

Parenting Style and Self-efficacy among Adolescents

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Abstract

The present study focused on the relationship between parenting style and the level of self-efficacy among adolescents. It was a correlational study in which total sample size was eighty adolescents (40 males and 40 females). It was hypothesized that there would be significant relationship between parenting style and self-efficacy among adolescents. It was also hypothesized that parenting style would predict self-efficacy among adolescents. Statistical Package for Social Sciences Version-20 (SPSS-20) was used to see the analyses and to check hypotheses. The result showed that authoritarian parenting style has negative relation with self-efficacy. Moreover, permissive and flexible/ authoritative parenting style has significant positive relation with self-efficacy. The result of the regression revealed that parenting style (authoritarian, permissive and flexible/ authoritative) showed that about 83% variance produced by parenting style in self-efficacy. So parenting style is a significant predictor of self-efficacy. In the same way there is non-significant gender difference was found on self-efficacy.

Keyword: Parenting style, Self-efficacy

1. Introduction

Self-efficacy enables an individual for better adaption in any society. Every group teaches his member the manners and patterns of well-adaption. There are a number of agents of social adaption that help their member to achieve their desired desire goals in their lives. From all of them the major role played by the parents. So the parenting style is very important in learning and developing self-efficacy among their members. So the present research studied this major relationship and studied what parenting style is better than of others which help to permute self-efficacy among adolescents. It is the self-efficacy that helps an individual to gain confidence in their lives and flourishing in the walk of his or her life.

Self-efficacy is defined as people's beliefs about their capabilities and about themselves (Schwarzer, 1992). People's beliefs about their efficacy can be developed by four main sources of influence. The most effective way of creating a strong sense of efficacy is through mastery experiences. Successes build a robust belief in one's personal efficacy (Wood, & Bandura, 1989). Parenting skills vary, and a parent with good parenting skills may be referred to as a good parent. Parental authority can be defined as the ensemble of rights and powers that the law accords to the father and the mother with respect to the person and the goods of their unemancipated minor children, to the end of their accomplishing the duties of protection, education, and support that are incumbent on them. In a lot of cases, the parental authority is given to the father. In a perspective of eradication of gender discrimination, the parental authority should be equally shared by the two parents, without any gender distinction (Feldman, & Wentzel, 1990).

The review of literature revealed that there is significant relationship exist between parenting style and self-efficacy among adolescents. Researchers showed that authoritarian parenting style has negative relationship with self-efficacy among adolescents (Tam, Chong, Kadirvelu and Khoo, 2012; Shaw, 2008; & Dehyadegary, Nejad, Nasehzadeh and Divsalar, 2014), while self-efficacy has significant positive relation with authoritative/flexible parenting style (Tsemrekal, 2013; & Chao, 2001) and permissive parenting style has significant positive relation with self-efficacy (Lopez, 2002; & Anjum and Kausar, 2009).

1.1 Hypotheses

- There would be significant relationship between self-efficacy and parenting styles among adolescents.
- There would be significant gender difference on self-efficacy.
- Parenting style would predict self-efficacy among adolescents.

1.2 Methodology

1.2.1 Sample

The sample for this study consisted of 80 participants (40 are girls while 40 are boys).

1.2.2 Scales for Data

Following are the scales that are used for data collection.

Parenting Authority Scale developed by John R. Buri (1971) which includes permissive, authoritarian and authoritative parental authority prototypes to indicate the perception of respondents about their parental

authority. It consisted of 30 items per parent 5-point scale (1 = strongly disagree, 5 = strongly agree) and yields permissive, authoritarian and authoritative parental authority scores for both parents father and mother.

The General Self-Efficacy Scale is a 10-item psychometric scale that is intended to measure optimistic self-beliefs to deal with a diversity of difficult demands in life accordingly. The scale initially developed in German and has been used in various studies with hundred thousands of participants. The scale is generally self-administered, as part of an additional comprehensive questionnaire. Preferably, the 10 items are mixed at random into a larger pool of items that have the similar response arrangement. It takes 4 minutes on average to complete. For scoring, responses are made on a 4-point scale and then sum up the responses to all 10 items to obtain the final composite score with a range from 10 to 40. In samples from 23 countries, Cranach's alphas ranged from .76 to .90, with the mainstream in the high .80s. This scale is one-dimensional. Its criterion-related validity is documented in many correlation studies where positive coefficients were bring into being with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, as well as health complaints. Further, in studies with cardiac patients, their recovery over a half-year time period could be predicted by their pre-surgery self-efficacy (Jerusalem and Schwarzer, 1981).

1.2.3 Procedure

Purposive sampling technique was used to recruit the sample. The purpose and nature of the study was explained by the researcher to participants. Two reliable scales along with their consent form were filled by participants. It was assured that their data and information kept confidential and only used for research purposes.

