



PARENTAL SES AND STUDENTS' EFFICACY IN ENGLISH LEARNING

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Abstract: This study reviews a selected sample of 22 research articles on parental SES and students' efficacy in English learning, this study was using content analysis of the published articles between 2010 and 2020. This study found that those three variables were separately studied in the past time. Furthermore, the factors beyond them such as parental income (SES), social persuasion and mastery experiences (Self-efficacy) in English learning may be possible correlation of those three variables.

Keywords: Parental SES, students' efficacy, English learning

1. INTRODUCTION

Parents and family's environment that affect the children's educational development such as family's income, parent's background, family size, children's social interactions, etc. As the Slameto in Sinaga, Muhariat, Kenty (2009) states the family is the first foremost education institution. However, factors that influence children's learning are divided into 2 factors, which are school-based factors and out-of-school based factors. School-based variables are considered that the school can manage (e.g. instructional teaching-learning practices, curriculum design, etc) whereas out-of-school based factors are factors which are school's have limited or no control of the students (e.g. first language, parent's socio-economic status, parenting style, etc). Above those factors, parents' SES (socio-economic status) are commonly correlated with students' learning achievement.

According to Muhibbin Syah (2011), learning achievement is the measurement of success of students in reaching the goals in a learning program. Then, family income, parents' educational attainment, and parents' occupation are the three factors that the Michigan State Department of

Education uses to directly define SES; this definition has been widely applied in several research. (Gottfried, 1985; Hauser, 1994; Bornstein and Bradley, 2014). Besides that, people generally believe that parents' SES also has vital involvement correlated with the development of developing minds and their capacity for learning. It is because parents' involvement not only impacts children's learning results as well as their motivation, self-efficacy, focus, and task perseverance, etc. This is in line with the previous study that revealed the association between parental participation and academic self-efficacy is beneficial. In other words, parental involvement has great influences on their children's education, self-efficacy and other development (Dorothy Ebere Adimora,dkk.2019). Other researches also showed that there is significant effect of parents' socio-economic status (SES) and its dimension such as parents' income (Yee, K, et al, 2021) with students' self-efficacy in learning (Karaarslan, Guliz, & Sungur, Semra.2011; Han, Chu, & Song, 2014; Kung, D., 2016; Jailani, et al, 2017; Siregar, Siddiq & Marwan, 2019). As mentioned above, it is naturally understandable that parents' SES can differentially influence students' aspects in learning. Furthermore, it will be more focused on one specific aspect of students, that is students' self-efficacy. Bandura (1997) also according to the study, children with high self-efficacy are more likely than those with low self-efficacy to succeed academically. This is also because these students put in a lot of effort to complete assignments and reach their high academic goals. It relates with the previous studies of academic self-efficacy as the predictors that can affect students' academic achievement (Meral et al, 2012; Ahmad & Safaria, 2013; Shkullaku, 2013; Akram & Ghazanfar, 2014; Goulao, 2014; Koseoglu, 2015; Hassan et al, 2015; Honicke & Broadbent, 2016; Kolo et al, 2017; Enny & Pujara, 2019;). The academic self-efficacy in each student is not the same. It can be affected by some factors inside and outside of the students above. According to earlier studies, one of the characteristics of learners who have strong self-efficacy is their efforts and tenacity. (Zajacova, Lynch, & Espenshade, 2005). For example, Students will come up with practical solutions if they can't follow the course to achieve their goals or to control their difficulties, while students with poor self-efficacy will quit trying to overcome obstacles to their learning goals. (Ormrod, 2000). The goal of this study is to examine the published research articles in Indonesia or even International research conducted between 2010 and 2020 in the field of parents SES influencing students' self-efficacy in English learning. To methodologically analyze the substance of each study, an article information form has been adjusted by the researchers which are method preference, sampling, instrument and data analysis, and findings.

