

1 Parenting Styles and Self-Efficacy of Adolescents: Malaysian 2 Scenario

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6

7 **Abstract**

8 Parenting styles and its impact on adolescents' psychosocial development has been an area of
9 interest in the field of psychology. Previous studies have revealed that parenting styles are
10 correlated with adolescents' self-esteem, drug and alcohol use, delinquency and academic
11 performance. This study aimed to investigate the effect of parenting styles namely
12 authoritative, authoritarian and permissive on adolescents' self-efficacy level. A hundred and
13 twenty students served as participants for this study. The mean age for the entire sample was
14 18.441 and had an equal number of males and females. A single survey was administered and
15 data on perceived parenting styles and ratings on self-efficacy were collected. Correlation was
16 carried out and results indicated that authoritative parenting style is highly associated with
17 self-efficacy. Regression result showed that authoritative parenting style contributes 12.8

18

19 **Index terms**— parenting style, self-efficacy.

20 **1 INTRODUCTION**

21 Adolescence has been known to be a rather challenging developmental stage in the human lifespan for adolescents
22 as well as their parents. Adolescents are differentiated from other human developmental stages such as infancy
23 and childhood in terms of their strong sense to exercise their autonomy. Adolescents might begin to question
24 the legitimacy of parental authority and parental supervision [1]. Adolescents are particularly prone to defiant
25 behavior towards authority due to the need to be autonomous. Moreover, as adolescent's transition from children
26 to adults, they go through different domain of issues and concerns. Adolescents are faced with the pressure of
27 excelling in school and making future career decision. It is also not uncommon for the family, school and society
28 to impose higher expectation on adolescents [1].

29 Nordin [2] found that adolescents make up half of the entire Malaysian population and it is particularly
30 important due to the fact that Malaysia is a developing country. Nordin further [2] suggested that adolescents
31 are one of the great assets for the country as they are the future leaders and have the potential to bring Malaysia
32 to better heights. Nurturing and educating adolescents to live their live functionally and effectively has never been
33 so crucial for Malaysia. Parental authority, involvement and parenting styles received by adolescents throughout
34 their life have known to have influenced adolescents' psychosocial competency. This area has evoked lot of interest
35 over the past few decades [3] [4] [5] [6] [7].

36 Coping with life's challenges are crucial for adolescents because failure to do so could lead to negative outcomes
37 such as being defiant towards parental authority, engagement in risky behavior (e.g. reckless driving, unprotected
38 sex), drug and alcohol use and lack of self-confidence. Adolescents' self beliefs in restraining themselves from
39 engaging in misconduct are determined by their level of self-efficacy. The ability to exercise self-efficacy not
40 only affects adolescents' behavior but also has a major influence on their overall well-being. Self-efficacy allows
41 adolescents to engage in tasks that they believe they can succeed and keeps them motivated. According to
42 Bradley and Corwyn [8] experiences of children in their environment particularly home are associated with a broad
43 domain of their development such as social behavior and self-efficacy. Parents consistently play an important

7 B) AUTHORITARIAN PARENTING STYLE AND SELF-EFFICACY

44 role in adolescents' life. Thus, it is important to examine the type of parenting style and its effect on adolescents'
45 self efficacy in order to gain valuable insights that would help to nurture self sufficient future adults.

46 2 Global

47 3 TYPES OF PARENTING STYLES

48 Three parenting styles were identified throughout the present research. First, the authoritarian parenting style
49 in which, the parents are strict and demanding, make most of the decisions for their children and expect them to
50 be followed without any questions. This is the most basic and traditional parenting technique where the families
51 are adult centered [12].

52 The second style is authoritative parenting where parents love and discipline the children. There can be an
53 open dialogue between parents and children and the children will not be punished for voicing out their views or
54 opinions. Authoritative style emphasizes on positive encouragement for constructive behavior and punishment
55 for negative behavior [12].

56 In the permissive parenting, parents implement little rules and allow the children to make their own decisions.
57 It is also known as the "democratic" parenting style. Families are child centered and the children are in touch
58 with their center-of-growth, and are more creative and spontaneous in their characteristics [12].

59 4 III.

60 5 SELF-EFFICACY

61 Self-efficacy is defined as a person's confidence and belief that he or she is able to achieve something that has
62 significant effect over their lives. It also has major effect over a person's self esteem and ability to compete with
63 other individuals. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such
64 beliefs produce these diverse effects through four major processes which includes cognitive, motivational, affective
65 and selection processes [13].

