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ASSOCIATIONS BETWEEN PARENTING STYLES AND PARENTAL SELF-EFFICACY

A Thesis submitted in partial fulfillment
of the requirements for the degree
Master of Art

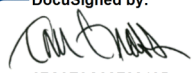
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August, 2023

ASSOCIATIONS BETWEEN PARENTING STYLES AND PARENTAL SELF-EFFICACY
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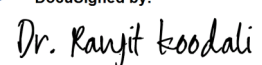
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ABSTRACT

ASSOCIATIONS BETWEEN PARENTING STYLES AND PARENTAL SELF-EFFICACY

The purpose of this study was to examine whether there is an association between parenting styles and parental self-efficacy using a United States sample. One hundred twenty-two parents with at least one child between the ages of 5 and 12 years were recruited for the study. Participants were asked to complete a survey with measures for parenting styles and parental self-efficacy as well as demographic information. Results indicated that authoritative parenting style was positively correlated with parental self-efficacy; while authoritarian, permissive, and uninvolved styles were negatively correlated. There is a need to replicate these findings to increase confidence that the results are due to a relationship between constructs and not due to chance or error. If replication of these results can be acquired then the way will be paved for future research examining the direction of the relationship and potentially inform how we approach parenting in the clinical setting to increase the likelihood of positive outcomes for both the parents and their children.

Keywords: parenting style, parent self-efficacy, parenting, authoritarian, authoritative, permissive, uninvolved

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Introduction

Parenting styles and parental self-efficacy are two constructs with plentiful research behind them. For instance, in recent studies, permissive parenting styles have been linked to the internalization and externalization of adjustment problems in children (Mendez et al., 2020), while exposure to authoritative parenting styles as a child is linked to higher levels of life satisfaction in young adults (Lavric & Naterer, 2020). Higher levels of parental self-efficacy are even associated with higher infant growth rates (Bahorski et al., 2020). However, levels of parental self-efficacy has decreased between the years of 1999 and 2014 (Glatz & Buchanan, 2021). There is a notable gap in the current literature linking the two together. While examining the current literature, only a few articles were found discussing the topic of the potential relationship between parenting styles and parental self-efficacy (Harpaz et al., 2021). With this in mind, this literature review largely focuses on research published within the last three years. Additionally, during the literature review process, it should be noted that many of the articles found that were published during the specified time frame feature non-American samples.

Parenting Styles

This thesis will be focusing on parenting styles based on the theory originally developed by Baumrind (1971). In her original typology there were three parenting styles (authoritarian, authoritative, and permissive), with a fourth (neglectful) being introduced later on by Maccoby and Martin (1983). The authoritarian parenting style is defined by high demandingness and low responsiveness, meaning that parents utilizing this style can be seen as controlling as they have strict rules and expectations while generally not being nurturing. The authoritative style is defined by both high demandingness and high responsiveness, meaning a parent using this style has high expectations for their children, but are also warm and responsive. The permissive style

has low levels of demandingness but high levels of responsiveness. A parent that uses this parenting style will set few rules and expectations and often indulge their children's wants as to not disappoint them. The negligent parenting style has low levels of demandingness and responsiveness. These parents do not set rules and expectations and appear largely uninvolved in their children's lives (Baumrind 1971; Maccoby & Martin, 1983).

There have been several studies within the past three years examining the impact of parenting styles in the literature. A study by Mendez et al. (2020) examined the role of parenting styles in the internalizing, externalizing, and adjustment problems. In their literature review, it was noted that past research has found significant interactive effects between severe discipline and problems in children. They used a cross-sectional, paper-based survey. The study consisted of 422 Colombian parents and 422 children. Inclusion criteria for the study involved the parents being over the age of 18 with a minimum of five years of primary school and children between the ages of 8 and 12 years. Additionally, the researchers required parental informed consent and informed assent of the children. A path analysis was completed for this study to examine whether relationship patterns were consistent with the observed covariance matrix.

The results found that family cohesion, communication, shared leisure, and parental conflicts have a direct, negative effect on anxious-depressive behavior in children. Additionally, parental overload had direct, positive effects on anxious-depressive and isolated-depressive behavior, somatic complaints, rule breaking, and family dissatisfaction. Impulsiveness was found to have a direct effect on anxious-depressive and isolated-depressive behaviors, somatic complaints, rule breaking, aggression, and school/social maladjustment. Authoritative parental styles had a direct influence on anxious-depressive and isolated-depressive behaviors, somatic

complaints, rule breaking, and family dissatisfaction. Ambiguous styles, on the other hand, showed direct influence on family dissatisfaction (Mendez et al., 2020).