Research that investigated parents' socioeconomic status as the factors that influence students' learning achievement showed different findings. Parents' socioeconomic issues include many aspects such as income, occupation, family size, educational level, and so on. However, one significant finding

that has been explored is the absence of Students' self-efficacy in learning and parents' socioeconomic level. The influence of parents' educational level towards students' learning achievement showed that more parents are educated, they are able to contribute along the education and help their children in school while parents with little or no education will face difficulty to understand and help their children in the education area (Lenny, dkk.2018). Hence, parents with more education often talk about children's activity in the school, identifying both their home and school-based academic issues, providing children's learning patterns and also time limits for their learning activities (Suresh, 2012). However, it will be meaningless if the parents cannot avoid the gap between SES and students' learning achievement which is communication. Parents will become aware of their children's requirements once they communicate with their kids and their teachers. (Ali Bicer, 2013).

Ega, Yunia, and Sri Ulfa (2019) study on Parents claimed that there is a strong and positive link between parents and home learning facilities to the students' learning achievement. Home learning facilities also influenced students' self-efficacy in learning, it revealed that the amount of books, how often you buy newspapers, and your salary all increased with students' learning, on the other hand, the availability of a private study space and a computer with internet access showed negative relationship (Karaarslan and Sungur, 2011). This research suggests that students may use computers for certain purposes, such as entertainment or to find new resources on the internet. Parents with average monthly income are found to significantly influence students' academic performance. Parents who have a high level of income can provide required materials for their children and create opportunities for high academic achievement (Alemneh, Gezahegn and Mengistu, 2019). Conversely, not all parents have a good income to facilitate their children's learning needs. Children from low-income families were observed to put in more effort to solve their conditions and perform academically well. Parents' occupation is also related with income which has positive and negative influence for their children's learning achievement. Parents stated that their occupation determines whether they have time involved in children's learning or help for their tuition and other charges (Nadenge, 2015).

Parents must support both physically and materially so that children have strong beliefs in building trust in themselves, this individual's belief is called self-efficacy. In a previous study, self-efficacy indicated as the predictors of students' learning achievement (21%) that the participants are university students around 400 students and was chosen around 100 students by random sampling (Hasan, et al, 2015). The study that was conducted to 350 university students in Babol of Medical Science also stated that Self-efficacy was mediated among those students, and significant relationships were found

between self-efficacy and parameters like family income, school, and academic year. (Seyedi-Andi et al, 2019). In that study, family income as the one of socioeconomic status had correlation with self-efficacy, although it won't be the same for all universities. Same as the previous study of socioeconomic study that showed the number of books can affect the learning achievement, the study on science subject by Oystein and Kjell (2015) revealed that the number of books (SES) seems to predict around 6-7% of the variation in self-efficacy (SE) and ability in science. A study by Siddiq Ali Azis Siregar and Marwan (2020) that uses associative descriptive research and discusses the impact of parents' socioeconomic position, perseverance to adversity, and sense of self-efficacy on adolescents' interest in entrepreneurship. The findings showed that parents socioeconomic status, adversity index have positive correlation with self-efficacy.

Considering findings of previous studies on parents' socioeconomic and students' learning achievement. The researcher still does not know how the significance of parents' SES influences students' efficacy in learning without using other factors that also contribute to the students' efficacy or learning. Therefore, This study aims to investigate how parental SES relates to children's English learning efficacy.

2. METHOD

The method used by the researcher is a qualitative content analysis which is one of the many qualitative techniques currently accessible for studying data and determining its meaning (Schreier, 2012). The data were gathered by using a data collection instrument. The data collection instrument that was used in this study is the previous articles at Indonesia and International studies from 2010-2020. The sample that the researcher has collected is 22 research articles published in Indonesian and International journal sites. Each content of articles was reviewed and the data was analyzed as significant of those articles.

3. RESULTS AND DISCUSSION

The data gathered from the analysis in the articles of parents' SES and students' efficacy in English learning include one decade (2010-2020).

