

ISSN: 2584-0142

PSYCHOPEDIA
JOURNALSInternational Journal of
Interdisciplinary Approaches
in Psychology (IJIAP)**Parenting Style & Its Relationship with Self-Efficacy among Young Adult Females**Chesta ¹¹ Psychology, Panjab University, Chandigarh, India.Primary Contact: Jhambchesta@gmail.com**ABSTRACT**

The most important relationship of the individual is with his/her parents. Parenting is a strategy that assists in preparing children for independence. This enhances the child's self-esteem and prepares them for life. The parenting style a child may receive is contingent upon the child's disposition and the parents' cultural values. It may either be authoritative, authoritarian, or permissive. Self-efficacy is the personal belief of an individual in their ability to complete their task and achieve a goal. The research aimed to study the perceived parenting styles and its relationship to self-efficacy among young females (18-25 years). Standardized scales of Parenting Style Scale and Self-Efficacy Scale were used. Standardized tools were used to measure parenting style among young adults. A total sample of 40 young females was collected. The results found out a positive significant relationship between Authoritative parenting style and Self-Efficacy ($r = 0.368$, $p < .05$). It is suggested that parents should enhance their children's self-esteem, which may increase their self-efficacy by exhibiting positive behavior towards them. Parents should effectively communicate with and unconditionally adore their children.

KEYWORDS: Parenting Style, Self-efficacy & Young Females**INTRODUCTION**

"It is not what you do for your children, but what you have taught them to do for themselves, that will make them successful human beings."

~Ann Landers~

Parenting style refers to the home's emotional environment. Parenthood is a divine privilege i.e., physical, emotional, social, spiritual, and mental growth from birth to adulthood. Parenthood can be both biological and surrogate. Parents perform the most significant role in shaping their children's lives. Diana Baumrind (1967) is one of the most famous psychologists,

who gave the concept of parenting style. She studied the relationship between basic parenting style and children's behavior. Baumrind gave classification of three parenting styles i.e., Authoritative parenting, Authoritarian parenting, and Permissive parenting after researching and studying their behavior at home. A study conducted by Biswas (1992) showed the impact of parent's behavior on adolescent's frustration level. A sample of 334 students of class 8th was collected from a school of the west Bengal district. The scales used were Reaction to Frustration Scale (1998) by Biswas which was an adaption by Sarkar (1985) of the inventory by Corell (1966). Results showed that children's frustration can be reduced by parent's positive behavior.

Self-efficacy is an individual's capacity to execute specific behaviorism order to achieve success in each task. Self-efficacy refers to an individual's belief in their ability to control their own motivation, conduct, and social interactions. Self-efficacy is just the perception of the judgments about the ability of an individual to perform certain duties and regulate their conduct of actions. It also regulates every movement of what a person is doing. It also measures the ability of a person to achieve success in life. It is a self-guarantee that a person will achieve something. If a person fails to achieve it is due to less effort as well as a bad environment. If a person achieves success, they dedicate it to their expertise. Self-efficacy perceives behavior, what he/she thinks and how he/she adjusts in their given roles. Ryan and Deci (2000) conducted a study on the adolescents and the results interpreted that high level of self-efficacy and control. They believe they can manage their own life and handle the situations with less stress and more confidence level. A study was conducted by Singh and Udainiya (2009) to see the well-being and self-efficacy of the adolescent. The result found a significant impact of family type and gender on the individual's self-efficacy. No significant impact of gender and family type is found on the well-being of the subjects.

Parenting Style

According to Baumrind (1978), "parenting style is a variation in the classification that are frequently referred to as authoritative, authoritarian and permissive based on their levels of parental demandingness and responsiveness." Belsky, Robins and Gamble (1984) states, "parenting style is the style of child rearing that enables the developing person to acquire the capacities required for dealing effectively with the ecological niches that he or she will inhabit during childhood, adolescence and adulthood." According to Lee, Daniels and Kissinger (2006), "parenting style is the way parents' parent their children that have an effect on children's behavior." Bryant (2001) conducted a study on the correlation between family

parenting style and spiritual maturity of an individual in adulthood relationship between authoritative parenting style and gender differences. A total of 160 individuals were included for the study. The scales used were Parental Authority Inventory and Spiritual Assessment Inventory. Results showed that females raised in authoritative parenting style and in home with their mothers were found to be positively correlated with the mentality of spirituality while the males raised in authoritative parenting style in home with their fathers shows large p-value. Male raised in the authoritative parenting style with their mothers were significantly related with the mentality of spirituality. Females raised in home with their father and authoritative parenting styles are not correlated.

