

BEYOND THE CLASSROOM: HOW PARENTAL INVOLVEMENT CULTIVATES SELF-EFFICACY AND SOCIAL SKILLS IN ELEMENTARY SCHOOL STUDENTS

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Abstract

The current research aims at the levels of self-efficacy, parental engagement, and social skills held by elementary school students who attended private school systems, the current study is an attempt to investigate these factors. The goal of the study was also to investigate the predictability of the parameters that were mentioned before and to determine the extent to which they are linked to one another. In order to accomplish the basic objectives of this research study, a total of 120 elementary school students from two distinct private school systems were selected, together with their parents and educational experts. This was done to achieve the primary aims of the experiment. It was decided that the instrument for the study would be comprised of three different surveys. The self-efficacy of the pupils was evaluated using one of the questions, the participation of the parents was evaluated using another questionnaire, and the social skills of the children were evaluated using the third questionnaire. Even though their parents are not highly interested in their education, the data indicate that children who are in elementary school have a high degree of self-efficacy. A high degree of social skills is also possessed by the pupils, despite the fact that they exhibit a moderate level of problematic behaviors. It was also proved by the findings that parental engagement was not a significant factor in determining children's levels of self-efficacy; rather, it was a significant factor in determining students' levels of social skills. The study poses recommendations for teachers, parents, principals, policy makers and future researchers.

Keywords: Parental involvement, Students' Self-efficacy, Students' social skills, academic achievement, elementary school

Introduction

As a result of their contacts with others, children get a diverse array of knowledge. Previously to starting formal education, she or he has worked in a variety of settings. Much of what kids learn and experience starts at home, according to some researches (Hammer, 2007; Fante et al, 2024). Having supportive parents is the cornerstone of a child's education, and schools play an important supplementary role in this process (Ma et al, 2024; Wilson, 2009). Students' academic performance, sense of agency, and ability to interact with others all improve when parents are involved in their education (Guillena et al, 2023; Rapp & Duncan, 2012).

The degree to which an individual believes in his or her own ability to carry out the action required to produce a desired result; a higher level of self-efficacy is associated with more

confidence in one's own ability to act in a way that produces the desired result (Bandura, 1977). According to Bandura (1994), self-efficacy is a person's belief in his or her own abilities to accomplish a task, which in turn determines how well that person behaves. Successfully affiliating with classmates, family, and others in the disliked conduct is a social trait shared by those who are more adept at displaying the behavior than those who are less skilled at it (Dirks & Szarkowski, 2022; Schwarzer & Luszczyska, 2007). Because personality traits are transient and people frequently adapt their actions based on what's required of them, self-efficacy is more properly associated with concrete contexts and typical occupations than with any one person's inherent qualities. In addition to bridging the gap between ideas and deeds, self-efficacy facilitates behavioral transformation. A person's self-confidence can be boosted by hearing positive reinforcement and compliments from others around them.

To help young people grow into responsible adults who contribute positively to their families, workplaces, and communities, it's crucial that they develop strong social skills (Glatz et al, 2024; Dam & Volman, 2007). It is important to pay close attention to this area (social skills) while mentoring youngsters, as Elias (2008) said. A person's social life, academic performance, and skillful endeavors are all enhanced by their social abilities. Bandura (1986), Dewey (1916), and Vygotsky (1978) all argue that education is a social process, yet parents and teachers still disagree. This is due to the fact that individuals may first learn something on their own, and that their learning will be shaped by their interactions with others.

Given the relevance of primary kids' self-efficacy and social skills to their academic achievement, this study set out to investigate the kind and level of parental participation in these areas. This study aims to fill a gap in the literature by investigating the relationship between parental participation and elementary school students' sense of self-efficacy, social competence, and academic achievement. The findings of this study might be valuable for education policymakers as they seek to understand the connection between parental participation and their children's academic performance. If this turns out to be accurate, it could be useful for primary school administrators and parents in formulating policy. For researchers planning to conduct more targeted investigations in the future, this study could serve as a baseline. This is a crucial area of study because it will help in making classrooms more welcoming and successful places for students to learn, which in turn will benefit parents who have high expectations for their children's academic success, as well as those who are actively involved in their infants' schooling.

