

PARENTAL INVOLVEMENT EFFECTS IN PROMOTING STUDENTS' SELF-EFFICACY AND LEARNER AUTONOMY OF THE ENGLISH LANGUAGE

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ABSTRACTS

This research investigated the effects of parental involvement in promoting EFL students' self-efficacy and learner autonomy. A total number of 204 students at the high school level in Surabaya with each representing parent of each student participated in this study. Students participating in this research filled out two close-ended questionnaires measuring their self-efficacy, incorporating a scale of 1 to 100 with the increments of 10, and a 5-point Likert scale for their learner autonomy levels. One representative parent for each student also completed a close-ended questionnaire with 5-point Likert scale to measure their parental involvement towards students' home-based English learning activities. Using quantitative methods, both students' self-efficacy and learner autonomy levels were descriptively analyzed, revealing that there were more students in the low levels of both variables rather than in the moderate and high levels. Moreover, comparisons of those levels were made among varying parental involvement levels as the independent variable where students' self-efficacy and learner autonomy were regarded as the dependent variable. Post hoc comparisons revealed that parental involvement significantly affected both students' self-efficacy and learner autonomy with a great magnitude. The mean differences further showed that the impact was significant between all levels of low and moderate, moderate and high, as well as low and high parental involvement. This study therefore provides support to Bandura's triadic reciprocal determinism in the context of promoting EFL students' self-efficacy and learner autonomy through the scope of the extents to which parents are involved to the students' English language learning at home.

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INTRODUCTION

The nature of English as a Foreign Language (EFL) learning is a complex process involving different learning agents throughout various environments rather than occurring solely in classroom settings (Nunan & Richards, 2015; Butler & Le, 2018). This relationship between learners and their environment has been a central concept factoring to the success of one's learning in Bandura's (1978) model of triadic reciprocity, within his famously acknowledged social learning theory. Learner's environment plays a reciprocal and continuous

interplay with their internal factors as well as their behavior in acquiring a new knowledge (Bandura, 1978). Within the wide context of the learner's environment, parents' influence as a learning agent inside the home environment is one of the key factors to promote a prosperous learning especially in EFL contexts. A number of recent EFL studies have recognized the importance of parents' role in relation with learners' success in learning English through the home environment such as providing the need of linguistically rich environment through a consistent parents-led English use at home (Seo, 2023), facilitating learners' with access to digital technologies to enhance their exposure to the English language (Diouani, 2021; Murshidi et al., 2023), practicing parenting and teaching methods to enhance students' academic achievement in English (Ghahdarijani & Rahimi, 2021), and promoting English literacy comprehension at home (Luo et al., 2021; Dong & Chow, 2022). These studies further suggest that the dimensions of parental influences in promoting EFL learners' development in language learning varies across different contexts but are bound to the various extent of parents' involvement (Butler & Le, 2018; Philominraj et al., 2022; Seo, 2023).

Reflecting back to Bandura's (1978) triadic reciprocal model of factors influencing learner's success, internal factors such as the variables of individual differences also play a significant role in their learning development, especially in language learning contexts (Csizér et al., 2021). One individual factor in particular is the widely acknowledged self-efficacy which is a term first coined by Bandura (1997) to explain learners' ability to self-perceive their ability to execute and perform tasks with their own desired manners and outcomes. The role of self-efficacy in language learning has been numerously studied as an important factor to support language learners' development. In the context of adolescent EFL learning, results of previous studies showed that not only self-efficacy had positive correlations with learners' English academic-related achievements (Rahemi, 2020), academic performance (Alrabai, 2018), language proficiency (Kosimov, 2021), and language learning motivation (Almohammadi, 2023), but it also helped them to alleviate their language anxiety (Özer & Altay, 2021). These results were further supported by Wang and Sun (2020) through conducting a meta-analysis study that confirmed the positive relationship of adolescent EFL learners' learning outcomes and their level of self-efficacy throughout language domains, skills, education levels, and cultures.

In relation with parental involvement, learners' self-efficacy is also influenced by environmental factors such as within their home learning contexts. Previous studies highlighted that among the four sources of self-efficacy proposed by Bandura et al. (1999), social persuasion is the key source of self-efficacy between adolescent EFL learners where parental support and positive feedback helped them to perceive their ability better (Mohammed, 2021). Although researchers have attested that parental involvement plays an important role to fulfill one source of self-efficacy such as Lam and Chan (2016) who showed the importance of parents' positive feedbacks in increasing their self-efficacy, Shih & Chang (2018) finding family influence as a predictor of learners' self-efficacy, and Zheng et al. (2017) with their confirmation of parents as the main agent to boost learners' self efficacy at home, there is still a need to explore the relationship between the two variables especially on various dimensions of parental involvement across different EFL learning contexts.

