

The Influence of Parental Involvement on Parenting Self-Efficacy among Parents with Middle Childhood Children

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Abstract

This study aimed to determine the influence of three dimensions of parental involvement, which are expressive, instrumental and mentoring/ advising together on parenting self-efficacy. This research also discussed the dimension which was the most powerful predictor of parenting self-efficacy among parents with middle childhood children. This quantitative study was done by adapting Self-Efficacy for Parenting Task Index (SEPTI) to measure parenting self-efficacy, while Father/ Mother Involvement Scale – Reported (F/MIS-R) was used to measure parental involvement. The participants were 306 parents (aged 25-45 years) with children in middle childhood (aged 5 - 12 years) consisting of 152 fathers and 154 mothers. Participants obtained by convenience sampling technique. The results indicated that three dimensions of parental involvement together significantly influenced Parenting Self-Efficacy both in father ($R^2=.313$, $F(3,148) = 23,962$, $p<0.01$) as well as mother ($R^2=.246$, $F(3,150) = 17,612$, $p<0.01$). This research also found that the dimensions of mentoring/ advising on father ($\beta=.420$, $p<0.01$) and expressive dimension on mother ($\beta=.262$, $p<0.05$) are the most powerful predictor of parenting self-efficacy among parents with middle childhood children. The implications of this research can be used for parents with middle childhood children and will be discussed in this article.

Keywords— middle childhood children; parenting self-efficacy; parental involvement; young adulthood parents

1. Introduction

Parenting was the process of action and interaction between parent and child which could make a difference to one another until the child grew into an adult (Brooks, 2011). In the process of parenting, parents were a figure which plays an important role and are required to continue to support and nurture the growth of children not only physically, but also form an emotional attachment and bonding with the child.

Parenting itself is complex process and is influenced by several things. According to Martin and Colbert (1997) there are several factors that can affect the parenting process, which are gender, history of childhood and belief of parents. Gender affects parenting process because people assume that mothers have a closer relationship than fathers. Another factor is the history of childhood and the final factor affecting parenting is belief of parents. According to Martin and Colbert (1997) beliefs was the most important because it will affect the values and their behavior as a parent. Despite their confidence comes by nature was nature and role as a parent is affected by their

experiences since childhood, but the shape and the level will change depends how individuals perceive them (Martin & Colbert, 1997).

In connection with beliefs, according to Coleman and Karraker (1998) some of the literature showed that self-efficacy beliefs, especially in the domain of parenting is a variable that is strong and has significant effect on the ability and self-satisfaction in parenting. Self-efficacy as constructed by Bandura (in Coleman & Karraker, 1998) refers to well-grounded belief about their ability in certain behavior.

In the domain of parenting, self-efficacy belief was better known as parenting self-efficacy. According to Bandura (in Coleman & Karraker, 1998) parenting self-efficacy is defined as a person's perception of his ability to have a positive influence on the behavior and development of his children. According to Coleman and Karraker (2000) Parenting self-efficacy (PSE) was parents' beliefs about how their roles as parents or their perceptions on the ability to determine their children's behavior and development.

Related with the influence of gender in parenting, people assume that mothers have a closer relationship with the child than fathers (Martin & Colbert, 1997). However, recent studies showed that father also had a role that was no less important in parenting (Lamb, in Martin & Colbert, 1997). This was also supported by Coleman and Karraker (2000), which suggested that future research must see parenting self-efficacy not only from mother but also father because either one is a father or mother, parenting self-efficacy was required in parenting. By having confidence in their parenting ability parenting, parents will feel satisfied and happy in caring for their child in any difficult situation (Coleman & Karraker, 1997).

Research showed that parents with low parenting self-efficacy resulted into negative things appearing in parenting process. Individuals who have low parenting self-efficacy was found to provide an adverse impact on parental behavior towards their children (Bandura, in Coleman & Karraker, 1998). Indonesian Child Protection Commission (Setiawan, 2015) states that over the years, violence against children in Indonesia continues to increase, and it was found that the main perpetrator was their own parents. The biggest reason behind that was parents feel they have failed and no longer able to care for their children and vent their anger through violence against children when children make mistakes (Al-Hakim, 2015). In fact, Denovan (in Coleman and Karraker 1998) says that parents with high parenting self-efficacy interpret difficulties in parenting as a challenge and not as a threat that ultimately lead them to hurt their own children.