A study conducted by Elias and Tan (2002) explored the relationship between perceived paternal and maternal styles with student academics. A study was conducted among 347 students from 2 different schools. Results showed that 200 fathers and 197 mothers who participated in the study have authoritative parenting style. The results showed that parenting style has not significant relationship with academic achievement of children.

Hines (2003) conducted a study on parents' and teachers' adolescent perception of argument and stress i.e., relationship with parents and teachers' practices. 70 teachers and 91 parents were selected for the study. Identified conflict, moodiness and risk-taking behavior subscales were used for the test. Results showed that the parent's responsiveness, nurturing, and support were the major factor of argument and stress while the conflict level is low. Results also showed parents are greatly responsible for the child's behavior due to their high level of moodiness and risk-taking behavior.

A study was conducted by Sharma et al. (2011) to assess the relationship between parenting style and its effect on adolescents' psychosocial development. The aim of the study was to see the impact of parenting style on adolescents' level of self-efficacy. A questionnaire was prepared on self-efficacy for 384 female adolescents from the age of 14-19 years. Their parents were also included in the study and were presented with the Parenting Authority Questionnaire, so the total sample was of 768. The Pearson's product moment method was used for the analysis along with T-test. Means were compared thoroughly by dividing them into 2 groups. The result showed the negative correlation between authoritarian parenting style and self-efficacy. The results also indicated the significant positive relationship between authoritative parenting style and self-efficacy. The results also indicate positive relationship between

permissive parenting style and self-efficacy. The significant difference was found between two extreme groups of self-efficacies.

Self-efficacy

Bandura (1986) defined, “self-efficacy as people’s judgment of their capabilities to organize and execute the course of action required to attain designated types of performance. It is not concerned with the skills one has but with the judgment of what one can do with whatever skills one possesses.” According to Scheier and Carver (1992), “self-efficacy underlines people’s faith in their ability to carry out particular behavior or produce a desired outcome.” Zimmerman, Bandura and Martinez (1992) states, “self-efficacy influences several aspects of performance that are important to learning in terms of efforts put forth and the persistence in accomplishing a task.” According to Wenzel (1993), “self-efficacy has been found to be intimately associated with capacity to change one’s situation and has been used as a predictor of behavior, usually job seeking behavior.” Kumar and Lal (2006) conducted a study on the role of self-efficacy and gender difference among teenagers. A total sample of 200 teenagers was collected from the Chandigarh city. The scales used were Jerusalem & Schwarzer General Mental Ability Test by Jalota. The results interpreted the significant difference was found between the role of self-efficacy and females have high score than males.

Mohamadi and Shaterian (2010) found out the role of teacher’s belief in self-efficacy and its relationship with the student’s performance and the sources of self-efficacy. The results showed that both the models have different perceptions. The dependent one’s the best fit. It shows self-efficacy has a major role between sources and the student’s performance.

Ravikumar and Manimozhi (2011) conducted a study on the self-efficacy of the biology students. The results showed that there is no effect of gender, community, and the instruction medium on the self-efficacy of the students but the effect of the institution can be seen on the student’s self-efficacy.

Kumar et al. (2013) conducted a study to check the relationship between distress, self-efficacy, and adjustments among 1st year medical college students. The total sample of 88 students was collected. The scales used were Goldberg’s General Health Questionnaire, Schwazer’s General Self-Efficacy Scale and Pre-adolescent Adjustment scale. The results interpreted were that the psychological distress is observed more in females. If both the parents are doctor’s the

psychological distress is more. Some of the students were seen unbalanced with college and some were seen unbalanced with teachers. Adjustment with colleagues, friends and environment is found out to be suitable. Distress was also found high in students.

Sample

The sample consisted of 40 young females in the age range of 18-25 years. The sample was collected from Tricity (Chandigarh, Panchkula, and Mohali).