Mendez et al. (2020) reported conflicts at home, parental overload, permissive or non-consistent styles, and dysfunctional reaction to disobedience play a role in the internalizing, externalizing, and adjustment problems in children. However, they noted that a democratic style, collaboration between school and parents, parental satisfaction, and family cohesion serve as protective factors for psychological problems. Mendez et al. (2020) reported most of the children in their study live in non-traditional homes. They stated that a democratic/authoritative style has a direct influence on rule breaking. They reported parents with this style have a decrease in externalizing behaviors and follow up of rules. A permissive style affects internalizing problems. This style is connected to children with inhibition problems. Non-consistent styles have a direct influence on family dissatisfaction. The researchers stated that this style may create feelings of uncertainty and frustration in children leading to family dissatisfaction.

Sun et al. (2020) sought to examine the relationship between parenting styles and the self-congruence of people with self-evaluation working as a mediator. They recruited 385 undergraduate students from four universities in the Shandong Province of China to participate in their study. To evaluate the parenting styles of the participants' parents, Sun, Xu, and Song (2020) used the Chinese version (Jiang et al., 2010) of the Egna Minnen Beträffande Uppfostrab short form (Arrindell et al., 1999). Data analysis was conducted using *t* tests and analyses of variance. Sun et al. (2020) used a Pearson product-moment correlation analysis to look at the relationship between the participants' perception of parenting style and their core self-evaluation and self-congruence.

The results revealed significant differences in the perception of parenting styles and the participants' core self-evaluation and self-congruence Sun et al. (2020). The analysis additionally showed significant differences between parental emotional warmth and parental education levels, with parents with an educational level of a bachelor's degree scoring the highest on emotional warmth. Sun et al. (2020) noted significant differences in perception of parental emotional warmth and core self-evaluation between participants who had siblings and those that did not. The results further indicated that core self-evaluation had a significant, negative correlation with parental rejection and overprotection. Conversely, results revealed a significant, positive correlation between core self-evaluation and parental emotional warmth (Sun et al., 2020). An examination of a mediation model revealed that participant core self-evaluation mediated relationships between perception of parental warmth and self-congruence, which accounted for 50% of the total effect. Additionally, core self-evaluation mediated relationships between perception of parental overprotection and self-congruence, which accounted for 59% of the total effect. (Sun et al., 2020).

Lavric and Naterer (2020) conducted a study focusing on parenting style as a predictor of life satisfaction in young people (ages 14-29 years). The researchers recruited from ten countries in Southeast Europe. The researchers provided a questionnaire initially constructed in English and translated into local languages. Lavric and Naterer (2020) used multiple linear regression analysis to examine their data. The researchers examined religiosity as a potential confound variable.

The results of the study indicated that for the children exposure to authoritative parenting during elementary school was highly correlated with life satisfaction in all countries examined. Lavric and Naterer (2020) noted that there was no significant correlation between authoritarian

parenting styles and high life satisfaction in any of the countries examined. This was also indicated with permissive parenting styles, with Romania as the only exception. The results revealed religiosity as a robust predictor of higher life satisfaction. Lavric and Naterer (2020) reported that their findings indicate that authoritative parenting has a beneficial effect on life satisfaction among young people, while pure authoritarian parenting has a negative effect. The researchers additionally noted that permissive parenting styles also tended to indicate lower life satisfaction unless combined with an authoritative one. They noted that only the positive effect of authoritative parenting was universal across all countries examined. The researchers stated that the study appears to indicate that life satisfaction is affected by the presence, or lack thereof, of authoritative parenting. A limitation within the study was that uninvolved parenting styles not being included in the study.

Yildiz et al. (2020) did a meta-analysis study on the relationship between parenting styles and child perfectionism. Their analysis examined 45 studies published between 1990 and 2018. The analysis found a positive relationship between perfectionist strivings in authoritative and authoritarian parenting styles. A positive relationship was found between perfectionistic concerns and authoritarian and permissive styles; however, the relationship was found to be negative with authoritative styles. Finally, a negative relationship was found between order and authoritarian styles. This illustrates that authoritarian, authoritative, and permissive styles all have links to perfectionistic behaviors albeit in different facets.

Overall, the current literature indicates that permissive parenting styles have been linked to the internalization and externalization of adjustment problems in children (Mendez et al., 2020), while exposure to authoritative parenting styles as a child is linked to higher levels of life satisfaction in young adults (Lavric & Naterer, 2020). Additionally child perception of their

parent's parenting style can be affected by their own self-evaluation and self-congruence (Sun et al., 2020). Finally, child perfectionism is connected to the parenting styles they are exposed to (Yildiz et al., 2020).