As EFL learners progress through their age and their need of parental involvement slowly shifts towards the more autonomous-style (Özçelik, 2022), learner's own autonomy takes a further role in supporting their own language learning. There have been a number of studies examining the relationship between the more autonomous parenting style and involvement and learner autonomy to promote adolescent EFL learning at home (Butler & Le, 2018). A recent study by Ho et al. (2023) in particular revealed that the perception between 515 Vietnamese high school EFL students towards their learning autonomy was positively in line with how they perceived their parental support and involvement. Moreover, Özçelik (2022) proposed that a

more subtle parents' participation to learners' experience in mastering the English language should be enacted to enable their autonomous learning behavior such as handling responsibilities for their own learning while supporting them of their decisions.

The role of learner autonomy in EFL language learning contexts has been therefore proven to be positive with learner's language development. In the context of Indonesian EFL learners, there have been numerous studies dealing with learner autonomy in language learning perspective. As an instance, Melvina and Julia (2021) shows that learner autonomy is positively correlated with EFL students' language proficiency where the researchers raise awareness of the need for students to be more autonomous in their learning development. This urgency of learner autonomy is also in line with a study by Cirocki et al. (2019) addressed to 391 Indonesian EFL high school students in examining their readiness to become autonomous in learning English. The results showed that students were unmotivated to learn English and many of them were unfamiliar with learner autonomy concepts. In comparison, students with high levels of learning autonomy are shown to demonstrate higher levels of motivation where they are more driven towards achieving success in learning English (Dewi & Wilany, 2023).

The importance of parental involvement in promoting adolescent EFL learners' language development as the learning environment alongside with individual factors of self-efficacy and learners' autonomy (Abedi et al., 2020; Choi et al., 2023) is needed to be further studied to explore the relationship between the variables. In Indonesian settings, there is still a limited number of studies dealing with parental involvement in the context of adolescent EFL learners' success in learning the English language.

Considering the strong role of parental involvement towards EFL students' language learning development in terms of their self-efficacy and learner autonomy extents as three interdependent factors (Choi et al., 2023; Bandura, 1978), this research was aimed to fill the gap and further expand the findings of how parental involvement differs across students' levels of self-efficacy and learner autonomy especially in the Indonesian EFL high school settings. Through the importance of parents' role to facilitate students' English language learning at home by supporting them through positive parentings and feedbacks (Ghahdarijani & Rahimi, 2021), as well as encouraging the exposure of the language (Diouani, 2021), there needs to be further investigation towards this pre-occurring pattern of parental involvement in Indonesian high school students. Moreover, this research also attempted to provide new perspectives of EFL high school students' self-efficacy and learner autonomy in Indonesia by incorporating parental involvement as a grouping factor for both variables. Therefore, this study presented three research questions postulated as: 'What are students' levels of self-efficacy?', 'To what extent do students perceive themselves as autonomous?', and 'Are there any significant differences in levels of English self-efficacy and learner autonomy among EFL students with varying levels of parental involvement?'

RESEARCH METHOD

Research Design

This study incorporated a quantitative approach where the comparison of extents in parental involvement and students' self-efficacy and learner autonomy was presented in numerical data (Vogt, 2007). This quantitative approach was also suitable to recognize interactions and relationships between variables (Cresswell, 2009) where in the case of this research, parental involvement was used as the independent variable to group the dependent variables of self-efficacy and learner autonomy. Moreover, a causal-comparative ex post facto design was used with the consideration that this research investigated parental involvement as a pre-existing independent variable that might influence levels of both students' self-efficacy and learner autonomy without any manipulation attempts.

Population and Sample

The population of this study was directed to students studying the English language at the high school level in Surabaya, Indonesia as well as a representative of their parents or guardians who had been staying with them since the beginning of their high school academic period. Concerning students' and parents' limited availability to follow the whole research procedure, a convenience sampling technique was administered in order to gather feasible data. A total of 204 students with the same number for each of their representing parents or guardians were accumulated. 109 of these students attended 4 different private high schools, and the other 95 of them came from 8 different public high schools in Surabaya. These students ranged from 10th graders (24.3%), 11th graders (26.7%), and 12th graders (49%). In the case of the representatives of each of their parents, all of them were ensured that they had been living with the participating students from the beginning of their high school year and thus consented to provide further information regarding their parental involvement extents.

