



STRENGTH AND IMPACT OF PARENT-ADOLESCENT RELATIONSHIP AND SELF-EFFICACY AMONG HIGH SCHOOL STUDENTS

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ABSTRACT:

The purpose of the current study is to investigate how self-sufficient adolescents feel about their relationships with their families. 400 high school-aged adolescents were selected for this study from the Bangalore District. The findings indicate a strong association between high school children self-efficacy and their parents' relationship. This demonstrates how adolescent pupils' self-efficacy is determined by their familial relationships.



KEY WORDS: Parent, High school students, Self-efficacy, parent and adolescents' relationship.

INTRODUCTION

The parent-adolescent relationship is a complicated and dynamic one that changes significantly throughout adolescence. Rapid physical, emotional, and cognitive changes characterise adolescence, a vital developmental stage. Adolescents are attempting to become more independent and self-identified at this time, which frequently causes disputes and difficulties in their relationships with their parents. Self-efficacy is one crucial component that has a big impact on how teenagers develop throughout this stage. The term "self-efficacy" refers to a person's confidence in their capacity to carry out tasks and realise their objectives. The relationship between teenage development of self-efficacy and parent-adolescent relationships will be examined in this essay.

The yearning for independence and autonomy is powerful during adolescence. Teenagers may encounter disputes and friction in their relationships with their parents as they try to define their identities. These disagreements over beliefs, expectations, and values frequently lead to disputes. Adolescents may challenge the restrictions and limitations set by their parents, challenging parental authority. Contrarily, parents may find it challenging to adjust to their child's evolving demands for independence and freedom, which can result in misunderstandings and conflicts.

The parent-adolescent relationship is not primarily characterised by disagreements, it is crucial to remember this. Teenagers are also given a vital support system thanks to it. Open communication, trust, and emotional support characterise healthy parent-adolescent interactions. Adolescents can more successfully manage the obstacles of this stage with the support of loving and safe parents.

According to psychologist Albert Bandura, self-efficacy is crucial to teenage growth. It affects how they act, what they decide, and how well they can handle difficulties in life. An adolescent's self-efficacy can be strongly impacted by the parent-child relationship's quality in the following ways:

One of the most important ideas that has influenced our knowledge of human behavior and the motivational factors that influence it since the 1970s is Bandura's social cognitive theory. The theory promotes the idea of "triadic reciprocity," which holds that an individual's actions are always influenced by their surroundings and their own thoughts in a reciprocal manner. When considering the development of adolescents, including their academic performance, this theory contends that the support that an adolescent receives from parents, teachers, peers, and other significant adults shapes the adolescent's beliefs and cognitions, which in turn shapes the adolescent's behavior.

REVIEW OF LITERATURE

Research by Kumar and Venugopal (2016) explores the impact of parental support and advice on adolescents' self-efficacy with regard to decision-making and career goals within the cultural setting of Karnataka. These studies shed light on how, given the unique cultural context of Karnataka, cultural factors influence self-efficacy beliefs connected to professional ambitions. By concentrating on the confluence of cultural background and career goals, these works give insights into the intricate dynamics that contribute to the development of self-efficacy among teenagers in Karnataka.

Rao and Kumar's (2018) state-level research on Karnataka offers important insights into the state's educational system. These studies investigate how teenage self-efficacy views may be shaped by parental influences in the Karnataka environment, with a focus on academic endeavours. These studies add to a localised understanding of the elements that influence the development of adolescents' self-efficacy in the state of Karnataka by analysing the subtleties of the educational environment in the state.

Sinha and Verma's (2013) study focuses on how parental participation in school activities affects adolescents' academic self-efficacy in India. These studies show how parents' active involvement in the classroom influences their children's development of self-efficacy beliefs. These works provide particular insights into how cultural expectations and familial engagement impact self-efficacy beliefs in the Indian educational context by emphasising the significance of parental support in the academic arena.

OBJECTIVES

To study the relationship's strength and trajectory by looking at the relationship between self-efficacy and the parent-adolescent relationship.

HYPOTHESIS

Null Hypothesis (H0): Among high school students, there is no observable association between self-efficacy and the parent-adolescent relationship.

Alternative Hypothesis (H1): Self-efficacy and the parent-adolescent connection are significantly correlated.

RESEARCH METHODOLOGY

RESEARCH DESIGN

A cross-sectional quantitative research design is used in this study, and data from a sample of 400 Bangalore Urban high school students for evaluating the effect of the parent-adolescent connection on self-efficacy. Numerical data were collected by quantitative approaches, which allowed statistical analysis to find correlations and linkages between variables.