Self-Efficacy

Self-efficacy in regard to parenting can be defined as a parent's belief in their capacity to execute parental behaviors effectively (Schuengel & Oosterman, 2019). Schuengel and Oosterman (2019) wrote a chapter in the *Handbook of Parenting, Volume 3: Being a Parent* (Bornstein, 2019) on parenting self-efficacy. In the chapter, they summarized Bandura's theories on self-efficacy along with examining clusters of studies regarding the subject. The authors divided the 788 studies they examined into 5 categories based on the overall theme, or purpose of the study. The first category examined the effects that parents may have on their children's functioning and vice-versa. The second category contained terms associated with high-frequency in intervention research. The authors noted many of the studies within this cluster focused on parenting self-efficacy as an outcome measure. Third, the role of parenting self-efficacy across the transition to parenthood. The fourth category involved operationalization and psychometric qualities. The final category focused on child physical health. This cluster was reported to have notable overlap between the intervention and parental transition clusters. Despite examining a large number of studies, Schuengel and Oosterman (2019) made no reports indicating a notable quantity of research on relationships between parental self-efficacy and other parenting concepts, such as parenting styles, within the chapter. This illustrates a gap in the current literature.

Glatz and Buchanan (2021) examined trends in parental self-efficacy between 1999 and 2014. They noted that, over the last 20 years, parents living in Western cultures have a reported increase in time spent with their children. They additionally reported a decrease in authoritarian

control and corporal punishment within these cultures. Glatz and Buchanan (2021) stated that previous research has indicated parental practices utilizing warmth, positive communication, and authoritative control have a positive impact on children. They cited that not much is known about changes in parental perception and beliefs regarding their parenting role as justification for their study.

The purpose of the study was to specifically examine potential differences in levels of parental self-efficacy across two time periods (Glatz & Buchanan, 2021). The researchers hypothesized that their 2014 sample would have significantly higher levels of parental self-efficacy than the 1999 sample. Both samples were gathered from data used in two different projects, however, the same measure was used for measuring parental self-efficacy. The data enabled comparisons between American parents of young adolescents (categorized as children in either the 6th or 7th grade) from two different points in time.

Glatz and Buchanan (2021) found that the 2014 sample reported significantly lower levels of parental self-efficacy than the 1999 sample. These results were counter to expectations from prior research. Glatz and Buchanan (2021) speculated that some changes that occurred in the United States may provide explanations for the discrepancy in data. They listed the rise of the internet and social media as a large factor that may be contributing to lower levels of parental self-efficacy. However, the researchers do note that this is speculative and that further research would need to be conducted.

Bahorski and colleagues (2020) examined if parental self-efficacy in new mothers could predict the growth of their children. Participants were gathered from another study examining infant care, feeding habits, and infant risk of obesity. The participants were first-time, low income, African-American mothers between the ages of 18 and 35 with infants between birth

and 3 months of age. Infants born with any medical complications were excluded. Self-efficacy was measured using the Parenting Sense of Competence Scale (PSOC; Gibaud-Wallston and Wanderman, 1978; adapted Johnston and Marsh, 1989). Since self-efficacy is linked with positive outcomes, Bahorski et al. (2020) hypothesize that high levels of parental self-efficacy would predict healthy growth rates, while lower levels would predict slow or excessive growth rates. The results revealed that mothers of infants that had excessive growth rates had significantly higher levels of parental self-efficacy than mothers of infants with slow growth rates. This suggested that high levels of parental self-efficacy may place children at a higher risk of obesity, however the authors noted that more research would be required to establish a more generalizable and causal relationship between the two (Bahorski et al., 2020).

The current literature does provide us with the current trends of research on parental self-efficacy (Schuengel and Oosterman, 2019). Parental self-efficacy has been shown to be related to infant growth rates (Bahorski et al., 2020). Finally, it is noted that levels of parental-self efficacy has decreased over time (Glatz & Buchanon, 2021). Some research does exist connecting parenting styles and parental self-efficacy.

Parenting Styles and Parental Self-Efficacy

Harpaz et al. (2021) conducted a study examining if parental self-efficacy is predicted by subjective well-being, parenting styles, and help-seeking from teachers. The researchers gathered 132 Israeli Jewish parents with at least one child in elementary school for the study. For the sakes of measuring parental self-efficacy, they used the PSOC (Gibaud-Wallston and Wanderman, 1978; adapted Johnston and Marsh, 1989) and the short version of the Parenting Styles and Dimensions Questionnaire (PDSQ: Robinson et al., 2001) for parenting styles. The results found that authoritative parenting styles were inversely correlated with permissive and

authoritative parenting styles. Additionally, they found that permissive and authoritarian styles were positively correlated with one another. The researchers noted that authoritative style positively predicted higher levels of parental self-efficacy, while permissive and authoritarian parenting styles was correlated with lower levels of parental self-efficacy (Harpaz et al., 2021). Harpaz and colleagues (2021) noted that a significant limitation of their study is their relatively moderate sample size and lack of cultural diversity. They additionally reported a need for replication. In summary, their study indicated that parenting styles may have a large impact on parental self-efficacy. This adds justification for the current study, showing that a relationship between parenting styles and parental self-efficacy has been examined in the past. However, there is a notable lack in replication and diversity of samples.