Instruments

Three forms of close-ended questionnaires were used as the research instruments. The first two forms were distributed to students participating in this research where their self-efficacy was measured from the adapted version of Foreign Language and Self-Efficacy Scale by Torres and Turner (2016) using a rating scale of 0-100 with the increments of 10. This rating scale usage was derived from Bandura's (2006) self-efficacy measurement guide which stated that this style of measurement could provide a more in-depth understanding of their self-efficacy level through its wide range. Moreover, students' learner autonomy levels were also measured in these first two forms using an adapted version of Learner Autonomy Perception Questionnaire (LAPQ) by Nguyen and Habok (2021) with a 5-point Likert scale where 1 was 'Strongly Disagree', 2 was 'Disagree', 3 was 'Neutral', 4 was 'Agree', and 5 was 'Strongly Agree'. The third questionnaire was administered to each of students' parents to measure their parental involvement extents using the Parental Involvement in Students' Home-based Learning Activities Scale (PI-SHBLAS) adapted from Poyraz (2017). A Likert scale of 1 to 5 was provided in this third questionnaire with 1 being 'Never', 2 being 'Rarely', 3 being 'Sometimes', 4 being 'Often', and 5 being 'Always'. These questionnaires were then developed digitally and distributed using two different Google Form platforms where the first one was addressed to students while the second one was for a representative of their parents.

The three questionnaires to measure students' self-efficacy, learner autonomy, and parents' involvement were tested for their validity and reliability before administering the tests. The validity test used was content validity which was assessed by two English language teaching and learning experts and practitioners. In the case of the reliability tests for the three questionnaires, the first questionnaire showed a Cronbach's Alpha result of .986 for 24 items, followed by the second questionnaire's result of .975 for 32 items, and .862 for the parental involvement questionnaire of 21 items.

Data Analysis

Following the quantitative approach and causal-comparative design of this research, the collected data was further analyzed using appropriate techniques. Students' self-efficacy and learner autonomy data was analyzed using a descriptive statistical analysis in order to measure the strengths of both dependent variables. Since the objective of this study was to compare differences of parental involvement extents among students' levels of self-efficacy and learner autonomy, a one-way Analysis of Variance (ANOVA) was conducted between groups of parental involvement as the independent variable affecting the two dependent variables. Basic statistical assumption using the homogeneity of variance test was conducted prior to the ANOVA and further advanced analytics. Categorizations of levels for the three variables as a requirement for the ANOVA analysis were conducted using equal cut-off points through the

tertile distribution of the data. Furthermore, post hoc comparisons using the LSD test were also conducted to find out in which parental involvement groups the differences appeared. The strengths of the differences were further analyzed using eta squared values where the effect size was classified into small for .01, medium for .06, and large for .14 (Cohen, 1988).

RESEARCH FINDINGS AND DISCUSSION

Students' Self-Efficacy

Descriptive and statistical analyses were incorporated to investigate students' self-efficacy levels from the data gathered through the Foreign Language Self-Efficacy Scale (FLSES) questionnaire. The result of the questionnaire which used values ranging from 1 to 100 with the increments of 10 was analyzed based on the mean and standard deviation for each questionnaire item with the aim of investigating patterns in which students showed self-efficacy more than the other tasks, as seen in Table 1 (descending order) below. The overall mean of 58.75 ($SD=12.00$) indicated that students' self-efficacy was above the moderate level in a total score of 100. With the mean value of 68.73 ($SD=13.03$), students demonstrated the highest self-efficacy in the task of completing their homework assignments using English to write the answers. For its counterpart, it was reported that students were having less self-efficacy to use English in spoken scenarios with native speakers of the language itself, with the mean value of 44.36 ($SD=14.46$). These findings further revealed most tasks that students appeared to have a better self-efficacy.

Table 1
Descriptive Statistics of FLSES Questionnaire, Descending Order

Items	<i>M</i>	<i>SD</i>
Write answers using English in order to complete a homework assignment	68.73	13.03
Read homework instructions in English	68.24	13.12
Comprehend exam questions written in English on an examination	66.57	13.60
Understand class interactions stated in English	64.85	12.57
Understand my English teacher's spoken directions for an activity	64.31	13.17
Pass an exam in which I must answer questions relating to a spoken scenario in English	64.26	13.72
Present a group presentation in English	61.76	13.71
Read a story written in English	61.47	13.60
Understand my classmates' oral communication in English	60.83	13.23
Understand class discussion in English	60.39	14.31
Read another students' essay written in English	59.61	12.59
Complete an essay examination in English	59.12	13.25
Read a magazine in English	58.73	14.12
Write a discussion board in English	56.91	13.53
Write a report on a book that I read in English	56.37	13.74
Participate in class discussions in English	56.03	15.20
Understand a native speaker's oral communication in English	55.78	14.03
Speak in English to other students during group work activities	55.49	15.13
Ask my teacher a question in English	54.56	14.43
Write your teacher an email in English	54.17	12.90
Conduct an oral presentation in English	54.12	15.11
Read a course syllabus written in English	52.40	11.98
Write a fairy tale in English	50.83	14.68
Orally communicate with a native speaker of English	44.36	14.46
	58.75	12.00

