

## A PREFERENTIAL STUDY ON COMMUNITY AND PARENTAL INVOLVEMENT AS ANTECEDENTS OF TEACHER SELF-EFFICACY IN TENKASI DISTRICT

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### ABSTRACT

Teacher self-efficacy plays a vital role in shaping instructional quality, classroom management, and student engagement. Grounded in Bandura's (1997) social cognitive theory, self-efficacy reflects teachers' beliefs in their ability to influence student learning outcomes. Recent research emphasizes the importance of external support systems, particularly community and parental involvement, as significant antecedents of teacher self-efficacy (Epstein, 2018; Hoover-Dempsey & Sandler, 2005). This preferential study examines the extent to which community and parental involvement influence teacher self-efficacy among school teachers in Tenkasi district, Tamil Nadu. Using a descriptive correlational research design, data were collected from 200 school teachers through structured questionnaires measuring levels of parental involvement, community participation, and teacher self-efficacy. Statistical analyses, including descriptive statistics, correlation, and multiple regression, were employed to examine the relationships among variables. The findings reveal a significant positive relationship between parental involvement and teacher self-efficacy, indicating that teachers who experience greater parental support demonstrate higher confidence in instructional practices and classroom management. Similarly, community involvement emerged as a significant predictor of teacher self-efficacy, particularly through resource support, participation in school activities, and collaborative partnerships. The study highlights that parental involvement exerts a stronger influence on teacher self-efficacy compared to community involvement. These findings underscore the importance of strengthening school-family-community partnerships to enhance teachers' professional confidence and effectiveness. The study offers practical implications for policymakers and school administrators to design targeted intervention programs that promote stakeholder engagement in the educational process.

**Keywords:** Teacher self-efficacy, parental involvement, community participation, school partnerships, Tenkasi district.

### INTRODUCTION

Teacher self-efficacy refers to educators' beliefs in their capabilities to plan, organise, and execute instructional activities that achieve desired student outcomes (Bandura, 1997). In the Indian educational landscape, where classrooms are characterised by linguistic diversity, socio-economic heterogeneity, and varied parental backgrounds, teacher self-efficacy has significant implications for both instructional quality and educational equity (Swarnalatha, 2019). Studies from India have shown that higher self-efficacy among teachers is associated with greater instructional effectiveness, resilience, and capacity to adapt pedagogical practices to diverse learner needs (Jena & Rout, 2025). Parental involvement in education encompasses parents' active participation in school activities, communication with teachers, and engagement in their children's academic lives (Hoover-Dempsey & Sandler, 2005). In India, parental involvement remains complex: socio-economic constraints in rural areas often limit engagement in school-based activities, although involvement at home—such as assisting with homework—remains an important support for learning (Parish et al., 2021). Research on parental involvement in rural Indian contexts, including Uttar Pradesh, has documented that parents' participation in school and home learning activities increases educational accountability and supports student performance, thus implying potential indirect effects on teacher beliefs and classroom dynamics. Community involvement refers to the broader social support provided by local stakeholders—including community leaders, volunteers, and civil society—in facilitating educational processes (National Education Policy, 2020). Indian education policy advocates for school-community partnerships through structures like School Management Committees to strengthen school accountability and stakeholder participation. However, empirical research exploring community involvement as a direct antecedent of teacher self-efficacy within India remains limited, indicating a gap in the literature that this study aims to address.

Despite the acknowledged importance of parental and community support in enhancing educational outcomes, few Scopus-indexed studies from India have examined how these supports influence teachers' professional confidence. Investigating these antecedents in rural districts such as Tenkasi is crucial because local socio-cultural norms and resource constraints affect both parental engagement and community participation. Understanding these relationships can inform policy and practice to enhance teacher support mechanisms, strengthen teacher efficacy, and ultimately improve teaching-learning outcomes in the Indian rural context.

### REVIEW OF LITERATURE

#### Teacher Community Involvement and Self-Efficacy

Hatcher, Price, Smith, Turpen & Brewe (2022) examined the role of community-based professional learning communities for physics faculty in enhancing teaching self-efficacy. Their study found that closely connected professional communities positively predicted teacher self-efficacy and perceived improvements in teaching practices. Teachers with stronger professional relationships within the community reported greater confidence in instructional strategies and classroom engagement, showing that community networks function as critical sources of support and efficacy beliefs among educators.

