

ABSTRACT

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Key Words: SELF-EFFICACY, PERCEIVED PARENTAL ENCOURAGEMENT, ENGLISH AS A FOREIGN LANGUAGE, ENGLISH ACADEMIC ACHIEVEMENT, LISTENING EFFICACY, SPEAKING EFFICACY, READING EFFICACY, WRITING EFFICACY

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Thesis Title: A CORRELATIONAL STUDY OF SELF-EFFICACY AND PERCEIVED PARENTAL ENCOURAGEMENT FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE WITH ENGLISH ACADEMIC ACHIEVEMENT OF BATCH 5 AND BATCH 6 STUDENTS AT LEVEL UP ACADEMY, LOIKAW TOWNSHIP, KAYAH STATE, MYANMAR

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The purpose of this quantitative study was to investigate if there was a significant relationship of self-efficacy and perceived parental encouragement for learning English as a foreign language with English academic achievement of Batch 5 and Batch 6 students at Level Up Academy, Loikaw Township, Kayah State, Myanmar. The sample population of this study was comprised with 71 students from Batch 5 and Batch 6 who enrolled during the academic year of 2017 and 2018. As research instruments, the Questionnaire for English Self-Efficacy (QESE, Wang et al., 2013) was used to measure the levels of self-efficacy for learning EFL including the four subscales (listening efficacy, speaking efficacy, reading efficacy and writing efficacy). The parental encouragement subscale of Attitude/Motivation Test Battery (international version) (AMTB, Gardner, 2004) was used to measure perceived parental encouragement for learning EFL. To determine the levels of English academic achievement,

English subject's final test was used. After data collection was done, descriptive statistics (means and standard deviations) and a statistical hypothesis testing (correlational analysis using Pearson's product moment correlation and multiple correlation coefficient) were carried out to address the research objectives and hypotheses of this study. The research findings indicated that the levels of self-efficacy for learning EFL of both Batch 5 and Batch 6 students were slightly high. It also indicated that the level of perceived parental encouragement of Batch 5 students was slightly high while that of Batch 6 students was moderately high. The English subject's final test revealed that Batch 5 and Batch 6 students had good English academic achievement. Pearson's product moment correlation suggested that there was a strong, significant and positive relationship between self-efficacy for learning EFL and English academic achievement of Batch 5 and Batch 6 students. However, there was not significant relationship between perceived parental encouragement for learning EFL and English academic achievement of Batch 5 and Batch 6 students. The four subscales of self-efficacy for learning EFL (listening, speaking, reading and writing) were also strongly, positively and significantly correlated with English academic achievement of Batch 5 and Batch 6 student Level Up academy, Loikaw Township, Kayah State, Myanmar.

Field of Study: Curriculum and Instruction

Student's signature.....

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