VARIABLE

Independent Variable: Parent and adolescent relationship

Dependent Variable: Self-efficacy

TOOLS

Parent And Child Relationship Scale

Nalini Rao created the Parent-Child Relationship Scale (PCRS) (2011). The instrument comprises one hundred objects that are scored on a five-point rating scale and are divided into ten dimensions: protecting, object punishment, rejecting, demanding, indifferent, symbolic reward, loving, and disregarding. On a 5-point scale with weights of 5, 4, 3, 2, and 1, the respondent was asked to score statements about how they personally perceived their connection with their mother or father. The range went from "always" to "very rarely." Over the ten sub-scales, the test-retest reliability coefficient for the boys' sample ranged from .770 to .871, and for the girls' sample, it ranged from .772 to .873. The scale has been proven to be highly beneficial and successful in studying issues related to social, psychological, and educational elements.

Student Self-efficacy Scale

The researcher employed a self-developed psychological tool, the Student Self-Efficacy Scale (SSES-DSKN), developed by Dr. Sarita Dahiya and Ms. Nirmala Kumari, to gather data. According to Spearman Brown, 0.854 by the Guttman Split-half technique, and 0.863 by Cronbach's Alpha approach, the SSES has a reliability of 0.789. Face validity and content validity were used to evaluate the reliability of the Students' Self-Efficacy Scale. It was discovered that 80% or more of the statements were unanimous. There are 35 items in this tool that are relevant to self-efficacy in the areas of physical, social, emotional, academic, and spiritual domains. There are five ratings on this scale.

DATA ANALYSIS AND FINDINGS

ADOLESCENT-PARENT RELATIONSHIP

A moderate to high overall assessment of parent-adolescent relationships is suggested by the mean score of 233.29. This could mean that relationships are generally good or fulfilling on average. A considerable level of variability in the scores is indicated by the standard deviation of 23.09. This shows that within the evaluated group, there may be variations in the type or quality of parent-adolescent relationships. The standard deviation indicates that there is a greater range of ratings, which emphasises the variety of experiences among the group. This could imply that the sample has both extremely favourable and less positive connections.

SELF EFFICACY

The respondents appear to have a reasonably high level of self-efficacy, as indicated by their average self-efficacy score of 119.59. In contrast to self-confidence, the standard deviation of self-efficacy is smaller (9.77396), indicating less variability in the values. The scores are closer together in relation to the mean. The variability in self-efficacy levels within the sample is still indicated by the range of self-efficacy scores, which range from 111 to 155. There are responders with both lower and greater self-efficacy scores, despite the high average.

Parent and Child Relationship among High School Students

317 & above Extremely Cordial Relationship		299 to 317 Very Cordial Relationship		282 to 299 Above Average Relationship		258 to 282 Moderate Relationship		258 to 241 Below Average Relationship		240 to 223 Unfavourable Relationship		222 & below Extremely Unfavourable Relationship	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
-	-	-	-	-	-	59	15.0	80	20.0	116	29.0	145	36.0

Self-efficacy of High School Students

166 & above Extremely High Self-Efficacy		156-165 High Self-Efficacy		146-155 Above Average Self-Efficacy		133-145 Average Self-Efficacy		122-132 Below Average Self-Efficacy		113-121 Low Self-Efficacy		112 & below Extremely Low Self-Efficacy	
N	%	N	%	N	%	N	%	N	%	N	%	N	%
-	-	-	-	13	3.0	35	9.0	68	17.0	119	30.0	165	41.0

Correlation between Parent Adolescent Relationship & Self-Efficacy

Parameter	Value
Pearson correlation coefficient (r)	0.8043
P-value	0
Covariance	181.5295
Sample size (n)	400
Statistic	27.0035

Self-Efficacy (Y) and Parent-Adolescent Relationship (X) have a high positive association (Pearson correlation coefficient, or r) of 0.8043. This implies that there is a significant propensity for teenagers' self-efficacy to rise as the quality of the parent-adolescent connection increases.

The observed correlation is statistically significant if the p-value is less than the significance level (α) of 0.05, as indicated by $p < .001$. This adds weight to the evidence suggesting that self-efficacy and parent-adolescent relationships are not purely coincidental.

Reject of Null Hypothesis (H₀): Rejecting the null hypothesis (H₀) indicates that the alternative hypothesis (H_{A1}) is sufficiently supported by the available data. According to H_{A1}, there is a noteworthy association between high school students' self-efficacy and their parent-adolescent connection in this scenario. The information backs up this theory.

FINDING AND DISCUSSIONS

The 400 high school students who were chosen from three high schools in the Bangalore district served as the basis for this study. The relationship between parents and adolescents and high school students' self-efficacy is depicted in the above table. In conclusion, the findings offer compelling evidence in favor of a noteworthy positive link between high school students' self-efficacy and the strength of their parent-adolescent relationship. These results highlight the value of pleasant interactions and parental support in helping teenagers develop self-assurance and self-belief.

CONCLUSION

This study makes a significant contribution to our understanding of the mechanisms behind the impact of parent-child relationships on teenagers' self-efficacy, academic engagement, psychological health, and social well-being.

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