Review of the Related Literature

A child's parents are the primary role models and educators during their formative years. A child's moral compass, ethics, and way of thinking are shaped by their parents. They are the initial point of contact for students of language and interpersonal communication (Gressulat et al, 2024). Parents serve as their children's initial cultural role models. Plus, kids view the world via their parents' eyes, who serve as their first and most influential glasses. Teachers benefit from having strong companions to back them up in the classroom when they cultivate excellent relationships with parents (Wilke, 2005). Similarly, parents' involvement in their children's school activities can be enhanced by the regulation of meetings between parents and instructors. The educational performance of youngsters is likely to be positively affected by this (Lunetti et al, 2024).

A key predictor of children's educational accomplishment is parents' involvement in their children's learning and education (Khoirunikhmah et al, 2023; Jesso, 2007). Parental connection is the most insignificant component of a child's education. Nonetheless, there are contrasting viewpoints in the existing literature and studies (Martínez et al, 2024; Fan & Chen, 2001). Results from a few studies showed a negative association (Liu et al, 2024; Sui-Chu & Williams, 1996), while others found no significant relation (Choe, 2022; Okpala & Smith, 2001) or a strong positive relation (parents' involvement, social skills, and self-efficacy).

Parental Involvement in schooling

As Rowe (1991) points out, youngsters naturally have an insatiable curiosity and love to ask questions about the world around them. Children might be inspired to study by their parents and other family members (Dreyer, 2022; Hofstein & Rosenfeld, 1996). A child's capacity to form relationships with their parents is foundational to their development throughout infancy (Musengamana, 2023; Bowlby, 1969). In most cases, when exposed to social contexts, children without these relationships suffer extreme anxiety and show little interest in exploring or learning. A child's growth and development are facilitated by his or her willingness to take risks and embrace new experiences when he or she has a close bond with his or her parents (Yang et al, 2023). The attachment of behavior system is a crucial notion in attachment theory. New hypotheses about the regulation of emotions and personalities in later life are conceptually connected to ethological models of human development through this system (Sahraeen & Samavi, 2022). A child's attachment behavior can vary from simple visual searching on the less extreme end of the spectrum to dynamic following and vocal signaling on others, and they will exhibit a great deal of fear if they respond adversely (Schunk, 2022). The participation of parents with their children is the root cause of this bond. Bowlby (1969) argues that parents' roles in meeting their children's needs develop gradually. In the formative years of a child's life, parents are there to offer unwavering love and safety as well as guidance when they venture out into the world. According to Vygotsky (1978), social contact plays a crucial role in the learning process. Children learn best in the social environments that adults in their lives, including family members, construct. Everyone benefits greatly from learning alongside loved ones (Fante et al, 2024; Ostlund, 2005). The rationale behind this is that children receive a foundation for their sense of self and cognitive development from the stories and experiences told by their parents (Ma et al, 2024; Tizard & Hughes, 2002).

Some children's outcomes and values are positively affected by parent-teacher conferences, whereas others have negative effects (Guillena et al, 2023; Desimone, 2001; McNeal, 1999). There may be an uptick in enrollment in primary schools as a result of the policy encouraging parental participation in their children's education (Dirks & Szarkowski, 2022; Chen & Chandler, 2001). Primary school students may benefit more from these programs than their secondary school counterparts. Parents often meet with their children's instructors while they are having academic issues, but when their children are doing well, they tend to relax and stop going. Students' performance declines as a result of these unfavorable connections (Glatz et al, 2024; Crosnoe, 2001). Children whose parents took an active interest in their education performed better in school, according to the study. Additionally, academic performance was lower among students whose parents were not actively involved in their education (Gessulat et al, 2024).

Teachers and parents may be great resources for students if they work together to help them succeed in school (Lunetti et al, 2024; Ellwood, 2009). Children whose parents are actively involved in their education are more likely to graduate from high school (Khoirunikmah et al 2023; Long, 2007). Elementary school students benefit in many ways from this participation, including improved linguistic, social, and academic abilities (Martínez et al, 2024; Grolnick & Slowiaczek, 1994). Parental participation is most effective when it is subject-specific, as this allows for fine-grained achievement in the chosen area (Liu et al, 2024).