Students' Learner Autonomy

The learner autonomy variable followed similar data analysis methods with the self-efficacy variable by incorporating statistical and descriptive analyses. The data obtained from the Learner Autonomy Perception Questionnaire (LAPQ), which used a Likert scale of 1 to 5, was first analyzed for the mean and standard deviation for each item in the questionnaire, shown in Table 2 in descending order. The average of each student's learner autonomy result from the questionnaire showed a mean value of 3.24 ($SD=0.605$), indicating that most students exhibited above moderate level in the scale of 5.00. In the highest mean of 3.87 ($SD=0.734$), students demonstrated learner autonomy the most in the case of understanding their requirements in terms of personality and personal needs to be able to learn English well. On the other hand, it was apparent that students showed the lowest autonomy in giving suggestions to their teachers with the mean value of 2.69 ($SD=0.749$). The data further showed various situations where students showed learner autonomy more than others.

Table 2
Descriptive Statistics of LAPQ Questionnaire, Descending Order

Items	<i>M</i>	<i>SD</i>
To learn English well, it is important to know one's personality, motivation, personal needs, expectations, learning styles, strengths, weaknesses, etc. in English	3.87	0.73
I learn English because it will help me to be successful in my studies	3.64	0.79
I am responsible for my success of my own English learning	3.60	0.82
I make good use of materials and resources when studying English	3.60	0.77
There are a lot of opportunities to learn English in Indonesia	3.59	0.62
I would like to have friends from English-speaking countries	3.53	0.82
Before I do classwork or homework in English, I analyze what is required	3.52	0.82
I check to make sure I have understood what I need to learn English	3.47	0.79
I have chances to work with my classmates in activities in English class	3.47	0.80
I have chances to discuss learning issues with my classmates	3.44	0.80
I try to complete things I have decided to do in learning English	3.41	0.82
If English were not taught at my school, I would try to take English classes somewhere else	3.41	0.88
I have chances to do English self-study with my friends/classmates	3.33	0.79
I notice my mistakes in learning English and use that information to improve	3.31	0.74
I have chances to ask the teachers questions when I do not understand something	3.28	0.72
I like to deal with things related to English but not necessarily related to my English class	3.28	0.90
I learn English because I find it very interesting	3.28	0.88
I put great effort into learning English	3.21	0.85
After I get my English assignment/homework back, I always read it again to correct my mistakes	3.18	0.80
I reflect on what I learn in English and look for something important	3.16	0.80
We use a lot of English in English class at my school	3.09	0.61
I give myself a reward or treat when I do something well in English	3.01	0.78
I plan how I learn English	3.00	0.91
I know my strengths and weaknesses in learning English	2.99	0.88
I understand my own personality in learning English	2.97	0.88
I make my schedule so I will have enough time to study English	2.95	0.90
I carry out learning plans for learning English once they have been made	2.95	0.76
I would like English to be used as much as possible in English class	2.92	0.76
I have understood and set my goals in learning English	2.86	0.83
I can discuss/consult with my teachers about my English learning	2.85	0.72
I try to study English regularly even with limited time	2.83	0.83
I have chances to give suggestions to my teachers	2.69	0.75
	3.24	0.81

Effects of Parental Involvement in Students' Self-Efficacy and Learner Autonomy

Descriptive analysis for the parental involvement data gathered from the Parental Involvement in Students' Home-Based Learning Activities Scale (PI-SHBLAS) questionnaire filled by each student's representative of parents was conducted, seen in Table 3. The mean was found to be 3.37 ($SD=0.427$) which was considered as higher than the moderate level in the scale of 5.00. The lowest parental involvement average score was found to be at 2.14 while the highest average was at 4.43. Further analysis of each item of the questionnaire was presented. Based on the mean and standard deviation of the PI-SHBLAS questionnaire given to a representative of each student's parents, parents showed varying extents of parental involvement based on the activities related to their child's home-based English learning. As an instance, it was apparent that most of the parents agreed that they perceived education more important through being involved with their child's English language lesson assignments ($M=4.02$, $SD=0.79$). On the other extreme of the data, the descriptive analysis of the questionnaire also revealed that most parents showed the least involvement pattern in the case of inviting their child to various places providing real applications of the English language in real life ($M=2.80$, $SD=0.92$). Other parental involvement across various student-centered English language learning activities were presented in Table 3.

