keith, Reimers, Fehrmann, Pottebaum, & Aubey, 1986; Trusty, 1996), positive behavior's to

and less dropout rates (Rumberger, Ghatak, Poulos, Ritter, & Dornbusch, 1990). Factor including time spent on homework, school retention, and academic involvement are all revealing considerably student's education value and indicative of how much student is academically motivated.

A number of educationalists confirmed that the consequences of parental involvement play noteworthy role in the students' progress and good academic performance (Comer & Haynes, 1991). Most schools don't give careful attention of the growing need of parental involvement in school activities and they spend less on the projects for the familiarity with parental involvement in school and students activities. The programs which they arrange just contain low value projects recognized with parent's attitude and on the partnership between parents and teachers and students in their educational activities (Comer & Haynes, 1991). According to Comer and Haynes (1991) school is a composed instrument which achieved the system for making involvement between students, their parents and adding to a solid connection in the middle of children and parents at home furthermore in their educational activities and improving their achievement.

Positive role of parents is vital for the education as well as play crucial part in the realm policy makers. In America policymaker recognizes the vitality of parents in the life of students in the moral development as well as and they passed an act which is known as Goals 2000 Education American Act (Kohl, Lengua, & McMahaon, 2000). As per its objective parents are the important key factor for the achievement of the students and schools can utilize parents for the improvement of students in their academic accomplishment. Numerous schools did not consider it as a critical thing for the better improvement of children. As per Peressini (1998) he considers parents as student's friends as well as their enemy in their educational career. Presently parents are equally playing their role in schools and doing an involvement with teacher for the improvement of their children (Shaver & Walls, 1998). From the most recent fifteen years, schools are doing extremely beneficial work for the awareness of parents to take interest in diverse school activities and investing time and money for the wellbeing of children and offering



attention to the parents for cooperation in school work furthermore in homework activities.

### **Parental School Involvement**

Since the start of formal schooling family and school both work hand in hand. Nonetheless, the way of the joint effort has advanced throughout the years (Epstein & Sanders as cited in Hill & Taylor, 2004). At first, families keep up a high level of control over schooling by controlling hiring of teachers and apprenticeships in family business. By the middle of 20<sup>th</sup> century, there was strong role partition in the middle of families and schools. Academic institutions were accountable of topics related to, and families were in responsibility of ethical, social, and spiritual teachings. Similarly, school and familial responsibilities regarding education was successive. That is, families were dependable of setting up their children with the essential abilities in the early years, and schools assumed control starting there with little incorporate from families (Hill & Taylor, 2004). The term parental school involvement is widely utilized nowadays. It incorporates a few distinctive forms of support in education and with the schools. Parents can help their children educating by going to class function and reacting to the school commitment (parent-teacher conferences, for example). They can get to be more included in helping their children enhance their schoolwork-giving support, organizing fitting study time and space, displaying wanted behavior, (for example, perusing for pleasure), monitoring homework, and effectively mentoring their children's at home (Cotton & Wikelund, 2001).

Though, currently, in the setting of greater responsibility and interest for children' accomplishment, families and schools and have shaped involvements and offer the obligations regarding children's' learning. Parental school involvement is to a great extent characterized as comprising of the following activities : volunteering at school, communicating with teachers and other school staff, providing assistance in educational events at home, and participation in school programs, gatherings of parents teacher involvement (PTA's), and parents educator meetings (Hill & Taylor, 2004). Parental involvement has been characterized in a range of ways in the literature. Despite the fact

that contribution is a complex process that frequently rises above cultural restrictions, researchers have regularly portrayed involvement in two sub-sorts, home-based and school-based (Walker, Hoover-Dempsey, & Sandler, 2007). Home based involvement is by and large characterized in the literature as communications occurring between the child and parent outside of the school (Hoover-Dempsey & Sandler, 2005). These parental behaviors for the most part focus on the individual children's learning-related practices, attitudes, or methods, and incorporate parental activities, for example, helping with homework, looking into for a test, and observing the child's improvement. School-based involvement activities for the most part incorporate activities commonly embraced by parents at school which are by and large centered on the children, for example, going to a parent's teacher meeting, watching the child in the class, and viewing the child execution in a school club or movement. School-based involvement behavior might concentrate on school issues or school necessities more extensively, for example, going to a school open house and volunteering to help on class field trips (Walker, Hoover-Dempsey, & Sandler, 2007).

Most educators concur that children enhance in school when parents are included. Sorts of contribution change by and large and consolidate setting off to a parent's teacher gathering, volunteering at school, assisting with homework, or basically engaging students execution. Various studies relate parents extended supportive behavior, overhauled school maintenance and lower dropout rates (Ekstrom, Goertz, Pollack, & Rock; Epstein; Greenwood & Hickman as cited in Balli, Demo, & Wedman, 1998).

More broadly, parental engagement in children homework is an example of the most quick, eye to eye sort of parental inclusion in children's' lives, passing on fondness, nurturance, and backing for kids and empowering their general feeling of wellbeing (Balli et al., 1998). Parental involvement in education has gotten much consideration in late decades as different school-change actions have tried to upgrade students learning. Numerous investigator have reported that parental involvement is identified with students achievement and individual attribute helpful for achievement (e.g., Hoover-Dempsey & Sandler, 2005)

## **Theoretical Perspective related to Parental School Involvement**

As children spend a major part of their lives with family and academic institution, they are accountable for schooling and educating them (Balli et al., 1998).

Two theoretical perspectives (as cited in Balli et al., 1998) form the basis of these two institutions are Bronfenbrenner's (1997) ecological model, and Epstein's (1992) model of corresponding spheres of influence.

**Bronfenbrenner's ecological model of nested connection.** Bronfenbrenner's (1997) underlined that human improvement must be considered in characteristic settings, with every connection include a microsystem, mesosystem, exosystem, and macrosystem. The most moment framework effecting the individual are the microsystem, contain designed up close and personal correspondences (e.g., guardian kid), and the mesosystem, characterized as the association among microsystems (e.g., family and school).

According to Bronfenbrenner's (1997) the way environment is perceived and experienced is of critical importance. Additionally environmental activities, roles and relationship with others contain meaning in degree to which they are expressed and perceived in multiple contexts

**Epstein's model of overlapping spheres of influence.** Epstein's model (1992) of overlapping spheres of influence stresses that joined impact of the family and instructive institutes on the lives of children. In spite of the fact that, the two frameworks some of the time worked as independent ranges of importance, each with its own particular assurance and practices, the different circles can be connected together to make an area of overlap. This model recognizes that families and educational system arrange many activities separately, while some activities are arranged jointly. Homework is an example of joint activity that teacher develop and evaluate homework. A child studying is expected to complete by them, while family members and parents monitor, discuss or assist with the assignments.

Epstein's (1992) has developed a structure for characterizing six separate sorts of parents involvement. This system helps teachers in creating school and family involvement programs. As indicated by her there are numerous purposes behind creating school, family, and group association. The fundamental motivation to make such association is to provide assistance to help all children succeed academically in school and in their lives later on. Epstein's system characterizes the six types of involvement and records example practices or activities to depict the contribution all the more completely. This model work depicts the difficulties inherent in cultivating each one kind of parent's contribution and the normal consequences of executing them from students, parents, and teacher. The sorts of parental involvement are as taking after.

*Parenting.* Assist all families in establishing secure home environment to help their children as students. This incorporates parents training and different courses or preparing for parents (e.g., school credit, family, education) family support programs are arranged to supports families with wellbeing, nourishment, and different services, and home visits at move focuses to preschool, basic, elementary, and secondary school.

*Communicating.* Design workable type of school-to-home and home-to-class interchanges about school programs and children's improvement. This incorporates gatherings with each parent in any event once a year, language interpreters to support families as required, consistent calendar of helpful notices, telephone calls, pamphlets, and different interchanges.

*Volunteering.* Recruit and arrange parent's assistance and provision. School and classroom volunteer project to help teachers, administrators, students, and other parents, parents room or family area for volunteer work, gathering, and familial resources, yearly postcard assessment to recognize all accessible abilities, times, and areas of volunteers are incorporated in this.

*Learning at home.* Informing parents assort how they can help in their homework and other curriculum related, choices, and arranging; information regarding skill needed for students at each grade for all the subject taught; data on homework

strategies and how to screen and examine school work at home; and family cooperation in setting students objectives every year and in making arrangements for school or work.

*Decision making.* Include parents in school decision, creating parents pioneers and representative; dynamic PTA or other parents involvements, consultative boards, or councils for parents authority and investment; free promotion gatherings to entryway and work for school change and improvement; and systems to connection all families with parents agents.

*Collaborating with community.* Identifying and coordinating resources and administrations from the group to reinforce school programs, family practices, and students learning and improvement; information for students and families on group wellbeing, entertaining, social; support, and different projects/ administrations; providing information on group events that connection to educational abilities and gifts, which also include programs for students in summer.

The model likewise direct attention regarding proportional impacts among teachers, children's, and families. In spite of the fact that, research and theory have concentrated very nearly solely on the influential impact of parents and teacher in children's' improvement and prosperity, children are dynamic specialists in their own instruction and in the lives of their parents and teachers. For example, teacher may request family involvement by implication through provoking children, or they might specifically speedy relatives to end up more included.

Children, thus, can ask for family inclusion with (or without) the impact of teacher inciting. Families may get to be included with homework all alone in light of the fact that their child or their child educator has affected them to end up included. Children' academic performance is also important as parents with high achieving students may feel that they need to monitor their children as compared to average and slow learner students

Indeed, both Epstein's (1992) and Bronfenbrenner's (1997) model explain the communication and imparted objectives in the middle of parents and teacher would prompt fruitful students outcome. Students may get notification from both educators and

families that instruction is essential and they may watch that minding individuals in both circles , contributing time and assets to help them succeed academically consequently, they will attempt to attain to great with a specific end goal to make both, family and instructors, happy.

**Common thought model of parental involvement.** Common thought model underlined that parental involvement is a variable which can impact student's outcomes. This model just portrayed the causal relationship between parental contribution and students results and did not clarify how parents can include in their children's life and why they include and in what aptitude would they be able to influence their accomplishment. This is one of the greatest shortcomings of this model (Hoover-Dempsey & Sandler, 1995).

**Berger's model for parental involvement.** Berger (as cited in Armstron-Piner, 2008) considered the involvement of parents in their children life as a practical involvement. He considered that parents are the wellspring of their birth to the world as well as they are their teachers, their guiders, their role model, and their policymakers and are the source for satisfying their needs. Parents are likewise the dynamic part to give careful consideration on their school activities. Parental involvement is exceptionally recognized in this model for the achievement of their children's.

**Hornby's hierarchy of parental involvement.** Hornby (as cited in Jackson, 2008) articulated that parental involvement rely on things that chain of importance of parent's need and order of parent's quality and potential. Parental need can be portrayed as parental support to their children parental communication and parental education and their involvement with their children. Parents ought to work like an advisor referred as parental support. Parental education is portrayed as diverse projects which are composed for parents to give them rules to enhance their children's capacities and advance academically and in outside the school world. Parent's teachers meetings are composed to enhance parental learning for their children in school world and it is refer as parent's communication. Parents relationship is refer as balanced meeting of parents with teachers to examine or communicate specifically with one another which are generally parents and

teachers are unequipped for doing. Parental quality and parental commitments are second pecking order of Hornby (as cited in Jackson, 2008).