Based on the findings, it appears that parenting self-efficacy had a positive relationship with parenting. However, parenting self-efficacy was influenced by several factors, such as history of childhood; culture and community of residence; experience of both parents in parenting biological children or other people's children; and the last is the readiness to be a parent in terms of cognition and behavior (Coleman & Karraker, 1998). Lean and Karraker (in Coleman & Karraker, 2005) found that parenting self-efficacy is associated with several components of cognitive readiness and their behavior in conducting parenting including the decision to be involved with the children when they become parents.

According to previous research by Shumow and Lomax (2002) parental involvement has a significant relationship with parenting self-efficacy. Other study also found that parental involvement can affect parenting self-efficacy (Jones & Prinz in Glatz & Buchanan, 2015).

Although some studies suggest that parental involvement had relationship with parenting self-efficacy in individuals (Coleman & Karraker; Shumow & Lomax; Jones & Prinz, in Glatz & Buchanan, 2015), but research conducted by Peiffer (2015) showed different results that the parental involvement did not have a significant relationship with parenting self-efficacy. Therefore, further research is needed to see how is the influence of parental

involvement based on the dimension of parenting self-efficacy.

In a recent study, Finley, Mira and Schwartz (2008) give the definition of parental involvement as the extent to which parents participate in various aspects of children's life. Aspects of the children's life refers to the 20 domains articulated by Hawkins and Palkovitz (1999). In 2004, Finley and Schwartz categorize the domain into three dimensions which are expressive, instrumental and mentoring / advising. Expressive dimension is the dimension that includes the role of parents in the domain of parenting, friendships, activities conducted together, emotional development, physical development, and recreational activities. While the instrumental dimension is the dimension that includes the role of the parents in the domain of discipline, protection, provision of income, monitoring of school work, moral development, and development of a sense of responsibility, career development and the development of self-reliance. Dimensions of mentoring / advising is a dimension that includes the role of the parents in the domain of intellectual development, competencies development, teaching and advising.

Many researchers found that mothers and fathers play different roles in the family structure (Craig; Parke, in Finley et al., 2008). This is consistent with the opinion of Parson and Bales (in Han & June, 2010) which state that parental involvement can be divided by gender, the father assumed to cast in the role of instruments (Bouchard & Colleagues, 2007) while the mother is cast in the role of expressions (Han & June, 2010).

Talking about parental involvement in middle childhood children which are between the age of 5-12 years (Collins, Madsen, and Susman-Stillman, 2002) is common. In middle childhood, parenting enters the interpretative stage, the parents should be able to answer, provide information, and help children in shaping values. At this stage, parents help their children during the formation of self-concept (Martin & Colbert, 1997). Therefore, it becomes important for parents with middle childhood children to have high parenting self-efficacy in order to help their children in shaping values and belief their own children.

Seeing the importance of parental involvement to parenting self-efficacy of parents with middle childhood children, this study aimed to investigate the influence between three dimensions of parental involvement as one variable towards parenting self-efficacy. In addition, these studies aimed to determine the influence of the each dimensions of parental involvement, which are expressive, instrumental and mentoring/ advising together against parenting self-efficacy. This research also investigate which is the most powerful predictor of parenting self-efficacy among parents with middle childhood children.

2. Method

A. Participants

The current study recruited one-hundred and fifty-two fathers and one-hundred and fifty-four mothers as participants. Inclusion criteria were: that parents must (a) had a child between the ages of 5-12 years, and (b) be between the ages of 25-45 years. The majority of the fathers reported to have a child with average age of 9.20 years old and mothers reported to have a child with average age of 8.36 years old; the average age of father was 39.68 years old and mother was 36.45 years old; the participants resided in Greater Jakarta that consisted of Jakarta, Depok, Bogor, Bekasi and Cilegon; all participants were married (n=306, 100%).

