



EFFECT OF PARENTAL INVOLVEMENT'S ON STUDENT ACHIEVEMENT

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ABSTRACT

Parents are concerned about a variety of topics, including the need of providing a decent life for their children, assisting their children in achieving academic success, and imagining what their children may become in the future. Despite the fact that this is true, children are susceptible to a wide variety of influences that come from a variety of different walks of life, some of which may be detrimental. The susceptible brains of the youngsters who are caught up in these encounters are thus left with a lasting imprint as a result of these experiences. When you have confidence in it capabilities and are aware that you are capable of accomplishing it objectives, it will be much simpler for you to take action, remain committed to it course of action, and recover quickly from setbacks. Taking into consideration the framework of positive resistance, it is possible to see it as a resource component.

Keywords:- Correlation, Involvement, Children's, Achievements

INTRODUCTION

Important factors that contribute to the development of a kid include the history of the family as well as the immediate environment in which the child is raised. Berry is of the opinion that if a child is brought up with high expectations for their intellectual success, then the child will develop attitudes that are comparable to those of their parents. The end consequence is that the child improves their academic performance and develops a greater sense of self-assurance in their capabilities.

Concept of "self-efficacy"

The concept of "self-efficacy" refers to the degree to which an individual is self-assured in their capacity to accomplish their goals and complete the tasks ahead of them. The way in which we see our own capabilities has an impact on every facet of human existence. As a matter of fact, the amount of self-efficacy possessed by an individual has a significant impact on the emotions, thoughts, and actions that they exhibit. There is a correlation between ineffectiveness and mental health conditions such as depression, anxiety, and a pervasive feeling of helplessness.

Not only do the individuals in issue have low self-esteem, but they also have unfavorable ideas of their own personal development and accomplishments. In addition, those who have high levels of self-efficacy may be more motivated, which will assist them in selecting projects and maintaining their commitment to completing them. In addition to this, self-efficacy is the gold standard when it comes to determining whether or not a person is capable of effectively completing a task.

The individuals who have a high degree of self-efficacy are not easily disheartened and are willing to put in a lot of effort in order to achieve their goals. Individuals who have a low sense of self-efficacy have a tendency to place responsibility on external factors or other individuals when things do not go according to plan. When you have confidence in it capabilities and are aware that you are capable of accomplishing it objectives, it will be much simpler for you to take action, remain committed to it course of action, and recover quickly from setbacks. Taking into consideration the framework of positive resistance, it is possible to see it as a resource component.

At this point, our mental state is at its highest point. There is no doubt that we are now living in a digital world; hence, the phrase could not be more pertinent. As a consequence of his findings, people were able to ascertain the precise distances that separated the stars and the oceans, as well as implement astronomical units for the purpose of measuring depths. This is due to the fact that his need for information will never be satisfied. In each and every instance, the answer is unique to each and every person specifically. It is possible that big social shifts would occur if it were limited to mental activities. There is no such thing as a timid or uninhibited person; everyone strives to differentiate themselves from the herd by being real.

Parents crucial role in developing their children's objectives and goals within the context of their function

Every individual has their own individual goals that they want to accomplish in order to achieve a level of performance that is in accordance with their expectations. When psychologists talk about his degree of ambition, they are referring to this standard, which he wants to achieve in all of his activities. This is what they mean when they talk about his endeavors. In addition to this, the majority of it is drawn from his previous experiences, and it is closely connected to his internal sense of identity. It is possible to classify aspirations and goals into a number of different categories, such as social, cultural, educational, professional, and economic. The nature of it and the power that it has are two separate things. They might have positive or negative characteristics. There is no limit to the amount of information and experience that a person may acquire at this age, which means that any aspirations that were held throughout childhood are definitely out of reach. Therefore, parents have a crucial role in developing their children's objectives and goals within the context of their function as their children's primary educators.