They put in 3.5 less hours of study time per week, have inferior academic performance (Choe, 2022; Kelly, 2000), and have trouble solving complex mathematics and brainteaser issues (Dreyer, 2022; Biller, 1981). School rule violations and trouble paying attention are only two examples of the behavioral difficulties that children whose dads are not actively involved in their lives exhibit when they attend institutions (Musengamana, 2023; Mott, Kowaleski-Jones, & Mehaghan, 1997; Hetherington & Stanley-Hagan, 1997). Their ejection from school is a common occurrence (Yang et al, 2023; Dawson, 1991). They have a high rate of dropping out of school (Sahraeean & Samavi, 2022; McLanahan & Sandefur, 1994; Painter & Levine, 2000), a low rate of graduating and staying in school for a few years (Schunk & DiBenedetto, 2022; Nord & West, 2001), and a small percentage of these children actually succeed academically.

Self-Efficacy of Students

Research on the effects of parental participation on children's self-efficacy and social skills has been growing in recent years. A person's level of self-efficacy—their conviction in their own abilities to complete a task—affects their goal setting, motivation, and performance. A person's self-beliefs in their capacity to do tasks, or self-efficacy, is a social cognition construct (social learning) that has been demonstrated to impact goal planning, as well as to reliably predict motivation and task performance. The theory of social cognition, which includes Albert Bandura's theory of social learning and self-efficacy (Ashford & LeCroy, 2010), provides a more comprehensive framework. How confidently successful people think they can complete a task is central to the notion of self-efficacy.

An individual's life is shaped by the ideas that underpin their sense of self-efficacy, which in turn shape their behavior and motivation. When people have strong convictions in their own abilities, they are more likely to succeed. When a person has strong convictions in his own abilities, he is able to achieve anything, confront problems fearlessly, take pleasure in everyday activities, work to overcome setbacks, and quickly regain his self-confidence. Remaining silent when confronted with challenging tasks is facilitated by strong self-efficacy. Conversely, those who suffer from low-efficacy may find tasks daunting and lack the self-assurance to tackle any challenge that comes their way. So, one's self-efficacy beliefs are both a predictor and a determinant of one's ability to finish a job. This is why Bandura (1997) argued that self-efficacy is the certainty that an individual has in their ability to do any activity, given the right set of circumstances. Theoretically, we may state that kids who score high on measures of working efficacy also tend to do well in social and academic contexts.

Because every individual's view of their own self-efficacy may be influenced by verbal or social guidance, parental participation is crucial (Bandura, 1995). A person's abilities are momentarily enhanced by verbal or social coaching. When a person takes action toward completing a task and that activity leads to achievement, their self-efficacy becomes permanent. As a result of their privileged upbringing, some pupils appear to excel academically, while others

from less privileged backgrounds exhibit poor performance (low self-efficacy). All of these elements were studied by Schoon and Parsons (2002). They took a random selection from the British Cohort Study and the National Child Development Study. An educated mother, a supportive father figure, and the ability to form a secure relationship to one's children as a foundation for their success in school were the components of the NCDS sample. In contrast, the BCS sample included parents who were not actively involved in their children's lives, which is a characteristic that does not provide protection.

A student's attitude toward school is affected by the level of parental involvement in their education (Fante et al, 2024; Woolley & Grogan-Kaylor, 2006). Furthermore, the study's authors hypothesized that students' levels of self-efficacy are positively correlated with their school rationality. When parents and children engage well, it helps youngsters create a strong attachment to school and shields them from any negative effects. Parents' involvement could vary according on their children's age and academic level (Ma et al, 2024). Not all forms of parental participation work well with kids in every grade. While many forms of parental interaction have an impact on children, the effects on younger children vary. Parents should be involved in their children's education daily to help younger pupils. While regular two-way contact between home and school may boost students' self-efficacy in elementary school, it's unclear whether this continues to be the case in secondary school (Guillena et al, 2023).

Self-Efficacy Development and Parent Involvement

Parents are involved in their children's primary school experiences, the children do better academically (Dirks & Szarkowski, 2022). Cooperation between families and schools increases the likelihood of a social and emotional learning program's success (Glatz et al, 2024; Manz, 2007). Parents had more frequent conversations with their children's instructors, they learned more about their children's conduct at school and were more likely to model good habits at home (Gessulat et al, 2024). Everyone wins when parents and teachers work together to help kids develop their social skills (Grusec, 2011). Moreover, kids are more likely to control their emotions and act in a socially acceptable way when they have open conversations with their parents about these topics.