B. Procedures

The questionnaires which consisted of informed consent and instrument were sent home with all students (from kindergarten through sixth grade elementary school students) in attendance at a public and private schools. Fathers and mothers, with age range 25-45 years, voluntarily participated in the current study. They were instructed to read the informed consent before they participate further in this study, thus they could choose whether to participate in this study. In the participant instructions, parents were asked to complete the questionnaires with only one of their children in mind and no specific method for selecting the target child was offered.

The questionnaires were brought home and submitted back to school 1-2 days later. All data were collected from all schools in certain time limits, averaging 14 days (according to schools' agreements with data collectors). Three-hundred and fifty questionnaires were sent home with enrolled children, unfortunately there were only three-hundred and six questionnaires returned to data collectors. However, calculation of the precise response rate was precluded by the fact that parents were asked to complete only one questionnaire and a number of families had more than one child attending the school.

C. Measurements

1) Parenting Self-Efficacy

Parenting Self-Efficacy was assessed using the Self-Efficacy for Parenting Task Index (Coleman & Karraker, 2000) that had been adapted to Bahasa Indonesia by Erniza Miranda Madjid in 2011. The instrument assessed efficacy across five dimension of parenting: achievement, recreation, discipline, nurturance and health.

Coleman and Karraker (2000) constructed five dimensions composing the scale and they are designed to assess parents' sense of competence pertaining to the following discrete parenting task categories: (a) facilitating child's achievement in school (ACHIEVEMENT), (b) supporting child's need for recreation including socializing with peers (RECREATION), (c) provision of structure and discipline (DISCIPLINE), (d) provision of emotional nurturance

(NURTURANCE), and (e) maintenance of child's physical health (HEALTH). The instrument consisted of 36 items with Likert-scale ranging from 1 (strongly disagree) to 6 (Strongly Agree). Higher scores indicated higher self-efficacy on all dimensions after several items were reverse scored. The examples of items of SEPTI could be seen in table 1 below. For the current study, SEPTI's internal reliability was found to be $\alpha = 0,889$.

Table 1. Parenting Self-Efficacy Task Index (SEPTI)

Dimension	Item Total	Item Number	Item Example
Discipline	8	1, 2*, 3*, 4*, 5, 6*, 7, 8*	I am pretty good in disciplining my child.
Achievement	7	9, 10, 11, 12*, 13, 14*, 15	I am sure my child knows I am interested in his/her life at school.
Recreation	7	16, 17*, 18*, 19, 20, 21, 22*	I don't do enough to make sure my child has fun.
Nurturance	7	23, 24, 25*, 26, 27, 28, 29	I have trouble expressing my affection to my child.
Health	7	30, 31*, 32, 33, 34, 35, 36*	I work hard to encourage healthy habits in my child.

*unfavorable items

2) Parent Involvement

Parent involvement was assessed using the Father/Mother Involvement Scale – Reported (Finley & Schwartz, 2004; Finley et al., 2008). The instrument was originally constructed by Finley et al (2008). Then the instrument was adapted to Bahasa Indonesia by Mitranti (2005) based on children's perspective on parent involvement. Mitranti's took parent involvement perspective from children, while this study took parent involvement from parents' perspectives. Thus, the instrument was re-adapted in this study. To differ Father Involvement Scale–Reported with Mother Involvement Scale–Reported in accordance with the original version, the word “ayah” (father) and “ibu” (mother) were used in the instructions to represent the parent involvement.

Table 2. Father/Mother Involvement Scale – Reported

Dimension	Total Item	Item Number	Item Example
Expressive	8	4, 7, 8, 9, 12, 16, 18, 19	How involved am I in my child's moral development or ethics?
Instrumental	8	2, 3, 5, 6, 11, 13, 15, 20	How involved am I in my child's emotional development?
Mentoring/ Advising	4	1, 10, 14, 17	How involved am I in my child's intellectual development?