Parents are concerned about a variety of topics, including the need of providing a decent life for their children, assisting their children in achieving academic success, and imagining what their children may become in the future. Despite the fact that this is true, children are susceptible to a wide variety of influences that come from a variety of different walks of life, some of which may be detrimental. The susceptible brains of the youngsters who are caught up in these encounters are thus left with a lasting imprint as a result of these experiences. Therefore, it is the responsibility of parents to protect their children from the dangers described above and to work toward creating an environment that is well-balanced and comprehensive so that their children may thrive.

Parents affect their children's tendencies toward intrinsic and extrinsic motivation

People may be taught how to be motivated or how not to be driven. Both of these scenarios are feasible. When it comes to students' levels of motivation, there is a negative correlation between the degree to which they feel they possess the necessary talents. Students are more likely to put in the effort necessary to finish a task when they have confidence in themselves and the abilities they possess by believing in themselves. Furthermore, they discuss the ways in which internal motivation is often more effective than external drive in terms of achieving certain goals.

Researchers have investigated the ways in which parents might affect their children's tendencies toward intrinsic and extrinsic motivation at different times of their children's lives with their children. The fundamental principle that underpins all of these ideologies, regardless of the names that have been given to them, is that inspiration may originate from either inside oneself or from external sources. "Teachers and parents frequently find themselves frustrated with their

students or children, wondering how to motivate them to try harder on their school-work," according to a research study that was published in the publication "Self-Determination theory of Motivation (SDT)" .

Parental Involvement's Effect on Student Achievement

It is important for parents to be active in their children's education when they have discovered an efficient strategy to stimulate academic accomplishment. This will ensure that their children get the necessary assistance to develop into excellent students in general. Taking this action is the only way for them to guarantee that their child will get the assistance that they need. It is common knowledge that the education of a child starts the minute they are born, and that the first six years of a child's life are the most formative years in terms of learning outcomes. The evidence presented here demonstrates that parents have a considerable influence on the academic success of their children in the future. A number of recent studies have brought the topic of parental involvement to the forefront of public discourse, and a number of legislators have attempted to propose legislation that would establish programs that would encourage parents to be more active in the education of their children.

METHOD

Participants

Participants in the study consisted of 110 pupils from four elementary schools located in a small village in Aligarh . In the fifth grade, there were a total of 47 boys and 63 girls, while in the sixth grade, there were 61 boys and 58 girls. The representative sample was comprised of a diversified set of professional homes that ranged from the middle class to higher income categories. White ancestry was present in each and every one of the students who were included in the sample, indicating that the ethnic composition of the students was quite uniform. On average, the students were eleven and a half years old, although their ages ranged anywhere from ten to thirteen years old. In accordance with the grading methodology used by the local school board, the following information is included into the average grade that is shown on the report card for the whole school sample: (A+ = 0, A = 1, B = 2, C = 3, D = 4, or U = 5) In terms of grades, the average grade was an A-, with a mean grade of 1.93. It was observed that the grades of male participants were significantly lower than the grades of female participants ($F = 9.64, p < .01$). At Level 6 of the family-school connections model, we also included the child's gender as an exogenous variable. We assigned a value of 0 to the child's gender for males and a value of 1 to the child's gender for females. Immediately after the completion of the step that came before it, this was carried out.

Procedures

79% of the parents whose young children were sent home with permission forms and information sheets actually filled them out. This is an astoundingly high percentage. A week was all that was required for parents who participated in the program to hand over the permission documents for their children to the class teacher. Following the completion of all of the forms, the researcher compiled a list of the students who had shown an interest in taking part in the research project. As a consequence of this, the administration and the instructors reached a consensus to include extracurricular activities into the normal school day for the students. The questionnaires were distributed to the students in groups of around fifteen, and it took each group approximately one hour to complete the questionnaires. In spite of this, pupils were provided with an unlimited amount of time to complete the surveys. No matter where they were in the process, the children were always invited to ask questions about the language or the procedures, and they were actively encouraged to do so. After compiling the responses from all of the children and parents who took part in the survey, the forms were then sent to each and every classroom teacher for each and every child who had registered to take part in the study.