Table 3
Descriptive Statistics of PI-SHBLAS Questionnaire, Descending Order

Items	<i>M</i>	<i>SD</i>
As I involve in my child's learning process by helping him/her with his/her assignment, I believe that I understand the importance of education much better	4.02	0.79
By helping my child with his/her assignment of English language lesson, I think that I make a difference in his/her school performance	4.02	0.73
I enjoy helping my child with his/her assignment of English language lesson	3.95	0.83
I believe that it would be useful if the teachers inform the parents (letters, emails, notes, phones, etc.) about the assignment of English language lesson	3.73	0.65
I allocate time for my child to have him/her make creative activities in English	3.71	0.88
Although my knowledge in English language subjects is not enough to answer all the questions asked by my child, I am willing to help him/her	3.67	0.86
I provide materials at home that may be helpful for child's English language assessment	3.62	0.91
I know how to help my child at home to enable him/her succeed in English language lesson	3.62	0.85
While helping my child with his/her assignment of English language lesson, I can express myself well	3.57	1.17
As I am worried about giving misinformation, I think that it would be right for my child to do his/her English language lesson assignment with the knowledge acquired at school	3.38	0.69
I am telling my child that I like to learn new things about English language	3.32	0.82
I am in the need of improving myself to help my child with his/her assignment of English language lesson	3.23	0.79
I believe that there should be training materials for parents in order to help in doing the assignment of English language lesson	3.17	0.77
I establish clear rules for my child to do his/her assignment at home	3.14	0.69
I allocate time to make studies with my child improving his/her English language skills	3.04	0.73
I have enough knowledge to help my child with his/her assignment of English language	3.00	0.85
While helping my child with his/her assignment of English language lesson, I can make explanations by giving examples different from the ones given in their book	3.00	0.81
My child's teacher gives me information about the adequateness or inadequateness of my contribution to my child's assignment of English language lesson	2.96	0.92
The teacher wants me to help my child in his/her assignment of English language lesson	2.93	0.92
I help my child with his/her assignments of English lessons when they are struggling with them	2.89	0.81

I take my child to different places (a trip, language festivals, etc.) to enable him/her see the usage of English in daily life	2.80	0.92
	3.37	0.43

Since the aim of the study was to comparing differences of the extent in parental involvement across levels of students' self-efficacy and learner autonomy, a categorization of levels was needed to undergo the one-way between group Analysis of Variance (ANOVA) test (Pallant, 2007). The grouping was categorized using equal cut-off points based on the tertile distribution of the data itself. Three groups of levels were established where 'low' indicated average parental involvement scores exactly at and below 3.14, 'moderate' for averages ranging above 3.14 to the exact 3.52, and 'high' for averages above 3.52. After categorizing levels of parental involvement into these three groups, the one-way between group ANOVA test was conducted to assess students' self-efficacy and learner autonomy as the dependent variable between groups of parental involvement as the grouping/independent variable in order to investigate the effect of parental involvement towards both dependent variables. This investigation of parental involvement impact was achieved by examining if there were differences in levels of self-efficacy and learner autonomy between students with low, moderate, and high parental involvement.

The first ANOVA test was conducted to assess students' self-efficacy among three levels of parental involvement shown in Table 4.6 until Table 4.8. There were 71 students ($M=51.37$, $SD=7.65$) in the low level, while 67 students ($M=58.35$, $SD=9.99$) were in the moderate, and 66 students ($M=67.08$, $SD=12.47$) reported to achieve high parental involvement. Although the Homogeneity of Variance (HoV) test showed a diluted significance value of .000, indicating a violation of assumption, the ANOVA test continued to reveal a significant effect of parental involvement towards students' self-efficacy at the $p < 0.05$ level among three groups with $F(2, 201) = 40.895$, $p = 0.000$. It was further considered that there was a statistically significant difference between students' levels of self-efficacy among levels of parental involvement.