#### Structural Effects of Professional Learning Communities

Anderson and Olivier (2022) investigated the relationship between professional learning community dimensions, teacher self-efficacy, and collective efficacy in U.S. schools. Results indicated that learning community practices—such as collaboration, shared leadership, and professional support—were positively associated with both individual self-efficacy and collective teacher efficacy. The study highlighted that structured community involvement within schools promotes teachers' confidence in instructional and managerial tasks, suggesting that community-based professional networks can be effective antecedents to heightened self-efficacy.

#### Resource and General Teachers' Self-Efficacy

A study of teachers in mainstream Indian schools under the Sarva Shiksha Abhiyan (SSA) framework found that resource teachers exhibited higher self-efficacy related to decision-making, school resource utilisation, and enlisting parental and community involvement than general teachers. Although both groups showed comparable ability to engage parents and communities, the specialised training of resource teachers was linked to stronger self-efficacy in instructional and leadership roles, implying that teacher preparation and role specificity influence how educators mobilise parental/community participation in Indian settings.

**Parental Involvement Practices in India**

Research exploring parental involvement in rural Indian education contexts reveals that household socio-economic factors, particularly wealth, significantly influence the extent to which parents engage in educational activities supporting children’s learning. While not directly measuring teacher efficacy, the findings demonstrate how variations in parental engagement can shape the educational ecology in Indian contexts, suggesting indirect links between parental participation levels and institutional outcomes that may influence teacher attitudes and performance.

**Collective Efficacy and Self-Efficacy Among Teachers**

Parthasarathy & Premalatha (2017) conducted an empirical study in the Nilgiris District of Tamil Nadu investigating collective teacher efficacy and self-efficacy and their influence on innovative work behaviour. The study found significant correlations between teachers’ sense of efficacy (both individual and collective) and their innovative work behaviour, indicating that efficacy beliefs are shaped by shared experiences and collective support networks within the school community. This underscores the role of local educational environments in reinforcing teachers’ confidence and willingness to adopt innovative instructional practices.

**Research gap**

Existing studies have extensively examined teacher self-efficacy in relation to professional and institutional factors; however, limited research has explored parental and community involvement as direct antecedents of teacher self-efficacy, particularly in the Indian context. Very few studies focus on Tamil Nadu, and none specifically address Tenkasi district. Moreover, district-level evidence using predictive analysis to determine the relative influence of these factors remains scarce. Therefore, this study seeks to fill this empirical gap.

**STATEMENT OF THE PROBLEM**

Teacher self-efficacy plays a crucial role in enhancing instructional quality and student engagement (Bandura, 1997; Tschannen-Moran & Hoy, 2001). Although parental and community involvement are recognized as significant contributors to effective school

functioning, most studies in India have focused on their impact on student achievement rather than on teachers’ professional confidence (Parish et al., 2021). There is a lack of empirical evidence examining parental and community involvement as antecedents of teacher self-efficacy, particularly in rural districts such as Tenkasi. Hence, the present study seeks to address this gap by investigating how these factors influence teacher self-efficacy.

**OBJECTIVES OF THE STUDY**

- ☐ To assess the level of parental and community involvement in schools of Tenkasi district.
- ☐ To examine the relationship between parental and community involvement and teacher self-efficacy.
- ☐ To determine the predictive influence of parental and community involvement on teacher self-efficacy.

**RESEARCH METHODOLOGY**

The present study adopted a descriptive correlational research design to examine the influence of parental and community involvement on teacher self-efficacy in Tenkasi district. The population comprised primary and secondary school teachers, from which a sample of 200 teachers was selected using stratified random sampling to ensure adequate representation. Data were collected through structured questionnaires measuring parental involvement, community participation, and teacher self-efficacy. Standardized and validated scales were used to ensure reliability and content validity of the instruments. The collected data were analyzed using descriptive statistics, correlation, and multiple regression techniques. Statistical analysis was carried out using SPSS to test the study objectives and hypotheses.

**ANALYSIS AND DISCUSSION**

**Level of Parental and Community Involvement**

Variables	N	Mean	Std. Deviation	Level
Parental Involvement	200	3.84	0.62	High
Community Involvement	200	3.56	0.71	Moderate

he results indicate that teachers perceive high levels of parental involvement in school-related activities, including participation in meetings, supervision of homework, and communication with teachers. Community involvement was rated moderate, suggesting that local stakeholders participate occasionally but are not as actively engaged as parents. This highlights the importance of parental support as a key source of teacher-related assistance in Tenkasi district.