Purpose

The purpose of this study was to examine whether there is an association between parenting styles and parental self-efficacy in a United States sample. The research question for this study is: what is the association between parenting styles and parental self-efficacy? In order to answer this research question, surveys were completed by parents regarding their parenting styles and parental self-efficacy, and the scores across scales were correlated.

Hypotheses

H₀: There will be non-significant associations between parenting styles and parental self-efficacy.

H₁: There will be significant associations between parenting styles and parental self-efficacy.

Methods

Participants

An a priori power analysis was conducted using G*Power 3.1 (Faul et al., 2009), which indicated that a minimum of 338 participants were needed for the study for a power of 0.8 with an effect size of 0.3, and an alpha-level of 0.05. Participants were recruited through Prolific to complete measures via online survey. Inclusionary criteria for the study is all participants must be the biological parent of at least one child between the ages of 5 and 12 years. Participants were given an \$8 incentive for completing the survey. One hundred fifty-three parents were recruited for the study instead of the suggested 338 due to limitations in funding and the desire to acquire data in a timely fashion. Thirty-one participants' data were removed either due to incomplete data or not having children within the designated age range. Therefore, the final sample consisted of 122 participants.

In the final sample, 84 (68.89%) were White, 25 (20.50%) were African American, 4 (3.28%) were Asian, 4 (3.28%) were Native American or Alaskan Native, and 5 (4.10%) identified as other. Twelve (9.84%) identified as Hispanic or Latino. The sample consisted of 67 (54.91%) males, 54 (44.26%) females, and 1 (0.82%) identifying as other. The sexuality of participants consisted of 98 (80.33%) identifying as straight, 3 (2.50%) as gay or lesbian, 20 (16.39%) as bisexual, and 1 as other (0.82%). The average age of the parents was 35.79 ($SD = 8.93$) years. The parents reported on average 1.97 children ($SD = 1.27$) with their average age being 8.68 ($SD = 5.09$) years.

Procedures

Before data collection, all measures and procedures were approved by the institutional review board for this study at Western Kentucky University (see Appendix A). The survey contained an informed consent and debriefing form at the beginning and end of the survey, respectively. After reading the consent form and agreeing continue in the study, the participant

would complete the survey consisting of two questionnaires, and a demographic information form.

Measures

Parenting Style Four Factor Questionnaire

The Parenting Style Four Factor Questionnaire (PS-FFQ; Shyny, 2017) is a measure used to identify preferred parenting styles with 32 items scored on a 5-point Likert scale (See Appendix B). The scale measures the four parenting styles; authoritative, authoritarian, permissive, and uninvolved, as proposed by Baumrind (1991) and Maccoby and Martin (1983). The scale has a reported Cronbach's alpha of .92 (Shyny, 2017). The scales for each parenting style are not mutually exclusive from each other in this measure. Authoritarian, Authoritative, and Permissive scales on the PS-FFQ (Shyny, 2017) positively correlates with the same scales on the Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson et al., 2001) with a reported Pearson's correlation coefficient at approximately .82 (Shyny, 2017). The Uninvolved scale does not correlate with any scale on the PSDQ (Robinson et al., 2001) as the measure only measures three of the four parenting styles. This sample's internal consistency coefficients for the Authoritarian and Uninvolved scales were found to be adequate (McDonald's $\omega = .73$, $\omega = .81$).

The McDonald's omega could not be computed for the Authoritative and Permissive scales due to a negative covariance matrix. To deal with the non-converging omegas, a leave-one-out approach was used to adjust the scales (Hayes & Coutts, 2020). The item intercorrelation matrix was investigated for each scale. For the Authoritative scale, item 7 had negative and small correlations with other items so it was removed and the scale was recalculated without item 7; the resulting omega coefficient was adequate ($\omega = .71$). For the Permissive scale, items 2 and 6

had negative and small correlations with other items so they were removed and the scale was recalculated without items 2 and 6; the resulting omega was low ($\omega = .51$, Kalkbrenner, 2021). See Appendix C for McDonald's omega analysis.

