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The Role of Self-efficacy, Happiness and Parental Involvement in Academic Affairs as Predictors of Academic Achievement among First-grade High School Female Students in Bandar Abbas

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Abstract The present study aimed to determine the role of self-efficacy, happiness and parental involvement in academic affairs as predictors of academic achievement among the first-grade high school female students. For this purpose, 270 female students were selected using cluster random sampling method from first-grade high school female students in Bandar Abbas. The questionnaire of self-efficacy, happiness, parental involvement in academic affairs was used for data collection. Data analysis showed the significant relationship of self-efficacy ($P < 0.001$, $r = 0.20$), happiness ($P < 0.01$, $r = 0.14$) and parental involvement in academic affairs ($P < 0.001$, $r = 0.29$) with academic achievement. The results of simultaneous regression analysis showed that self-efficacy ($\beta = 0.31$) and parental involvement in academic affairs ($\beta = 0.29$) could positively predict academic achievement ($P < 0.001$). However, happiness could not statistically predict academic achievement among female students. Thereby, it is concluded that self-efficacy and parental involvement in academic affairs could predict academic achievement.

Keywords: self-efficacy, happiness, parental involvement in academic affairs, academic achievement

Introduction

The need for development is one primary motivation of human being. People with greater need for progress are more willing to be perfect and improve their performance (Curry, 2006, Komarraja, Karau, Schmeck, 2009). Students' academic achievement is an important factor in education assessment. High levels of academic achievement can predict a bright future for the individual and society. All efforts and investment in any system seek to achieve this goal. Accordingly, psychologists and educational experts addressed the motivational factors in learning and academic achievement of students in various fields (Linen Brink and Pintrich, 2002).

Positive psychologists have focused on potential sources of positive feelings such as happiness (Seligman and Mihally, 2001; Cohen and Pressman, 2005). Hope and happiness are verified cognitive-motivational components (Snyder and Lopez, 2007). Emotional responses cover a large part of human physiological interactions, which affect individual ability for surviving and maintaining general health when dealing with various diseases. Happiness is one emotion, which encompasses a wide range of emotional actions from relief to enjoyment and ecstasy (Khodayarifard, Abedini, 2007).

Frequency and intensity of joy and happiness are considered in order to distinguish positive emotions from negative ones. It should be noted that frequency of happiness is an appropriate measure for psychological health because it can be easily measured. This factor is strongly

associated with long-term emotional health (Diener and Larsen, 1993; Ryff and Kiyess, 1995). Involvement of family members in the child's academic affairs was discussed in students' academic achievement. Certainly, family environment is an important factor in individual behavior and performance. Quality of the interactions between parents and children, socio-economic status of the family and parental education are known as important determinants of the students' academic achievement (Aksoy, Links, 2000). Family is a social unit whose social values and norms are transferred to the child. Family acts as an intermediary in terms of impact on children's social environment. Therefore, parental participation and involvement are effective in all aspects of students' education (Ahadi and Mohseni, 2007).

The students' self-efficacy is also discussed in academic achievement. Self-efficacy component was first introduced by Bandura (1977).

The main prerequisite for progress of any society and civilization lies in progress of children in education. According to the above-mentioned materials, effective factors in students' academic achievement should be determined. Therefore, the present study attempted to determine the effective factors in academic achievement based on previous studies (parental involvement in academic affairs, happiness and self-efficacy). It should also be determined which variable had a greater effect on the students' academic achievement. The authors sought to examine the following assumptions:

- 1- There is a significant relationship between self-efficacy, happiness and parental involvement in academic achievement of the first-grade high school female students in Bandar Abbas.
- 2- Self-efficacy, happiness and parental involvement in academic affairs predict academic achievement of the first-grade high school female students in Bandar Abbas.

Methodology

This was a descriptive, correlational predictive study. The statistical population consisted of 1342 first-grade high school female students in 2014-2015. The sample size was determined as 270. Multi-stage cluster sampling method was used to select the individuals as follows:

First, Bandar Abbas Education regions were divided into two districts. Then, all high schools (public schools, private schools, schools for martyrs' children, school for gifted children, etc.) were identified in Bandar Abbas. Fifteen schools were selected randomly from each district. Finally, a class was randomly selected among the selected schools.