The first study was from Jing Han, Xiaoyuan Chu, Huicun Song, and Yuan Li (2014) where they found in the study that family socioeconomic status is significantly positive with children's self-efficacy. The family SES can be reflected as the father's and mother's educational degree, the total income of

the family, and parents' occupation. In another context that how it can relate, it is about the social capital that the family has that can influence the students' self-efficacy. So if the family has high SES, it is more likely to achieve high self-efficacy.

The second study came from Seyed Jalil, Fatemeh, Hajar Adib, Soraya, and Asgari (2019) where they found that start from there is Learners' self-efficacy scores did not significantly differ between male and female students like the previous study that also have same research. Furthermore, it

correlates with the aspects of socioeconomic status which is family income that shows positive relationships, because it supports the financial for children's nursing education.

The third study was from Gian Vittorio, Michele, Guido, Maria, and Claudio (2010) where they found with this longitudinal study that the academic self-efficacy of junior high school also contributed by SES and academic achievement, because it showed the impact of their learning activities.

The fourth study was from Guliz Karaarslan and Semra Sungur (2011) where this study's result showed a positive result of socioeconomic indicators such as income and the learner's self-efficacy. The income of parents here reflects social and economic resources for the students (Sirin, 2005) which represents the amount of books at home, the frequency of buying newspapers and to create a supportive environment for learning.

The fifth study came from Ove Edvard, Inger, Massimo, and Greta (2018) where their research found that the gender perspective be the consistent findings related with self-efficacy. The family's socioeconomic status influences the students' learning activities.

The sixth study was conducted by Fang Bian, Qiang Deng, and Yang Yan Huang (2020) where they found that the socioeconomic status of the family affects the students' reading self-efficacy. the SES indicators became the main element that influence the students' learning outcomes such as reading ability, the indicators of SES include good material and psychological investment show better quality of reading self-efficacy on students.

The seventh study was from Casandra Carlene (2013) where the study found that the gender study used to measure the difference between student male and female self-efficacy. Then, it measured with the socioeconomic presented the positive result which the higher SES had a higher self-efficacy score.

The eighth study came from Agnes Indra, Puspalthaa, Tan Shiu, and Kalaivani (2016), in this study showed that socioeconomic status contributed to students' learning development such as self-efficacy. It was studied based on the income status of the family's level (low, moderate, and high). Families with low-socioeconomic status may be failed in willing the effective learning environment (Mcloyd, 1990).

The ninth study was carried out by Hui Li, Jian Liu, Dan Zhang, and Hongyun Liu (2020) where they found that socioeconomic factors of students include the parents' educational status and the

economic sources. The descriptions of educational status were divided into four categories such as junior high, senior high, college, and levels above college, however, the economic sources identified the facilitation of the students at home, such as private room, computer room, books, and many more. It resulted in the SES and the self-efficacy that students have.

The tenth study was conducted by Ali Arslan (2013) where the findings of this study showed that based on the students' opinion about their self-efficacy change through on SES. The indicators were mastery experience, vicarious experience, and social persuasion which can improve students' self-efficacy. From those three indicators, mastery experience results that students' self-efficacy with low SES appropriate with this indicator. Then, students' self-efficacy with medium SES appropriate to mastery experience and social persuasion. While, mastery experience and vicarious experience were appropriate to students' self-efficacy with high SES.

The eleventh study was conducted by Muhammad Akram and Mamuna Ghani (2013) where the study found that Socioeconomic Status (SES) showed an important aspect which correlated with students' language learning. The indicators of SES which used were the parental income and encouragement that could facilitate students in buying English books, additional helping material, and even traveled to the English speaking countries.

The twelfth study was from Andi Ummul Khair (2014) where found that parental SES was not challenge for their children to have English competence. Because the existence of parents was most important to accompany their children in using the facilitation and English resources.

The thirteenth study was carried out by Mohsen Ghasemi and Narjes Ghafournia (2015) where they found that socioeconomic status influences the students' interest and motivation in English learning, because the SES role could encourage or discourage the learners in develop their interest and motivation in English.

The fourteenth came from Henny Yulia (2017) where found that the parents' income was dominant of the SES aspects which influence students' English achievement.