Parenting Sense of Competence Scale

The second measure is the Parenting Sense of Competence Scale (PSOC; Gibaud-Wallston & Wanderman, 1978; adapted Johnston & Marsh, 1989). The PSOC (Gibaud-Wallston & Wanderman, 1978; adapted Johnston & Marsh, 1989) is used to measure parental self-efficacy with 17 items scored on a 6-point Likert scale (See Appendix D). Reported internal consistency ranged from 0.72 to 0.82 across studies (Gibaud-Wallston & Wanderman, 1978; Johnston & Marsh, 1989; Ohan et al., 2000; Gilmore & Cuskelly, 2008). Ohan et al. (2000) reported consistent good agreement in the factor structures in their sample and the Johnston and Marsh (1989) sample. This sample's internal consistency was adequate (McDonald's $\omega = 0.86$).

Data Analyses

Descriptive statistics were computed and Pearson's Correlation (r) and the coefficient of determination (r^2) were completed using SPSS version 29.0 to observe the association between variables. Pearson's r greater than .10 was considered small, .30 medium, and .50 large (Field, 2016). Normality and kurtosis of all variables were assessed. A Post-hoc power analysis was conducted to determine the power of the final study sample.

Results

As seen in Table 1, Authoritarian, Authoritative, Permissive, and PSOC scores were normally distributed, while uninvolved scores were positively skewed. As seen in Table 2, a significant negative correlation was found between authoritarian parenting style and parental self-efficacy ($r = -.35, p < .001, r^2 = .12$). A significant positive correlation was found between

authoritative parenting style and parental self-efficacy ($r = .29, p = .001, r^2 = .08$). A significant negative correlation was found between permissive parenting style and parental self-efficacy ($r = -.35, p < .001, r^2 = .12$). A significant negative correlation was found between uninvolved parenting style and parental self-efficacy ($r = -.49, p < .001, r^2 = .24$).

Table 1

Descriptive Statistics for the Parenting Style Four Factor Questionnaire (PS-FFQ) scales and Parenting Sense of Competence Scale (PSOC)

	<i>M(SD)</i>	Min	Max	Skewness	<i>SE</i>	Kurtosis	<i>SE</i>
<hr/>							
PS-FFQ							
Authoritarian	18.30 (4.75)	9	31	0.40	0.22	-0.11	0.44
Authoritative	30.57 (4.08)	18	40	-0.38	0.22	0.53	0.44
Permissive	22.40 (3.47)	14	31	0.19	0.22	0.01	0.44
Uninvolved	14.36 (4.89)	8	37	1.34	0.22	3.06	0.44
PSOC	72.34 (12.44)	34	102	0.85	0.22	0.12	0.44

Table 2

Pearson Correlations Between Parental Self-Efficacy as measured on the Parenting Style Competence Scale (PSOC) by Parenting Style

		Parenting Style			
		Authoritarian	Authoritative	Permissive	Uninvolved
PSOC	Pearson's <i>r</i>	-.35	.29	-.35	-.49

Note. All p-values $\leq .001$.

A post-hoc observed power analysis was conducted in G*Power 3.1 (Faul et al., 2009), where α was equal to .05 and N was 122. The reasoning for this analysis is the number of participants recruited was less than the recommended amount from the a priori power analysis. These analyses may be useful in informing researchers whether an increased sample size has the potential to yield different results (O’Keefe, 2007), or whether null results can be replicated (Onwuegbuzie & Leech, 2004). A test of Pearson’s r between Uninvolved and Parental Self-Efficacy yielded an observed power ($1-\beta$ error probability) of .99. A test of Pearson’s r between Authoritarian and Parental Self-Efficacy yielded an observed power of .98. A test of Pearson’s r between Permissive and Parental Self-Efficacy yielded an observed power of .98. A test of Pearson’s r between Authoritative and Parental Self-Efficacy yielded an observed power of .90. Overall, these findings indicate that an increased sample size might be likely to result in a similar amount of variance shared by these variables.

Discussion

The purpose of this study was to examine whether there is an association between parenting styles and parental self-efficacy using a United States sample. Results indicated that there was a significant relationship between parenting styles and parental self-efficacy. Authoritarian parenting was negatively associated with parental self-efficacy and shared 12% variance. Authoritative parenting was positively associated with parental self-efficacy and shared 8% variance. Permissive parenting was negatively associated with parental self-efficacy and shared 4% variance. Uninvolved parenting style was negatively associated with parental self-efficacy and shared 24% variance.

This study found a positive, yet small to medium correlation between authoritative parenting style and parental self-efficacy ($r = .29$); where as Harpaz et al. (2021) found that they

were positively correlated strongly ($r = .51$). Harpaz et al. (2021) found that permissive parenting styles was negatively correlated with parental self-efficacy ($r = -.51$). A similar correlation was found in this study but has a moderate effect size ($r = -.35$), compared to the large effect size in Harpaz et al.'s (2021) study. Authoritarian parenting style was negatively correlated with parental self-efficacy ($r = -.41$). Both studies have similar correlations with moderate effect sizes. Uninvolved parenting has not been examined in previous studies.

