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The Role of Parent-Child Relationship, Self-Esteem, Academic Self-Efficacy to Academic Stress

Seto Mulyadi^a, Wahyu Rahardjo^a, A.M. Heru Basuki^a

^a*Faculty of Psychology, Gunadarma University, Jl. Margonda Raya No 100, Depok, 16424, Indonesia*

Abstract

Homeschooling students can experience academic stress. Parent-child relationship, self-esteem, and also academic self-efficacy are assumed as factors influencing the academic stress. Do parent-child relationship, self-esteem, and academic self-efficacy have effect simultaneously to homeschooling students' self-regulated learning? The purpose of this study is to measure the influence of parent-child relationship, self-esteem, and academic self-efficacy to academic stress on homeschooling students. The direct and indirect effect can be seen from the empirical model when fit the data. Subjects are 87 homeschooling students in Tangerang. Academic stress constructed from Ang et.al. (2009) ($\alpha = 0.875$), academic self-efficacy constructed from Bandura (1997) ($\alpha = 0.907$), self-esteem constructed from Rosenberg (1965) ($\alpha = 0.758$), parent-child relationship constructed from Brook et.al. (2012) ($\alpha = 0.875$). Structural Equation Model is used to analyze the data. The empirical model has goodness of fit. It explains the influence of parent-child relationship, self-esteem, and academic self-efficacy to academic stress on homeschooling students. The result shows that parent-child relationship has no direct effect to academic stress or indirect effect through academic self-efficacy. On the other hand there is indirect effect from parent-child relationship to academic stress through self-esteem. Parent-child relationship, self-esteem, and academic self-efficacy are good predictors to homeschooling students' academic stress. But parent-child relationship only effects students' academic stress through self-esteem and not strong enough to effects academic stress through academic self-efficacy. At this point, parents play important role to build positive self-esteem related to the homeschooling activities.

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Introduction

Homeschooling is a learning process in which family, especially parents, take charge of their child's/children's education (Korkmaz and Duman, 2014). In other words, parents teach their child/children at home. In addition to parents, tutors can be asked to come to the house and provide instructions to the child/children at home (Mulyadi, 2010). Education system of homeschooling is adapted to fit the child's/children's needs with open curriculum and flexible learning schedules in accordance with the agreement between the child/children, parents and tutors

(Sugiarti, 2009). Several studies have explained the importance of parents' role in providing support for their child's/children's learning process during homeschooling (Collom, 2005; Green & Hoover-Dempsey, 2007). This is naturally understandable given the fact that the learning process takes place at home and among family members, particularly parents, who must be actively involved in providing any necessary support for their child/children in attaining the best outcomes from their education.

Despite the fact that students learn at home, still the students are obliged to study, do the assignments, and take the equivalency examination. Inevitably, those activities are commonly become sources of academic stress among students (Wilson, Barnes-Holmes, & Barnes-Holmes, 2014). Shahmohammadi (2011) confirmed this by stating that the sources of students' academic stress, among others, are examination, the amount and complexity of material that must be learned, difficulties in understanding the material, and the amount of assignment.

There are some variables which are considered to be affecting academic stress. The first is academic self-efficacy. It is essential for students to have academic self-efficacy because it will guide them in having confident to cope any academic challenges and demands. Hence, the anxiety and the academic stress will diminish. Rovira, Edo, and Fernandez-Castro (2010) argued that the higher the students' self-efficacy related to their academic assignments, the lower the academic stress that they perceive.

The second variable is self-esteem. Students with positive self-esteem are considered to be having ability to meet any academic challenges and demands. Self-esteem drives students to perceive academic demands as challenges and as a result they do not suffer from academic stress. Erturgut and Erturgut (2010) have explained that self-esteem is associated with academic stress, in which students who have positive self-esteem tend to have lower academic stress. Also, self-esteem is connected to academic self-efficacy. Students with positive self-esteem tend to feel more confident and steady in accomplishing academic assignments. Students with high positive self-esteem will also have high academic self-efficacy (Di Giunta, Alessandri, Gerbino, Kanacri, Zuffiano, & Caprara, 2013).

The third variable which is also considered to affect the students' academic stress is relationship between parents and their child/children. This variable becomes significant in this study as the context of this study involves homeschooling students as participants. Since the students learn at home with the help of their parents or tutors, then the relationship between parents and their child/children plays a crucial role in supporting students' learning process. Kim and Lee (2013) argued that poor relationship between parents and their child/children contributes to child/children suffering from academic stress. In such condition, child/children feel that they are not socially supported and they feel that they are alone in facing their academic problems. So, students who have poor relationship with their parents will be more prone to suffer from academic stress.

The ways parents raise their child/children influence the development of child/children self-esteem (Amir & Gatab, 2013). Parenting then establishes relationship between parents and their child/children since early childhood (Mogonea & Mogonea, 2014; Nurmi & Pullianinen, 1991). Some studies have argued that when parents provide more care, attention, empathy, and support to their child/children, then the child/children will have more positive self-esteem (Parker & Benson, 2004; Trumpeter, Watson, O'Leary, & Weathington, 2008).

In addition, harmonious relationship between parents and their child/children provide reinforcement and confidence in child/children to face any challenges and problems in their lives, including academic challenges and demands which may potentially become the sources of academic stress. Givertz and Segrin (2012) stated that well-balanced relationship between parents and their child/children will help child/children develop a strong self-efficacy.

Based on the above elaboration, the aim of this study is to examine the constellation of variables, namely relationship between parents and their child/children, self-esteem, and academic self-efficacy in affecting academic stress among homeschooling students.

Method

Participants in this study were 86 homeschooling students, consisting of 46 male students and 40 female students. The mean age of participants was 17:39 years (SD = 3.86). The participants were students of Homeschooling Kak Seto in South Tangerang, Banten. The residence of the participants were quite varied, in which most lived in Jakarta (N = 42; 48.83%), in Tangerang (N = 35; 40.69%), in Bogor (N = 5; 5.81%), in Bekasi (N = 2; 32%) and in Depok (N = 2; 32%).

Academic stress. Academic stress is students' perception which tends to be negative regarding their parents' and teachers' expectations for them to attain high academic achievements (Ang, Huan, & Braman, 2007). To

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