



# PARENTING STYLE AND SELF EFFICACY IN ADOLESCENTS

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## Abstract

The purpose of the study was to find out relationship between parenting styles and self-efficacy of students. Correlational research was selected as research design. Thousand students were randomly selected from few schools of Bareilly, UP. Parenting style scale by Madhu Gupta, Dimple Mehtani (2017) to measure parenting styles, and the Self- efficacy questionnaire developed by A.K. Singh, Shruti Narein (2014) were used. Results showed that there was a significant relationship between parenting styles and self-efficacy of students. These findings can be beneficial for parents in identifying and acknowledging the way in which they interact, so as to establish healthy and compatible relations with their youngsters.

**Keywords-** self-efficacy, parenting styles, parent child relation

## Introduction

Self-efficacy can be defined as a person's confidence and conviction that he can do something valuable that will have a major impact on his life, as well as his confidence and ability to outperform others. Self-efficacy describes people's emotions, motives, ideas, and actions, and the results of these beliefs have a range of impacts on significant cognitive, inspirational, affective, and choosing processes. (Nessai et al., 2015).

Self-efficacy is a crucial component in determining a person's capacity to organise and carry out the tasks required to achieve particular objectives. It influences the choices people make, the directions they go, and the degree of stress and anxiety they experience when doing an activity. Individuals with a strong sense of empowerment are more likely to be successful in a range of pursuits. They have the capacity to maintain unwavering dedication and see difficult task as a challenge. They will accuse themselves of being ignorant and not trying hard enough if they fail. On the other hand, people with low self-efficacy consistently think that activities are difficult and don't complete them.

The feeling of efficiency that results from the overwhelming experience is called flexible self-efficacy, and it refers to the capacity to resist and overcome setbacks in order to achieve an objective. Interacting with people who have achieved success via grit and independence might help to strengthen and cultivate this trait as well. Encouraging people to overcome difficulties suited to their skills in order to achieve and complete their goals would enhance their sense of efficiency, or self-efficacy. Eventually, as one strives for goals of mental and physical well-being, self-efficacy beliefs increase. (Nessai et al., 2015).

According to their unique parenting philosophies, parents play a major role in shaping their children's self-belief, confidence, and drive to complete tasks (Masud et al., 2016). Parents have an effective role in imparting skills and beliefs (efficacy) in their children. This is according to Harter (2011), provide additional support for this. Because teenage pupils can acquire a positive or negative self-image, self-esteem, and self-confidence, parenting approaches have a substantial impact on their self-efficacy. Depending on the parenting style that a parent employs, for example, prior research has shown that adolescents who believe that their parents are authoritative have higher self-efficacy beliefs and values, whereas adolescents who believe that their parents are non-authoritative have the lowest self-efficacy beliefs (Alsheikh, 2015); this is also noted in (Masud et al., 2016). As a result, there is a definite correlation between parenting methods and self-efficacy, which has led to the necessity for this kind of research to determine the relationship between the two among secondary school students.

Parents are the most important role models and information providers for children. Children's interactions with their parents teach them about themselves and provide them experience, preparing them for the trials of life. Children's interactions with their parents and families also influence their opinions and actions towards other people and society. Parenting strategies that work enable parents achieve their duty to assist their children in realising their full potential. (Azizi & Jaafar, 2006).

Parenting styles aim to shape children's personalities to fit the needs of families, communities, and parents through appropriate behaviour. Since negative interactions might impede child's growth into mature, well-adjusted adult. The role of parents is vital as the impact of parents' personalities greatly influences the personality development of teenagers. The parenting styles majorly impact whether their adolescents succeed or fail in life. Teens are able to consider both the positive and negative aspects of a situation, although early involvement is advantageous. This suggests that parental practices have a big impact on teenagers' mental development. (Hong et al., 2005).

The three types of parenting styles and their characteristics are as below:

### **Authoritative parenting style**

Authoritative parenting methods are characterised by high standards and responsiveness. This disciplined, problem-focused, and logical parenting style trains children to follow rules and provide justification for them. Authoritative parenting as having parents who value and acknowledge their children's independence, encourage oral communication, include their children in decision-making, and want their children to manage responsibilities in line with the abilities and needs of their family members.

### **Authoritarian parenting style**

An authoritarian parenting style is indicative of very strict and demanding parents. This method has great control and always expects children to be mature, but it lacks caring and reciprocal contact between parents and children. Authoritarian parents limit their children's privacy and insist that they follow the rules without question. Furthermore, they punish their children severely if they ignore the rules or instructions that have been set down. Children reared in authoritarian homes tend to be less happy, less gregarious, and more anxious.

### **Uninvolved parenting style**

Uninvolved parenting, also known as neglectful parenting, is characterized by a lack of responsiveness to a child's needs. Parents who adopt this style typically provide minimal emotional support, supervision, or guidance. They may be indifferent to their child's experiences and often prioritize their own needs over those of their children. This can lead to a range of developmental issues for the child, including difficulties in emotional regulation, social skills, and academic performance. Overall, uninvolved parenting is marked by a significant lack of engagement and connection.

### **Permissive parenting style**

High levels of reaction and minimal expectations characterise permissive parenting. While parental fulfillment is high, parental control, maturity, and reciprocal communication are low. A permissive parenting style is a loose parenting strategy in which parents discourage their children from expressing their feelings, do not set as many expectations for them, and do not make an effort to control their teenagers' behaviour. Actually, they encourage their children's independence rather than expecting them to behave in a mature way.