The instrument consisted of 20 items assessing three dimensions: expressive, instrumental and mentoring/advising. The Expressive dimension consisted

of eight domains, including companionship, caregiving, sharing activities/interests, emotional development, social development, leisure/fun/play, physical development, and spiritual development. Next, the instrumental dimension consisted of eight domains, including developing responsibilities, ethical/moral development, career development, developing independence, being protective, school/homework, discipline, and providing income. Furthermore, the mentoring/advising dimension consisted of four domains, including mentoring, developing competence, advising, and intellectual development. The examples of items of F/MIS-R could be seen in table 2. This instrument used Likert-scale in five alternative options, range from (1) indicating “never involved” to (5) “highly involved”. For the current study, the internal reliability for FIS-R was found to be $\alpha = 0.941$ and MIS-R was found to be $\alpha = 0.894$.

3. Result and Discussion

The demographic information could be found on Table 3 below.

Table 3. Demographic data of participants

Data of Participants	Father		Mother	
	N	%	N	%
Cultural Background				
Javanese	62	40.8%	59	38.3%
Sundanese	41	27.0%	42	27.3%
Others	49	32.2%	53	34.4%
Education Background				
School	83	54.6%	79	51.2%
College	52	34.2%	67	43.5%
Post Graduated	17	11.2%	8	5.2%
Occupation				
Working	152	100%	102	66.2%
Not Working			52	33.8%
Family Expenditure				
<2.500.000	60	39.4%	58	37.7%
2.500.000 – 7.500.000	53	34.9%	64	41.6%
>7.500.000	39	25.6%	32	20.7%

Total participants consisted of 152 fathers and 154 mothers. Based on cultural background, most fathers (40.8%) and mothers (38.3%) were Javanese. Based on educational background, half of fathers (54.6%) and half of mothers (51.2%) graduated from Elementary to High School, according to occupation, most fathers (100%) and mothers (66.2%) were working. For family expenditure, most fathers (39.4%) spent below 2.5 million per month. While most of mothers (41.6%) spent 2.5–7.5 million per month.

A. Multiple Regressions in analyzing the influence of three dimension of Parent Involvement against Parenting Self-Efficacy

To analyze the influence of the three dimensions of parental involvement, which are expressive, instrumental and mentoring/ advising together against parenting self-efficacy and which one is the most powerful predictor in predicting parenting self-efficacy among parents with

middle childhood children, multiple linear regression analyses were conducted.

Table 4. Conclusion on Multiple Regression analysis of Parent Involvement and Co-parenting on Parenting Self-Efficacy (N Father = 152, N Mother = 154)

Dimension	Parenting Self-Efficacy Father				Parenting Self-Efficacy Mother			
	R ²	F	Sig	β	R ²	F	Sig	β
Expressive	.327	23.962	.000	.265*	.260	17.612	.000	.262*
Instrumental				-.095				.038
Mentoring/ Advising				.420**				.249*

*p<.05. **p<.01, (one-tailed).

From table 4, the results showed that three dimensions of parental involvement, which are expressive, instrumental and mentoring/ advising together significantly influenced the Parenting Self-Efficacy both in father ($R^2=.313$, $F(3,148) = 23,962$, $p<0.01$) as well as mother ($R^2=.246$, $F(3,150) = 17\ 612$, $p<0.01$).

The result also showed that the dimensions of mentoring/ advising on father ($\beta=.420$, $p<0.01$) and expressive dimension on mother ($\beta=.262$, $p<0.05$) is the most powerful predictor of parenting self-efficacy among parents with middle childhood children.

The results showed that 32,7% Parenting Self-Efficacy in father and 26% Parenting Self-Efficacy in mother variances was predicted by three dimensions of parental involvement. This concluded that three dimensions of parental involvement, such as expressive, instrumental and mentoring/ advising were strong predictors of Parenting Self-Efficacy (Gravetter & Wallnau, 2013).

These are consistent with previous findings which stated that there was a relationship between parental involvement with parenting self-efficacy (Coleman & Karraker, 1997; Shumow & Lomax, 2002). Jones and Prinz (2005 in Glatz & Buchanan, 2015) also add that parental involvement could predict parenting self-efficacy that parents had.