Measures

One of the most used abbreviations for the Questionnaire on Families and Schools is FSQ. The Family Support Questionnaire (FSQ) is a survey consisting of 48 questions that is designed to determine the extent to which parents believe their children assist them with schooling when they are at home. According to the findings of two previous studies that assessed the FSQ throughout its development, it has robust psychometric properties and a component structure that is constant across its whole. The Likert scale, which also has five points, is used by the FSQ. A score of one point indicates "strongly disagree," while a score of five points indicates "strongly agree." The Family Structure Questionnaire (FSQ) was given to the children in two different versions: the FSQ-M, which focused on the connections with mothers, and the FSQ-F, which focused on the ties with fathers. Both of these forms were administered to the children. It has been determined that the sample under examination has levels of internal reliability that are sufficient for each of the four FSQ subscales: In the context of a child's educational environment, the following aspects have an impact: (a) academic pressure (Cronbach's D.75 mother, D.71 father)—for example, "My mother will limit my free time if my grades are not good enough"—, (b) parental support and encouragement for learning (D.65 mother, D.83 father)—for example, "My father tries to make me feel confident in my school work"—, (c) active management of the learning environment (D.82 mother, D.89 father)—for example, "My mother often brings home educational activities for our family"—and (d) family involvement with homework (D.60 mother, D.77 father).

SAAS is an acronym that stands for the Self-Attribute-Attitude Scale, which is a measure of one's level of self-confidence. In order to investigate children's perspectives on attribution and self-concept, the SAAS, which was developed with the intention of being applied in a variety of cultural contexts, was implemented. There is evidence that the SAAS has a robust factor structure, as indicated by factor loadings that are lower than sixty and Cronbach's alphas that fall between eighty and ninety. It employs a Likert scale across three distinct variables in order to evaluate the children's perception of their own self-worth. On this scale, a score of one denotes a strong disagreement, while a score of five shows a strong agreement; the lowest possible answer is one, and the highest possible response is five. The sample that was administered demonstrated adequate levels of internal reliability for each of the three subscales evaluated. The first is it general self-concept (D.89), the second is it mathematics self-concept (D.89), and the third is it reading self-concept (D.89); for example, "I find reading easy." (D.89) is an example of a self-concept in mathematics. "I do well in mathematics even if I have a poor teacher." is an example of a possible self-concept.

In order to participate in the School Activity Questionnaire (SAQ-T), teachers are given a form that they are required to fill out. The SAQ-T was designed with the main purpose of collecting essential academic data from each and every student's teachers. To be more specific, the Health Resources Inventory served as the foundation for the Academic Competence Scale (D.97) that was included in the SAQ-T. Ten different statements are used to determine the degree of intellectual capacity possessed by the youngsters. It is possible to use this kind of statement to characterize a student's academic ability (for example, "This student does original work"), study habits (for example, "This student finishes his or her homework"), and motivation (for example, "This student is interested in school work"). Using a Likert scale with five points, instructors assessed the frequency with which each academic competence activity occurred. One on the scale indicated that the activity occurred extremely seldom, while five indicated that it occurred relatively often.

Create a grade for the collection of report cards that you have. Their results in science, mathematics, and language arts were included in the most current reports that the kids submitted. Averaging the grades of each student was used to build the attainment outcome variable, which was then used for the purpose of conducting route analyses. The reason for this was that there was a consistent and significant correlation between the grades in all three courses, which led to this decision.

RESULTS

Table 1. Respondents' relationship to the student: parents of high school pupils

Relationship to the Student	Frequency (F)	Percent (%)	Valid Percent	Cumulative Percent
Missing	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0
Grandfather	0.0	0.0	0.0	0.0
Grandmother	0.0	0.0	0.0	0.0
Stepfather	1.0	1.0	1.0	100.0
Stepmother	0.0	0.0	0.0	0.0
Father	40.0	33.0	33.0	98.0
Mother	77.0	64.0	64.0	64.0
Total	110.0	0.0	0.0	0.0

The sorts of activities that their parents have participated in and the frequency with which they have been active have been discussed by primary schools. Parents were asked to submit information on the sorts of parental engagement activities that they chose to participate in and the frequency with which they participated in the study for the first research question. There are twelve distinct parental participation programs from which parents may choose the one that best suits their needs. These are the categories that were used to classify the many types of activities that include parental participation: Never (N), Once in a While (W), Occasionally (O), or Everyday/Most Days (D) are the four possible responses. These labels were requested to be used by parents in order to indicate the frequency with which they participated.