There is a positive correlation between parents' level of participation in their children's education and their level of self-efficacy. This includes things like volunteering, participating in community events, and financial contributions to parent-teacher organizations (PTOs). As an example, a study conducted in 2010 examined the effects of different levels of parental involvement on the self-efficacy skills of 250 secondary school students. The results showed that parents' involvement in their children's school situations had a significant impact on the relationship between students, teachers, and parents. A favorable link has been shown when parents talk to teachers about their child's accomplishments and when parents check their kids' homework. kids whose parents took an active interest in their schoolwork performed better on tests of self-efficacy than kids whose parents did not, according to research by Keith (1992). Kids do better at school when their parents keep a close eye on them at home. This includes reasonable parental assistance and association with their children at home, as well as behavior relevant to home, such watching TV with them. A child's social competence improves significantly when he or she devotes less time to watching television and more time to academic pursuits. Students' self-efficacy skills are significantly related to the amount of time parents spend helping their children with reading at home, which creates an educational atmosphere at

home. For example, Chen (2000) noted that there is a robust correlation between parental involvement in their children's reading activities and academic success in school.

The relationship between parental involvement and their children's sense of self-efficacy has been the subject of much study within the efficacy paradigm. The many aspects of parental involvement, according to Peiffer (2015), can change over time and be affected by the parents' and children's unique personalities. The effects of parental participation on the academic development of children aged three to eight were detailed in a 2013 study by Voorhis, Maier, Epstein, Lloyd, and Leung. Literacy, mathematical proficiency, and emotional intelligence were the primary outcomes of this research. The findings of 95 research are included in this paper. The study's authors found that pupils' academic performance improved when family members were actively involved in their education beginning in the preschool years and continuing through kindergarten. Parents' active participation in their newborns' development of mathematical abilities is associated with better academic outcomes, according to a number of studies. There was a favorable correlation between kids' caregivers and their social-emotional abilities, according to some research. Additionally, a small number of research found just a modest correlation between parental participation and children's results. This outcome occurred because parents focused more on the school's physical location and the people working there than on the students' academic progress. Eight studies also found beneficial interactions. Research has shown that parents from all walks of life are in a unique position to help their children succeed in school, especially when it comes to reading, writing, and mathematics. If parents do these things, their children may be more likely to succeed in math than those whose parents do not. the reading habits of kids at home and their academic performance in the classroom.

Social Development Theories

Having strong social skills is essential for survival in our environment. Because we are aware of the individuals who are more competent than us—that is, those who can persuade others to help them. The extent to which a child's social development is robust can only be determined by educated parents and educators (Ünlü & Çeviker, 2022). Having excellent social skills lays a solid foundation for future success. Social skills facilitate interaction between individuals and their surroundings (Sofyan & Saputra, 2022). These abilities include the following: social awareness, group work, kindness, collaboration, communication, negotiation, and problem solving.

Ainsworth (1978) argues that attachment patterns formed throughout childhood tend to persist throughout a person's life. When kids with stable attachments go to summer camp at the age of 10, they make more friends and develop their social skills (Sroufe & Waters, 1988). Having a strong bond with one's parents is associated with better social skills and an easier time making friends (Engles, Finkenauer, Meeus, & Dekovic, 2005). Children who experience an apprehensive or ambivalent connection to their parents are more likely to exhibit aggressive conduct and behavioral problems. According to these experts, facilitating chances for parents and instructors to mend their initial relationship is key to fostering a stable bond between the two parties. Erickson (1950) emphasized the interplay between the social and stimulating realms in his theory of personality formation. The significance of relationships in resolving interpersonal issues. Interactions that are warm and nice foster trusting relationships between children and their caregivers, whereas interactions that are cold and unfriendly foster mistrust (Asyari &

Astuti, 2022). Thus, a child's ability to succeed in the next age, known as autonomy, is dependent on his level of trust development, as opposed to levels of guilt and uncertainty.

There is a connection between the social world and cognitive functioning, according to Vygotsky (1978). To him, a youngster was like an apprentice, learning the ropes of social life from more experienced people like parents, teachers, and classmates. A child's growth, consciousness, and cognition are all bolstered by social relationships, according to Vygotsky's theory of social development. Social engagement is important to cognitive development, and parents may facilitate their children's meaning formation by doing this. The roles of teachers, parents, and other students are transformed in the learning process, according to Vygotsky's theory, which emphasizes the importance of the learner. Children should be helped by their parents and teachers to find significance in them. This manner, education may be a win-win for everyone involved: children, parents, and teachers.