Hornby (as cited in Jackson, 2008) recognize these qualities and potential as potential data, cooperation, resources and policy. Parents can give information to their children identified with their school and education and satisfy the needs of the children. A parent when help their children in getting their work done and manage and encourage them then it is referring as cooperation. At the point when parents give direction to the teacher then it is refer as resources and when parents can join parents and expert involvement together then it is refer as policy (as cited in Jackson, 2008).

Michigan Department of Education (2001) has distinguished following accompanying attributes of families whose children are doing admirably in school:

*Establishing family routine a daily.* Parents give time and a quiet place to study, relegate obligation regarding family unit responsibilities. Being firm about sleepy time and eating together.

*Monitoring out-of-school activities.* Parents set limits on TV viewing. Keep look out for children when not home arranged after-school activities and oversee care.

*Modeling the value of learning, self-discipline, and hard work.* Displaying the benefit of learning, self-restraint, and diligent work. Parents convey through addressing and discussion; exhibit that achievement originates from hard work.

*Encouraging children's developmental progress in school.* Parents maintain supportive home environment through warmth. They show interest in child's progress at school and help them in home, examine the evaluation of great training and possible profession choice, and stay in contact with teacher and school staff.

*Encouraging reading, writing, and discussions among family members.* Parents read, listen to children' perusing and discuss what is being perused.

## **Gender differences in Parental Involvement**

Researches exploring gender differences in parental involvement found that mothers captivated all the more in expressive and coaching/exhorting involvement as compared to fathers. Although, there is no distinction between of fathers and mothers difference in instrumental involvement (Han & Jun, 2013). Further, Chiang, Huang, and Lin (2005) found that mothers were more engaged in parent-teacher communications and fathers were more likely to involve in decision regarding policies of school. In an alternate study, Lin (2006) found that mothers have more expectation regarding children academic as compared to fathers.

## **Parental Involvement and Socioeconomic Status**

It has been discovered that financial status is firmly related with parental involvement and student's achievement. It has been discovered that students whose parents had low salary and low at financial status it play unpleasant outcomes on their children progress. Parents who have great pay invest less time in gaining their bread and butter and invest additional time with their children's. Alldred and Edward (2000) examined that parents can just improve the Childs training through their expanded cooperation. Despite studies focused around financial status or race. Alldred and Edwards (2000) found in their numerous studies that the parental involvement and children academic achievement are specifically connected with one another. Okpala, Okpala and Smith (2011) found that children fit in with high pay status are academically great than the children have a place with low salary status aside from a few expectations Clark (1983) did his examination on high achiever African-American who was from low income families. He found that the parents of these students look adjusted children in mentally empowering environment. They help them in their homework as well as furnish them with chatted, clear and reliable behavioral limits and provide for them set measures for study time, bunk times and power outage for stimulation.

Dar and Smitter (1957) found that children with childhood and challenges confronted by parents in different areas of Pakistani society. This study brought out the criticalness of the nearly sew family unit, where the family is bound together by



monetary involvement and additionally by friendship. It is demonstrated that children of white collar class families got consistent attention from everybody in the house. Such parents gave respect and love to their children. Bhatti (1973) in the study on parents' financial status and their desire about instruction of their children, help the discoveries that the greater part of the essential needs are not satisfied because of poor training or absence of mindfulness in regards to mental variables.

### **Academic Self-Efficacy**

Self-Efficacy refers to belief regarding the abilities of the students for accomplishment in a given task (Bandura, 1997). It is a student's "I can" or "I can't" conviction. Self-efficacy reflects how sure students are about performing a particular task. Reasonability toward oneself convictions influence practices of a student through how he or she feels, considers, propels himself/herself, and acts. Academic self-efficacy impacts what exercises students select, the amount of exertion they advance, how tireless they are despite troubles, and the challenges of the objectives they set. Bandura (1977) places a component of changing, proceeding with and summing up conduct in the premise of sufficiency toward oneself of people. Self-efficacy is a key component of Bandura's social learning theory and assumes a part of joining objectives, execution and inspiration.

People normally select undertakings and activities in which they feel able and avoid those in which they don't. Students who are sure about their capacity to sort out, execute, and control their critical thinking or undertaking carrying out at an assigned level of condition are showing high self-efficacy. Self-efficacy is by and large viewed as a multidimensional build separated crosswise over numerous areas of working. The build of reasonability toward oneself aides clarify the finding that the behavior of people is not generally precisely anticipated from their ability to perform a particular task. How an individual accepts they will perform is frequently more important (Bandura, 1997).

Academic self-concept refers to individuals' knowledge and perceptions about themselves in academic achievement situations (Karpathian & Wigfield, 1991). Academic self-efficacy refers to an individual's belief (conviction) that they can

effectively attain at an assigned level on an academic task or accomplish a specific academic goal (Shunk, 1991).

### **Theoretical Perspective of Academic Self-Efficacy**

Academic self-efficacy is based on the self-efficacy theory as proposed by Bandura (1977). As per the theory, 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). The theory proposes that academic self-efficacy may change in strength as a function of task difficulty. Where some students feel that they are more efficient with difficult work, while the others feel that they are successful in easier tasks. Additionally, self-efficacy is thought of being circumstantial in nature, rather than being considered a fixed trait. Students usually make consistent differentiations between their self-efficacy conclusions across various academic domains, which mutually form a loose hierarchical multi-dimensional structure. It should not be mixed with other phenomena such as self-esteem and self-concept. Self-efficacy is usually ‘task-specific’ evaluation, whereas self-esteem and self-concept usually reflect more general affective evaluations of self (Linnenbrink & Pintrich, 2002)

### **Theories of Academic Self-Efficacy**

**Social learning theory.** Bandura’s (1977; 1988) social learning theory also proposes for differences in the total amount of effort students spend on school related work and tasks. His theory is rooted on two principles. First, that student makes subjective interpretations of their prior achievements and failures, and they set goals based upon these interpretations. As per Bandura, individuals tend to dodge tasks they believe surpass their abilities, but they perform tasks and accomplish those tasks they feel they are good at. Secondly, students tend to set goals which become their own personal standards for evaluating their performance. The reward for attaining their goals is self-satisfaction, and the commitment of effort which is important to achieve their goals. Through this people avoid discontentment which is associated with a sub-standard performance. According to Bandura, the internal reward for goal attainment is more

dominant, and it has a positive influence on effort and achievement, rather than external rewards such as good grades

People's emotions about their capacities handle their self-efficacy. Self-efficacy beliefs, as explained by Bandura, are fundamental determinants of whether people will use energy on an endeavor and hold tight even with burden. Persons with high suitability to oneself endeavor tries and proceed paying little personality to the probability that tasks are troublesome. People with low sensibility to oneself exercise minimal exertion and, in general, give up effectively. Bandura sees result objectives and efficacy needs. Result longings are sentiments that specific frameworks lead to specific results; efficacy desires are emotions that the individual is readied for effectively finishing the arrangement that will instigate achievement. Students may recognize that specific approaches will compel accomplishment in school, however not recognize that they are readied for reasonably finishing the activities needed for achievement. Therefore for any task, an individual will have a high or low result longing and a high or low efficacy need. Students who have high result longings and high efficacy wishes approach astute assignments with conviction and endure truly when the attempts are troublesome in light of the way that they recognize that achievement is conceivable and that they in the long run have the breaking points and limits expected that future convincing. Bandura (1993) argues that stronger sufficiency to oneself emotions are connected with higher ends and firmer commitment to completing the objective. Students with low efficacy needs (i.e., self-perceptions of low ability) are effectively weakened by confusion and diminishing exertion expenditures when stood up to by troublesome assignments.

**Social cognitive theory and self-efficacy.** In social cognitive theory Bandura (1986) explains an opinion of human functioning that advance to mankind efforts and holds a significant role in cognition, self-regulation, self-reflection and mediation in an adaptation and change. Individuals are symbolized as having self-organization, self-reflection, self-regulation and proactive rather than as responsive being which is driven by by surroundings factors (Pajaras, 2002).

**Reciprocal determinism.** From his explanation, human working is seen as the aftereffect of component trade of individual, behavioral and biological effects. For example, how people translate the delayed consequences they could call their own particular behavior teaches and adjust their surroundings and persona part they postures which along these lines, lights up and alter resulting behavior. The start of reciprocal determinism is of great interest to Bandura's (1986) point of view that:

1. individual beginning as appreciation, impact and common events;
2. behavior and,
3. Environmental effects make associations those results in a triadic reciprocity.

Pajaras (2002) is of the view that the ways of enhancing individual functioning stated the in social learning theory helps in to making it essential for remedial and managing push to be facilitated at individual, characteristic, or behavioral segments.

**Fundamental human capabilities.** Established with Bandura's (1986) view on social learning is the appreciation that individual are plagued with particular capacities to symbolize, plan decisions frameworks (arranging), learn through vicarious experience, administer to oneself, and self-reflect. These limits outfit individuals with the cognitive means by which they are capable in choosing their own thickness (Bandura & Jordan, 1991).

Individuals have self-managerial segment that give the likelihood to encourage to oneself movements in their behavior. The way and the extent to which individual who manage their own conduct and behavior, incorporate the accuracy and consistency of that wisdom to oneself and checking to oneself, the judgment they make with respect to their exercises, choices and attributions, finally, they judge and unmistakable reactions they make to their own particular practices regulated by themselves structures (Bandura & Jordan, 1991). Bandura (1977) incorporated that in the suitability to oneself model three principal cognitive mediating systems are basic in elucidating and anticipating, which direct people begin and to what degree they meet with limit and impediments. These same cognitive judges moreover can be seen as discriminating parts of mental issues and convincing intercessions:

1. Reasonableness to oneself foresees feelings concerning one's ability to execute a labeled method
2. Results trusts, feelings concerning the probability that the pointed out plan will incite certain results can't avoid being results; and
3. Result value, the subjective quality one spot on particular results or sets of results.

### **Gender Differences on Academic Self-Efficacy**

The relation that exists of gender and self-competency is a major focus of research. Usually, researchers report that boys and men have a tendency to be surer than girls and women, in subjects identified with mathematics, science, and technology (Meece, 1991; Pajares & Miller, 1994; Wigfield, Eccles, & Pintrich, 1996), although the accomplishment contrasts in these regions they may have either applied or have vanished (Eisenberg, Martin, & Fabes, 1996). On the other hand, in ranges identified with linguistic arts, men and women scholars display comparable certainty despite the fact that the accomplishment of girls regularly is higher (Pajares, 2003).

The research was directed to analyze the association of educational self-efficiency to self-regulated progression, school recognizing verification, distress of exam and academic success at school level. An interchange item was to take a gander at whether self-efficacy and school recognizing evidence expect insightful achievement or not. Results showed significant relationship between academic self-efficacy, self-regulated learning, school recognizing verification; distress of exam and academic success the variables. The strong relation was found among students' academic self-efficacy and self-efficacy for self-regulation. Self-efficacy feelings at insightful space level were found helping in a general sense to the estimate of educational achievement. Basic gender complexities were not found on measures of self-efficacy feelings at academic region level, school unmistakable verification, and anxiety. Girl's insightful achievement was found better than the boy's achievement. Boys were represented superior to girls on measure of self-efficacy for self-regulated learning (Ahmad, Hussain, & Azeem, 2012).

