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Stiftelsen för internationalisering av
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Self-efficacy Among Parents of Adolescents:

Over-time Changes and Links to Parenting Practices and
Adolescents' Behavior

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Today

- What is self-efficacy and parental self-efficacy?
- Four questions:
 - How are PSE, parenting practices, and adolescents' behaviors associated over time?
 - Does the child's behavior influence the link between PSE and parenting?

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- Four questions:
 - How are PSE, parenting practices, and adolescents' behaviors associated over time?
 - Does the child's behavior influence the link between PSE and parenting?
 - When and why do parents decrease in their self-efficacy?
 - Is it possible to actively increase PSE through a parenting intervention?

What is self-efficacy?

“Beliefs in one’s capabilities to organize and execute the course of action required to produce given attainments” (Bandura, 1997, p. 3).

What is self-efficacy?

	High sense of self-efficacy	Low sense of self-efficacy
Challenging tasks	View challenging problems as tasks to master.	Avoid challenging tasks.
Beliefs about abilities	Have confidence in their abilities to achieve the desired outcome.	Believe they lack the capabilities to succeed with difficult tasks.
Failure of a task	Recover quickly from setbacks, failings, and disappointments.	Focus on personal failings, easily lose confidence in their abilities.

What is self-efficacy?

Forms in early childhood, but develops throughout life by new experiences and situations.

The most effective way to develop a strong sense of efficacy is through mastery experiences.

- Performing a task successfully strengthens the sense of self-efficacy.
- Failing with a task or challenge can weaken the sense of self-efficacy.

Parental self-efficacy (PSE)

Parents' beliefs about their abilities to influence their children in a way that fosters the child's positive development and adjustment (Ardelt & Eccles, 2001).

- "I have the abilities to parent in a way that will have positive effects on my child".

General and Task-related PSE.

- General: Efficacy in the parenting role in general.
- Task-related: Parents' efficacy in certain childrearing activities.

What do we know about PSE, parenting, and adolescents' behaviors?

Theoretically: A PSE-driven model, where PSE predicts children's behaviors (directly) via parenting practices has framed conceptual and analytical models.

- Empirically: Mixed results.



What do we know about PSE, parenting, and adolescents' behaviors?

Child-driven models:

- Theoretically: Children have an influence on family processes and on parents (e.g., Bell, 1968; Maccoby & Martin, 1983).
- Empirically: Both models have been supported.

Child → Parenting → PSE

Child → PSE → Parenting



What do we know about PSE, parenting, and adolescents' behaviors?

Parent behavior-driven models:

- Theoretically: The most effective way of increasing PSE is through mastery experiences (Bandura, 1977).
- Parents increase in PSE as a function of their effective parenting.
- Empirically: No study have tested this model.



Over-time associations

How are PSE, parenting practices, and adolescents' behaviors associated over time?

Glatz, T., & Buchanan, C. M. (2015). Over-time associations among parental self-efficacy, promotive parenting practices, and adolescents' externalizing behaviors. *Journal of Family Psychology, 29*, 427-437.



Sample

Survey data from a three-wave longitudinal project (FIPP).

- T1: 1999/2000; T2: 2000/2001; T3: 2002/2003

Parents: 286 reports from mothers and 115 reports from fathers.

European-American: 67%; African-American or Hispanic: 33%.

Adolescents: 191 boys and 210 girls in 6th or 7th grade at T1.

Measures

PSE 1 (Ballenski and Cook, 1982).

How comfortable do you feel in:

- “Dealing with discipline for the child”
- “Maintaining adequate limits for the child”
- “Adjusting to the child’s demands for independence”
- “Dealing with the child’s demands for privacy”
- “Dealing with moodiness in the child”
- “Dealing with rebellious or defiant behavior in the child”
- “Dealing with conflicts with the child”

Measures

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Measures

PSE 2 (Freedman-Doan et al., 1993).

How much do you think you can influence your child on the following subjects:

- “To get the child to stay out of trouble in school”
- “To help the child get good grades in school”
- “To increase the child’s interest in school”
- “To prevent the child from getting in with the wrong crowd”
- “To prevent the child from doing things they do not want him/her to do outside the home”

Measures

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Measures

Promotive parenting practices:

- Parental involvement (10 items, Frick et., 1999).
E.g., “You drive your child to a special activity”
- Positive parenting practices: (6 items, Frick et al., 1999).
E.g., “You compliment your child when he/she does something well”
- Discussion during punishment (3 items).
“You encourage your child to talk about his/her misbehavior”,
“You try to discuss with your child reasons for his/her behavior”,
“You encourage your child to express his/her emotions”.