Second, according to Vygotsky, the zone of proximal development (ZPD) is crucial to a child's potential for growth. When children are actively participating in social interaction, they enter the zone of proximal development (ZPD). The development of ZPD is reliant on interacting with others. Parental participation can help children to achieve more because the variety of skills that can be acquired with the guidance of adults, such as teachers or peers, surpasses what can be learnt on one's own. Bandura posits in his ideas (1965, 1977, and 1986) that children's behavior within their home culture, cognitive variables, and social factors all play a role in shaping their social development. Every one of these elements has an effect on the others. For instance, a student's social conduct in class might be impacted by his perceptions about his own abilities, which in turn affects the whole classroom climate.

As previously said, individuals need to build their social skills and sense of self-efficacy throughout their lives. This process begins at home, when parents form a bond to their children. An essential component of attachment is the main care provider's empathy for the child's emotional and behavioral states and processes (Fante et al, 2024; De Wolff & Ijzendoorn, 1997). With these hypotheses in mind, the current study has continued to evaluate the effects of parental participation on primary school students.

Methods and Procedures

The purpose of the proposed research was to analyze the relationship between parental involvement and the development of their children's social and self-efficacy abilities in elementary school (6th, 7th, and 8th grade). The positivist philosophical perspective informed its quantitative approach to design. A singular, objective, and quantifiable world is presupposed by this paradigm. The research used in this study was both descriptive and quantitative. It goes on to say that the use of quantitative research methodologies allows for the development of broad norms and principles. The globe over, quantitative research methodologies are in high demand. Among quantitative research methodologies, the survey approach was chosen for the study. There is a correlational and cross-sectional aspect to this survey. What this indicates is that the researcher only gathered the data once.

Population and Sampling

Participants in this research fell into one of three groups: students, educators, and parents. Male and female students enrolled at Lahore's private secondary schools for grades six, seven, and eight made up the first group. The second group included the parents of elementary school

children from private schools. People who work as primary school teachers in private institutions made up the third group.

Using a Convenient sampling approach, three private schools in the Lahore district were chosen after consulting with the school principals. Using a random selection approach, 20 boys and 20 girls were selected from each school to provide a representative sample from population-I. Thus, 120 students made up the sample for this research.

The research sample for population-II includes the parents of the chosen pupils. A total of 120 parents of the sampled pupils were selected as subjects for the study. The criterion for selecting professors was established as a minimum of two months of interaction with the pupils. Thus, three class representatives (one from each school) were sampled, resulting in a total of nine instructors from the three selected schools.

Instrumentation

A questionnaire served as the data collection instrument for the study. The closed-ended questionnaire was considered suitable for the study due to its ease of administration and response. Data gathering included three distinct types of questionnaires. PTIQ was utilized to assess parental engagement with students and their educational institutions. This scale has 26 elements. This scale was utilized to evaluate the extent of perceived parent-teacher interaction, the parents' perceived trust and confidence regarding their engagement with their children's educators, the parents' trust in the school's efforts and activities for their children, and the parents' interest and involvement in their children's education.

The Children Perceived Self-Efficacy (CPSE) scale, established by Bandura in 1990, was utilized to assess children's efficacy. The assessment has 37 items that evaluate self-efficacy across many aspects of functioning. The self-efficacy scale comprises nine sub-scales.

Another scale used in this study was created by Gresham and Elliott in 1990. SSRS was employed to gather data from educators on children's social skills. SSRS comprises two components: Social Skills and Behavioral Issues. In the SSRS, respondents were instructed to evaluate their answers on three levels: never, occasionally, and very often. The sub-factor pertaining to social skills had 30 items, whereas the behavioral component included 18 items. The SSRS scale had a total of 48 elements. The researcher obtained permission from the authors to utilize this tool.

Reliability of the instruments

The instruments' reliability was assessed by calculating Cronbach's Alpha with SPSS version 24. The approval threshold for the instruments was established at a minimum Cronbach's Alpha of 0.89. The reliability coefficients for all three instruments are presented in the table below.

