The effects of parenting styles on students' self-efficacy

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Abstract

The aim of this study was to investigate the effects of parenting styles on students' self-efficacy in Dushanbe, Tajikistan. Correlation research methods were used for this purpose. The study sample consisted of all students in secondary education in the city Monday. The sample consisted of 300 high school students. The multi-stage random sampling method was selected from the study population. In this study, to collect data from two questionnaires Baumrind parenting styles and Sherz Self-efficacy questionnaire was used. Data analysis was performed using SPSS software by this study. To investigate this hypothesis test one way ANOVA and Tukey test were used. The results showed that parenting style affects the efficacy of students. So that authoritative parenting approach toward authoritarian parenting landscape and increase the efficacy of students.

Keywords: efficacy, parenting styles.
Introduction

We maintain a positive relationship between parents and children can be an incentive to them about what is relevant to his academic success increase (Shamloo, 2007). Parenting style can be seen as a set of behaviors that the parent-child interactions over a wide range of situations, describes (Alizadeh and Andrays, 2002). Each family has a specific way as parenting style used in the training of their children. Affected by different factors, including cultural factors, social, political and economic (Hardy et al., 1993). Bamrynd (1971, 1989, and 1991) longitudinal studies leading to the observed interactions with their children had parents, parenting practices include different behaviors, and different is normal and natural. Parents to control their children's socialization are (Bamrynd, 1991, as quoted by Darling, 1999).

Parents parenting practices are classified differently. In general, several researchers four basic parenting styles based on two main factors, namely the love of parents (responsive parenting) and parental control (strict parents) have planned (Bamrynd, 1996; Schafer, 2003; Zimmerman et al. 2003). The authoritarian parenting, parents have high levels of control and low level of response to their actions. They expect their children to obey. And often to prevent disobedience, they punish their children. The landscape parenting, parents, unlike strict parents were very responsive. And allow more autonomy to their children. And it must not grow behavior (Sayyad Shirazi, 2005). In parenting neglect-predatory parents have low responsiveness and rigor. And have a dismissive or neglect (Alizadeh, 2006). In authoritative parenting style, the parents have a high level of control and response. And their children have adequate social and efficiently with little to show behavioral problems (without sadness, 2001).

So far, several studies about parenting practices and consequences of psychological and mental health have been conducted. That strict disciplinary practices, including the role of mothers in raising children's negative emotions (Florshy, 1997), lack of cooperation, sincerity and bonuses in relation to parents as a predictor of future problems (Betz and Hackett 1981 and Barber, Astolz and Olson, 2005), the role of parents in impulsivity and aggression tolerant, lack of independence and responsibility in children (Bamrynd, 1989), the impact of parental overprotection, or to reject it in the internal disorder in children and adolescents (Arindle et al, quoted by Brunet Tinkvou Moore and Karano, 2006), the impact of authoritarian parenting style landscape identity early and identity confusion (Ghasemi, mystic and Shaykh al, 2004) pointed out. In some studies it has been shown that between parenting style and parental psychopathology there is (Oserman et al., 2002; Akerson, 2003; Berg Nielsen et al., 2002). Turner and colleagues in a study to determine the relationship between authoritative parenting style and academic achievement, self-efficacy and achievement motivation on the students revealed. The authoritative parenting students both academic achievement and academic self-efficacy and intrinsic motivation influence (Turner et al., 2009).

This is another variable efficacy; Bandura (1997), self-efficacy, the belief in one's ability to perform an act has defined a clear position. When an individual or coordinated individual norms beyond it, to maintain or increase the efficacy leads. While poor performance or reduced efficacy is lower than the individual norms. Belief in the efficacy of many aspects of life, such as selection of goals, decisions, and effort, level of continuity and stability and deal with challenging issues affect (Turner et al., 2009). The results suggest that the positive relationship
between beliefs about self-efficacy and academic achievement there. And students with high self-efficacy related writing assignments and test scores are high. Also, students with low self-efficacy consider themselves defeated and powerless. And do little effort to improve their education. (Watson, 2000)

According to the literature, the effects of parental education on self-motivation students’ progress seem necessary.

