

Parent's Influence on Child Self-Efficacy through Parental Practices

BACKGROUND

Evidence suggests that general self-efficacy (SE), or an individual's belief in their ability to execute a given task, can be fostered by parents through parental practices (Bandura 1997, Schunk & Meece 2005). Although there have been several studies that address SE and the positive implications it can have on adolescents, **there has been little research on the connection between adolescent SE and what kinds of parental practices can be used to facilitate higher SE.**

Parenting practices are defined as practices that a parent uses in the home to generate positive or desired child behaviors and outcomes (Ardelt & Eccles, 2001; Bandura, 1997), such as having an influence on child adjustment and behavior. In past studies (Brown, et al. 1993; Gouveia, et al. 2016; Glatz and Buchanan, 2015), parenting practices have shown to positively impact child rearing. Yet, there has been **limited research on the ways in which different parenting practices relate to young adult SE.**

This study investigates the relation between parental practices and young adult self-efficacy outcomes.

METHODS

Three primary hypotheses:

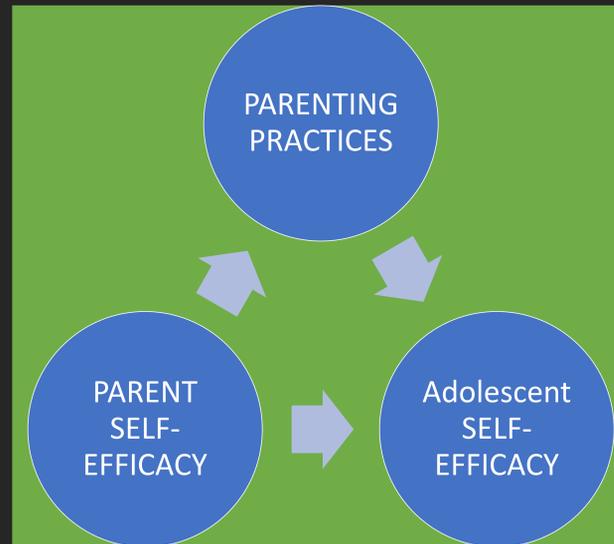
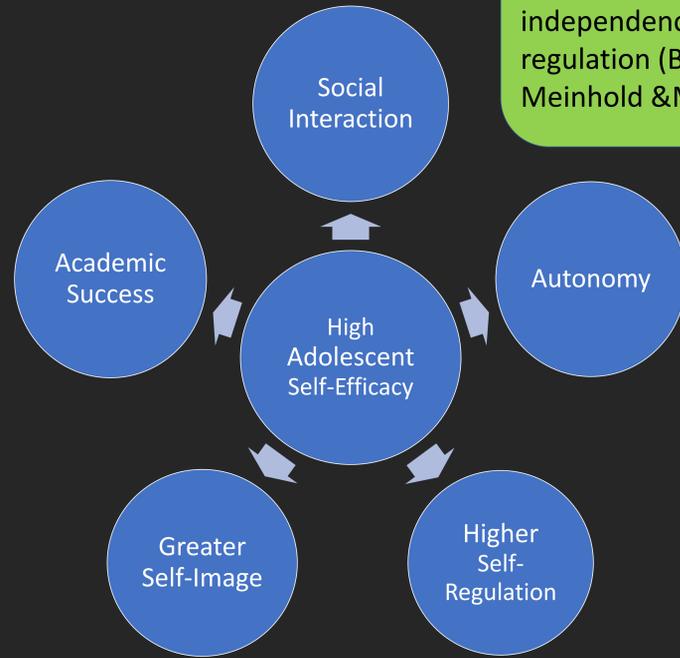
- Parental SE is predictive of youth SE.
- Parental practices mediate the relation between parent and youth SE.
- Parental practices are related to higher youth SE scores and GPA.