The frequency with which parents of elementary school pupils engaged in the activities that they were most interested in becoming involved in as parents. The great majority of parents of elementary school kids (n = 120) said that they assisted their children in the classroom or school on a daily or nearly daily basis. This was something that they performed on regular or almost daily basis. The results of the study indicated that this was the most effective method for including parents. The overwhelming majority of parents who have children in elementary

school make an effort to visit their children's classrooms on a regular basis, engage in discussion with their instructors, have their children read aloud something that they have written, assist their children with their homework in the areas of mathematics and science, and discuss extracurricular activities with their children. It was agreed upon by the majority of parents of children who were in elementary school that they would check and discuss their children's homework on a regular basis, review their children's spelling and vocabulary, inquire about mathematical concepts, check in on their children's grades, and maybe even accompany their children to a play, concert, or sporting event. On the other hand, the overwhelming majority of parents of primary school students have decided not to engage in any of the following activities: It is important for parents to ask about their children's schooling, review math lessons, go over spelling or vocabulary, inquire about homework, inquire about their children's academic achievement, or tell their children about extracurricular activities, homework, and homework reviews.

Table 2. Parent Involvement Activities and Frequencies in Elementary Schools

<i>n</i> =110	<i>D</i>	%	<i>W</i>	%	<i>0</i>	%	<i>N</i>	%	<i>AI</i>	<i>SD</i>
Go to school event (p ⁴⁴ Y/ musictsports).	1	1	2	2	6	5	106	97	3.83	.536
Ask child to read something he/she Wrote.	6	5	58	48	16	13	36	30	2.69	.974
Ask how is doing in school	3	2	11	9	31	26	70	58	3.42	.808
Ask what child is laming in math.	2	2	4	3	10	8	100	82	3.74	.653
Talk to child's cachet	9	7	73	61	18	15	16	13	335	.827
Go over spelling/vccab	4	3	14	12	20	17	78	65	3.44	.867

Visit child's school.	7	6	66	55	16	13	27	22	2.53	.924
Help with math.	4	3	18	15	17	14	74	62	338	.908
Review/discuss homework.	4	3	8	7	9	7	94	78	3.63	.700
Work on Science homework.	18	15	38	32	32	19	16	37	2.65	1.102
Volunteer classroom' school.	47	39	54	45	48	40	3	9	1.80	.869
Discuss school activities.	4	3	16	15	19	16	74	64	3.42	.885

Middle school pupils have claimed that there has been an increase in the level of interest and participation of parents in their children's extracurricular activities. The majority of parents who have children in middle school have said that they are actively engaged in their children's education. This involvement may take the form of volunteering in the classroom or assisting with school activities, as well as having daily or almost daily conversations with their children about issues that are linked to school responsibilities. As far as parents of middle school students are concerned, some examples of things they may do to be active include assisting their children with their science homework, visiting their children's schools, reviewing vocabulary and spelling terms with them, having conversations with their instructors, and checking in on their progress. The overwhelming majority of parents of middle school students reported that they had never discussed their children's schoolwork, never checked their children's math homework, never inquired about their children's math lessons, never had their children read anything that they had written, and never attended an event that was sponsored by the school.

When it came to events that were designed to encourage parental participation in middle school students, the reported frequency of parent involvement was the lowest. In the next section, parents of middle school students (n = 110) gave their contact information. Additionally, the proportion of parents who reported partaking in the activity that was indicated at the lowest frequency (per parent) was also included. The majority of parents of middle school students reported that they assisted their children with their science homework on a daily or nearly daily

basis, that they reviewed or discussed their children's math assignments, that they assisted their children with spelling and vocabulary, that they inquired about their children's progress in mathematics, that they had their children read something that they had written, that they inquired about what their children were learning in class, and that they even attended school performances, concerts, and athletic events. The vast majority of parents who have children in middle school said that they had never discussed their children's homework or courses with their children's instructors. On the other hand, they would sometimes provide a helping hand to their children when they were attending school. The following table provides information on the preferred ways of engagement that were used by the 110 middle school parents, as well as the frequency with which they engaged in each participation technique.