The findings of moderation exhibited that the construct of content analysis was an important moderator in clarifying impact size variety. Females showed higher linguistic

expressions, self-efficacy than men. Similarly, men showed higher mathematics, computer, and social sciences self-efficacy than females. Gender contrasts in academic self-efficacy additionally differed with age. The biggest impact size happened for respondents who were more than 23 years of age. For science self-efficacy, the critical gender contrasts rose in late immaturity (Haung, 2012).

### **Academic Motivation**

The word "motivation" is derived from the Latin word which means 'to act'. So, it may be said that motivation joins anything that moves a lone individual to activity and, by righteousness of schools, what moves a single individual to learn (Smith et al., 2005). During the time motivation has been depicted as having three mental limits:

1. Energizing or ordering behavior what gets students involved with or turned off towards learning
2. Directing behavior why one course of action is picked over another and
3. Regulating steadiness of behavior why students continue towards target (Ford, as cited in, Alderman, 2008).

Motivation is an inward drive that runs an student's behavior toward the progress of a desirable outcome (i.e., academic accomplishment). Motivation is a target guided lead and demonstrates the capacity of the students to apply strange measures of effort to finishing targets. Motivation influences individual learning as well as their performance (Pintrich & Schunk, 1996).

Motivation is the major psychological ideas in education today, and has essentially, indicated to be identified with different learning and execution results. At the point when considering academic accomplishment anyway, it is likely that academic capacity is one and only determinant of achievement. An alternate critical element is motivation (specifically, academic motivation). However significant attention is given to measuring this idea. There are numerous theoretical points of view which have been proposed with a specific end goal to comprehend academic motivation. One such point of view expresses that conduct can be extrinsically motivated, intrinsically motivated, or

amotivated. This methodology to motivation shows up fairly correlated to the field of education, especially as motivational styles can prompt critical and unsurprising results (Lavery, 1999).

### **Intrinsic Motivation**

Intrinsic motivation can be characterized as "the truth of doing a movement for itself, and the delight and fulfillment got from cooperation". It has regarded that there are indeed three types of intrinsic motivation, which can be distinguished as intrinsic motivation to know, to achieve things, and to experience incitements. The principal kind of intrinsic motivation is to know what happens when somebody performs a movement for the fulfillment and joy that one encounters while learning or attempting to comprehend something new. The second sort of intrinsic motivation to achievements happens when somebody participates in a movement for the joy and fulfillment experienced when one tries to achieve and make something. The last sort of intrinsic motivation to experience incitement happens when somebody takes part in an action to in light of the fact that they wish to experience empowering sensations, (for example, tactile delight, tasteful encounters, and fun and fervor) which are gotten from one's engagement in the movement (Lavery, 1999).

### **Extrinsic Motivation**

Extrinsic motivation is described as the range of behaviors that are not involved for their own motive but as a means for accomplishment. Previously, it was regarded that extrinsic motivation is a kind of behavior referred to behavior that could only be encouraged by exterior incidents such as pleasure or fruitful outcomes. However, three different types of intrinsic motivations regarded as: external regulation, introjections and identification. External regulation occurs when behavior is regarded through exterior ways mainly by other pleasurable things. Taking in to consideration introjections, the source of control is now within the individual, and behaviors are reinforced through external pressure such as anxiety or guilt. Lastly, identity is in operation "when organisms come across to the value and judge the behavior as significant and, hence, perform it out of choice. "In this prospect, while the behavior is still practiced for

extrinsic motivation (for example, to achieve personal goals) it is really interiorly regulated and self-processed (Lavery, 1999).

It has been recommended, that if one wants to comprehend human behavior, a third kind of motivation ought to be considered. This sort of motivation (termed "amotivation") is fundamentally the same to that of learned helplessness and can be characterized as "people are amotivated when they don't see possibilities in the middle of results and their own behavior. They are not intrinsically or extrinsically motivated". People who are amotivated experience emotions of ineptitude and absence of control. Amotivated behaviors can be seen as the minimum self-decided, as there will be there is no desire of prize or feeling of reason (Lavery, 1999).

### **Factors that affect Student Motivation**

A number of factors can impact student motivation. These components include parent contribution, instructor eagerness, rewards, peers, the learner's surroundings, individual encounters, individual premiums of the students, and self-esteem and self-image. Segments, for example, these weigh vigorously on the comprehension and vitality of learning to the students. These angles support in making long lasting learners.

Parental inclusion is a standout amongst the most compelling parts of student's inspiration. The parents are the starting instructors of the students before the youngster goes to class and experience instruction through an educator. On the off chance that a parent is totally occupied with the learning methodology with a youngster, there can be development between the child and parent all the while. The parents set a example for the children, so that the youngster comprehends that assistance in the classroom and at home. The second is open for parents to impart their abilities and propel their children" (Drew, Olds, & Olds, 1974). Parental inclusion likewise assumes a real part in student's inspiration for advanced education.

The behavior of the teacher can be hindering or gainful to student's motivational procedure. Patrick, Hisely, and Kempler (2000) from Goucher College demonstrated that educator eagerness does not influence student's natural inspiration. In the examination,



the level of instructor energy was controlled to watch the member's inspiration and interest after a concise address. The change in the location included manner of speaking, hand signal, and outward appearances. Members that heard the more vigorous address were inclined to be intrigued, while the member that heard less eager address thought that it was tricky to stay centered and motivated. As per Patrick, Hisely, and Kempler (2000) the comes about obviously exhibit that a lesson that is given in a high vitality, element style suggestive of eagerness leads students to experience more noteworthy enthusiasm for and delight in the material and larger amounts of vitality and force. The creator additionally recognizes that inspiration is corresponding. The teacher's enthusiasm may prompt all the more exceptionally energetic students; however the vitality exhibited by a gathering of enlivened students additionally empowers the educator.

The outwardly inspired students' backings off rewards. They are bona fide impetuses to succeed under off and on again shy of what impeccable circumstances. The prizes fortify the significant work that they have finished and mix the learner to proceed with those tries. Regardless, the prizes framework changes into an issue when the student essentially performs all around ok to get the prize or when the prize is a material article. A shortcoming of the prize framework is that it doesn't manage the cost of the students with an opportunity to see their work pay off, or an opportunity to build up an inward feeling of pride. Praise and approbation is the way to an students level of drive on the grounds that they have to know they are doing unprecedented and that somebody regards their enduring work

The peers and the social environment are the two most discussed features which always work in collaboration with each other. Social group peer influence play a vital role in students life and affect the cognitions and practices of the students. In order to bring the constructive environment only peers can play a significant role that can fairly influence the motivation level of students. The teen age of holds a significant importance in life of students and peers play significant role in giving them social support and acknowledgment which can be recognized at all stages of life. According to Kolesniks (1978) it is referred to as social reinforcer. Social reinforcer can be acquired from biological, linguistic, or mental structures.

The wellbeing and experience of the student must be taken into evidence while still making an allowance for motivation. Interests power a student's motivation, because if a youngster is truly concerned in a topic, he or she will be extra enthusiastic to study. The individual experience of student are too remarkably convincing in construction of motivation as connecting education to background will allow the students to see an individual significance in learning. What we meet also changes our insight and principles. At the position when certain construct of tediousness become obvious, it begin to suppose control over the wish to choose information. The three most occurring features in a student's life who are not motivated in getting knowledge are immobility, absence of obligation, and non-roused (Beers, 1996). These three personality characters can also be linked with deprived performance and little achievement. Learning the notice of student and advising an agreement to integrate those concerns into an educational curriculum is necessary to elevated motivation.

In conclusion, the final feature that can influence student motivation is the self-prestige and self-esteem of an individual. Self-esteem can be defined as the phenomena that how individual value himself and others (Curry & Johnson, 1990). If for example a student experiences elevated self-esteem on himself and his peers, the student will likely set elevated educational career and social status for himself. Beside high self-esteem comes elevated motivation. Outstanding value should be placed in the limits and capacity of the learner. Secure, balanced, and self-sufficient students are primed for the test of knowledge and identify its principles.

### **Theoretical Background of Academic Motivation**

**Attribution theory of academic motivation.** Attribution theory (Weiner, 1985) is one of the major theories that have significant importance in educational care. One of its facets is modification of moral behavior as it helps in improving learner's vocabulary and brings constructive result. It uses the cognitions and self-sufficiency of learner's perception about himself and helps in improving the matters that give him courage to improve their present behavior as well as future behavior. Following are three main features that people use to demonstrate their life proceedings.

First, the achievement or disappointment of any event can be interior or exterior to the event. A student may get achievement or failure in his academic career that he may attribute to the source that lies within himself or a source that is present outside him.

Secondly, the outcome of any event can be attributed to as stable or unstable. If a student attributes his success due to enduring or stable cause then he is likely to practice the same behavior in other proceedings as well to get desirable results. On the other hand, if it results from unstable causes, the behavior is likely to be modified in other occasions.

Lastly, the outcome of the achievement or disappointment can be controlled or will remain uncontrolled by the individual. A controllable feature refers to that part which can be controlled by the student favorably while uncontrolled part is that feature which cannot be fulfilled by the student.

The significance of attribution theory holds in the realm that it gives the room for individuals to give meaning to the external sources and in return make them able to attribute an optimistic self-report. This helps in enabling them to make a positive attribution about themselves and refrain them from pessimistic thoughts. In reality, this means that when learners get success at an educational project, they will attribute their success to their own capabilities and hard work. On the other hand, when they get failure in their academic tasks; they will more likely attribute it to fate or outside factors such as poor teacher's remarks.

Educational career demands some significant features that help in encouragement towards knowledge and wisdom. These important features are: aptitude, task difficulty, strength, and good fortune. These features can be examined in the following ways:

1. aptitude which is the capability that may be internal and enduring and learner does not practice it with control;
2. task difficulty which can be exterior or stable and can be beyond the individual's capability of control;
3. strength which is an interior and unstable feature and may help the learner to get control over the situation, and

4. Good fortune and gives the individual very little room for his control.

Learner's perception that demonstrates how attributions will influence future struggle. A learner may attribute that he is a lucky individual and for him good fortune would be an interior and stable feature through which he practice very less control. This can be described as for an individual good fortune is truly what the circumstances state it an aptitude or important personality features. Similarly an individual have faith that he may increase his effort to a greater extent, which actually is not true because objectively the task was complicated. The main feature of attribution theory is the people's attribution about successes or failures of life that determine the extent of their struggle and their activities for future results. Students will be most determined at educational projects on following major if they attribute their educational achievements to either:

1. interior, relatively unstable, features over which they have control (for instance, struggle)
2. interior internal, relatively stable, features over which they have little control but which may at occasions spoiled by other features (e.g., aptitude disability spoiled by routine bad fortune)
3. If they attribute their disappointment to relatively interior unstable features or which they have control. (e.g., hard work).