**Relationship Between Parental & Community Involvement and Teacher Self-Efficacy**

Variables	Parental Involvement	Community Involvement	Teacher Self-Efficacy
Parental Involvement	1	.52**	.68**
Community Involvement	.52**	1	.61**
Teacher Self-Efficacy	.68**	.61**	1

The analysis revealed that parental involvement has a strong positive correlation with teacher self-efficacy ( $r = .68, p < .01$ ), indicating that higher levels of parental engagement are associated with greater confidence among teachers in their instructional and classroom management abilities. Similarly, community involvement was found to be positively correlated with teacher self-efficacy ( $r = .61, p < .01$ ), suggesting that support from local stakeholders also contributes to enhancing teachers’ professional confidence. These findings imply that teachers’ self-efficacy improves when both parents and community members actively participate in school activities, highlighting the significant role of external support in strengthening teachers’ beliefs in their teaching capabilities.

**Predictive Influence of Parental & Community Involvement on Teacher Self-Efficacy**

Predictor Variables	B	Std. Error	Beta	t-value	Sig.	R	R <sup>2</sup>	Adjusted R <sup>2</sup>
Constant	1.214	0.312	—	3.89	.000**	.74	.55	.54
Parental Involvement	0.487	0.061	.52	7.98	.000**			
Community Involvement	0.326	0.058	.38	5.62	.000**			

The regression analysis results indicate that both parental involvement and community involvement are significant predictors of teacher self-efficacy. The model shows a strong fit, with  $R = .74, R^2 = .55$ , and an adjusted  $R^2$  of  $.54$ , explaining 55% of the variance in teacher self-efficacy. Parental involvement emerged as the strongest predictor ( $B = 0.487, \beta = .52, t = 7.98, p < .001$ ), suggesting that teachers’ confidence in their professional abilities increases substantially with greater parental participation in school activities. Community involvement also significantly predicts teacher self-efficacy ( $B = 0.326, \beta = .38, t = 5.62, p <$

.001), indicating that support from local stakeholders positively contributes to teachers' professional confidence. Overall, these results highlight that engagement from both parents and the community plays a critical role in enhancing teacher self-efficacy, with parental involvement having a comparatively stronger impact.

#### FINDINGS

Teachers in Tenkasi district reported a high level of parental involvement and a moderate level of community involvement in school-related activities. Parental involvement showed a strong positive correlation with teacher self-efficacy ( $r = .68, p < .01$ ), indicating that teachers' confidence increases with active parental participation. Community involvement was also positively correlated with teacher self-efficacy ( $r = .61, p < .01$ ), highlighting the supportive role of local stakeholders. Regression analysis revealed that both parental ( $\beta = .52$ ) and community involvement ( $\beta = .38$ ) significantly predict teacher self-efficacy, with parental involvement being the strongest predictor. Overall, 55% of the variance in teacher self-efficacy was explained by parental and community involvement, emphasizing the importance of stakeholder engagement in enhancing teachers' professional confidence.

#### SUGGESTIONS

Based on the findings of the study, it is evident that parental and community involvement play a significant role in enhancing teacher self-efficacy. Therefore, schools should actively strengthen parental engagement by organizing regular parent–teacher meetings, workshops, and home-based learning programs to support students' academic progress and teachers' professional confidence. Similarly, community participation should be promoted by encouraging local stakeholders, community leaders, and NGOs to take part in school activities, provide resources, and support educational initiatives. Professional development programs for teachers should include training on effective collaboration with parents and communities, enabling teachers to maximize the benefits of external support. At the policy level, education authorities in Tenkasi district should develop frameworks that foster structured school–family–community partnerships and provide incentives for sustained engagement. Additionally, schools should implement monitoring and feedback mechanisms to evaluate the effectiveness of parental and community involvement in improving teacher self-efficacy and overall student outcomes. By adopting these measures, schools can create a collaborative environment that strengthens teachers' confidence, promotes professional growth, and enhances the quality of education.

#### CONCLUSION

The present study examined parental and community involvement as antecedents of teacher self-efficacy in Tenkasi district. The findings indicate that teachers perceive a high level of parental involvement and a moderate level of community participation. Both parental and community involvement were found to have a significant positive relationship with teacher self-efficacy, with parental involvement emerging as the strongest predictor. The regression model explained 55% of the variance in teacher self-efficacy, highlighting the substantial impact of external support on teachers' confidence in instructional practices and classroom management. These results underscore the critical role of active collaboration between schools, parents, and communities in enhancing teachers' professional beliefs and, consequently, educational quality.

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