The difference in effect sizes for Authoritative and Permissive styles could be due to participant samples or the measures used. For example, Harpaz et al. (2021) sample included Israeli Jewish families rather than United States parents; therefore the difference in magnitude of relations could reflect a possible cultural effect. Harpaz et al. (2021) noted that Israeli parenting may be impacted by constant threats of terror attacks and war. Additionally, it should be noted that the data was collected during the height of the COVID-19 pandemic, which may also be a mediating factor. Further investigation would be needed to add any credence to these possibilities.

Both studies used the PSOC (Gibaud-Wallston & Wanderman, 1978; adapted Johnston & Marsh, 1989) for parental self-efficacy, however Harpaz et al. (2021) used the PSDQ (Robinson, et al., 2001) to measure parenting styles. While the parenting style measures may examine the same constructs for the most part, they may put different emphasis on different aspects of authoritative and permissive styles. However, the results of both do indicate that parents had similar associations between constructs, which makes it reasonable to make comparable conclusions about the direction of the associations.

Limitations

This study has limitations. One notable limitation of this study is the sample size. The a priori power analysis indicated that a sample size of 338 was needed for a power of 0.8. While the post-hoc analysis of this study's sample ($N = 122$) indicated adequate power for all correlations, the inclusion of additional participants might have incrementally altered the correlations. Additionally, having a larger sample size could allow for a more nationally representative sample, which would make the results more generalizable to the United States overall.

There were also concerns of scale reliability with the PS-FFQ (Shyny, 2017). Items were removed to increase the internal consistency of the Authoritative and Permissive scales. However, it is unclear if the low internal consistency was specifically due to how the items were constructed or how the sample participants responded to the items. Furthermore, the Permissive parenting scale's low internal consistency is of particular note. Due to more than one item being removed it is uncertain the correlation with parental self-efficacy is due to error or systemic relationship. Further psychometric investigations, which include internal consistency could help clarify how items relate to the proposed factors.

A third limitation is the self-report nature of the measures. Parenting style and parental self-efficacy scores were limited to self-perception rather than more objective assessments, such as parent-child interaction observations. This led to inaccuracies in reported parenting behaviors due to individual's limited ability to self-observe. This can lead to concerns of test validity in our findings that would not be as present if a more objective measure was used such as one that utilizes direct parent-child interactions.

Conclusion

In conclusion, this study's results provided support for the hypothesis that parenting styles are associated with parental self-efficacy. Furthermore, this study addresses a gap in literature linking these two constructs. While parenting styles and parental self-efficacy have been researched in the past, few studies have examined how they may or may not be related. However, there are concerns of internal reliability within the measures for this study. Other limitations that would need to be addressed in the future is the smaller sample size and the self-report nature of the measures.

As such, there is a need to replicate these findings to increase confidence that the results are due to a relationship between constructs and not due to chance or error. The association indicates that parenting styles and parental self-efficacy may be influencing one another or have a connecting factor that warrants more investigation. If replication of these results can be acquired then the way will be paved for future research examining the direction of the relationship and potentially inform how we approach parenting in the clinical setting to increase the likelihood of positive outcomes for both the parents and their children.

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Appendix A

Western Kentucky University Institutional Review Board Approval Letter



*INSTITUTIONAL REVIEW BOARD
OFFICE OF RESEARCH INTEGRITY*

DATE: March 13, 2023
TO: Brian Richards
FROM: Western Kentucky University (WKU) IRB
PROJECT TITLE: [2009914-1] Associations Between Parenting Styles and Parental Self-Efficacy
REFERENCE #: IRB 23-185
SUBMISSION TYPE: New Project
ACTION: APPROVED
APPROVAL DATE: March 13, 2023
REVIEW TYPE: Exempt Review

Thank you for your submission of New Project materials for this project. The Western Kentucky University (WKU) IRB has APPROVED your submission. This approval is based on an appropriate risk/benefit ratio and a project design wherein the risks have been minimized. All research must be conducted in accordance with this approved submission.

This submission has received Exempt Review based on the applicable federal regulation.

Please remember that informed consent is a process beginning with a description of the project and insurance of participant understanding followed by an *implied* consent form. Informed consent must continue throughout the project via a dialogue between the researcher and research participant. Federal regulations require each participant receive a copy of the consent document.

Please note that any revision to previously approved materials must be approved by this office prior to initiation. Please use the appropriate revision forms for this procedure.

All UNANTICIPATED PROBLEMS involving risks to subjects or others and SERIOUS and UNEXPECTED adverse events must be reported promptly to this office. Please use the appropriate reporting forms for this procedure. All FDA and sponsor reporting requirements should also be followed.