66 Bradley and Corwyn [8] proposed that environment stimulates or encourages one's behavior such as self-efficacy.
67 Bandura [14] explains that selfefficacy plays an important role in determining one's capacities to organize and
68 execute courses of action required to produce given attainments. It influences the choices people make, courses
69 of action they pursue, amount of stress and anxiety that one experiences as he or she is involved in the activity.
70 A strong sense of efficacy encourages people to do well in many ways. They can approach difficult tasks as
71 challenges and maintain strong commitment [15]. If they face failure, they will attribute it to insufficient efforts
72 and lack of knowledge. On the other hand, people with low selfefficacy always assume that tasks are tough and
73 avoid indulging in it. They have little or no idea on how to resolve it by using the best choice.

74 IV.

75 6 PARENTAL AUTHORITY AND SELF-EFFICACY

76 According to Buri et al. [3], parental authority could be considered as a reliable mean to measure the practice of
77 permissive, authoritarian and authoritative parenting styles. Baumrind [16] [17] suggested that permissive parents
78 are characterized by displaying noncontrolling behaviours and making limited command towards children's
79 behaviour. In other words, permissive parents focus on freedom over control. On the contrary, authoritarian
80 parents show high level of command and impose power when interacting with children. Authoritarian parents
81 focus on control but not freedom. While permissive parents and authoritarian parents appear to be opposite in
82 terms of imposing control on their children, authoritative parents exhibit nurturing behaviour and direct their
83 children's behaviour through reasoning. a) Permissive Parenting Style and Self-efficacy Adalbjarnardottir and
84 Hafsteinsson [4] found that adolescents who perceived their parents as neglectful used more licit and illicit
85 drugs compared to adolescents who perceived their parents as authoritative. They conducted the research
86 in a sample of 347 Iceland adolescents. Children raised by permissive parents have been found to be more
87 prone to delinquent behaviour, display poorer academic competence and achievement, and overall lower levels of
88 psychological functioning [5].

89 Permissive parenting has also been found to be related to low self-esteem, less persistence on learning tasks,
90 low patience for frustration, and intrinsic/extrinsic motivational orientation ??6] [18]. According to Boon [19],
91 permissive parenting, high self-handicapping, low mastery goals and self-efficacy are notably associated to low
92 achievement whereas higher achievement is linked to authoritative parenting style.

93 7 b) Authoritarian Parenting Style and Self-efficacy

94 Parenting Styles and Self-Efficacy of Adolescents: Malaysian Scenario Parenting style is a pattern of attitudes
95 that parents exhibit toward the upbringing of their children [9]. Baumrind ??10] [11] identified two broad
96 dimensions of parenting styles: demandingness which relates to the amount of parental control exerted over
97 children's activities and behavior, and responsiveness that is determined by the amount of warmth and nurturance
98 displayed by parents towards their children. Baumrind then used these dimensions to identify three parenting
99 styles: authoritarian, authoritative and permissive.

100 Buri et al. [3] investigated the relationship between parenting styles and self-esteem. Questionnaires were
101 administered to 230 students. Their findings showed that most of the participants who judged both of their
102 parents as authoritarian scored low in self-esteem level. On the contrary, participants who perceived both of
103 their parents as authoritative have high self-esteem. In a study by ??azi [20] that examined the correlation
104 between parenting styles, locus of control and generalized self-efficacy, it was found that authoritative parenting
105 style had a positive correlation with generalized self-efficacy whereas authoritarian and

106 **8 Global Journal of Human Social Science**

107 Volume XII Issue W XIV Version I(D D D D) A 2 20

108 Year c) Authoritative Parenting Style and Self-efficacy Turner, Chandler and Heffer [7] conducted a research
109 to explore the relation between parenting styles, self-efficacy, achievement motivation and academic performance
110 in undergraduate students. Their study in 264 college students suggested that perceived authoritative parenting
111 styles significantly related to college students' academic performance. Moreover, the results showed that
112 authoritative parenting styles and academic self-efficacy were significant predictors of academic performance.
113 In other words, authoritative parenting styles and academic self-efficacy are two of the contributing factors for
114 academic performance. Furthermore, adolescents who viewed their parents as authoritative were reported less
115 likely to have tried alcohol compared to adolescents who viewed their parents as authoritarian and neglectful [4].
116 V.