**Self-determination theory.** Self-determination theory (Deci & Ryan, 1985) is one of the modern theories of intrinsic motivation, According to Self-determination theory (1985) individual contain three innate emotional needs, the first is the need for competence, second is need for relationship maintenance, and the third is need to feel independent. The motivation for intrinsic progression supports the above mentioned three needs. Researchers put stress that when individual feel confident, determined, and esteemed they will easily follow the safety lines. Moreover an intrinsic motivation can only happen when an individual feel autonomous to make decision about the proceedings of life, when the project is encouraging and when the challenge can be taken bravely. These conditions are dependent upon the individual as well as his surroundings.

Researchers put emphasis that people perceive some circumstances as useful (fulfilling the ability of competency and independence), controlling (referring a pressure to cognitive thoughts, feel or act in a desirable way). Furthermore, the surroundings in common way may include a mixture of features that could be defined as independent support, controlling or controlling situation.

Deci and Ryan (2000) admit that even when school surroundings encourage competency and social support if an individual is merely not captivated in a typical learning style, he will not be intrinsically encouraged for that activity. On the other hand, he will be encouraged by the exterior factors like good grades. But the researchers put significance on the exterior motivation that can be internalized by individual. Lack of student's interest, student can be still motivated if they take active participation in the task. In short, self-determination theory put emphasize on intrinsic motivation which is autonomous and takes place with the collaboration between individuals. Motivation, amounts of challenge, proper skills, feelings of ability, and desire in the classroom or all the stuff that can efficiently effect and create a balance between extrinsic and intrinsic motivation.

### **Importance of Motivation in Academic Setting**

Impact of motivation on learning of students in the education is important. Without motivation learning is impractical. So in education the role of motivation is effective on students learning. Due to motivation students do any task and achieve the goal. Motivation build pace of work and an individual is doing everything to accomplish a goal. Motivation builds the execution of learning. Motivation increases the performance of learning. It provide energy and learner achieve the task because she has a direction and performance of learner is increase (Rehman & Haider, 2013). Generally, in motivation theories the positive effect of academic motivation on students' function is accepted (Ryan & Deci, 2000). Academic motivation is important because it affects students' willingness to approach academic tasks, invest the required time and energy, and maintain sufficient effort to complete academic tasks (Ray, Garavalia & Murdock, 2003).

Female students with high intrinsic motivation to learning reported better engagement and effort in the academic activities and better accomplishment regarding high grades. Besides, they were less subject to review redundancy, were more likely to show improper classroom direct, and were less much of the time no attendant from school. Particularly, extrinsically motivated students reported lower grades and were more subject to have conflict with peers. Impact of extrinsic motivation was positive for high school and university students (Vecchione, Alessandri & Marsicano, 2014).

### **Gender Differences in Academic Motivation**

Academic motivation was found to be quite closely related with a number of academic results, for example, grades, school participation, and classroom behaviors. According to some researches, there is an important difference on how much intrinsic motivation there is and how much behavior is regulated by boys and girls both (Kausilk & Rani, 2005; Khalid, 2014; Maryam, 2014; McGeown et al., 2014; Yau, Kan & Cheng, 2011) also found non-significant gender differences between males and females on intrinsic and extrinsic motivation.

A number of researches in this area had found that females have large amount of intrinsic motivation (Ayub, 2010; Hanif, 2004; Ratelle, Guay, Larose & Senecal, 2004; Vecchione, Alessandri, & Marsicano, 2014). While boys are found to be more extrinsically motivated (Ayub, 2010; Ratelle, Guay, Larose & Senecal, 2004; Vecchione, Alessandri, & Marsicano, 2014) and amotivated (Barkoukisa, Tsorbatzoudis, Grouios & Sideridis, 2008; Khalid, 2014; Koseloga, 2012; Ratelle, Guay, Larose & Senecal, 2004). As boys are the earner of their families so they are more extrinsically motivated (Ayub, 2010). According to Yau, Kan and Cheng (2011) we cannot accurately relate any specific gender to have a high motivation as a whole as learner learns a variety of subjects together.

## **Relationship between Parental School Involvement, Academic Self-Efficacy, and Academic Motivation**

It is broadly recognized that parents play important part in their children academic inspiration and academic achievement. Various studies showed that parental involvement for the most part has constructive outcomes on children's learning and academic attainment (e.g., Jeynes, 2005; Hill & Taylor, 2004; Hoover-Dempsey & Sandler, 1997). The same beneficial outcomes were explored for children with an immigrant background (Jeynes, 2003). Parental backing can come in two forms (aptitude related and motivational). Gonzalez-Dehass, Willems, and Holbein (2005) reported a positive relationship between parental involvement and various elements including: school engagement, intrinsic/extrinsic inspiration, and self-sufficiency, regulation toward oneself, mastery goal orientation, and inspiration to peruse. Moreover, it is vital to note that parental association or parental contacts with school can adversely influences student's inspiration. The parental association does not generally yield academic achievement and inspiration (Fan & Williams, 2010).

Research examined how diverse measurements of parental contribution anticipated student's inspiration (engagement, self-efficacy towards Math and English, intrinsic inspiration towards Math and English). Results demonstrated that both parent's instructive desires for their kids and school-initiated contact with parents on favorable school issues had solid beneficial outcomes on motivational results. In contrast, parent-school contact concerning student's school issues was contrarily identified with each of the five motivational results researched in the study. Furthermore, parental advising absolutely predict student academic self-efficacy in English and also inherent inspiration towards English, and family rules for sitting in front of the TV were decidedly connected to students engagement and intrinsic motivation towards both English and Math (Fan & Williams, 2010)

Efficacy toward oneself relates positively to motivation to utilize learning procedures. Pintrich and De-Groot (1990) had seventh graders judge efficacy and utilization of different methodologies, including effort management and persistence.

Findings showed that efficacy was positively related to effort management and persistence.

Schunk (1984), found that task motivation and learning has a positive relationship with academic efficacy toward oneself. Different studies additionally revealed that academic efficacy toward oneself prompts higher inspiration, less apprehension of disappointment, and more prominent tirelessness when participating in troublesome tasks (Bandura, 1989; & Oettingen, 1995). Likewise, suitability toward oneself is additionally found to correspond adversely to depression and anxiety (Muris, 2002).

Adeyomu (2005) examinations show that parental school association, enthusiasm for educating and school environment both together and moderately add to the forecast of academic efficacy toward oneself among secondary school children.

Marchant, Paulson, and Rothlisberg (2001) analyzed how student's impression of their motivation and academic ability toward oneself intervene between these natural settings and scholastic accomplishment. The discoveries of the study affirmed the critical part that connections among parents, educators, and peers play on right on time adolescent's school accomplishment. Specifically, student's view of their guardians' qualities about accomplishment had the strongest effect on both inspirations and fitness. At the point when students saw that parents esteemed the significance of exertion and academic achievement, students had higher seen academic ability and set a high need on their academic capacity, exertion, and grades. Parental qualities were discovered to be connected with both parental responsiveness and contribution in school. Findings also demonstrated that parental contribution in the home and school might differentially identify with students motivation.

Different analysts have additionally explored whether a wide range of parental contribution have a good effect on students inspiration. Ginsburg and Bronstein (1993) researched parental contribution (emulating of homework and response to student's academic evaluations) in connection to the students (fifth graders) motivational introduction. The more parents were involved in checking, acknowledging, or aiding with homework, the more students reported being extraneously inspired and dependent on



external source to for academic direction and feedback. Teachers appraised these students as demonstrating less initiating, self-sufficiency, tirelessness, and fulfillment in doing their schoolwork. Results additionally shows that when parents responded to their children's evaluations (either high or low) with outward compensates, that response was identified with an extraneous motivational orientation. At the end of the day, educators were more prone to rate these children's as being less inspired, displaying less delight, and showing less determination in doing their schoolwork. Nevertheless, when parents responded to their evaluations by giving consolation and thankfulness, children were more inclined to report an inborn motivational orientation which predict portrayed by an inclination for testing assignments, interest, and enthusiasm for learning.

Yamamoto, Holloway, and Suzuki (2006) inspected the connection of maternal convictions and family SES to parental inclusion in Japan (a) preschool choice procedures (b) engagement in perusing at home, and (c) involvement in exercises at the preschool. Child rearing feasibility toward oneself and family role construction was connected with Japanese mother's methodologies for picking preschools and recurrence of participating in home perusing. Findings with respect to family SES demonstrate a socially particular pattern; mothers of higher SES foundation were more inclined to get to formal source of information and to take part in every day home perusing yet more averse to take part at the school site.

Ghazi, Ali, Shahzad, and Hukamdad (2010) explore the ethically and financial involvement of the parents in their children academic inspiration in rural regions at primary level. It was reasoned that the vast majority of the parents were not very much aware of their part for their children scholastics. Furthermore their attitude is of untrustworthy sort, they don't take enthusiasm for their children instruction even they don't help children in their homework or making courses of action for their educational cost and also children support is not acknowledged in co-curricular exercises. Rather than uplifting comments negative fortifications are utilized to inspire children towards education.

## **Rationale of the study**

The present study was aimed to explore the relationship between parental school involvement, academic self-efficacy, and academic motivation among secondary school children. Difference exists between Bangladeshi and Pakistani parents in their awareness, examination, and expectation of the education system. Some of the Pakistani parents comprehend little, while most parents had wide understanding of the education system and their children's general progress. They were generally satisfied with their children's primary school but were more critical and discerning about the secondary schools. The majority of parents believed their children were doing well academically and did not have any problems even though this was not usually the case (Crozier & Davis, 2008).

A large portion of the investigates were led on parental involvement and academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005) although academic sufficiency toward oneself has been discovered to be important factor anticipating academic accomplishment by enhancing inspiration to attain to (e.g., Pietsch, Walker, & Chapman, 2003; Bandura, 1997; Schunk, 1991; Schunk & Zimmerman, 1994). In this way it is important to study parental involvement, academic self-efficacy and academic motivation by and large in one study. The reason behind the sample is that the move from middle school to secondary school may be an overwhelming and upsetting experience for youthful teenagers. Formatively, students are arriving a period in their lives when their physical, cognitive, mental, and social attributes are starting to advance. Secondary school students experience both an incidental change and an individual change during this alteration. It might frequently a confusing time for students, their families, and alternate grown-ups in their lives who try to backing their sound advancement and learning. The secondary school learning environment may be more mind overwhelming than primary school children and academic accomplishment increases (Hafiz, Tehsin, Malik, Muhammad, & Muhammad, 2013). It is important to study relationship of parental involvement, academic self-efficacy and academic motivation in Pakistani's secondary school students as a collectivistic culture parents are more obstructive in their parental control, lower on reassurance of self-sufficiency than the parents of European in educational troubles of their children (Chao & Tseng, 2002).

## **METHOD**

## METHOD

### Objectives

The main objective of the present study was to investigate the relationship between parental school involvement, academic self-efficacy, and academic motivation in secondary school children. The research also explored whether or not these variables are subjected to the effect of different demographic variables. More specifically the present research was planned to achieve the following objectives.

1. To explore the relationship between parental school involvement, Academic self-efficacy, and academic motivation
2. To explore the role of demographic variable e.g. gender, type of school (private & government), socioeconomic status, family system (joint & nuclear), education of parents, and job status of both parents (either working or not) in relation to parental school involvement, academic self-efficacy and academic motivation.