All NON-COMPLIANCE issues or COMPLAINTS regarding this project must be reported promptly to this office.

This project has been determined to be a MINIMAL RISK project.

Please note that all research records must be retained for a minimum of three years after the completion of the project.

If you have any questions, please contact Robin Pyles at (270) 745-3360 or Robin.Pyles@wku.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Western Kentucky University (WKU) IRB's records.

Appendix B

Parenting Style Four Factor Questionnaire

(Shyny, 2017)

Read the following statements carefully and indicate your response by marking the appropriate number.

- 1. All of the time**
- 2. Most of the time**
- 3. Some time**
- 4. Rarely**
- 5. Never**

- | | |
|--|-----------|
| 1 I want my child to follow my instructions because I am the authority to decide what to do or what not to do. | 1 2 3 4 5 |
| 2 I would like to be a friend, Philosopher and guide to my child. | 1 2 3 4 5 |
| 3 I am very soft with my child so that I cannot correct him/her at proper time by punishment. | 1 2 3 4 5 |
| 4 I do not have any demand or control on my child and I give total freedom. | 1 2 3 4 5 |
| 5 I have little patience to tolerate any misbehaviour of my child or to listen to the excuses in any kind of mistakes. | 1 2 3 4 5 |
| 6 I used to understand the feelings of my child in any situation and always try to get the opinion of my child whenever I buy something for him/her. | 1 2 3 4 5 |
| 7 Whenever the child comes with low marks, I will not give any punishments rather I feel he/she will become better next time. | 1 2 3 4 5 |
| 8 As I am very sad and depressed I cannot show much care and deep emotional tie up with my child. | 1 2 3 4 5 |
| 9 I strongly believe that my child's future is in my hand and so there is a strict time table for my child to follow. | 1 2 3 4 5 |
| 10 Important decisions of the family are done together and I give full freedom to my child to share everything with me. | 1 2 3 4 5 |
| 11 I give valuable reward to my child for obeying me or behaving well. | 1 2 3 4 5 |
| 12 As I am very busy with my household and office duties, I get less time | |

- to involve my child's studies or to listen his/her needs and wishes. 1 2 3 4 5
- 13 I have clear expectations regarding my child's behaviour and I am not much bothered about the likings of my child regarding his/her future. 1 2 3 4 5
- 14 As I understand the strength and weakness of my child, I set some appropriate rules for him/her and give friendly corrections whenever necessary. 1 2 3 4 5
- 15 Though I have definite goal and planning about my child's future I cannot follow it strictly because of my leniency. 1 2 3 4 5
- 16 I have enough stress and strain myself and hence I cannot take care of my child's welfare. 1 2 3 4 5
- 17 I usually like to give physical punishment than giving advices to my child because I am sure he/she will not listen to it. 1 2 3 4 5
- 18 I will not force my child in any of his/her future career and I also help him/her to set a realistic goal. 1 2 3 4 5
- 19 As I was brought up by strictly disciplined parents, I am very liberal with my child. 1 2 3 4 5
- 20 I usually give more important to my own likes and wishes but not bother much about needs or misbehaviours of my child. 1 2 3 4 5
- 21 I believe that only through punishment a child can be corrected and I also do not like to give any financial freedom to my child. 1 2 3 4 5
- 22 Whenever my child fail to follow the time table given to him/her, I remind the consequences with a touch of love and affection. 1 2 3 4 5
- 23 I like to be a very affectionate parent towards my child and also I take the responsibility of my faulty parenting on my child. 1 2 3 4 5
- 24 As I am busy and get little time to care my child, he/she is quite free to move own way to take decisions. 1 2 3 4 5
- 25 The punishment I give to my child depends upon my mood. 1 2 3 4 5
- 26 My child talks with me out of being punished after he/she has done something wrong. 1 2 3 4 5
- 27 I always threaten my child with punishment but do not actually doing it because of my leniency. 1 2 3 4 5

- 28 As I am bounded with severe life problems, I ignore my child's misbehaviour and I have no idea about his/her life outside the home. 1 2 3 4 5
- 29 Whenever my child shows disobedience, I scold and criticise him/her with bursting anger. 1 2 3 4 5
- 30 Even though I am busy I have enough time to visit my child's school & to meet teachers to know his/her progress. 1 2 3 4 5
- 31 Because of excessive love and sympathy I have showing towards my child, he/she has no self discipline. 1 2 3 4 5
- 32 I never like to tell my child where I am going or why I am late. 1 2 3 4 5

Appendix C

PS-FFQ McDonald's Omega Analysis

PS-FFQ Inter-Item Correlation Matrix of Items on the Authoritative Scale as seen in SPSS