117 **9 GENDER AND SELF-EFFICACY**

118 Sylvia-Bobiak and Caldwell [21] studied 874 undergraduate students to explore the complex relationship between
119 social cognitive constructs, gender, and active leisure among university students. Results of their study indicated
120 that males have higher active leisure efficacy and higher physical activity selfefficacy compared to the females [22].
121 This data concurred with the results of studies by Milligan et al. [23] and Netz and Raviv [24] among Australian
122 males and females. Besides that, Clement [25] claimed in her research that women display lower self-efficacy
123 expectations compared to males with regards to traditionally male occupations.

124 A recent study by Schmitt [26] examined the relationship between gender, emotional stability and self-efficacy
125 among 891 college students. The results showed significant relationship between gender and the level of self-
126 efficacy. The results also specifically suggested that female college students demonstrate lower level of emotional
127 stability and self-efficacy compared to males. Furthermore, the results revealed that self-efficacy is significantly
128 related to academic performance.

129 **10 VI.**

130 **11 SIGNIFICANCE OF RESEARCH**

131 This study is important because it would increase awareness among the community that parenting styles are
132 related to adolescent's self-efficacy. The findings of this study will also increase awareness among parents on
133 the importance of practicing favourable parenting styles. Insights on the relationship between parenting styles
134 and self-efficacy of adolescents would assist professionals including psychotherapists and family and marriage
135 therapists in the delivery of effective support and care to their clients.

136 Moreover, this study is highly relevant for Malaysia considering adolescents make up 50% of the Malaysian
137 population.

138 **12 VII. OBJECTIVE AND RESEARCH HYPOTHESES**

139 Based on the literature of past studies on the relationship between parenting styles and self-efficacy level, we
140 hypothesize that: H1: There is a positive relationship between parental authority and adolescents' self-efficacy;
141 the higher the level of parental authority, the higher the level of adolescent's self-efficacy.

142 H2: There is a negative relationship between permissive parenting style and adolescents' selfefficacy; the higher
143 the level of permissive parenting style, the lower the level of adolescent's self-efficacy.

144 H3: There is a negative relationship between authoritarian parenting style and adolescents' selfefficacy; the
145 higher the level of authoritarian parenting style, the lower the level of adolescent's self-efficacy.

146 H4: There is a positive relationship between authoritative parenting style and adolescents' selfefficacy; the
147 higher the level of authoritative parenting style, the higher the level of adolescent's self-efficacy.

148 H5: Male participants would outperform female participants in their level of self-efficacy.

149 **13 VIII.**

150 **14 METHODOLOGY a) Subjects**

151 The study sample consisted of 120 students from Sunway (pre-) University College, Secondary school of Batu
152 Lapan, and St. Xavier High School, Penang. There were 60 males and 60 females aged between 16-21 years
153 (mean age -18.441) and were from different races: Malays (N=2, 1.7%), Chinese (N=89, 74.2%), Indians (N=23,
154 19.2%), and others (N=6, 5.0%).

155 **15 b) Procedure**

156 A single survey questionnaire was used to obtain information from the study participants. To start Parenting
157 Styles and Self-Efficacy of Adolescents: Malaysian Scenario permissive parenting styles showed no association
158 with self-efficacy.

159 with, lecturers and teachers of the college and high schools were approached to obtain permission for
160 questionnaire administration during class time. After the permission was granted, a brief explanation about
161 the aims of the study was given to the students. After obtaining consent from the participants thirty minutes
162 were given to complete the questionnaires. The questionnaires and consent forms were written in English.

163 The questionnaire consisted of two sections. The first section gathered demographic information including
164 age, gender, and race of the subjects. The second section was divided into two parts: Part A contained 30-items
165 related to parenting style and part B contained 30-items related to self-efficacy.