Table 4
Descriptive Statistics for Students' Self-Efficacy Levels among Parental Involvement Extents

	N	Mean	SD	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Low Parental Involvement	71	51.37	7.65	.91	49.56	53.18	38.75	75.42
Moderate Parental Involvement	67	58.34	9.99	1.22	55.90	60.78	39.58	84.17
High Parental Involvement	66	67.08	12.47	1.53	64.01	70.15	45.83	90.83
Total	204	58.75	12.00	.84	57.09	60.40	38.75	90.83

Table 5
Test of Homogeneity of Variance (HoV) for Students' Self-Efficacy Levels among Parental Involvement Extents

		Levene Statistics	df1	df2	Sig.
Levels of Students' Self-Efficacy	Based on Mean	15.08	2	201	.000
	Based on Median	14.30	2	201	.000
	Based on Median and adjusted df	14.30	2	196.526	.000
	Based on trimmed mean	15.20	2	201	.000

Table 6
ANOVA result for Students' Self-Efficacy Levels among Parental Involvement Extents

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8457.856	2	4228.928	40.895	.000
Within Groups	20785.196	201	103.409		
Total	29243.052	203			

Achieving the statistically significant difference, the first ANOVA of students' self-efficacy among levels of parental involvement was further analyzed using the LSD Post Hoc test in order to investigate the mean differences. As seen in Table 7, the mean of students' self-efficacy levels was revealed to be significantly different at $p < 0.05$ across all levels of parental involvement. These significant differences existed both between the low and moderate parental involvement level ($M=6.97$, $p=.00$) and between the moderate and high ($M=8.73$, $p=.00$) as well as between the parental involvement levels of low and high ($M=15.71$, $p=.00$). The effect size of these differences was further calculated using the Eta squared formula by dividing the sum of squares between groups with the total sum of squares in the ANOVA results presented in the previous table (Pallant, 2007). It was found that the eta squared value was 0.29 which indicated that the magnitude of these differences was very high, according to Cohen's (1988) classification of effect size. Therefore, it was concluded that parental involvement had a great effect towards students' self-efficacy.

Table 7
LSD Post Hoc Test for Students' Self-Efficacy Levels among Parental Involvement Extents

(I) Levels of Parental Involvement	(J) Levels of Parental Involvement	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Low Parental Involvement	Moderate Parental Involvement	-6.97253*	1.73202	.000	-10.3878	-3.5573
	High Parental Involvement	-15.71009*	1.73875	.000	-19.1386	-12.2816
Moderate Parental Involvement	Low Parental Involvement	6.97253*	1.73202	.000	3.5573	10.3878
	High Parental Involvement	-8.73756*	1.76358	.000	-12.2151	-5.2601
High Parental Involvement	Low Parental Involvement	15.71009*	1.73875	.000	12.2816	19.1386
	Moderate Parental Involvement	8.73756*	1.76358	.000	5.2601	12.2151

*. The mean difference is significant at the 0.05 level.

In the case of the differences in levels of students' learner autonomy between levels of parental involvement, the second one-way ANOVA test between groups of the independent variable was conducted. Presented in Table 8, it was found that students who received low parental involvement ($N=71$) were reported to have a mean of 1.62 ($SD=0.70$), whereas those with the moderate parental involvement level ($N=67$) had a mean of 2.01 ($SD=0.76$). Moreover, students receiving the highest parental involvement level ($N=66$) had a mean of 2.38 ($SD=0.82$). The Homogeneity of Variance (HoV) test, as seen in Table 9, further reported that the groups of students' learner autonomy within the parental involvement grouping were homogeneous ($p>0.05$) and therefore passed the ANOVA assumption test.

Table 8
Descriptive Statistics for Students' Learner Autonomy Levels among Parental Involvement Extents

N		Mean	SD	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Low Parental Involvement	71	1.62	.70	.08	1.45	1.79	1.00	3.00
Moderate Parental Involvement	67	2.01	.77	.09	1.83	2.20	1.00	3.00
High Parental Involvement	66	2.38	.82	.10	2.18	2.58	1.00	3.00
Total	204	2.00	.82	.06	1.88	2.11	1.00	3.00

Table 9
Homogeneity of Variance (HoV) test for Students' Learner Autonomy Levels among Parental Involvement Extents

		Levene Statistics	df1	df2	Sig.
Levels of Students' Self-Efficacy	Based on Mean	2.498	2	201	.085
	Based on Median	.070	2	201	.932
	Based on Median and adjusted df	.070	2	177.380	.932
	Based on trimmed mean	2.143	2	201	.120