Measures

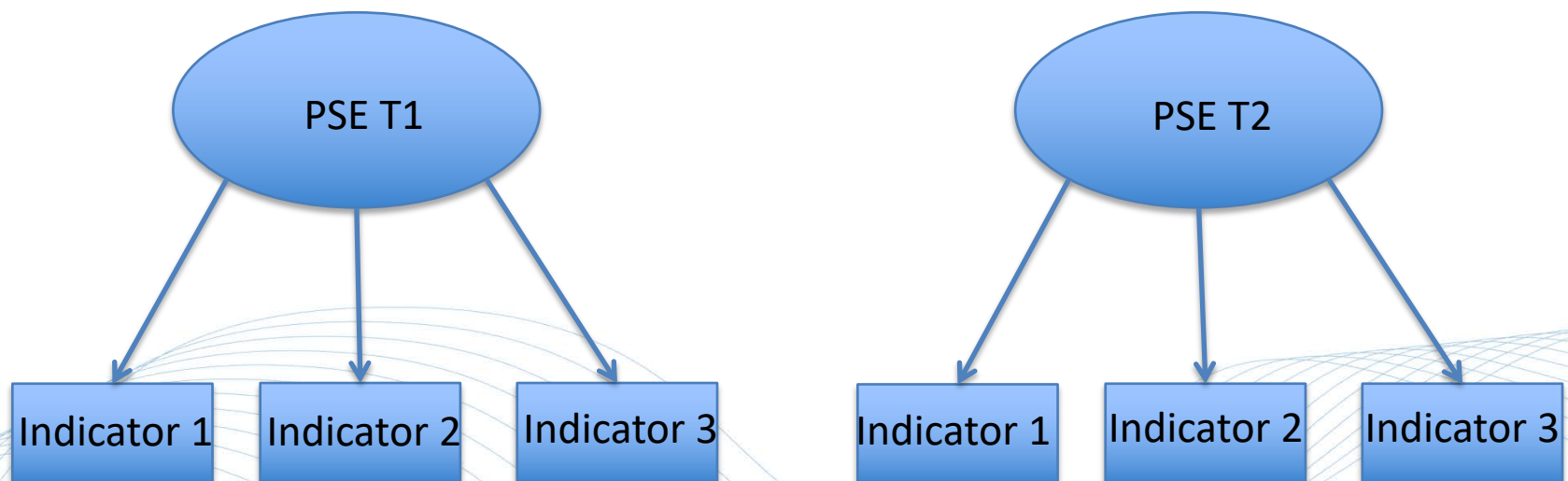
Adolescent reported externalizing behaviors (28 items, Galambos & Maggs, 1991).

- Disobedience of parents (7 items):
E.g. “Stay out past curfew”, “Lie to parents”
- School misconduct (8 items):
E.g., “Cut a class”, “Talk back to teachers”
- Antisocial behaviors (13 items):
“Get into a physical fight”, “Damage property on purpose”

Analyses

Confirmatory factor analyses to establish:

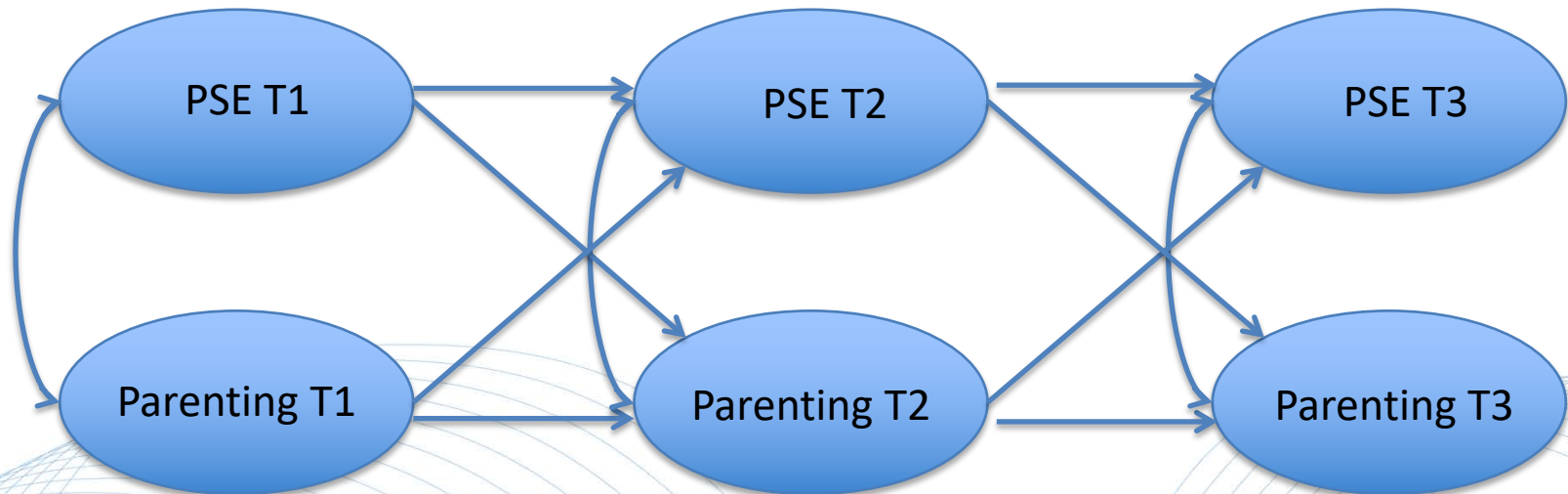
- Configural factorial invariance (the same item or scale is an indicator of the same construct over time).
- Weak factorial invariance (the loading of one factor indicator is equal over time).



Analyses

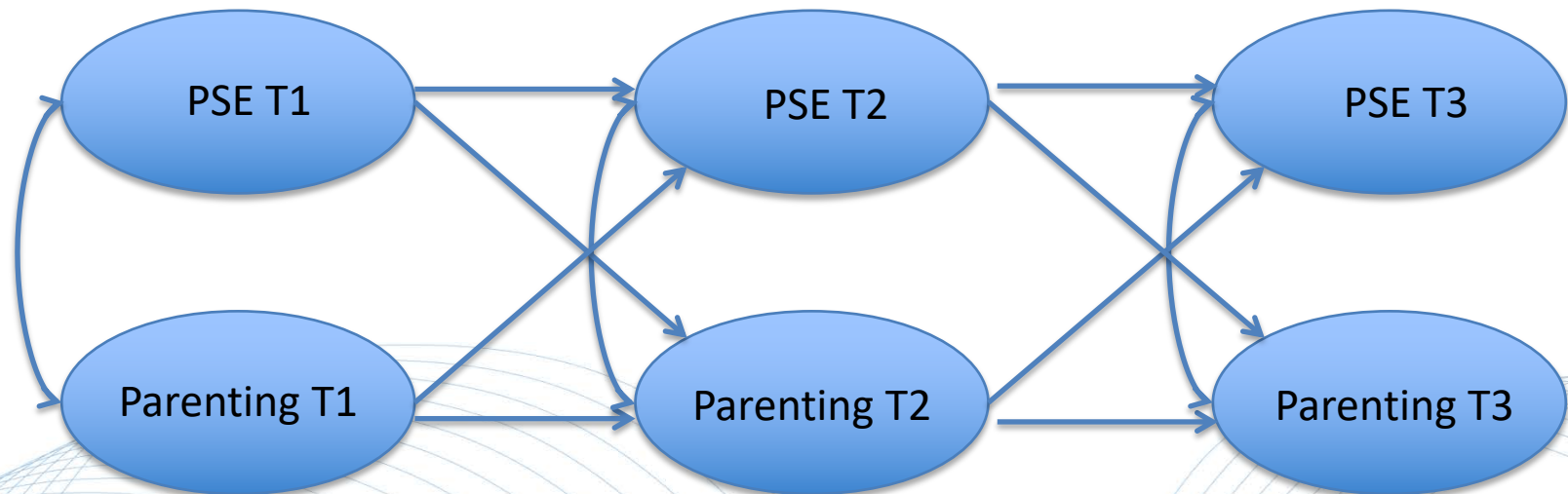
Cross-lagged panel models: including concurrent associations, auto-regressive paths, and cross-lagged paths.