**Materials and methods**

In this study, the following hypotheses put to the test:

Different parenting styles (landscape, authoritarian and authoritative) significant direct effect on self-efficacy students.

The study sample consisted of all students is secondary. In the academic year 2012-2011 were enrolled in the city Monday. The sample consisted of 300 high school students are. The multi-stage random sampling method was selected from the study population.

**Research tools and analysis**

1. **Test Bamrynd parenting practices (1991)**

In order to achieve the objectives of the research study, a questionnaire was used Bamrynd parenting practices. Bamrynd (1971, 1989, and 1991) for his research design a questionnaire that his name was known. The questionnaire consisted of 30 questions. Article 10, is arbitrary and decisively for each style of parenting landscape. 5 options for each question, titled "strongly agree", "agree", "disagree about" and "disagree" and "strongly disagree" is located. The order is from zero to four grading. Of the questions in any way, three individual scores obtained. For any parent, how to allocate the highest score as a way of parenting the parent is considered to be (according to the Noqayi, 1999). Validity and reliability of the test has been shown in several studies as very welcome. Bamrynd of validity (validity) of the questionnaire test-retest method for landscape parenting styles, authoritarian and assertive, respectively, 81/0, 85/0 and 92/0 reported. The reliability test of the president's study on a sample of mothers is in order to landscape practices, arbitrary and decisively 69/0, 77/0 and 73/0 respectively.

2. **General Self-Efficacy Scale (GSE)**

To assess the efficacy of general self-efficacy questionnaire was used Sherz and colleagues. The Likert scale questionnaire with 17 questions has been developed. That for every question from strongly agree to strongly disagree, 5 options are available. The lowest score is 17 and the highest score of 85. To assess the validity of self-efficacy, rates obtained by size is correlated with the size of several character traits. The personality of the outer covering of internal control Rutter scale, small scale personal control, scale IE (Gurien and Layodtiyny), the social scale (Marlow Crown) and interpersonal competence (Rosenberg) is. Cronbach's alpha reliability coefficient obtained through this research was 85/0.

Data analysis was performed using SPSS software by this study. To describe the data, descriptive statistics (such as mean, standard deviation, frequency), and to test the assumption of a one-way ANOVA test and Tukey test were used.
To evaluate the hypothesis of a factor analysis of variance was used to get the results shown in Table 1. Table 1 summarizes the results of a factor analysis of variance the effects of parenting styles on efficacy subjects.

<table>
<thead>
<tr>
<th>The source changes</th>
<th>Total squares</th>
<th>Degree of freedom</th>
<th>Mean square</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intergroup</td>
<td>87.119</td>
<td>2</td>
<td>935.59</td>
<td>3.780</td>
<td>0.0065</td>
</tr>
<tr>
<td>Within the group</td>
<td>54.4480</td>
<td>207</td>
<td>65.21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>41.4600</td>
<td>209</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table, the hypothesis is confirmed. And concluded with 95% confidence that parenting practices affect the efficacy students (0.0065/0 = P).

Table 2- summary of the results of the Tukey test to compare the averages of groups in self test

<table>
<thead>
<tr>
<th>Groups</th>
<th>Count</th>
<th>Average</th>
<th>Standard deviation</th>
<th>Style landscape</th>
<th>Arbitrary manner</th>
<th>Authoritative style</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style landscape</td>
<td>96</td>
<td>63.28</td>
<td>93.2</td>
<td>-</td>
<td>35.4</td>
<td>-</td>
<td>16.0</td>
</tr>
<tr>
<td>Arbitrary manner</td>
<td>139</td>
<td>47.23</td>
<td>36.6</td>
<td>-</td>
<td>-</td>
<td>* 78.18</td>
<td>001.0</td>
</tr>
<tr>
<td>Authoritative style</td>
<td>65</td>
<td>08.42</td>
<td>08.6</td>
<td>* 8.15</td>
<td>-</td>
<td>-</td>
<td>01.0</td>
</tr>
</tbody>
</table>