Table. 1. *Reliability Analysis for Research Instruments*

Instrument	Cronbach's Alpha
1. Parent-Teacher Involvement Questionnaire	0.91
2. Children Perceived Self-Efficacy Scale	0.85

3. Social Skills Rating Scale

0.91

Results and Interpretations

Data were examined utilizing descriptive and inferential statistical methodologies. Descriptive statistics, namely mean and standard deviation, were employed to assess the levels of reported parent-teacher contact, self-efficacy, and social skills. Inferential statistical techniques employed included correlation and simple linear regression.

Demographic Analysis

The study's participants comprised an equal distribution of male and female primary school children (N= 60, 50% each). Furthermore, the sample was evenly allocated across primary grades, specifically 6th, 7th, and 8th (N= 40, 33.34%). It was evenly divided between nuclear and extended family structures.

Descriptive Analysis

The perspectives of elementary kids were documented about nine primary self-efficacy variables. Mean scores and standard deviations were computed for each item of each explain the perceived degree of students' self-efficacy.

Level of Student's Self-Efficacy

The overall mean response value for the main variable self-efficacy (M= 3.71, S.D= 0.20) showed high level of students' perceived self-efficacy. The high level of perceived self-efficacy was indicated by self-regulatory efficacy (M= 4.80, S.D= 0.18), self-efficacy for self-regulated learning (M= 4.30, S.D= 0.47), self-efficacy for academic achievement (M= 4.02, S.D= 0.25), self-efficacy to meet others' expectations (M= 3.93, S.D= 0.50), self-assertive efficacy (M= 3.85, S.D= 0.38), social self-efficacy (M= 3.60, S.D= 0.35) and self-efficacy in enlisting parental and community support (M= 3.54, S.D= 0.54). Self-Efficacy for Enlisting Parental and Community Support (M= 3.12, S.D= 0.37) indicated moderate level and Self-Efficacy for Leisure Time Skills and Extracurricular Activities (M= 2.20, S.D= 0.45) displayed low level.

Level of Parental Involvement

The overall mean response value about parental involvement (M= 2.11, S.D= 0.30) indicated low level of parental involvement in school for the child. The moderate level of parental involvement was covered by parental trust over school (M= 2.96, S.D= 0.16) and parent-teacher interaction (M= 2.45, S.D= 0.53). On the other hand low level of parental involvement can be seen in parent-child involvement (M= 2.17, S.D= 0.53) and parents' past years' school involvement showed very low level (M= 0.88, S.D= 0.31).

Level of Students' Social Skills and Problem Behaviors

To measure the level of students' social skills and problem behaviors as perceived by teachers of elementary grade students, Mean scores and Standard Deviations were calculated for each item of each factor to show the perceived level of students' academic behavior.

The overall mean response value for overall students' behavior (M= 2.26, S.D= 0.27) indicated moderate level of students' academic behavior. Students' social skills (M= 2.56, S.D= 0.19) acquired high level of students' academic behavior while students' problem behavior (M= 1.97, S.D= 0.51) fall into moderate level.

Correlation Analysis

The correlation analysis of the data of main variables, i.e. self-efficacy, parental involvement, Students' Academic Behavior with respect to categories of interest is as follows.

Table. 2. Relationship between Parental Involvement and Self Efficacy

Variables	N	Mean	Standard Deviation	Correlation	P-Value
Parental Involvement	120	2.22	0.289	-0.133	0.192
Self-Efficacy	120	3.81	0.290		

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

The table above shows that the mean score of self-efficacy and parental involvement is 3.81 and 2.22 respectively. Similarly, the standard deviation between the two is 0.290 and 0.289. The value of correlation coefficient is -0.133 and p-value is 0.192 which showed no significant relationship between self-efficacy and parental involvement.

Table. 3. Relationship between Parental Involvement and Students' Social Skills

Variables	N	Mean	Standard Deviation	Correlation	P-Value
Parental Involvement	120	2.22	0.289	-0.323**	0.001
Students' Social Skills	120	2.66	0.199		

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

The table above shows that the mean score of self-efficacy and students' social skills are 2.22 and 2.66 respectively. Similarly, the standard deviation between the two is 0.289 and 0.199. The value of correlation coefficient is -0.323** and p-value is 0.001 which showed a highly significant relationship between self-efficacy and students' social skills behavior.

Table. 4. Relationship between Parental Involvement and Students' Behavior Problem

Variables	N	Mean	Standard Deviation	Correlation	P-Value
Parental Involvement	120	2.22	0.289	-0.319**	0.002

Students' Behavior Problem	120	1.87	0.524
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** . Correlation is significant at the 0.01 level (2-tailed).