### Hypotheses

Following hypotheses have been formulated in the light of literature review

1. There is a positive relationship between parental school involvement and academic self-efficacy.
2. There is a positive relationship between parental school involvement and academic motivation.
3. There is a positive relationship between academic self-efficacy and academic motivation.
4. There is a positive relationship between parental school involvement and extrinsic motivation.
5. There is more perceived parental school involvement among students of English-medium school as compared to Urdu-medium schools.

6. Children of High/Middle socioeconomic status will be high on parental involvement than lower socioeconomic status
7. Academic self-efficacy is higher in boys than in girls.
8. Girls have lower level of extrinsic motivation than boys.

### **Operational Definition of variables**

**Parental school involvement.** Parental involvement in education refers to “parent’s interactions with schools and with their children to promote academic success” (Hill & Tayson, 2009). Parental involvement in their children’s education is aggregate of parental involvement in homework, school based involvement and academic socialization. Children’s perception of parental involvement means children’s reporting about the afore-mentioned aspects of parental involvement in education. High score on school based involvement shows increased parental involvement in school-based activities and vice versa. High score on academic socialization shows parental interest in their student learning strategies and vice versa. High score on home based involvement shows lack of parental involvement after school and high score on parental support shows parental interest, giving importance to children education and motivating children and vice versa.

**Academic motivation.** Academic motivation refers to the motivational states for learning and education ranging from motivation, extrinsic motivation to intrinsic motivation. These three aspects of motivation lie on the continuum. Amotivation refers to not having specific goals and purposes; extrinsic motivation refers to involvement in education in order to obtain rewards and intrinsic motivation refers to involvement in education for internal satisfaction (Zahid, 2013). High scores show children involvement in education due to extrinsic and intrinsic motivation and vice versa.

**Academic self-efficacy.** Self-efficacy can be describes as the capabilities of the individuals for getting achievement in a certain project. (Bandura,1997). It is an individual’s “I may do” or “I may not do” belief. Self-efficacy takes in to consideration student’s confidence about performance of certain projects. A self-efficacy belief affects

practices of an individual about what they feel, think, acknowledge and perform in a certain way. High score will indicate more Academic self-efficacy and vice versa.

## Instruments

**Parental involvement in children education scale.** To measure parental involvement in children education, PICES developed in Pakistan was used (Zahid, 2013), to assess children perception about the degree to which they observe their parents are concerned in their education. It is composed of 18 items. Items were rated on five point rating scale, ranging from strongly agree rated as 5, agree rated as 4, cannot say rated as 3, disagree rated as 2, strongly disagree rated as 1. The score on the scale ranged from 18-90. Four dimensions of PICES were school based involvement (composed of 6 items (1-6), score range =6-30, median =18,  $\alpha = .81$ ), Academic socialization (composed of 5 items (6-11), score range =5-25, median =15,  $\alpha = .75$ ), Home based involvement (composed of 4 items (11-15), score range 4-20, median =12,  $\alpha = .64$ ) and Parental support (composed of 3 items (15-18), score range =3-15, median =9,  $\alpha = .65$ ). Items no 12, 13, 14 are reversed scored items.

**Academic motivation scale.** Academic motivation of students was measured with the help of Academic Motivation Scale developed in Pakistan was used (Zahid, 2013). It composed of 22 items. All items were positively scored on five point rating scale having categories ranging from strongly agree rated as 5, agree rated as 4, cannot say rated as 3, disagree rated as 2, strongly disagree rated as 1. It was comprised of two dimensions. Extrinsic motivation (comprise of 10 items, score ranged from 10-50, median =30,  $\alpha = .82$ ) and intrinsic motivation (comprised of 12 items, score ranged from 12-60, median =36,  $\alpha = .80$ ).

**Translated version of Academic self-Efficacy scale (ASE).** To measure youths' perceptions of their ability to manage their own learning, succeed academically and student beliefs about personal abilities to complete schoolwork successfully; the academic self-efficacy subscale (Muris, 2001) was used. It comprised of 11 items. All the items of the scale were positively scored on five point rating scale having categories ranging from always rated as 5, most of the time rated as 4, sometimes rated as 3, very

rare rated as 2, and never rated as 1. Responses are summed to produce the total score. Reliability of the scale was .80.

### **Research Design**

The present study is a correlational research. It is aimed to investigate the relationship between parental involvement, academic self-efficacy, and academic motivation. The scales used were Parental Involvement in Children Education Scale for parental involvement, Academic Motivation for academic motivation and Academic Self-Efficacy Scale for academic self-efficacy. This research comprised of three phases. In the first phase the translation of Academic Self-Efficacy Scale was carried out. The second phase of the research focused on investigating the psychometric properties of the instruments. The final and the third phase of the research was aimed at hypothesis testing to achieve the objectives of the research.

### **PHASE I: TRANSLATION OF SCALE**

One of the main objectives of the present study was to obtain the Urdu version of Academic Self-Efficacy scale, which is conceptually equivalent to the English version. The present objective was achieved through the process of forward and back translation which is found to be the very reliable source of translation. The translation and cross language validation of the scale was done in four steps.

1. Forward translation
2. Committee approach
3. Back translation
4. Committee approach

#### **Step I: Forward Translation**

To translate the scale there is a need of bilingual experts who were proficient in both English/Urdu languages and had some familiarity of the both cultures. Five

translators were selected for forward translation. The details regarding the educational qualification of these are as follow:

1. Two bilinguals having masters in English.
2. Two students of psychology studying at MPhil.
3. One CSP officer with a degree of mechanical engineering.

Bilingual's experts, which were contacted, were given instructions to emphasize the concepts rather than literal meaning and keep in mind the age of the sample. They were asked to translate in simple, clear and concise way.

### **Step II: committee Approach**

After completion of first step a committee approach was set. It was comprised of three members, supervisor of the study, one research associate, and the researcher herself. The goal of this step was to resolve the discrepancies between the forward translation and the existing version if any. Each translated item was analyzed and best translated items were selected.

### **Step III: Back Translation**

Back translation is the process of translating a document that has already been translated in to a foreign language back in to the original language. Back translation help to improve the reliability and validity of research in different language by requiring that the quality of the translation is verified by an independent translator translating back in to the original language. Following the same procedure as followed in the step I, the scale was translated in to English by the independent bilingual experts (n=2). Like the initial translation, emphasis in the back translation was also in conceptual equivalence rather than linguistic equivalence. After back translation same committee approach was set and best matched items were selected.

### **Step IV: Committee Approach**

Committee approach for back translation comprised of two research associates and the researcher. Committee analyzes the original and back translation scale. Emphasis



was again on the conceptual and cultural equivalence. Among the two statements selected for item. One that was closest to the original English language was selected. Discrepancies were discussed, and item were rephrased several time unless satisfactory version was achieved.

## **Phase 2: Pilot Study**

### **Objectives**

The objective was to evaluate the psychometric properties and to pretest the workability of the measures for the study's sample.

### **Sample**

Sample of the present study comprised of 54 secondary school children boys (26) and girls (28). Data was collected through convenience sampling technique. The students of Pak-Turk international school, Islamabad Model School for Girls, Islamabad Model School for Boys, and overseas Pakistani foundation were approached.

### **Instruments**

Following instruments are used in pilot study

- Parental Involvement in Children Education Scale (Zahid, 2013)
- Academic Motivation Scale (Zahid, 2013)
- Translated Version of Academic Self-Efficacy Scale (Muris, 2001)

**Demographic sheet.** A demographic sheet was developed to obtain specific demographic information of the responders. The sheet included information related to the respondent age, gender, school sector, job status of parents (working and nonworking), education of parents, monthly income, and family system (joint and nuclear).

### **Procedure**

Data collection was started by taking prior permission from the concerned school administration. Instruments were administered in the form of questionnaires. Informed

consent of the participant was sought out. Participants were requested to respond on all items honestly and appropriately as possible. Time for the administration was about 15-20 minutes. Respondent were also acknowledged for their cooperation and participation of the study.

## Results

The alpha reliability coefficients of parental involvement in children education scale, their subscales, academic motivation scale, their subscales, and academic self-efficacy scale were computed (see Table 1).

**Table 1**

*Alpha reliabilities of parental involvement in children education scale, academic motivation scale, their subscales, and academic self-efficacy scale (N=54)*

Scales	No. of items	$\alpha$
Parental involvement in children education scale	18	.80
School based involvement	6	.74
Academic socialization	5	.34
Home based involvement	4	.51
Parental support	3	.67
Academic motivation scale	22	.79
Extrinsic motivation	10	.75
Intrinsic motivation	12	.77
Academic self-efficacy scale	11	.70

Table 1 shows the reliabilities of parental involvement in children education scale, academic motivation scale, their subscales, and academic self-efficacy scale. The reliability coefficient for PICES was satisfactory and subscale reliability ranged from .34

to .74. The reliability coefficient for academic motivation scale was good and subscale reliability ranged from .75 to .77. Academic self-efficacy scale also shows moderately satisfactory reliability of .70. It was decided to see the item total correlation statistics for scales having low reliabilities i.e., Academic socialization and home based involvement subscales of parental involvement in children education scale. The correlation coefficients indicate that all items were significantly related to the subscale.

### **Discussion of pilot study**

The objective of the pilot study was to determine the reliabilities of instruments used in the study. Data of pilot study was collected from secondary school children of private and government schools of Islamabad. Participants were able to understand statements of the scales in the pilot study. They didn't find much difficulty in answering the questions. The reliability coefficient for PICES was very good but the reliability for academic socialization and home based involvement are considerably low. This can be due to limited number of sample that is used for pilot testing (Glien & Glien, 2003). Despite the fact that the alpha reliability of academic socialization, and home based involvement subscales are low, the value of item total correlation indicated that all items are significantly related to the total subscale at ( $p < .01$ ) indicating consistency and relatedness of item with the scale. The significant correlation also indicates that the scale is internally valid and items are measuring the same concept. Another reason for the low alpha value is that cronbach alpha is influenced by number of items in a subscale (Glien & Glien, 2003) and for the present scale there are four items in academic socialization and five items in home based involvement subscale. The reliability coefficient for AMS was good and subscale reliability ranged from .75 to .77. Academic self-efficacy scale also shows moderately satisfactory reliability of .70. The reliability coefficient of two subscales of PICES was not too much good or unsatisfactory (i.e. .34 & .51) therefore after computing item to total correlation of both subscales, it was decided to move forward for the main study.

## PHASE III: Main Study

### *Objectives*

1. To fulfill the objectives of the present study and test the hypotheses.

### *Instruments*

Following instruments are used in main study.

- Parental Involvement in Children Education Scale (PICES) (Zahid, 2013)
- Academic Motivation Scale (AMS) (Zahid, 2013)
- Translated Version of Academic Self-Efficacy Scale (ASE) (Muris, 2001)

*Sample.* The sample of the present study consisted of secondary school children from both government and private education sectors. Total sample was consisted of 342 participants, boys (176) and girls (166). Their age ranges from 12-19 years ( $M=14.9$ ;  $SD=1.14$ ). 184 students are from government sector and 158 are from private sector.

### *Procedure*

For present study students of 9<sup>th</sup> and 10<sup>th</sup> class were contacted with the permission of school principals. Questionnaire were distributed among those students who volunteered for this, they were assured of confidentiality. After the data was collected and subjected to statistical analysis.