Table 3. The nature and degree of the relationship between parents' views of their responsibilities regarding parental participation and their children's academic success (in elementary, middle, and high schools)

		Level	Activities	Perceptions	Abilities
	Sig. (2-tailed)		.000	.001	.037
Level	Pearson Correlation	1	-.245**	-.174**	-.110*
	N	359	348	351	350

Correlation Analyses

This table displays the correlation matrices for each of the model variables that should be considered. Overall, the pattern of connection was consistent with the two-way interactions that were hypothesized by the idea of school-family ties within the context of the relationship. The information that was gathered from mothers and dads revealed that there was a high level of consensus for every aspect of parental engagement. A strong association was found between academic competence and self-concept elements, which are components of the children's personalities. This relationship was shown to be important. In addition, it was shown that there was a strong correlation between academic achievement and parental participation. The association between academic performance and each and every aspect of self-concept that was evaluated was shown to be statistically significant. To be more specific, this correlation was demonstrated. There was a far stronger correlation between the child's individual characteristics and the grades on the report card than there was with other indicators of parental participation. Each of the three levels of the model's variables was shown to have significant relationships with the gender of the offspring.

Route Evaluations

In order to investigate the linkages that exist between the variables, a route analysis was carried out, with the interrelationships between the households and the educational institutions being taken into account. This approach is used for a number of reasons, one of which being its capability to investigate several causal processes from the bottom up by using a single theory or model. The first studies that were conducted discovered that while the grade level of students did not have a significant correlation with their levels of success, there was a considerable link between the gender of the students and their degree of achievement. For the purpose of obtaining the enormous sample size that was required for the study, the two classes that were included in the sample group were combined.

In this study, LISREL was used to conduct an independent evaluation of the suggested models for both mothers and fathers. Given that there was a significant correlation between mother and father variables in the preliminary study, we constructed two distinct models in order to take into consideration the possibility of statistical suppression effects and to provide a more precise evaluation of the combined impacts of the parents. In the process of developing the models that were just described, it was necessary to investigate every potential path. As a result of eliminating routes from the studies that had a statistical significance level lower than 0.05, mother and father over-identified models were developed. The results of the goodness-of-fit evaluation for the models that contain an excessive number of parents are shown below. Within the framework of the family-school links paradigm, both of the outcomes are well explained. This is shown by the fact that the chi-square test of the predicted model did not provide any data that were statistically significant in either of the two circumstances. The presence of excellent goodness-of-fit indices and the presence of minimum root-mean-square approximation errors are two more indicators that indicate to a model that is a good fit. When it comes to this particular aspect, the parent and child models are both realistic.

Women who are mothers in today's environment could find the mother model to be a source of direction. According to the overall notion, the major indirect indicator of a mother's presence in the home and its link to success is a child's academic performance. This is the case since academic performance is directly related to achievement. Research on gender reveals that, in comparison to boys, girls are more capable academically, have a more positive self-concept about reading, and are more likely to have their parents actively engaged in their education. Another point to consider is that females are more conscious of the importance of reading than boys are. Men, on the other hand, reported that their mothers were particularly influential in terms of academic motivation, that they typically had a better sense of identity, and that they possessed a greater level of confidence in their mathematical abilities.