The second ANOVA result which was addressed to students' learner autonomy among their parental involvement levels as shown in Table 10 revealed that the comparison achieved statistically significant differences at $p < 0.05$ with $F(2, 201) = 16.9$ and $p = .00$, indicating that parental involvement significantly affected students' learner autonomy. Moreover, in order to investigate where these differences were apparent, the post-hoc comparisons using the LSD test were further conducted. Table 11 reported that the differences of levels for students' learner autonomy significantly occurred throughout every level of parental involvement. These significant differences of students' learner autonomy mean existed both between the low and moderate parental involvement level ($M=0.39$, $p=.003$) and between the moderate and high ($M=0.36$, $p=.007$) as well as between the parental involvement levels of low and high ($M=0.76$, $p=.000$). This pattern was similar to the comparison between students' self-efficacy levels among different levels of parental involvement. Furthermore, the effect size of these differences was also calculated using the Eta squared formula presented in the ANOVA result and found to be at 0.144 and therefore classified as having a large magnitude of effect (Cohen, 1988). Similar to the first ANOVA result of differences in students' self-efficacy levels, it was therefore concluded that parental involvement also significantly affected students' learner autonomy with a great magnitude.

Table 10
ANOVA result for Students' Self-Efficacy Levels among Parental Involvement Extents

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	19.747	2	9.874	16.297	.000
Within Groups	117.248	201	.583		
Total	136.995	203			

Table 11
LSD Post Hoc Test for Students' Self-Efficacy Levels among Parental Involvement Extents

(I) Levels of Parental Involvement	(J) Levels of Parental Involvement	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Low Parental Involvement	Moderate Parental Involvement	-.39521*	.13009	.003	-.6517	-.1387
	High Parental Involvement	-.75907*	.13059	.000	-1.0166	-.5016
Moderate Parental Involvement	Low Parental Involvement	.39521*	.13009	.003	.1387	.6517
	High Parental Involvement	-.36386*	.13246	.007	-.6250	-.1027
High Parental Involvement	Low Parental Involvement	.75907*	.13059	.000	.5016	1.0166
	Moderate Parental Involvement	.36386*	.13246	.007	.1027	.6250

*. The mean difference is significant at the 0.05 level.

To sum up the comparison of students' self-efficacy and learner autonomy levels between levels of parental involvement, it was found that both variables demonstrated by the students were significantly different at the $p < 0.05$ level. The LSD Post Hoc test further confirmed that the mean differences of both variables emerged in all levels of parental involvement. Moreover, the magnitude of the differences for students' self-efficacy and learner autonomy among parental involvement levels was classified to be strong (Cohen, 1988), with the effect sizes of 0.29 and 0.144 respectively. These findings therefore suggested that parental involvement significantly and strongly affected both students' self-efficacy and learner autonomy, based on the reports of the significant differences and effect sizes from the first and second ANOVA tests.

Discussion

The first research question was aimed to investigate EFL high school students' levels of self-efficacy in the English language. It was found that the biggest proportion of the overall 204 students participating in this research still demonstrated low levels of self-efficacy, indicating that most students were still not able to confidently perform tasks requiring their mastery of English language skills in relation to their activities at school as represented by each item in the questionnaire. The factors influencing the moderate pattern of Indonesian EFL high school students' self-efficacy found in this research can be attributed to various aspects of students' internal aspects of learning. Previous studies conducted towards the similar participants of high school have investigated these factors. Among them was a study by Lestari et al. (2020) which revealed that students' prior experiences of the English language contributed to their self-efficacy levels. Since most of the high school students in this study had a minimum exposure to the English language (Lestari et al., 2020), their abilities to execute tasks provided in the questionnaire used to measure their self-efficacy were also affected. Moreover, Hermagustiana et al. (2021) put anxiety as a factor influencing Indonesian EFL high school students' self-efficacy and further suggested that their confidence to perform activities of English language academic tasks was being held by each of the individual's anxiety. It can therefore be suggested that the patterns found for students' self-efficacy in this research was also being affected by other factors related to these previous studies.

In the case of the second research question where learner autonomy was the main variable being investigated, most students did not have the capability to consider themselves to be autonomous, which meant to be in charge and independent of their learning (Holec, 1981;

Little, 1999), noted by the students' apparent lowest autonomy task of giving suggestions regarding their own English lesson to their teacher, shown by the analysis of each learner autonomy questionnaire item. In relation to this particular student-teacher interaction factor influencing the former's learner autonomy, Alrabai (2018) has previously revealed that teachers should demonstrate autonomy-supportive behaviors particularly providing students with opportunities to involve themselves with classroom management in order to promote their learner autonomy. Han (2021) further supported the incorporation of interactive, inspirational, and caring student-teacher relationships as one of the key influences for students' autonomy especially in educational contexts and therefore suggested autonomy-supportive concepts and policies to be promoted in educational policies. This strong teacher-student relationship was also the probable factor to define the learner autonomy patterns which was still within the moderate level among Indonesian EFL high school students found in this research.