*Demographic characteristics of the sample.* Frequencies and percentages were computed for gender, class, education sector, family system, mother education, father education, father occupation, mother occupation. The frequencies are as under:

## RESULTS

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**Table 2***Demographic characteristics of the sample (N=342)*

Demographics	F	%
<b>Class</b>		
Lower Secondary (9 <sup>th</sup> class)	175	51.2
Upper Secondary 10 <sup>th</sup> class)	167	48.8
<b>Age</b>		
12-15 years	252	73.7%
16-19 years	90	26.3%
<b>Gender</b>		
Girls	166	48.5
Boys	176	51.5
<b>Monthly income</b>		
Group 1 (5000-35000)	126	36.8
Group 2 (36000-65000)	132	38.6
Group 3 (66000-95000)	84	24.6
<b>Mother Education</b>		
Illiterate	89	26
Primary-Middle	44	12.9
Matric-Intermediate	117	34.2
Bachelors & Above	92	26.9
<b>Father Education</b>		
Illiterate	10	2.9
Primary-Middle	16	4.7
Matric-Intermediate	130	38.0
Bachelors & Above	186	54.4
<b>Mother Occupation</b>		
Working	47	13.7
Non-Working	295	86.3

Father Occupation		
Working	336	98.2
Non-Working	6	1.8
Family system		
Nuclear	233	68.1
Joint	109	31.9
Education System		
Government Sector	184	53.8
Private Sector	158	46.2

Table 2 illustrates demographic description of the sample in the present research. Results indicated that gender wise; boys (51.5%) outnumber females (48.5%) in the sample. Majority of the participants are from lower secondary class (51.2%) than upper secondary class (48.2%). 38.6% participants were from middle class, 36.8% from lower class, and 24.6% were from high socioeconomic status. According to education level of mother 34.2% were matric-intermediate level education, 26.9% bachelors-graduate, primary-middle 12.9%, and illiterate 26%. According to father education level 54.4% have bachelors-graduate level education, 38% matric-intermediate level, 4.7% primary-middle level, and only 2.9% were illiterate. 86.3% participant mother was house wife as compared to 13.7% participant whose mother was working. Similarly 98.2% participant father was working whereas only 1.8% participant father was non-working. 68.1% were from nuclear family system, and 31.9% were from joint family system. 53.8% participants were from government education system while 46.2% were from private education system.

## RESULTS

## Psychometric properties and descriptive statistics of (PICES), (AMS), its subscales and (ASE)

In order to check the internal consistency of (PICES), (AMS) and (ASE), Cronbach alpha coefficient and descriptive statistics were computed for sample of main study.

Table 3

*Descriptive and Skewness for (PICES), (AMS) and (ASES) (N=342)*

Measures	No of items	$\alpha$	M	SD	Range		Skewness
					Actual	Potential	
PI	18	.85	69.68	9.46	39-85	18-90	-.65
SBI	6	.80	23.04	4.97	6 - 30	6 - 30	-.84
AS	4	.60	16.99	2.64	8 - 20	4 - 20	-.80
HBI	4	.58	15.89	2.89	8 - 20	4 - 20	-.66
PS	3	.78	13.76	1.63	3 - 15	3 - 15	-1.81
AM	22	.70	77.27	8.88	34 - 105	22 - 110	-.08
EM	10	.70	28.02	6.92	10 - 49	10 - 50	.20
IM	12	.75	49.25	5.49	14 - 60	12 - 60	-1.34
ASE	11	.77	43.76	6.66	14 - 55	11 - 55	-.79

*Note.* PI= parental involvement; SBI= school based involvement; AS= academic socialization; HBI= home based involvement; PS= parental support; AM= academic motivation; EM= extrinsic motivation; IM= intrinsic motivation; ASE= academic self-efficacy

Table 3 indicate that Cronbach alpha of (PICES), (AMS), and (ASES) and descriptive statistics of (PICES), (AMS) its subscale and (ASES). The reliability of Parental Involvement in Children Education Scale (PICES) is .85 and reliability of its subscales is .80 for school based involvement, .60 for academic socialization, .58 for home based involvement and .78 for parental support. The reliability of (AMS) is .70 and reliability of its subscale is .70 for extrinsic motivation and .75 for intrinsic motivation. The reliability of academic self-efficacy scale is .77. The reliability of Parental



Involvement in Children Education Scale (PICES) is improved from pilot study reliability. The overall reliability of the scale has increased from .80 to .85 academic socialization has increased from .34 to .60 and .51 to .58 for home based involvement. Results shows that the values of skeweness lie in the desired range while parental support and intrinsic motivation value is beyond the range.

## Relationship between Parental Involvement in Children Education Scale, Academic Motivation Scale, its subscales and Academic Self-Efficacy Scale

Correlation was computed to see the relationship between parental involvement in children education, school based involvement, academic socialization, home based involvement, parental support, academic motivation, extrinsic motivation, intrinsic motivation and academic self-efficacy.

**Table 4**

*Correlation of Parental Involvement in Children Education Scale, Academic Motivation scale, their subscales, and academic Self-Efficacy Scale*

Variable	1	2	3	4	5	6	7	8	9
PI	—	.88**	.75**	.75**	.59**	.33**	.07	.44**	.42**
SBI		—	.49**	.53**	.33**	.27**	.06	.36**	.40**
AS			—	.38**	.54**	.28**	.08	.35**	.29**
HBI				—	.32**	.15**	-.01	.26**	.27**
PS					—	.35**	.11*	.44**	.29**
AM						—	.79**	.63**	.20**
EM							—	0.01	-.07
IM								—	.42**
ASE									—

*Note.* PI= parental involvement; SBI= school based involvement; AS= academic socialization; HBI= home based involvement; PS= parental support; AM= academic motivation; EM= extrinsic motivation; IM= intrinsic motivation; ASE= academic self-efficacy

\* $P < .05$ , \*\* $p < .01$ .

Result indicated that parental involvement is significantly related with school based involvement, academic socialization, home based involvement, parental support, academic motivation, intrinsic motivation and academic self-efficacy ( $p < .01$ ). Parental involvement is not related to intrinsic motivation. School based involvement, academic socialization and home based involvement is significantly related to academic motivation, intrinsic motivation and academic socialization ( $p < .01$ ) but not related to extrinsic motivation. Home based involvement relate negatively to extrinsic motivation. Parental support is significantly positively related to academic motivation, intrinsic motivation, academic self-efficacy ( $p < .01$ ) and extrinsic motivation ( $p < .05$ ). Academic motivation significantly positively relate to academic self-efficacy ( $p < .01$ ). Extrinsic motivation is not related with intrinsic motivation and relate negatively with academic self-efficacy. Intrinsic motivation significantly positively relate with academic self-

efficacy ( $p < .01$ ). Academic self-efficacy relate negatively to extrinsic motivation. Academic self-efficacy relate significantly positively with intrinsic motivation and parental involvement ( $p < .01$ ).

## Parental School Involvement as a Predictor of Academic Self-Efficacy and Academic Motivation

To analyze whether parental school involvement predict academic self-efficacy and academic motivation linear regression analysis was carried out.

**Table 5**

*Linear Regression analysis showing the effect of parental involvement on academic self-efficacy and academic motivation (N=342)*

Predictor	R	R <sup>2</sup>	B	$\beta$	F	S.E
Academic Motivation						
Parental Involvement	.33	.10	.31	.33	41.46***	.04
Intrinsic Motivation						
Parental Involvement	4.38	.19	.26	.44	80.96***	.03
Academic Self Efficacy						
Parental Involvement	.42	.18	.30	.42	73.47***	.04

Results of linear regression shown in table 5 illustrates that parental involvement is a significant predictor of academic motivation and intrinsic motivation. But parental involvement does not predict extrinsic motivation which is demonstrated by the value of R<sup>2</sup>. The value of R<sup>2</sup> explains the variance caused in the dependent variable by the independent variable. This table shows that parental involvement predict academic motivation, intrinsic motivation (subscale) and academic self-efficacy with variance of 10% , 19% and 18% respectively. The value of a standardized beta coefficient gives a

measure of the contribution of each variable to the model in terms of standardized deviation. Overall table 11 depicts that parental involvement is a predictor of academic motivation its subscale intrinsic motivation and academic self-efficacy except on subscale of academic motivation i.e., extrinsic motivation

## Mean differences on Parental Involvement in Children Education, Academic Motivation, and Academic Self-Efficacy among Gender

To check the mean differences on parental involvement, academic motivation, intrinsic motivation, extrinsic motivation and academic self-efficacy across gender independent sample t test was calculated.

**Table 6**

*Mean differences on Parental Involvement, Academic Motivation, and Academic Self-Efficacy among Girls and Boys (N=342)*

Variables	Girls (n=166)		Boys (n=176)		t	p	95% CI		Cohn's d
	M	SD	M	SD			LL	UL	
PI	70.08	9.43	69.30	9.49	.77	.44	-1.23	2.80	.10
SBI	23.19	4.71	22.91	5.20	.52	.60	-.78	1.33	.05
AS	17.17	2.57	16.81	2.69	1.25	.21	-.20	.92	.13
HBI	15.91	2.81	15.87	2.97	.13	.90	-.57	.66	.01
PS	13.82	1.67	13.71	1.60	.62	.54	-.24	.46	.06
AM	76.88	9.24	77.64	8.54	.79	.43	-2.66	1.13	.09
EM	26.83	6.54	29.14	7.10	3.12	.00	-3.76	-.85	.39
IM	50.05	5.9	48.51	4.98	2.60	.01	.38	2.71	.37
ASE	44.64	6.47	42.94	6.74	2.38	.02	.30	3.106	.25

*Note.* PI= parental involvement; SBI= school based involvement; AS= academic socialization; HBI= home based involvement; PS= parental support; AM= academic motivation; EM= extrinsic motivation; IM= intrinsic motivation; ASE= academic self-efficacy

Table 6 indicated that there is significant difference in intrinsic motivation, extrinsic motivation, and academic self-efficacy across gender. Males have higher extrinsic motivation as compared to females. Females have higher on intrinsic motivation as compared to males. Females have higher academic self-efficacy as compared to males. Non-significant mean differences were found on school based involvement, academic socialization, home based involvement, and parental support.

**Mean differences on Parental Involvement in Children Education, Academic Motivation, and Academic Self-Efficacy among Education Sector**

To check the mean differences on parental involvement, academic motivation, intrinsic motivation, extrinsic motivation and academic self-efficacy across Education sector independent sample t test was calculated.