166 **16 Global**

167 **17 Year**

168 Parental Authority Questionnaire (PAQ)

169 The Parental Authority Questionnaire [PAQ] [27] was designed to measure parental authority, or disciplinary
170 practices, from the child's point of view of any age. This instrument is divided into three subscales: permissive,
171 authoritarian, and authoritative. Our study subjects were asked to rate their response on a 5-point scale (1 =
172 strongly disagree, 5 = strongly agree). PAQ had good internal consistency with alpha between .74 and .87 for
173 the subscales and two-week test-retest reliability ranged between .77 and .92

174 **18 Self-Efficacy Scale (SES)**

175 The Self-Efficacy Scale [SES] [28] was designed to measure general levels of belief in one's own competence.
176 Subjects were asked to rate their response on a 5-point scale (1= Disagree strongly, 5 = Agree strongly). This
177 instrument is divided into two subscales: general self-efficacy and social self-efficacy. The SES had good internal
178 consistency, with alpha of .86 for the general subscale and .71 for the social subscale.

179 **19 IX.**

180 **20 RESULTS**

181 **21 a) Correlation**

182 A correlation was done between Parental Authority and Self-Efficacy. The results were significant with a low
183 degree of correlation between PAQ and SES ($r = .228$, $p < .05$). See Table 1. Between parenting style (permissive,
184 authoritarian, and authoritative) and self-efficacy, the correlation was low. However, the correlations between
185 permissive parenting style and self-efficacy was $r = .098$, $p > .05$; between authoritarian parenting style and
186 self-efficacy was $r = -.087$, $p > .05$, while the correlation was $r = .357$, $p < .01$ between authoritative parenting
187 style and self-efficacy. See Table 2 (Regression analysis was done to determine the contribution of the three
188 types of parenting style towards self-efficacy. The results showed that parenting style contributes 12.8% towards
189 children's self-efficacy and, it is unlikely to have been caused by sampling error; $F (3,116) = 5.658$, $p < .01$. From
190 the results, permissive parents had a regression coefficient of .009; the t-value was .053 and associated with a
191 probability of 0.05. Authoritarian parents had a regression coefficient of -.012, the t-value was -.085 with an
192 associated Global Journal of Human Social Science Volume XII Issue X" IV Version I(D D D D)

193 A Year probability of $p > .05$. It is likely that the regression coefficients for these two variables were caused by
194 sampling error. However, the regression coefficient of authoritative parents was .585 ($t = 3.905$, $p < .01$) indicating
195 sampling error could be unlikely. In conclusion, this study strongly suggests that only authoritative parenting
196 style plays an important role in children's self-efficacy (See Table 3). Mean differences in self-efficacy between
197 male and female students were assessed through t-Test. Results indicated a significant difference between the
198 two groups [$t (118) = 2.855$, $p < .01$] (See Table 4).

199 **22 TWO GROUP COMPARISON: T-TEST**

200 X.

201 **23 DISCUSSION**

202 The main purpose of this study was to examine the influence of different parenting styles on self-efficacy
203 of adolescents. This research revealed that there was a general relationship between parental authority and
204 self-efficacy. The authoritative parenting style was significantly associated with self-efficacy while authoritarian
205 parenting style and permissive parenting style were not correlated with self-efficacy. More specifically, children
206 with authoritative parents would have higher level of self-efficacy. In addition, present study revealed that there
207 was a significant difference between genders in terms of self-efficacy where male students outperformed the female
208 students. a) Parental Authority, Permissive Parenting Style and Self-efficacy

209 Results of this study showed that there is a significant correlation between parental authority and self-efficacy,
210 thus supporting the first hypothesis.

211 However, no relationship was noted between permissive parenting style and self-efficacy, rejecting the second
212 hypothesis. This finding is consistent with a previous study by Qazi [20] found that reported permissive parenting
213 style is not correlated with adolescents' self-efficacy level.

214 Baumrind [17] suggested that permissive parents' exhibit low level of demandingness and tend to provide
215 limited supervision. These results imply that permissive parenting style is not favorable to foster self-efficacy
216 among adolescents.

217 **24 b) Authoritarian Parenting Style and Self-efficacy**

218 In this study, significant relationship was not observed between authoritarian parenting style and self-efficacy,
219 thus rejecting the third hypothesis. This study revealed that in order to maximize children's self-efficacy, parents
220 should practice authoritative parenting style by setting ground rules as well as allowing the children to have their
221 own autonomy and freedom to voice out opinions instead of the old-fashioned authoritarian parenting style. This
222 would enable the children to have some room to develop their own thinking, opinions and judgments at their
223 own pace.