Self-Efficacy Questionnaire

This scale was developed by Sherer and Maddus (1982), which contained 17 items. The items were confirmed by Woodruff and Cashman (1993). Validity of this scale was approved by faculty of psychology. In addition, Sherer (1982) reported Cronbach's alpha as 0.76 for the scale. This scale was translated and validated by Barati (1997) who calculated reliability of the scale using Gottman split-half method (0.76) and Cronbach's alpha (0.79) (Karimzadeh and Mohseni, 2006). In this study, reliability of the test was obtained as 0.94 through Cronbach's alpha.

Initial version of the questionnaire was developed by Argyle, Martin, and Crossland in 1989 as a tool to measure individual happiness, which consisted of 29 items (20 old items and 9 revised items). Reliability and validity of the Oxford Happiness Questionnaire in terms of internal consistency showed that all 29 items had a high correlation with total score of the questionnaire (Cronbach's alpha = 0.91). The Oxford Happiness Questionnaire was translated into Persian by Alipour and Noorbala in 2008. The translated questionnaire was verified by 8 experts

(psychologists and psychiatrists) (Alipour Agaharris, 2007). Hills and Argyle (2002) calculated reliability of the questionnaire as 0.91 and found a significant correlation between Oxford Happiness Questionnaire (OHQ) and extraversion ($P < 0.001$, 0.61), neuroticism ($P < 0.001$, 0.59) and psychoticism ($P < 0.05$, 0.17). Cronbach's alpha coefficient was used to calculate reliability of the questionnaire in this study (0.84).

Questionnaire of parental involvement in academic affairs was developed by Shekari (2013) who applied the questionnaire to 280 male and female secondary school students. In the former study, validity was confirmed by five university professors. The questionnaire was applied to 100 students to evaluate reliability of the questionnaire and Cronbach's alpha was obtained as 0.86 for the entire questionnaire. In this study, Cronbach's alpha coefficient was used to calculate reliability, which was obtained as 0.82.

Results

The first hypothesis: the relationship of self-efficacy, happiness and parental involvement in academic affairs with academic achievement was significant among the first-grade high school female students in Bandar Abbas.

Contents of Table 1 show simple correlation coefficients of self-efficacy, happiness and parental involvement in academic affairs with students' academic achievement. Contents of the table show that correlation coefficient (0.20) between self-efficacy and academic achievement was significant at 0.001 level. In other words, there was a positive relationship between self-efficacy and academic achievement of the students in schools. The correlation coefficient between happiness and academic achievement of students was equal to 0.14 at 0.001 level. In other words, happiness is positively associated with students' academic achievement. The correlation (0.29) between parental involvement in academic achievement and academic achievement was significant and positive at 0.001 level. In other words, the greater the parental involvement in academic affairs the greater the students' academic achievement.

The second hypothesis: self-efficacy, happiness and parental involvement in academic affairs predict academic achievement among the first-grade high school female students in Bandar Abbas. Contents of Table 2 showed that multiple correlation between input variables in regression equation and academic progress was equal to 0.41. Adjusted determination coefficient was equal to 0.16. In other words, 16% of changes in academic achievement was explained by self-efficacy, happiness and parental involvement in academic affairs.

Contents of Table 3 showed that that regression model was statistically significant. The table also showed that self-efficacy, happiness and parental involvement in academic affairs were significant ($F\text{-value} = 18.04$, $P < 0.001$)

Table 4 showed the share of predictors in changes in criterion variable. Among input regression variables, self-efficacy was significant ($\beta\text{-value} = 0.31$, $t = 4.18$, $P < 0.001$). Self-efficacy could strongly predict academic achievement. Happiness was not found significant and could not predict academic achievement of the students. The results are shown in the following conceptual diagram.