**Table 7**

*Mean differences on Parental Involvement, Academic Motivation, and Academic Self-Efficacy among Public and Private Education Sector (N=342)*

Variables	Government School (n=184)		Private School (n=158)		t	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
PI	69.48	9.74	69.91	9.13	.42	.68	2.44	1.58	.04
SBI	22.58	5.13	23.59	4.72	1.90	.06	2.06	.04	5.01
AS	17.17	2.61	16.77	2.66	1.43	.15	-.15	.97	.10
HBI	15.80	2.91	15.99	2.87	.58	.56	-.80	.43	.07
PS	13.93	1.33	13.57	1.91	2.04	.04	.01	.71	.21
AM	77.11	8.77	77.46	9.02	.37	.71	2.25	1.55	.03
EM	27.65	6.88	28.45	6.97	1.07	.29	2.28	.68	.12
IM	49.46	5.62	49.01	5.35	.76	.45	-.72	1.62	.08
ASE	43.70	6.74	43.84	6.57	.19	.85	1.55	1.28	.02

*Note.* PI= parental involvement; SBI= school based involvement; AS= academic socialization; HBI= home based involvement; PS= parental support; AM= academic motivation; EM= extrinsic motivation; IM= intrinsic motivation; ASE= academic self-efficacy

Table 7 indicates that slightly significant mean differences were found on parental support among government and public education sector. Children of government schools have higher on parental support as compared to private education sector. No significant mean differences were found on academic motivation and academic self-efficacy.

### **Mean differences on Parental Involvement in Children Education, Academic Motivation, and Academic Self-Efficacy among Family System**

To check the mean differences on parental involvement, academic motivation, intrinsic motivation, extrinsic motivation and academic self-efficacy across family system independent sample t-test was calculated. Results indicate non-significant differences on parental involvement, academic motivation, and academic motivation among nuclear and joint family system.

### **Mean differences on Parental Involvement in Children Education, Academic Motivation, and Academic Self-Efficacy among Mother Occupation**

To check the mean differences on parental involvement, academic motivation, intrinsic motivation, extrinsic motivation and academic self-efficacy across mother occupation independent sample t test was calculated. Results indicate non-significant differences on parental involvement, academic motivation, and academic motivation among children of working and non-working mothers.



**Table 8**

*Mean, SD, and F-value across monthly income of parents on parental involvement in children education (school based involvement, academic socialization, home based involvement and parental support), academic motivation (extrinsic and intrinsic motivation), and academic self-efficacy (N=342).*

Variables	Group (1)		Group (2)		Group (3)		F	P	i>j	d=i-j	95% CI	
	M	SD	MI	SD	M	SD					LL	UL
PI	70.48	8.51	69.81	9.56	68.26	10.52	1.42	.24				
SBI	23.74	4.18	22.91	5.20	22.21	5.56	2.47	.08				
AS	16.86	2.73	17.17	2.42	16.88	2.84	.55	.58				
HBI	16.09	2.58	15.95	2.97	15.5	3.18	1.09	.34				
PS	13.80	1.44	13.79	1.85	13.67	1.55	.20	.82				
AM	78.52	9.76	76.83	8.68	76.11	7.60	2.14	.12				
EM	28.38	7.04	27.8	6.95	27.89	6.75	.29	.75				
IM	50.13	5.55	49.08	5.46	48.21	5.31	3.24	.04	1>3	1.92*	.07	3.78
ASE	44.33	6.59	43.56	7.11	43.23	6	.70	.45				

Note. PI= parental involvement; SBI= school based involvement; AS= academic socialization; HBI= home based involvement; PS= parental support; AM= academic motivation; EM= extrinsic motivation; IM= intrinsic motivation; ASE= academic self-efficacy

Table 8 shows the differences between lower income (Group 1), middle income (Group 2), and high income (Group 3). Significant differences were found from intrinsic motivation whereas, students from lower income were found to be more intrinsically motivated as compare to middle and high income. Non-significant differences were found for other variables.

## **DISCUSSION**

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## DISCUSSION

The present research aimed to explore the relationship between parental school involvement, academic self-efficacy and academic motivation. The objective of the present study was to investigate the relationship between parental school involvement, academic self-efficacy, and academic motivation in secondary school children. The research also explored whether or not these variables are subjected to the effect of different demographic variables. Several hypotheses were formulated for the present study.

In the present research parental involvement in children education scale (Zahid, 2013), translated version of academic self-efficacy scale (Muris, 2001), and academic motivation scale (Zahid, 2013) was used. These scales have been used in the previous studies on parental involvement, academic self-efficacy scale and academic motivation (Muris, 2001, 2002; Zahid, 2013).

The study was conducted in two phases. Phase I of the study comprised of translation of academic self-efficacy scale (Muris, 2001). Phase II of the study comprised of pilot study. The psychometric of the scales were found to be good.

The first hypothesis of the present study was that there is a positive relationship between parental school involvement and academic self-efficacy. The hypothesis was accepted as there was a significant positive relationship between parental school involvement and academic self-efficacy. Table 4 indicated that parental involvement was significantly related to academic self-efficacy ( $p < .01$ ). The present result is consistent with the previous studies on parental school involvement and academic self-efficacy. A study was directed to examine the impact of parental school involvement, interest in schooling and school environment on academic self-efficacy on the sample of two hundred and fifty fresh secondary school students. The results revealed that parental school involvement, interest in schooling, and school environment moderately contributes to the prediction of academic self-efficacy of fresh secondary school students (Adeyomu, 2005). Another study also directs that parental advising contribute positively

to students' academic self-efficacy (Fan & Williams, 2010). Another study revealed that most students felt self-confident in their capability to be successful in school when parents were helpful and involved (Marsh & James 2014).

Second hypothesis of the present study was that there is a positive relationship between parental school involvement and academic motivation. Table 4 indicate that there is a positive relationship between parental school involvement and academic motivation ( $p < .01$ ). The present result is consistent with the previous studies on parental school involvement and academic motivation. A study revealed that parents' educational ambition for their children and school initiated contact with parents on benign school issues had strong constructive effects on academic motivation (Fan & Williams, 2010). In another study Ginsburg and Bronstein (1993) examined parental involvement in relation to children's motivational orientation. Results revealed that the more parents were involved in monitoring, imposing, or helping with homework, the more students reported being motivated extrinsically and reliant on external sources for academic assistance and evaluation. Conversely, when parents responded to their grades by providing inspiration and praise, students were more probable to report an intrinsic motivational orientation.

Third hypothesis that there is a positive relationship between academic self-efficacy and academic motivation has also been proved (see table 4). Researches on academic self-efficacy and academic motivation have found that academic self-efficacy narrates positively to motivation to employ learning strategies. Pintrich and De Groot, (1990) had judge the academic self-efficacy of seventh graders and use of different strategies, including effort management and perseverance. Academic self-efficacy was positively related to effort management and perseverance. Schunk, (1984) determines that academic self-efficacy relates positively to task motivation and learning. Other studies also reveal that academic self-efficacy leads to higher ambition, a lesser amount of failure, and greater determination when engaging in challenging tasks (Bandura, 1989 & Oettingen 1995). Another study also revealed that students high in academic self-efficacy and academic motivation achieved better than those low in academic self-efficacy and academic motivation (Chowdhury & Shahabuddin 2007).

Fourth hypothesis has also been proved that there is a positive relationship between parental school involvement and extrinsic motivation (see table 4). A study showed that when parents were more involved in monitoring, put in force, or helping with homework, the more students reported being motivated extrinsically and dependent on external sources for academic assistance and evaluation (Ginsburg & Bronstein 1993).

Fifth hypothesis that there is more perceived parental school involvement among students of English-medium school as compared to Urdu-medium schools has been rejected. It might be the reason that there is non-significant difference between the education level and socioeconomic status of parents from Islamabad city. Additionally whole sample was from Islamabad city there won't be a drastic difference between the private and government education sector. It may be attributed to non-equivalence of sample.

Table 8 indicates non-significant difference of socioeconomic status on parental involvement which has been rejected. In a study Alldred and Edward (2000) discussed that parents can only improve the child's education through their high level of involvement. Irrespective of studies based on socioeconomic status or race, Alldred and Edwards (2000) establish in their many studies that the parental involvement and child academic attainment are directly associated with each other. Okpala found that children belong to high income status are academically good than the children belong to low income status except some exemptions (Okpala, Okpala, & Smith, 2011). Clark (1983) did his research on high achiever African-American who was from low income status. He revealed that the parents of these students look altered children in psychologically inspiring environment. They not only help them in their homework but also provide them with conversed, clear and dependable behavioral limits and give them set standards for study time, bed times and blackout for entertainment.

Seventh hypothesis that Academic self-efficacy is higher in boys than in girls has been rejected. Recent study revealed that female students were found to have consistently higher academic self-efficacy beliefs than their male peers (Thwaites, 2013). It was

evident from a research that academic self-efficacy is higher in females than males (Pajares, 2003). In another study it was found that female students tend to be more self-proficient than male students (Pajares, 2002). Results of another study revealed that gender differences in academic self-efficacy were significant with boys holding a poorer sense of academic self-efficacy than girls combined with lower academic performance (Webb-Williams, 2014). As the sample was taken from twin cities of Islamabad and Rawalpindi, almost equal level of education and motivation is given to children of these two cities as they belong from almost same socio economic background and parents give equal importance to female children as they give to their male children.

Eight hypotheses have also been proved that girls have lower level of extrinsic motivation than boys. Findings were consistent with the previous studies. Gender differences were studied contrasts were seen in the way and the degree to which motivational orientation influence educational achievement. The predictive value of intrinsic motivation had been found to be stronger for females than for boys over all instructive levels. The impact of external regulation, by contrast, had a tendency to be stronger for boys (Vecchione, Alessandri & Marsicano, 2014). There is no noteworthy distinction on the level of intrinsic motivation and external regulation in the middle of boys and females both (Yau & Kan, 2011). Girls are all the more intrinsically propelled as contrasted with boys (Hanif, 2004). A study done by Vecchione et al., (2014) found that the intrinsic motivation had a tendency to be stronger for females than for males over all education.

### **Limitations**

1. The sample of the study includes only secondary school students so; results are not generalizable to primary, college, and university students.
2. Due to the lack of time convenient sampling was used, due to which sample may not be representative of the secondary school students.
3. Self-report measures were employed which increase the concern about the accuracy of results.
4. Whole data was collected from Islamabad so findings are less generalizable.

5. How parental involvement differ at colleges and university level need to be explored by further researches to explore the differences prevalent over there.
6. No analysis on age was done, so the present study is unable to reveal age differences on study variables.
7. According to the sample description 26% students were above the age of secondary school level i.e. above 15 years, so it might affect the results of the study.

### **Suggestions**

1. Parental involvement among colleges and university students is also need to be studied.
2. Sample should include colleges and school students to sort out the parental involvement among this group.
3. Students from other cities of Pakistan also need to be used in sample in order to increase the representativeness of the results.
4. Present study was a cross sectional research studying the phenomenon of parental involvement will help in in-depth understanding of the outcomes associated with it.
5. Further researches should address age differences on study variables.
6. Comparison between school and college students or primary/secondary students must be done to explore the differences.

### **Implications**

1. The study will be helpful for educational sector in creating home-school partnership through which overall wellbeing can be increased.
2. Responsibility of educating children should not be left only for schools parental role is highly valuable.
3. By increasing parental involvement students academic performance can be increased.
4. Regarding gender differences the study will be help full for teachers how they can provide incentives according to the motivational orientation of the students.
5. Regarding self-efficacy indigenous findings will be helpful for teachers how they can improve boy's self-efficacy.

6. Non- significant differences between public and private sectors are valuable information for parents who hesitate to send their children to public sector schools.
7. Regarding socio-economic status findings are helpful for teachers and parents as well how they can motivate students from upper and middle socio-economic status.