224 **25 c) Authoritative Parenting Style and Self-efficacy**

225 Result of the present research showed significant relationship between authoritative parenting style and self-
226 efficacy, supporting the forth hypothesis. These results support the views by Hetherington and Stanley-Hagan
227 [29], where authoritative parenting is related to positive perceptions, academic and socioemotional child outcomes.
228 In addition, results of this study also indicate that authoritative parenting style is the most effective style that
229 results in children scoring high on measures of competence and self-perception [10] [11] [5].

230 Authoritative style has constantly been found to be correlated with positive self-perceptions while authoritarian
231 style has repeatedly been found to be correlated with negative self-perceptions ??3] [30] [5] [31].

232 **26 d) Gender and Self-efficacy**

233 In this study, females were found to have lower level of self-efficacy compared to the males, supporting the fifth
234 hypothesis. This finding concurs with previous reports ??21] [22] [23] [24] [25] [32] that have shown that males
235 are more confident than females. In addition, it has been reported that male students at high school and college
236 tend to be more confident than female students in certain academic areas including science and mathematics [33]
237 [34] [35] [36] [37].

238 Malaysia is an Asian multi-racial country that predominantly consists of Malays, Chinese and Indians.
239 Malaysian families practice eastern cultural values. Traditional eastern cultures tend to view males as the bread
240 winner in the household and view females as the caregiver to the next generation. This cultural value might have
241 an impact on parents' behavior and hence might raise males and females differently. The results obtained from
242 this study may be a reflection of the eastern cultural values.

243 **27 e) Recommendation for Future Research**

244 In this study, all measures were based on self-reported questionnaires and the assessment of parenting styles was
245 based on the perspectives of early adults only. Future studies could involve parents' perspectives on parenting style
246 characteristics besides Year adolescents' perspectives. Another limitation of the study is that the questionnaires
247 were distributed to students within a specific age range instead of including other age groups. It is possible that
248 some parents exercise different style of parenting at different times depending on the age their children.

249 **28 f) Implication of Research**

250 It is challenging to sustain effective parenting styles, and parents often report that living with teenagers is
251 stressful. Although adolescents often resist, parental monitoring of the adolescent's daily life still consistently
252 predicts the favorable adjustment.

253 For example, parental monitoring is linked to positive outcomes that include reduction in sexual activity and
254 delinquency. In addition, ideal parenting style would improve school performance and mental health status of
255 their children [38].

256 The findings from this study, in conjunction with reports from previous studies on the effect of parenting styles
257 on adolescent's competence could provide valuable insights to the professionals with regards to parental influence
258 on adolescents' self-efficacy. Moreover, the findings of this study will increase awareness in the community in
259 promoting favorable parenting styles. New parents who are unsure about which parenting styles to adopt can gain
260 some insights from this study. This study could also aid in the development of favorable parenting or intervention
261 programs that aim to develop self-efficient future generation.

262 In conclusion, there is a significant relationship between authoritative parenting style and subjects' level of
263 self-efficacy. Authoritative parenting style indeed plays a vital role in children's level of self-efficacy compared to

264 authoritarian and permissive parenting style. In addition, there were significant gender differences in the level of
265 self-efficacy where males tend to have higher self-efficacy compared to females.

266 29 Global



Figure 1:

1

Self-Efficacy	
Parental Authority	.228*
Self-Efficacy	
p < .05	

Figure 2: Table 1 :

267 1 2

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2

1 : Correlation Between Permissive Parenting Styles And Self-Efficacy.	
Self-Efficacy	.098
Permissive Parenting Style	
p> .05	
Table 2.2 : Correlation Between Authoritarian Parenting Styles And Self-Efficacy.	
Self-Efficacy	-
Authoritarian Parenting Style	.087
p> .05	
Table 2.3 : Correlation Between Authoritative Parenting Styles And Self-Efficacy.	
Self-Efficacy [.357**
Authoritative Parenting Style	
p< .01	
Regression	

Figure 3: Table 2 .

3

	(N=120).		
	B	SE B	?
Self-Efficacy			
Permissive	.009	.163	.005
[[
Authoritarian	-.012	.140	-.008
Authoritative	.585	.150	.354**

Note: R 2 = .128 [F(3,116) = 5.658, p< .01]. ** p< .01

Figure 4: Table 3 :

4

	Scale(Ses)	Standard Deviation
Mean		
Male	80.733	10.746
Female	75.550	9.071

[Note: ** p< .01]

Figure 5: Table 4 :

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