Inter-Item Correlation Matrix

	A2_1	A2_2	A2_3	A2_4	A2_5	A2_6	A2_7	A2_8
A2_1	1.000	.134	.159	.256	.196	.149	-.040	.128
A2_2	.134	1.000	.465	.347	.312	.205	.102	.206
A2_3	.159	.465	1.000	.220	.341	.443	.030	.269
A2_4	.256	.347	.220	1.000	.397	.262	-.011	.369
A2_5	.196	.312	.341	.397	1.000	.140	-.125	.501
A2_6	.149	.205	.443	.262	.140	1.000	.076	.158
A2_7	-.040	.102	.030	-.011	-.125	.076	1.000	-.167
A2_8	.128	.206	.269	.369	.501	.158	-.167	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.197	-.167	.501	.668	-3.002	.028	8

PS-FFQ Authoritative Scale McDonald's Omega as Seen in SPSS

Reliability Statistics

McDonald's Omega	N of Items
. ^a	8

a. Omega cannot be estimated due to negative or zero item covariances. This may be due to items needing to be reverse scored, or to violations of model assumptions.

PS-FFQ Authoritative Scale McDonald's Omega After Removal of Item 7 as Seen in SPSS

Reliability Statistics

McDonald's Omega	N of Items
.712	7

PS-FFQ Inter-Item Correlation Matrix of Items on the Permissive Scale as Seen in SPSS

Inter-Item Correlation Matrix

	P_1	P_2	P_3	P_4	P_5	P_6	P_7	P_8
P_1	1.000	.141	-.204	.214	.233	-.078	.121	.187
P_2	.141	1.000	-.049	.041	.177	.227	.031	-.005
P_3	-.204	-.049	1.000	-.125	-.034	.197	.017	-.029
P_4	.214	.041	-.125	1.000	.071	-.223	.295	.244
P_5	.233	.177	-.034	.071	1.000	.152	.098	.068
P_6	-.078	.227	.197	-.223	.152	1.000	-.009	-.160
P_7	.121	.031	.017	.295	.098	-.009	1.000	.232
P_8	.187	-.005	-.029	.244	.068	-.160	.232	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Inter-Item Correlations	.065	-.223	.295	.518	-1.319	.020	8

PS-FFQ Permissive Scale McDonald's Omega as Seen in SPSS

Reliability Statistics

McDonald's Omega	N of Items
. ^a	8

a. Omega cannot be estimated due to negative or zero item covariances. This may be due to items needing to be reverse scored, or to violations of model assumptions.

PS-FFQ Permissive Scale McDonald's Omega After Removal of Item 2 and 6 as Seen in SPSS

Reliability Statistics

McDonald's Omega	N of Items
.510	6

Appendix D

Parenting Sense of Competence Scale (Gibaud-Wallston & Wandersman, 1978)

Please rate the extent to which you agree or disagree with each of the following statements.

Strongly Disagree 1	Disagree 2	Somewhat Disagree 3	Somewhat Agree 4	Agree 5	Strongly Agree 6
1. The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired.					
1	2	3	4	5	6
2. Even though being a parent could be rewarding, I am frustrated now while my child is at his/her present age.					
1	2	3	4	5	6
3. I go to bed the same way I wake up in the morning, feeling I have not accomplished a whole lot.					
1	2	3	4	5	6
4. I do not know why it is, but sometimes when I'm supposed to be in control, I feel more like the one being manipulated.					
1	2	3	4	5	6
5. My parent was better prepared to be a good mother than I am.					
1	2	3	4	5	6
6. I would make a fine model for a new parent to follow in order to learn what she would need to know in order to be a good parent.					
1	2	3	4	5	6
7. Being a parent is manageable, and any problems are easily solved.					
1	2	3	4	5	6
8. A difficult problem in being a parent is not knowing whether you're doing a good job or a bad one.					
1	2	3	4	5	6
9. Sometimes I feel like I'm not getting anything done.					
1	2	3	4	5	6
10. I meet by own personal expectations for expertise in caring for my child.					
1	2	3	4	5	6
11. If anyone can find the answer to what is troubling my child, I am the one.					
1	2	3	4	5	6
12. My talents and interests are in other areas, not being a parent.					
1	2	3	4	5	6
13. Considering how long I've been a parent, I feel thoroughly familiar with this role.					
1	2	3	4	5	6

14. If being a parent of a child were only more interesting, I would be motivated to do a better job as a parent.

1 2 3 4 5 6

15. I honestly believe I have all the skills necessary to be a good parent to my child.

1 2 3 4 5 6

16. Being a parent makes me tense and anxious.

1 2 3 4 5 6

17. Being a good parent is a reward in itself.

1 2 3 4 5 6

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