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# APPENDICES

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## اجازت نامہ

میں قومی ادارہ نفسیات، قائد اعظم یونیورسٹی، اسلام آباد کی طالبہ ہوں۔ آپ سے درخواست ہے کہ اس سوال نامے پر ( ) کا نشان لگا اسکول سے متعلق اپنے رجانات کے بارے میں رائے دیں۔ آپ چاہیں تو اس سوال نامے پر اپنا نام نہ لکھیں۔ آپ کا مکمل کیا ہوا سوال نامہ کسی اور فرد کو ہرگز نہیں دکھایا جائے گا۔ اس سوال نامے سے حاصل کی ہوئی معلومات کو صرف تعلیمی تحقیق (M. Sc., Research) کے لئے استعمال کیا جائے گا۔

آپ کے تعاون کا بہت شکریہ!

مہرین

ایم ایس سی طالبہ

## ذاتی کوائف نامہ

_____	:	نام
_____	:	عمر
_____	:	کلاس
لڑکا / لڑکی	:	جنس
_____	:	ماہانہ آمدنی
_____	:	والدہ کی تعلیم
_____	:	والد کی تعلیم
_____	:	والدہ کا پیشہ
_____	:	والد کا پیشہ
انفرادی / مشترکہ	:	خاندانی نظام
سرکاری / پرائیویٹ	:	اسکول

Appendix C

English Version of Academic Self-Efficacy Scale

Dear Student, Students have many different ideas about school and homework. Circle the best answer shows how well you do in each of the following situation.

No	Items	Not very well 1	2	3	4	Very well 5
1.	How well can you get teachers to help you when you get stuck on your schoolwork?					
2.	How well can you study when there are others interesting things to do.					
3.	How well can you study a chapter for a test?					
4.	How well do you succeed in finishing all your homework every day?					
5.	How well can you pay attention during every class?					
6.	How well do you succeed in passing all your subjects?					
7.	How well do you succeed in satisfying your parents with your school work?					
8.	How well do you succeed in passing a test?					
9.	I can do well even the hardest homework if i try.					
10.	I can learn the things well taught in school.					
11.	I can figure out difficult homework.					





## Translated Version of Academic Self Efficacy Scale (Muris, 2001)

مندرجہ ذیل چند بیانات دیئے گئے ہیں جو کسی شخص کی تعلیمی صلاحیت کے بارے میں بتائے ہیں۔ آپ سے درخواست ہے کہ ہر بیان کے سر دیئے گئے درجات میں سے اس درجہ پر نشان ( ✓ ) لگائیں جو آپ کے خیال میں اس بیان کے لئے سب سے زیادہ موزوں ہے۔

نمبر شمار	بیانات	بالکل نہیں	بہت کم	کبھی کبھار	اکثر اوقات	ہمیشہ
1	جب سکول کے کسی کام میں مشکل پیش آئے تو آپ کس حد تک ٹیچر کی مدد لے سکتے ہیں۔					
2	جب اور دلچسپ کام موجود ہوں تو آپ کتنے بہتر طریقے سے پڑھ پاتے ہیں۔					
3	امتحان رٹیسٹ کے لئے ایک سبق کی تیاری میں آپ کتنے طریقے سے کر سکتے ہیں۔					
4	آپ روزانہ تمام ہوم ورک کو ختم کرنے میں کس حد تک کامیاب ہوتے ہیں۔					
5	آپ ہر کلاس میں کتنی اچھے طریقے سے توجہ دے سکتے ہیں۔					
6	آپ کس حد تک اپنے سکول کے کام سے متعلق اپنے والدین کو مطمئن کرنے میں کامیاب ہوتے ہیں۔					
7	آپ اپنے سارے مضامین پاس کرنے میں کس حد تک کامیاب ہو جاتے ہیں۔					
8	آپ ایک امتحان پاس کرنے میں کس حد تک کامیاب ہو جاتے ہیں۔					
9	میں مشکل سے مشکل ہوم ورک کوشش سے مکمل کر سکتا/سکتی ہوں۔					
10	میں سکول میں پڑھائی گئی چیزوں کو سیکھ سکتا/سکتی ہوں۔					
11	میں مشکل ہوم ورک بھی کر سکتا/سکتی ہوں۔					

## Parental Involvement in Children Education Scale

ہدایات:

اپنے والدین کو ذہن میں رکھتے ہوئے دیئے گئے بیانات کے جوابات دیں۔ آیا وہ آپ کے اسکول سے متعلق کتنے باخبر رہتے ہیں اور ہوم ورک کروانے میں کتنی مدد کرتے ہیں۔ آپ سے گزارش ہے کہ ہر بیان کا سوچ سمجھ کر جواب دیں اور کوئی بھی بیان بغیر جواب کے خالی مت چھوڑیں۔ جواب دینے کے لئے پانچ نکاتی پیمانہ (Scale) دیا گیا ہے۔

نمبر شمار	بیانات	مکمل طور پر متفق	مکمل طور پر متفق	متفق	معلوم نہیں	غیر متفق	مکمل طور پر غیر متفق
1-	میرے والدین میرے اسکول کی مختلف تقریبات میں جاتے ہیں۔						
2-	میرے والدین میرے اسکول میں تقریبات (Functions) کی خبر رکھتے ہیں۔						
3-	میرے والدین مجھ سے اسکول کے متعلق ہر روز پوچھتے ہیں۔						
4-	میرے والدین میرے اسکول کے کام پر نظر رکھتے ہیں۔						
5-	میرے والدین روزانہ مجھ سے اسکول میں میری پڑھائی لکھائی کے متعلق پوچھتے ہیں۔						
6-	میرے والدین مجھے پابندی سے ہوم ورک کراتے ہیں۔						
7-	میرے والدین مجھ سے اسکول کے دوستوں کے بارے میں پوچھتے رہتے ہیں۔						
8-	اچھے طریقے سے پڑھنے لکھنے پر میرے والدین مجھے انعام دیتے ہیں۔						
9-	میرے والدین مجھے اسکول کا کام کرنے کے فائدے بتاتے رہتے ہیں۔						
10-	میرے والدین خوش ہوتے ہیں، جب میں خود اسکول کا کام کرنے کی کوشش کرتا کرتی ہوں۔						
11-	میرے والدین مجھے سبق کو اچھے طریقے سے سمجھنے کے طریقے بتاتے رہتے ہیں۔						
12-	میرے والدین کو مجھے اسکول کا کام کرانے کے لئے وقت نہیں ملتا۔						
13-	میرے والدین کے پاس میرے اسکول آنے کے لئے وقت نہیں ملتا۔						
14-	میرے والدین کو میرے اسکول کے کام کی کوئی خاص خبر نہیں ہوتی۔						
15-	میرے والدین مجھے اسکول کا کام کرنے کے لئے کتابیں وقت پر لا دیتے ہیں۔						
16-	اچھے طریقے سے پڑھنے لکھنے پر میرے والدین مجھے شاباش دیتے ہیں۔						
17-	میرے والدین میری پڑھائی لکھائی میں دلچسپی لیتے ہیں۔						
18-	میرے والدین میری پڑھائی لکھائی کو اہم سمجھتے ہیں۔						

## Academic Motivation Scale

ہدایات:

اس سوال نامے کا مقصد بچوں کی پڑھائی لکھائی سے متعلق مسائل کو جاننا ہے۔ آپ سے گزارش ہے کہ اپنے سوال نامے کو سچائی کے ساتھ مکمل کریں اور کوئی بھی بیان بغیر جواب کے خالی مت چھوڑیں۔

مندرجہ ذیل ہر بیان کے سامنے جوابات دینے کے لئے خالی جگہ دی گئی ہے۔ آپ سے گزارش ہے کہ دیئے گئے بیان سے آپ جس حد تک متفق یا غیر متفق ہیں، اسی کے سامنے نشان لگائیں۔

مکمل طور پر متفق	متفق	معلوم نہیں	غیر متفق	مکمل طور پر غیر متفق
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اگر آپ کسی بیان سے متفق ہیں تو آپ یہ بتائیں کہ آپ صرف متفق ہیں یا مکمل طور پر متفق ہیں۔ اسی طرح اگر آپ کسی بیان سے غیر متفق ہیں تو کیا صرف غیر متفق ہیں یا مکمل طور پر متفق ہیں۔ اگر کسی بیان سے متعلق آپ کو فیصلہ کرنا مشکل ہو رہا ہو یعنی نہ آپ متفق ہیں اور نہ ہی غیر متفق تو "معلوم نہیں" پر ( ) نشان لگائیں۔

نمبر شمار	بیانات	مکمل طور پر متفق	متفق	معلوم نہیں	غیر متفق	مکمل طور پر غیر متفق
1-	میں اس لئے اسکول جاتا رہتا ہوں، کیوں کہ سب بچے جاتے ہیں۔					
2-	میں کبھی بکھار ہوم ورک کرتا کرتی ہوں۔					
3-	میں اس لئے اسکول کا کام اچھا کرتا کرتی ہوں، تاکہ دوسرے میری تعریف کریں۔					
4-	میں اسکول کا کام اس لئے کرتا کرتی ہوں، تاکہ دوسرے لوگ مجھے پسند کریں۔					
5-	میں اس لئے پڑھتا پڑھتی ہوں، تاکہ میں داخلہ لے سکوں۔					
6-	میں صرف اچھے نمبروں کے لئے اسکول کا کام کرتا کرتی ہوں۔					
7-	میں اساتذہ کی ڈانٹ سے اسکول کا کام کرتا کرتی ہوں۔					
8-	میں والدین کے ڈر سے پڑھتا پڑھتی ہوں۔					
9-	میں اس لئے پڑھتا پڑھتی ہوں تاکہ میرے والدین مجھ سے خوش ہوں۔					
10-	میں اس لئے اسکول جاتا رہتا ہوں، کیونکہ سب بچے جاتے ہیں۔					

نمبر شمار	بیانات	کامل طور پر متفق	معلوم نہیں	غیر متفق	کامل طور پر غیر متفق
11-	مجھے اسکول کا کام کرنے سے خوشی ہوتی ہے۔				
12-	میرا پڑھائی میں دل لگتا ہے۔				
13-	میرا کلاس میں کچھ نیا سیکھنے کا دل کرتا ہے۔				
14-	مجھے اسکول میں پڑھنے سے کئی نئی چیزوں کا پتہ چلتا ہے۔				
15-	مجھے وقت پر اسکول کا کام مکمل کرنے سے خوشی ہوتی ہے۔				
16-	میں دوسرے بچوں سے بہتر کام کرنے کی کوشش کرتا کرتی ہوں۔				
17-	مجھے اسکول کا کام کرنے میں مزہ آتا ہے۔				
18-	مجھے کوئی نیا سبق پڑھنا اچھا لگتا ہے۔				
19-	جب کلاس میں کوئی نیا کام کرایا جائے، تو مجھے مزہ آتا ہے۔				
20-	کلاس میں کوئی نئی بات سیکھ کر مجھے خوشی ہوتی ہے۔				
21-	ایسا لگتا ہے کہ مجھے اسکول کا کام کرنے سے کوئی فائدہ نہیں ہوگا۔				
22-	میں اچھی زندگی گزارنے کے لئے پڑھتا پڑھتی ہوں۔				