The table above shows that the mean score of self-efficacy and students' problem behavior is 2.22 and 1.87 respectively. Similarly, the standard deviation between the two is 0.289 and 0.524. The value of correlation coefficient is -0.319** and p-value is 0.002 which showed a highly significant relationship between self-efficacy and students' problem behavior.

Regression Analysis

As there was no significant relationship between parental involvement and self-efficacy, thus we cannot go for regression analysis for these variables. Moreover, Regression analysis will be applied on the relationship of parental involvement and social skills of students.

Table. 5. *Summary of Parental Involvement on Students' Social Skills*

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.323 ^a	.099	.091	.19068

a. Predictors: (Constant), Overall Parents' Involvement

The above table shows the adjusted R-value for parental involvement as .099 which shows 9% variance of it on students' social skills.

Table. 6. *Summary of Significance of Parental Involvement on Students' Social Skills*

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	.429	1	.421	12.928	.000 ^b
	Residual	3.952	118	.043		
	Total	4.381	119			

a. Dependent Variable: Teachers About Social Skills

b. Predictors: (Constant), Overall Parents' Involvement

The above table indicates that parental involvement is significant having p-value 0.000 on students' social skills.

Table. 7. *Linear Regression for Predictability of Parental Involvement on Students' Social Skills*

Model		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	2.992	.119		26.192	.000
	Overall Parents' Involvement	-.199	.056	-.323	-3.592	.000

a. Dependent Variable: Teachers About Social Skills

The above table indicated that Parental involvement is significant predictor of social skills at {F (1,118), 12.92, P<.001}.

Summary of the Findings

The findings revealed that parental participation for primary students in private schools was inadequate, despite these children demonstrating excellent levels of self-efficacy and social skills as assessed by the tools employed in this study. No significant association existed between parental participation and students' self-efficacy; nevertheless, a positive significant relationship was identified between parental involvement and students' social skills, as well as their problem behaviors. Regression research indicated that parental participation does not predict children's self-efficacy, but it did predict their social skills.

Conclusion, Discussion and Recommendation

The findings clarified the situation that elementary Students perceive a high level of self-efficacy, but parents report a low level of participation in their child's education. Conversely, educators evaluated kids' social skills as excellent and their negative behaviors as modest. The results indicated that children exhibit considerable confidence in class regarding everyday tasks, fostering peer connections, and engaging with their professors. However, a deplorable state of parental participation was seen due to its very low degree. This may be due to insufficient time for parents to attend their child's school, particularly to speak with instructors or to inquire about their child's general growth. Fathers are preoccupied with earning a livelihood and covering family expenses, while moms are often engaged in managing domestic responsibilities. Educators evaluated their pupils' social skills as elevated, maybe attributable to the many curricular and co-curricular activities implemented at private schools that enhance these abilities. Educators observed a moderate incidence of students' problematic behaviors, whereas a low incidence would suggest fewer disciplinary issues. Elementary school-aged children are notably active, inquisitive, and prone to various forms of mischief and disruption in the classroom. They typically lack emotional regulation and seek immediate gratification of their desires.

The results of this study are inconsistent with those of Fan and Williams (2009), Rafiq (2013), Comer and Haynes (1991), and Woolley and Grogan-Kaylor (2006); these studies demonstrated a significant relationship between parental involvement and children's self-efficacy, whereas our study revealed no predictability between the two variables. Conversely, the findings of our study align with those of Grusec (2011), Burton (2015), Baker and Soden (2011), McNeal (2004), Keith (2006), and Coleman (2003), since they illustrate a positive correlation and impact of parental participation on kids' social skills.

The study indicates that educators should recognize when parents appear disengaged from their child's education and must encourage their involvement through various initiatives, such as diary writing, PTA meetings, discussions, or phone calls regarding the progress of pertinent students. Parents are advised to recognize that, despite their substantial workload, their child's education is vital for the child's future; thus, they should allocate sufficient time to engage with the child's school. Furthermore, school management should formulate robust measures to enhance parental participation and cultivate kids' self-efficacy. Furthermore, subsequent studies may uncover the correlations, impacts, or degree of parental participation and a child's self-efficacy in connection to academic scores, achievements, and/or academic engagement.

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