According to the results in Table 2 show that parents in parenting practices have been this way. The authoritarian style is mostly used among parents (139). The style is landscape. It is mostly used among parents. (96) Finally, authoritative parenting style (65%) respectively. The frequency of self-efficacy in conditions that mean the authoritative parenting style (08/42) was higher than the mean efficacy in easy-emptive parenting practices (63/28) and authoritarian (47/23), respectively. Tukey test results indicate that the mean efficacy authoritative and authoritarian parenting style (001/0 = P) and the mean efficacy landscape authoritative parenting practices (01/0 = P) there is a significant difference. But the difference in average scores of self-practices landscape and authoritarian parenting is not significant (16/0 = P). So the second hypothesis that parenting style landscape, authoritarian and authoritative different effect on students' self-efficacy, certified. And concluded that authoritative parenting approach toward authoritarian parenting landscape and increase the efficacy students.
Conclusion

The aim of this study was to investigate the effects of parenting styles on students' self-efficacy in Dushanbe, Tajikistan. The results indicated that the results of the study showed that parenting practices have a significant relationship with self-efficacy students. Thus, the average total scores of self-authoritative parenting style to landscape and authoritarian parenting style was higher. The results of this part of the study results by Darling (2007), Florish (1997), Tucker et al. (1998), Tety et al. (1991), stiffer and Bono (1998), Peterson et al. (1989), Barber (1997 ) and Hosseini nasab et al. (1999) is consistent. Hence, we can say that authoritative parenting style in contrast to the authoritarian style of parenting landscape and has a greater impact on students' self-efficacy. In explaining the results, it gives way to two authoritative parenting style landscape and arbitrary to say that the parents have a high level of control and response requirements. They viewed their children as individuals competent and successful and in accordance with their ability to expect. In explaining these findings can be said that parents rarely tolerant to their children the correct information or provide a detailed description. However, the methods they use guilt and perversion. The parents also often faced with excuses and complaints of the child, they acknowledge. Parents negligent in love with authoritarian parents do not have a big difference. Negligent mothers as punishment, children are deprived of affection. And they ridiculed him. A negligent parent is working on its policy and rules in consultation with the child's family for him to explain. He was not expected to do household chores and good behavior, not your child.

He is active as a factor whenever he can use it, not as a factor responsible for shaping behavior change current or future child introduces. Children rely on parents tolerant of their refuse. Or have little independence. These children are described as relatively immature. When faced with adversity, tend to retreat (the management) have. They are ill-considered. And the activities are aimed. They are lacking in confidence. And show criminal behavior. These factors together are likely to have fewer children than the children, parents, authoritative parents tolerant to show efficacy.

In general, the growth of self-children families plays a crucial role. This means that starting early, parents and caregivers create experiences for children which have a different impact on her. Joe effects houses in the effective interaction with the environment can help children. In a positive effect on self-efficacy (Bandura, 1997; Mick, 1997) the main sources of influence in the family is focused on self-efficacy, but this influence is reciprocal. If parents create an environment that stimulates the curiosity of children surrounded experiences find their children have helped to build self-efficacy. Authoritative parents provide for their children, as well as climate.

When the interests of enrichment activities that stimulate children's curiosity, were prepared the challenges that kids can afford it provided. Students struggle to find motivation activities. And thus how to learn new information and skills are taught (Mick, 1997).

There are many variations in the house for this purpose. For example, some materials like computers, books and games and entertainment to stimulate students' thinking. Parents are their children's cognitive development may be interested, spend time to learn it. In some homes, there may be such a situation. And less time spent teaching your kids to adults. It also provides the intelligence quotient of children's play and learning materials to their speed (Mick, 1997).
Authoritative parents for their children so that they experience a variety of skills. And authoritarian of parents and tolerant provide fewer opportunities, foster children more efficiently.
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