Previous study also found that there was a correlation between parental involvement and PSE (Coleman & Karraker, 1997; Shumow & Lomax, 2002). Jones and Prinz (2005 in Glatz & Buchanan, 2015) also mentioned about the existence of parental involvement influencing one’s Parenting Self-Efficacy. In line with Bandura, parental involvement as part of promotive parenting practice also had significant influence on Parenting Self-Efficacy. Thus, more involvement would lead to higher Parenting Self-Efficacy (Bandura in Glatz & Buchanan, 2015).

These studies also showed that the influence of the three dimensions of parental involvement with parenting self-efficacy is relatively strong, but its contribution will differ between father and mother. The difference was caused by different mastery experience between women and men.

When women and men follow a program, the women reported their mastery and the level of confidence as lower than men (Aragon, Clark, & Graham, 2015). Based on that, the possible explanation for our findings might be because father had higher mastery experience and confidence, so that contribution of the three dimensions of parental involvement on father's parenting self-efficacy greater than mother.

The results showed that the dimensions of mentoring / advising was the most powerful predictor of parenting self-efficacy in father. In this study, instrumental dimension did not become powerful predictor in father's parenting self-efficacy. These results differ from previous findings because the mothers were workers and were the backbone of family. With mother as income provider, the instrumental dimension was no longer the biggest contributor to the parenting self-efficacy of father (Christiansen & Palkovitz in Seigny & Loutzenhiser, 2009). This result also supported by Han and Jun (2010) who found that in Southeast Asia, mentoring / advising dimension was the most powerful predictor for father to predict the satisfaction of the relationship between father and son which will indirectly affect parenting self-efficacy because satisfaction of parent-child relationship has a relationship with parenting self-efficacy.

In contrast to father, it was found that the expressive dimension in mothers was the most powerful predictor in predicting parenting self-efficacy. That was in line with the finding that the highest maternal involvement is the expressive dimension (Finley et al., 2008). That was because mothers more synonymous with the role of nurturing children and mothers are the primary caregivers for children (Craig, in Finley et al., 2008). With the perception of a high involvement in the expressive dimension, mother also had high confidence in parenting self-efficacy.

4. Conclusions

There were some limitations of the present study. First, because the instruments were given to parents through institutions (school), there were many incomplete questionnaires that could not be used for further analysis. Second, similar to other research in this area, we solely used self-report measures that had tendency of high social desirability. To further our understanding of Parenting Self-Efficacy, future studies should include information gathered via various methods from multiple sources. Third, the sample should include more various cultural background as well as educational and economic background to be more comprehensive and more analysis could be made.

Nevertheless, this study significantly contributes to the literature related to Parenting Self-Efficacy. This study was also one of the few studies that try to look into the influences of the three dimensions of parent involvement in Parenting Self-Efficacy. Therefore, this study could provide preliminary perspective for local research and future comparisons. Also, because most of Parenting Self-

Efficacy research have been focused on mothers, the inclusion of fathers is a strength of this study. Second, the instruments used in this study (Self-Efficacy for Parenting Task Index (SEPTI) and Father/ Mother Involvement Scale – Reported (F/MIS-R) had high reliability. Third, the questionnaire survey with closed-ended questions facilitated not only the process of scoring but also results of interpretation.

The present study has several important implications for parenting research and programs. First, the findings enhance the existing knowledge of young adult parent's perception about their parenting self-efficacy. Thus, future parenting programs can focus on increasing parents' awareness of the importance of their involvement in the area of expressive functions and mentoring / advising functions for both parents. This could help them to further improve their parenting self-efficacy.

To conclude, these studies indicate that fathers and mothers have high parenting self-efficacy when they were more involved in expressive and mentoring/ advising functions. In particular, the level of expressive in mother and mentoring/ advising in father appears to be the key in predicting their parenting self-efficacy. Since the present study was one of the few studies that investigates the different dimensions of parental involvement and parenting self-efficacy, more studies are warranted, especially in examining parents from different backgrounds.

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