Table 1. Simple correlation coefficients of self-efficacy, happiness and parental involvement in academic affairs with academic achievement

Variables	Students' academic achievement		Number
	Correlation coefficient	Significance level	N
Self-efficacy	0.20	0.001	270
Happiness	0.14	0.01	270
Parental involvement in academic affairs	0.29	0.001	270

Table 2. Summary of simultaneous regression model for predicting academic achievement based on self-efficacy, happiness and parental involvement in school affairs

Predictors	Correlation coefficient (r)	Determination coefficient (r ²)	Adjusted determination coefficient
Self-efficacy, happiness and parental involvement in academic affairs	0.41	0.17	0.16

Table 3. Summary of ANOVA for predicting academic achievement based on self-efficacy, happiness and parental involvement in academic affairs

Model Enter	Model Index	Sum of squares	Degree of freedom	Square of means	F-value	Significance level
Self-efficacy, happiness and parental involvement in academic affairs	Regression effect	374.85	3	115.95	18.04	0.001
	Remaining	1709.51	266	6.42		
	Total	2057.36	269			

Table 4. Simultaneous regression equation coefficients for self-efficacy, happiness and parental involvement in academic affairs

Model	Non-standardized coefficients		B standard value	t-value	Significance level
	B-value	Standard error value			
Intercept	9.57	0.74		12.90	0.001
Happiness	0.009	0.009	0.09	-1.00	0.31
Parental involvement in academic affairs	0.06	0.01	0.29	5.02	0.001
Self-efficacy	0.04	0.01	0.31	4.18	0.001

Discussion

The present study aimed to determine the share of self-efficacy, happiness and parental involvement in academic affairs in predicting academic achievement of the students. The correlation coefficient between self-efficacy and students' academic achievement was calculated. There was a significant and positive correlation between self-efficacy and academic achievement. According to Bandura's social cognitive theory, people tend to be engaged in and preoccupied with what they are confident in doing and capable to do. Self-efficacy beliefs help to determine how much time people spend on a task and how much they can persist on doing that task when

encountering numerous obstacles and how much flexible they are in unpleasant and opposing situations. In this study, academic perseverance and efforts had also a positive relationship with self-efficacy beliefs of students. This confirmed Bandura's self-efficacy theory. Simple correlation coefficient between happiness and academic achievement of the students was also calculated. A positive and significant correlation was found between happiness and academic achievement of students ($P < 0.001$). Thus, academic achievement increases as happiness increases among students. There are two main schools of thought with regard to the relationship between happiness and academic achievement. Hedonism is a psychological theory according to which the organism is motivated to seek pleasure and avoid pain (Franken, 1998). Hedonism encompasses the five input senses. Thereby, happiness is derived from objective or motivated by the goal. However, hedonism regards happiness as the end or goal. According to the above-mentioned materials, happiness covers pleasurable feelings and emotions of teenagers and students. Therefore, happiness triggers prowling and searching for a target. Happiness positively affects the students' academic achievement and raises cheerful and happy spirits. The correlation coefficient between parental involvement in academic affairs and academic achievement was also calculated. The relationship between parental involvement in academic affairs and academic achievement was significant and positive ($P < 0.001$). It should be noted that these findings are in line with the findings obtained by Eabans, Cooperman, Jooskoys and Perlia (2004), Bonket and Gooms (2003), Mirande and Enrivez (1979) and Shekari (2013). It should be noted that the parents who cared for their children's education attempted to interact with school officials and apply teachers' experiences and recommendations to their children's performance. Thus, parental efforts and activities effectively increased children's progress and performance. It should also be noted that the correlation between parental involvement in academic affairs and academic achievement was obtained higher than the one obtained in other countries due to sociocultural status of Iran.

Simultaneous regression model was evaluated in order to predict academic achievement of the students based on self-efficacy, happiness and parental involvement in academic affairs. Among input variables in regression model, self-efficacy could significantly and strongly predict academic achievement of the students (β -value = 0.31, $t = 4.18$, $P < 0.001$). Parental involvement in academic affairs could also significantly predict academic achievement of the students (β -value = 0.29, $t = 5.02$, $P < 0.001$). However, happiness could not significantly predict academic achievement of the students. It should be noted that happiness could not predict academic achievement despite a significant correlation between the two variables. This may be due to the fact that happiness is related to psychological well-being and mental health rather than academic achievement of the students. Numerous studies have confirmed the significant relationship of happiness with mental health of students.

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