1.2.4 Statistical Analysis

After data was collected, the data was entered in Statistical Package of Social Sciences (SPSS-20) version 20 for analysis. Pearson's correlation will be applied to see the relationship. Independent sample t-test was used to see the differences. Multiple regressions were used to see the predictors of self-efficacy.

1.3 Results

Table No 1

Correlation Table

Variables	1	2	3	4
1. AUT	-	-.512**	-.647**	-.905**
2. PER		-	.860**	.471**
3. FLX			-	.620**
4. SE				-

Note; ** $p < .001$; AUT= authoritarian, PER= permissive, FLX, flexible, SE= self-efficacy

The above table showed that there is significant negative relation between authoritarian parenting style and permissive parenting style. In the same way authoritarian parenting style has negative relation with flexible/ authoritative parenting style. Further, authoritarian parenting style has negative relation with self-efficacy. Moreover, permissive and flexible/ authoritative parenting style has significant positive relation with self-efficacy.

Table No 2

Independent Sample t-test

Variables	Self-efficacy				
	M	SD	df	t	sig
Males	27	10	78	.735	.465
Females	25	10			

Note; M= mean, SD= standard deviation, df= degree of freedom, t= t-statistics, sig= significant value

The above table showed that there is non-significant difference between males and females on self-efficacy which means that the score of both groups are same on self-efficacy scale that showed the level of self-efficacy is same.

Table No 3
Hierarchal multiple regression

Predictors	Self-efficacy	
	ΔR^2	Beta
Step 1	.02	
Constant Variables		
Step 2	.830**	
AUT		-.870**
PER		-.144
FLX		.173
Total R ²	.852	
N	80	

Note; constant variables; gender, family structure

** $p < .001$

The above table showed that in first step demographic variables (gender, family structure) included which explained 2.2% variance to self-efficacy while in second step main variables parenting style (authoritarian, permissive and flexible/ authoritative) added which showed that about 83% variance produced by parenting style in self-efficacy. So parenting style is a significant predictor of self-efficacy.

1.4 Discussion

The first hypothesis of the present study was that there would be significant relationship between parenting style and self-efficacy among adolescents. To check this hypothesis Pearson product moment correlation was used. The result showed that there is significant negative relation between authoritarian parenting style and permissive parenting style. In the same way authoritarian parenting style has negative relation with flexible/ authoritative parenting style. Further, authoritarian parenting style has negative relation with self-efficacy. Hence this hypothesis has accepted. There are a number of researches which showed the same results. Some of them are given below. Tam, Chong, Kadirvelu and Khoo (2012) said that there is significant relationship between parenting style and self-efficacy among adolescents. Shaw (2008) also reported that there is significant negative relation between authoritarian parenting style and permissive parenting style. Dehyadegary, Nejad, Nasehzadeh and Divsalar (2014) also said that authoritarian parenting style has negative relation with self-efficacy. So these researches showed that parenting style has significant relationship with self-efficacy. Flexible parenting style is considered positive relation with self-efficacy.

The second hypothesis of the present study was that there would be significant gender difference on self-efficacy. Independent sample t-test was used to check this difference. The result of this hypothesis showed that there is non-significant difference between males and females on self-efficacy which means that the score of both groups are same on self-efficacy scale that showed the level of self-efficacy is same. There are a number of researches which also showed that there is not significant gender difference on self-efficacy. Dehyadegary, Nejad, Nasehzadeh and Divsalar (2014) explored that the score on self-efficacy between males and females are same. Tsemrekal (2013) also explained that there is non-significant difference between males and females on self-efficacy. Same results also produced by Martinez and Garcia (2007) which means that there is non-significant difference on self-efficacy. On the other hand there are many other researches which showed that there is significant gender difference on self-efficacy. Tam, Chong, Kadirvelu and Khoo (2012) said that there is significant gender difference on self-efficacy. Further it was also showed that males have more level of self-efficacy as compared to females. Chao (2001) also said that there is significant gender difference on self-efficacy. Further males have more level of self-efficacy then that of males. Hence there are two sides of the angel and both of them are discussed here.

The final hypothesis of the present study was that parenting style would predict self efficacy among students. To check this hypothesis multiple regression was used. The result of multiple regression showed that authoritative parenting style was a significant negative predictor of self efficacy. This result was found by controlling all others demographic variables. Further the same analysis showed that authoritarian and permissive parenting style is not a significant predictor of self efficacy. The same result was found by a number of studies. Some of them are described here. Lopez (2002) did a study and concluded that parenting style is a significant predictor of self efficacy. The same study shows that permissive parenting style and authoritative parenting style is positive significant predictor of self efficacy while authoritarian parenting style is significant negative predictor of self efficacy among college going students. Anjum and Kausar (2009) also reported the same result according to them parenting style is a crucial predictor in the development of self efficacy among students. In the same way he also said that authoritative parenting is positive significant predictor of self efficacy.

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