The fifteenth study came from Yuko Butler and Vi-Nhuan Le (2017) where they found in the study that common socioeconomic status' indicators were income and educational level, furthermore, they were positively related with students' English performance. The income represented in the form of

sending their children to English private lessons and the educational level represented in the form of giving facilitate of English-related home environments, although it was different with things in Europe.

The sixteenth study was from Saira, Ameer, and Rashida (2018) where found that SES had significant relationship with English learning, the high and low SES concluded that related with cognitive growth, memory, language development, and socioemotional process.

The seventeenth study was conducted by Rajni Singh and Sanjiv Kumar (2018) where the study found that the indicators in SES include income, education, and occupation. In the part of income, High income family seems to be facilitated the children's learning by books, dictionary, and technological equipment; then, educational level indicate the parents can communicate and monitor the children about the studying habits, learning outcome and styles; furthermore, the parents' occupation showed that working mother may add income that can required the facilities of children such as books, etc.

The eighteenth study was from Mohammad Reza Ghorbani and Seyyed Ehsan (2019) where they found that students' SES had significant correlation with language learning through technological resources, which the high SES may had access to be better and effective in using technology, by this facilitation, students can do autonomous language learning.

The nineteenth study was conducted by Huifang Zuo and Chuang Wang (2014) where the study found that there were sources of self-efficacy toward English proficiency such as past performance, peers' and advisors' influence, social persuasions, emotional and physiological states, selfawareness, difficult level of tasks, and interest. Among those personal factors that students might face in developing English proficiency, there was social persuasions which mentioned parents' persuasion was contributed in English proficiency, others persuasions were from advisors, professors, and peers.

The twentieth study came from Veronica Sardegna, Juhee Lee, and Crystal Kusey (2017) where presented that self-efficacy might have high effort to select strategies in increasing English pronunciation. The students might feel more confident in using their choices strategies.

The twenty first study was from Chunping Zheng, Jyh-Chong, and Chin-Chung (2017) where the study showed that the sources of self-efficacy towards Chinese EFL learners such as social persuasion that explained the social information was delivered by social agents, especially parents and teachers. The next was self-modelling experience and mastery experience, it showed positive relation among those experiences and EFL Self-efficacy, this role was weaker than the previous role, social persuasion. Then, physiological states contrast with previous roles, this states showed negative role, because the

impact of learners' physical and emotional on students' anxious and stressful in English performance task.

The twenty second study was carried out by Syafi'ul Anam and Elke Stracke (2019) where they presented that students who had higher self-efficacy tend to have better English ability.

From those previous studies, the correlation of parental SES and students' efficacy in English learning studied separately, however, it may be possible relates each other based on the factors beyond them.

The most factor that appear along with SES and self-efficacy is parental income which can be supported students' facilitation in their learning such as, buying books, additional learning material, and technology. The same factor which Socioeconomic status also influences students' English learning is parental income. The parents may give more facilitation for their children such as English book, create English-home environment, and also easily access to the technology to gain digital resources in developing students' English skill and proficiency.

Another factor that possible correlate SES, self-efficacy and English learning of students is the individual experiences in self-efficacy, such as vicarious experience, mastery experience, and social persuasion which are measured the level of SES of students (low, medium, and high SES). However, students' English learning also influenced by those factors which important in English performance or task.

4. CONCLUSION

The findings showed that in the published articles in the field of parents' SES and students' efficacy in English learning between 2010 and 2020 have been distributed in the close numbers. Most of the previous studies has positive correlation of each other variables. There are some factors that showed the similarity beyond the variables of SES and Self-efficacy; SES and English learning; and Self-efficacy and English learning.

5. SUGGESTIONS

From those previous studies, there is no appropriate study that conduct in three variables together (SES, Self-efficacy, and English learning). So the author attempted to find the factors beyond those three variables which may be similar and correlate them. The suggestion to the further study is highly

recommended to study more about the specific variables such as the correlation of SES towards students' efficacy in English learning or other certain subject.

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