According to Liang et al. (2020), a supportive parent-child dynamic can foster an atmosphere that supports kids' creative self-efficacy growth. The foundation for children's creativity and competence must be laid. Because overstressing children will negatively affect their relationships, these findings should serve as a helpful warning to parents. Maintaining positive parent-child relationships can also make children feel more competent and creative, as well as significantly boost their creative self-efficacy.

Hayek et al. (2022), there exists a favourable correlation between authoritative parenting and enhanced academic accomplishment, along with better levels of self-efficacy and ambition to succeed academically.

Additionally, it was shown that the relationship between parenting style and academic attainment was mediated by the desire for academic success and self-efficacy. Adolescents who perceive their parents as authoritative are more likely to have high efficacy beliefs and stronger intention, which in turn increases their likelihood of outperforming their classmates with negligent parents in the classroom. The impact of parenting style on academic achievement is not lessened by sociodemographic characteristics.

The findings of Kong and Yasmin's (2022) study, "Impact of Parenting Style on Early Childhood Learning: The Mediating Role of Parental Self Efficacy," indicate a positive correlation between authoritative parenting and children's learning outcomes. Additionally, studies have shown that parenting style and children's learning outcomes might be mediated by parental self-efficacy. The current study also aims to ascertain the relationship between self-efficacy and parenting style and the measurement of self-efficacy in late adolescence.

## Objective

To compare the self-efficacy of adolescents belonging to different parenting styles

## Methodology

Data was collected from 15 schools of Bareilly, which was selected through random sampling. Parenting style scale by Madhu Gupta and Dimple Mehtani (2017) and Self- efficacy questionnaire developed by A.K. Singh and Shruti Narein (2014) was used as tool(s) for data collection. Data was collected through personal visits to school then it was tallied and coded. Utilizing straightforward figures and percentages, both qualitative and quantitative analysis of the data was performed.

## Discussion and Findings

### Frequency and percentage distribution of adolescents in context of self-efficacy status

S.no.	Categories	Frequency N=1000	Percentage
1	High self-efficacy	8	0.8
2	Average self-efficacy	165	16.5
3	Poor self-efficacy	827	82.7

As far as the level of self-efficacy was concerned, it has been observed that only 0.85 percent of respondents has high self-efficacy of, 16.5 percent respondents has Average self-efficacy and majority 82.7 percent respondents were in the Poor self-efficacy.

#### Comparison of Self-efficacy of adolescents belonging to different parenting styles

Self-efficacy			
Parenting style	Mean $\pm$ S.D.	F	P
Democratic	34.780 $\pm$ 9.942	1.284	.062
Autocratic	37.982 $\pm$ 9.505		
Permissive	51.135 $\pm$ 9.287		
Uninvolved	52.461 $\pm$ 9.078		

**Table 4.4.1: Comparison of Self efficacy and Age, Mean, S.D. and ANOVA**

Self efficacy			
Age	Mean $\pm$ S.D.	F	P
11-12	70.56 $\pm$ 6.598	107.458	.000
13-14	66.45 $\pm$ 7.306		
15-16	62.39 $\pm$ 8.581		
17-19	64.10 $\pm$ 7.437		

The component analysis (one-way ANOVA) of self-efficacy among adolescents in all chosen age groups is displayed in table 4.4.1 above. The table clearly shows that there were notable age-related variations in the self-efficacy of teenagers. Thus, it may be concluded that adolescents' levels of self-efficacy differ according to their age. All age groups, including 11, 12, 13, 14, 15, 16, 17, 18, and 19, had respective F values of 107.458. All age groups had p values of .000\*\*, indicating that there were significant variations in self-efficacy according to age groups.

**Table 4.4.2: the Difference in the Self efficacy among Adolescent Girls and Boy**

Gender	N	Mean	Standard Deviation	't' Value	pvalue	Remark
Girls	500	63.33	5.698	11.480	.000	Significant
Boys	500	68.22	8.877			

It was discovered that the mean scores self-efficacy for boys and girls were, respectively, 68.22 and 63.33. Applying the t-test to compare the scores of the two genders revealed that the computed t-value was ( $t = 11.480$ ,  $p < 0.00$ ), significant at the 0.05 level. Thus, it may be concluded that there was a notable difference between teenage females' and boys' self-efficacy.



The above mentioned table shows factor analysis (one-way ANOVA) Self-efficacy among adolescents raised under different Parenting styles. As evident from the table, no significant differences were observed in Self-efficacy among adolescents according to parenting styles. Therefore it can be interpreted that self-efficacy among adolescents vary as per parenting styles. The F value for all Parenting styles such as democratic, autocratic, permissive, and uninvolved was 1.284. The p value was .062, which indicated significant difference in self-efficacy and different Parenting styles.

### Conclusions and Recommendations

The moderate positive no significant differences democratic and autocratic parenting styles have with self-efficacy imply that if they are combined together, they can be of a great deal in enhancing students' self-efficacy. Deriving from the regression coefficient in table, it can be concluded that for holistic development of student's self, authoritative parenting should be practiced by parents in Bareilly. Weak insignificant positive relationships permissive parenting style and self-efficacy and weak insignificant negative relationships between uninvolved parenting style and self-efficacy could bring down students' self-beliefs, self-realization, self-concept and self-confidence or hinder students' self development which could eventually disadvantage their learning processes at school.

It is recommended that schools should start encouraging parents to adopt positive parenting styles; parents should adopt democratic and autocratic parenting styles; teachers should provide students with the necessary support while keeping in mind the parenting environment from which they may be coming. This might be accomplished by hosting radio and television chat shows, as well as setting up parent workshops at the school.

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