Table 4. Data on the Goodness-of-Fit of the Mother and Father Models

Statistic	Mother Model	Father Model
Root mean square error of approximation	.04	.03
Adjusted goodness-of-fit index	.92	.93
Goodness-of-fit index	.97	.96
Probability level	.06	.20
Degrees of freedom	16	22
Chi-square	26.50	28.26

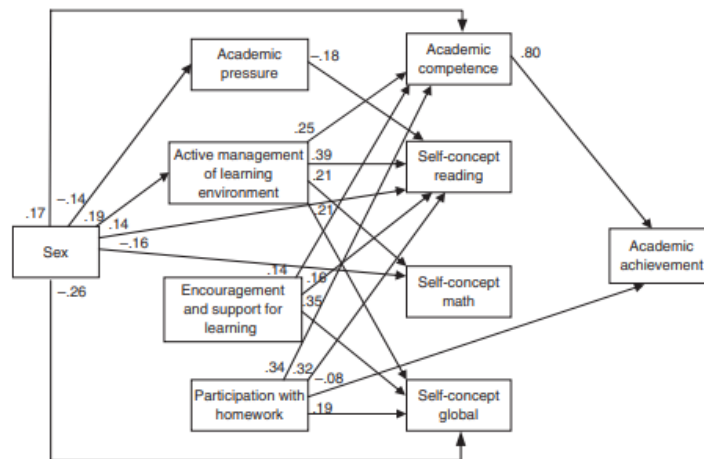


Figure 1. Mother Model Showing All Significant Paths

It was shown that the characteristics of the children's personalities were correlated with every aspect of the mother's engagement. There was a correlation between mothers' active management of the learning environment and four qualities of their children: academic competence, reading proficiency, global self-concept, and mathematics proficiency. It was shown that a favorable correlation exists between parental support and encouragement of learning and academic accomplishment, reading proficiency, and overall self-confidence. It was found that mothers who assisted their children with their homework reported higher levels of reading self-concept, academic performance, and overall self-concept in their children. The amount of time that students spent on homework was shown to have a negative link with their academic achievement; however, this correlation was only sufficiently substantial to be considered

statistically significant. Research has shown a correlation between mother academic pressure and a less robust reading self-concept.

There was just one of a kid's personal attributes that was shown to have a significant association with the level of success that the youngster had achieved. The grades that are shown on report cards demonstrate that there is a better association between academic proficiency and higher levels of success. According to the findings of this multivariate study, there are no significant direct or independent correlations between achievement and any of the components that pertain to self-concept. In spite of the fact that there was a statistically significant link established between success and each and every self-concept measure (p.01), this is nonetheless the case.

Through an examination of the connection between a father and his kid, it was shown that academic pressure is associated with a lower level of academic performance as well as a less favorable self-concept in the areas of reading and mathematics. In contrast, there was a correlation between the child's active management of the learning environment and greater levels of academic competence as well as a more favorable reading self-concept. In addition, there was a correlation between the encouragement and support that dads provided and a more positive global self-concept overall. Children who had dads who were engaged in their schooling had lower levels of intellectual sophistication than children who did not have fathers. There was a substantial positive correlation between academic performance and competence, which is consistent with the interpretation of the mother model. There was not a clear and distinct association between academic achievement and self-concept, according to the findings of an evaluation that was conducted simultaneously on both elements.

CONCLUSION

In order to encourage each and every youngster to pursue self-education, it will be necessary to use a multifaceted approach. Everyone who is in a position of authority, including parents and teachers, has to do their part. It major responsibility as a parent is to provide it kid with support, encouragement, and motivation while they seek higher education to further their education. According to the results of this research, there seems to be a significant connection between parental participation and the academic success of their children in the classroom. In the classroom, female students did better than their male colleagues, as shown by the outcomes of the researched study. The primary responsibility of every parent is to provide a home environment that is conducive to the growth and development of their kid. In order to enhance the academic performance of male pupils, it is necessary for educators and policymakers to develop new courses and programs. It has been proposed that people of all genders should be provided with assistance, direction, and encouragement without any kind of prejudice or discrimination based on their gender. Parents are being asked to provide the highest possible level of support and care for their children as a result of the increasing amount of work that is

being done in schools. According to the majority of people, the current era is considered to be the "age of knowledge." In one area, the workforce, every school is witnessing a range of knowledge being shown by its students. To put this another way, it is imperative that parents be legally obligated to give the highest possible level of care for their children. When it comes to their children's educational journey, parents play a dual role: they are both a kind and encouraging friend and a knowledgeable guide.

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