Moving on towards the comparison of students' self-efficacy levels using parental involvement as the grouping variable, it was revealed that the differences of levels were significant and had a strong magnitude between the parental involvement level. This finding indicates that the extent of each student's parent to involve themselves with their students' English language learning at home evidently differentiates students' self-perceived capability of performing school-related tasks and activities using the English language. This report proves Bandura's (1978) model of triadic reciprocal determinism which states that a learner's environment strongly influences their self-concepts of their own capabilities through different social treatments, or in the case of this research, their parental involvement. In the case of students' self-efficacy, the direct influence of parental involvement towards the dependent variable can also be understood through Bandura's (1997) proposed self-efficacy sources of mastery experience, vicarious experience, social persuasion, and physiological and affective states. A parent's involvement towards students' English language learning was considered to bear capabilities of highly affecting one of the sources, social persuasion. Studies investigating such relationships were conducted with an example of a study by Lam and Chan (2016) suggesting that parents should provide their children with more positive feedback as their children's self-efficacy level was highly dependent on them. Sumanti and Muljani (2021) further supported these details by reporting that students' self-efficacy in learning the English language were enriched by parents' positive encouragement during their at-home learning sessions.

As the findings in this research revealed that students' learner autonomy levels were also significantly and strongly different based on the extent of their parents' involvement with their English language learning at home, it is therefore suggested that parental involvement levels have a role to promote students' autonomy in learning English. The findings supported previous studies concerning parents' involvement in students' English learning activities with students' learner autonomy such as a study by Özçelik (2022) proposing that students' learner autonomy will be better enabled through parents' acts of providing opportunities to encourage students' responsibilities for their own learning as well as supporting their learning decisions. Ho et al. (2023) also suggested similar claims through a correlational study where it was revealed that students were more likely to show learner autonomy behaviors if they received more care from their parents. In Indonesian EFL settings, a thorough case study was conducted by Indah et al. (2021) in an attempt to investigate factors affecting EFL autonomous learners in which it was reported that family environment emerged as a key external factor towards obtaining a great autonomy in learning English. However, in the case of Wahyuni and Tin's (2024) exploration of parental involvement, it was revealed that one parenting style could result in different outcomes of students' development in learning English. Therefore, the findings of this research act as a quantitative basis showing patterns of parental involvement levels where future explorations of styles and dimensions of parental involvement should be conducted.

These significant findings of parental involvement in the context of students' self-efficacy and learner autonomy signifies implications to the importance of parents' role in enriching their children's English language development across learning environments. Not only parents' at-home active participations where they bear the capabilities to boost students' self-supporting language learning factors (Indah et al., 2021; Sumanti & Muljani, 2021), but opportunities for parents to engage in school and academic activities for students' English language learning should be highly considered. Classroom strategies such as student-parent homework activities or school-based conferences involving teachers, parents, and students are beneficial to enhance students' English learning. In the scope of educators and practitioners of EFL teaching and learning, adjustments to encourage parental participation made from the smallest scale of teaching contents to the country-wide curriculum could provide a next step to strengthen students' English language learning. Intervention programs in reenacting the role of parents of being more than just observers and controllers of students' development but also as active facilitators to students with insight, access, and guidance for their English learning could therefore be further underlined.

CONCLUSION

The main objectives of this research were investigating EFL high school students' levels of self-efficacy, finding out the extent of their learner autonomy, as well as examining whether there was a significant difference between levels of both variables within parental involvement levels. It was revealed that throughout 204 students participating in this research, their self-efficacy levels were dominantly low which indicated their weak self-perceived abilities to perform well in academic tasks and activities that required their English language skills mastery. Most of the students still also exhibited the inadequateness of their independent learning management skills as reported by the dominant number of students apparent in the low learner autonomy level. Furthermore, by incorporating parental involvement as the grouping or factoring variable for both dependent variables, it was shown that there was a statistically significant difference in students' levels of self-efficacy and learner autonomy between levels of parental involvement. The differences in levels of self-efficacy and learner autonomy were also revealed to emerge significantly throughout all parental involvement levels with strong effect sizes, indicating that parents' initiatives and commitments to actively participate and put students' developments in learning English at home had a key role to influence their self-concepts. This further supported Bandura's triadic reciprocal determinism model, a product of his famous social learning theory, stating that in the process of a learner's acquisition of a new knowledge, three variables continuously interact in a mutual, reciprocal, and interdependent relationship where, in this case, both self-efficacy and learner autonomy represented students' personal factors while parental involvement acted as the environmental factor of student' learning. The results of this study further expands the perspective of parents' role in strengthening EFL students' acquisition of the language through their self-concepts of self-efficacy and learner autonomy.

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