Measures

- **Perceived Parenting Style Scale (PPSS):** The questionnaire was developed by Manikandan (2013). The scale consists of 30 questions based on (1 - 5 Likert Scale) to assess the perception of the children regarding their parent's behavior. Perceived Parenting Style distinguishes the parent's parenting styles according to their children's point of view that are in the age range of 18-25 years. The reliability of the authoritative style came out to be (0.79), for authoritarian came out to be (0.81) and for permissive it came out to be (0.86). Some of the researchers claim the face validity for the scale.
- **Generalized Self-Efficacy Scale (GSE):** The questionnaire was developed by Jerusalem & Schwarzer (1981). The scale consists of 10 questions based on (1 - 4 Likert Scale) to assess the Self-Efficacy of Individual. Self-Efficacy indicates the individuals' beliefs to excite behavior which is necessary to attain specific ability. The total score ranges between 10 and 40. Higher score indicates more self-efficacy. The internal reliability of the scale is Cronbach's alpha was (.84) & for social-efficacy scale was (.65).

Procedure

The participants were informed about the purpose of the research and the questionnaires were filled through Google forms. Each participant was thanked for their cooperation.

Standardized psychological tests were administered to the participants.

Analysis of Data

Scoring for all the given tests were done as per the scoring instructions given in the manuals. The raw scores were tabulated and subjected to various statistical analyses by using Statistical Product and Service Solutions (SPSS) Package. Keeping in view the objectives of the study,

statistical analysis was conducted. Female Perceived parenting style and its relationship to self-efficacy was calculated by finding the mean, standard deviation, correlation analysis.

Results

Table 1

N, Mean and Standard deviation

	Authoritative Parenting Style	Authoritarian Parenting Style	Permissive Parenting Style	Self- Efficacy
N	40	40	40	40
Mean	39.8	23.9	24.9	29.6
Standard deviation	5.41	7.60	8.20	4.83

Table 2

Correlation between parenting styles and self-efficacy

	Authoritative Parenting Style	Authoritarian Parenting Style	Permissive Parenting Style	Self- Efficacy
Authoritative Parenting Style	—			
Authoritarian Parenting Style	-0.370 *	—		
Permissive Parenting Style	-0.385 *	0.672 ***	—	

Self-Efficacy	0.368 *	-0.195	-0.378 *	—
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Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Discussion of Results

The results in the Table 1 found out that Authoritative Parenting Style has the highest mean score i.e., 39.8 which indicated that it is perceived as best parenting style. The results in the Table 2 found out that Authoritative parenting styles found out to be positively significantly correlated with Self-efficacy ($r = 0.368$, $p < .05$). It is also seen that there is negatively significant correlation between Authoritative parenting and Authoritarian parenting style ($r = -0.370$, $p < .05$). There is also a negatively significant relationship between Authoritative parenting style and Permissive Parenting style ($r = -0.385$, $p < .05$). There is a negatively significant correlation between Permissive parenting style and Self-efficacy ($r = -0.378$, $p < .05$). The result implies if parenting is non-caring and non-attentive towards their children it lowers their capability to perform the task well. In the study conducted by Hetherington & Stanley-Hagan (1999) it is found that the authoritative parenting style is related to the academics the aspects of socio-emotional and to the positive views of the children. It is also found that the authoritative style is most prominent to measure self-perception and accomplishment. Permissive parenting style found to be negatively significantly correlated to self-efficacy ($r = -0.378$, $p < .05$). The results also imply that there is a relationship between Authoritarian parenting style and Permissive parenting style ($r = 0.672$, $p < .001$). Buri et al. (1998) Lamborn (1991) & Klein (1996) conducted different studies and found out the authoritative parents to be positively correlated to self-perceptions while authoritarian & permissive parenting is negatively correlated to self-perception.

Conclusion

The aim of the research was to study females perceived parenting styles and its relationship to self-efficacy (18-25 years) using the perceived parenting style scale and general self-efficacy scale. Standardized tools were used to measure parenting style among young adults. A total sample of 40 young females was collected. The results found out the authoritative parenting to be the best and most preferable type of parenting. There was positively significant relationship between Authoritative parenting style and self-efficacy ($r = 0.368$, $p < .05$).

The best methods to improve parenting style and the parent-child relationship are that parents must foster the child's self-esteem and confidence. They must improve their communications. Parents should treat their children with respect and attempt to comprehend their requirements. There should be restrictions, but only to a certain extent, Parents must devote time to their children. They should serve as a positive example for their offspring. They must develop adaptability and be willing to modify their parenting approach. Children must adhere to the discipline and regulations established by their parents. They need to communicate their love for one another. One can increase his/her self-efficacy by stepping out of his/her comfort zone and trying new things; one should set goals and work towards them daily; one should look outside the box to learn more and always be prepared to face life's obstacles; and one should remind himself/herself daily that he/she can achieve success.

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