104 student participants, female (N=81, 77.8%) and ages 18 to 24 years old (M= 20.7; SD =1.6), from CUNY Hunter College completed a SE and perceived parental practices questionnaire, as did 15 of their parents, female (N=81, 77.8%) and ages 18 to 24 years old (M= 20.7; SD =1.6).

A two-item survey was administered for parent and youth participants. 10 SE questions created by Schwarzer and Jerusalem (1995). Cronbach's alpha $\alpha = .87$. The scale is unidimensional. As well as 14 parental practices questions, created by the PI of the study based on items from past research conducted by (Gerris, Dekovic, & Janssens 1997; Gouveia, et al. 2016; Vierhaus, Rueth, & Lohaus 2016; Milevsky, et al. 2007; Brown, et al. 1993). Internal consistency for this scale in this sample was $\alpha = .89$. The scale is unidimensional.

Parent involvement and interest in their student's academics predicts higher young adult self-efficacy.

DID YOU KNOW: Adolescents and young adults who have higher SE are shown to have greater academic success, higher self-image, increased social interaction, greater independence, participate in prosocial acts, and higher self-regulation (Bouffard-Bouchard, Parent, & Larivée 1999; Meinhold & Malkus 2005; Salami & Ogundokun 2009).



How does parenting and adolescent self-efficacy work together? The model above tested in the current study is based on the qualitative research results by Bandura's (1997) and Ardel, M., & Eccles, J. (2001). This graphic shows how parent self-efficacy, parenting practices or the types of parenting behaviors the parent uses in the home and the adolescent's self-efficacy, all relate. Putting together how parenting practices in the home and a parents individual self-efficacy impact adolescent self-efficacy.

THE FOUR PARENTING STYLES

	SENSITIVE & RESPONSIVE	STERN & ALOOF
DEMANDING	AUTHORITATIVE <i>responsibility, independent thinking, rule following</i>	AUTHORITARIAN <i>punishment or threat, rules enforced</i>
DOESN'T ENFORCE LIMITS	PERMISSIVE <i>responsive and warm reluctant to enforce rules</i>	UNINVOLVED <i>little emotional support and lack of rules</i>

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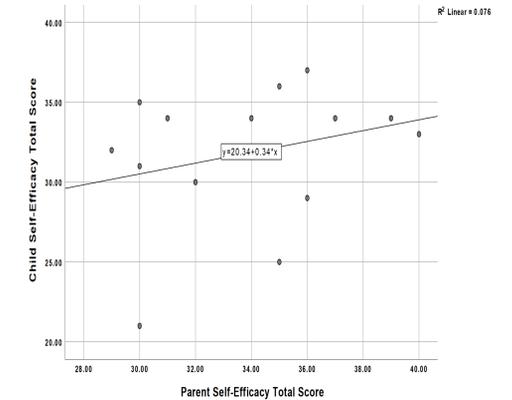
Diana Baumrind (1967, 1991)

RESULTS

- ❖ Parental practices were not found to mediate the relationship between parent and child self-efficacy scores.
- ❖ There was a **significant relation** between youth reported and parent reported parental practices.
- ❖ Young adult self-efficacy was related to parental practices questions surrounding **parent involvement** in assisting with **homework help**, or **coping abilities related to school.**

Descriptive Stats

The Relationship Between Parent Total Self-Efficacy Scores and Child Total Self-Efficacy Scores



The relation between parent & child self-efficacy was not statistically significant due to sample size but trending towards a positive relation.

CONSIDERATIONS

- ❖ Small parent-child dyad sample size. Less than 15% of student population had a parent participate.
- ❖ High achieving undergraduates' population.
- ❖ Gender disproportion. Race or ethnicity was not recorded. No incentive for participation.

Future Research

- ❖ Re-run the present study with a larger parent-dyad sample size.
- ❖ Study further the relation between adolescent success and parenting practices.
- ❖ Utilize adolescent self-reports to better understand parenting practices.

Please contact us to connect, get references or more details!



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