- Changes in the constructs over time.

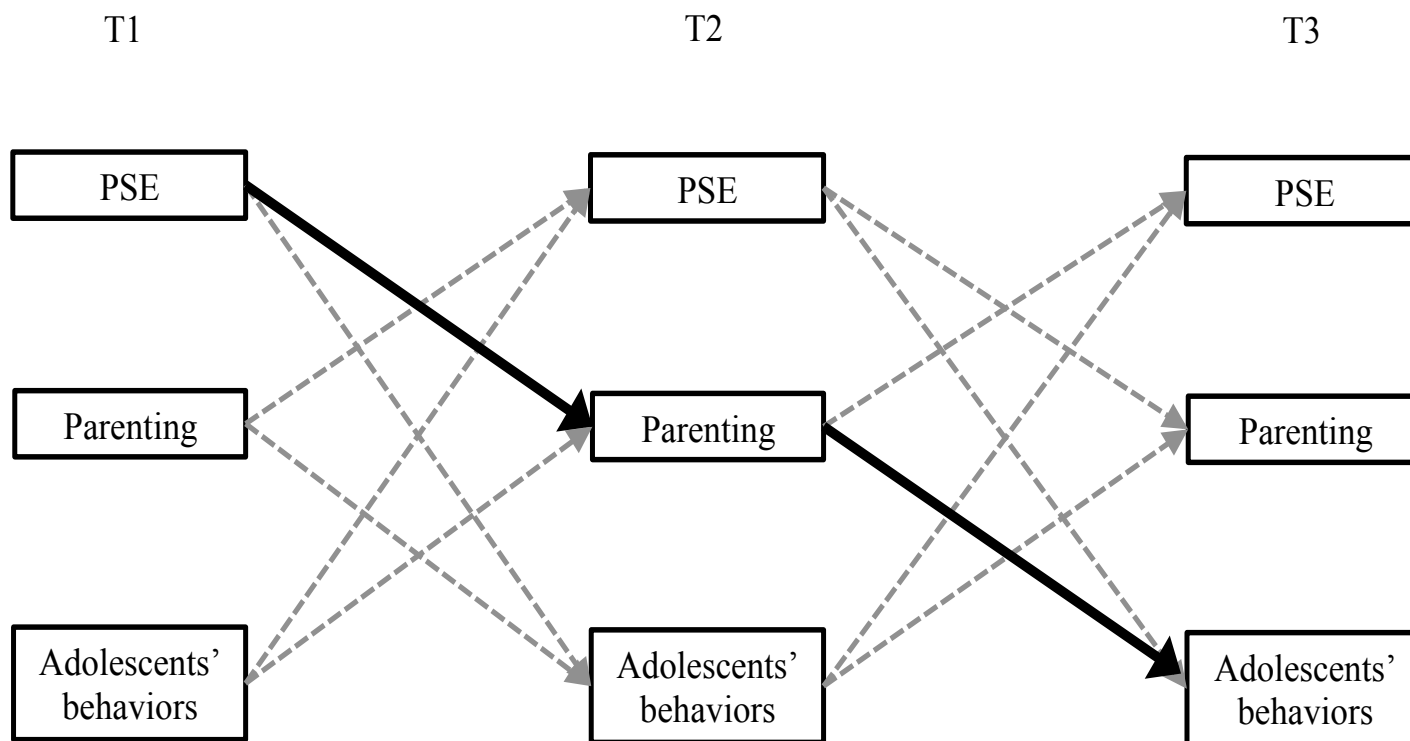


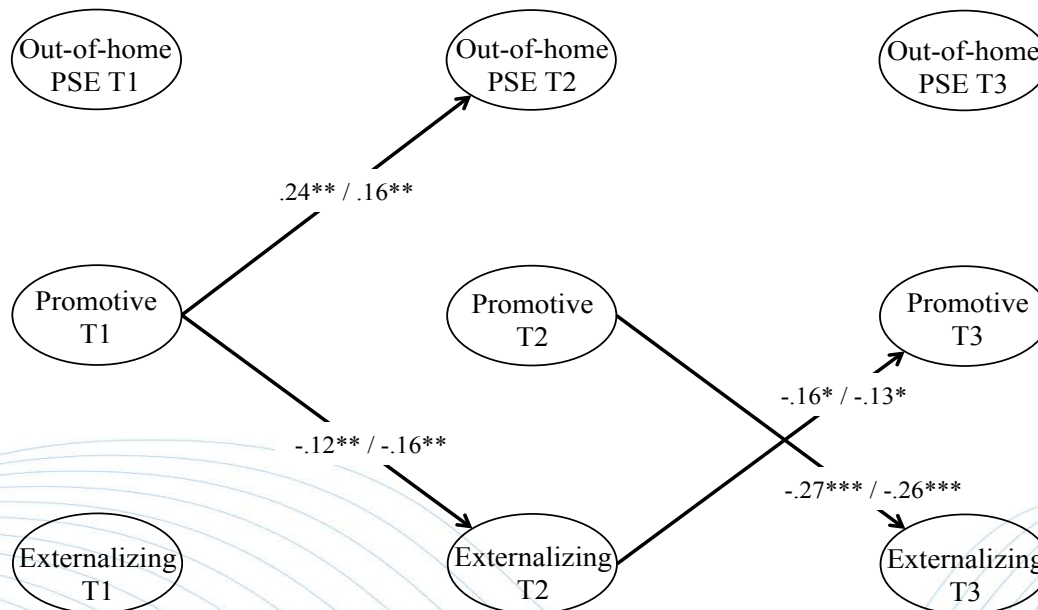
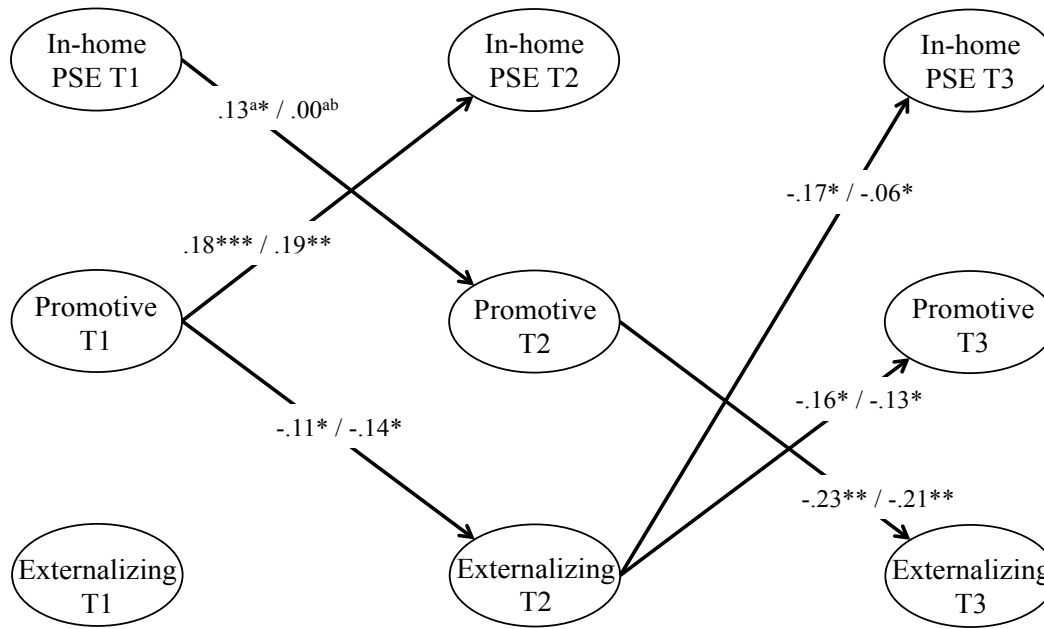
Analyses

Multi-group comparisons (mothers vs. fathers) on all estimated paths in the models.



Analyses





Conclusion

A **PSE-driven model** was supported, but only among mothers. PSE did not predict changes in adolescents' externalizing directly.

Reciprocal processes:

- Adolescents' behaviors \leftrightarrow parenting.
- Parenting \leftrightarrow PSE.

Child's behaviors?

Parents with higher levels of PSE should find it easier to parent effectively in the face of difficult and challenging child behaviors (e.g., Jones & Prinz, 2005).

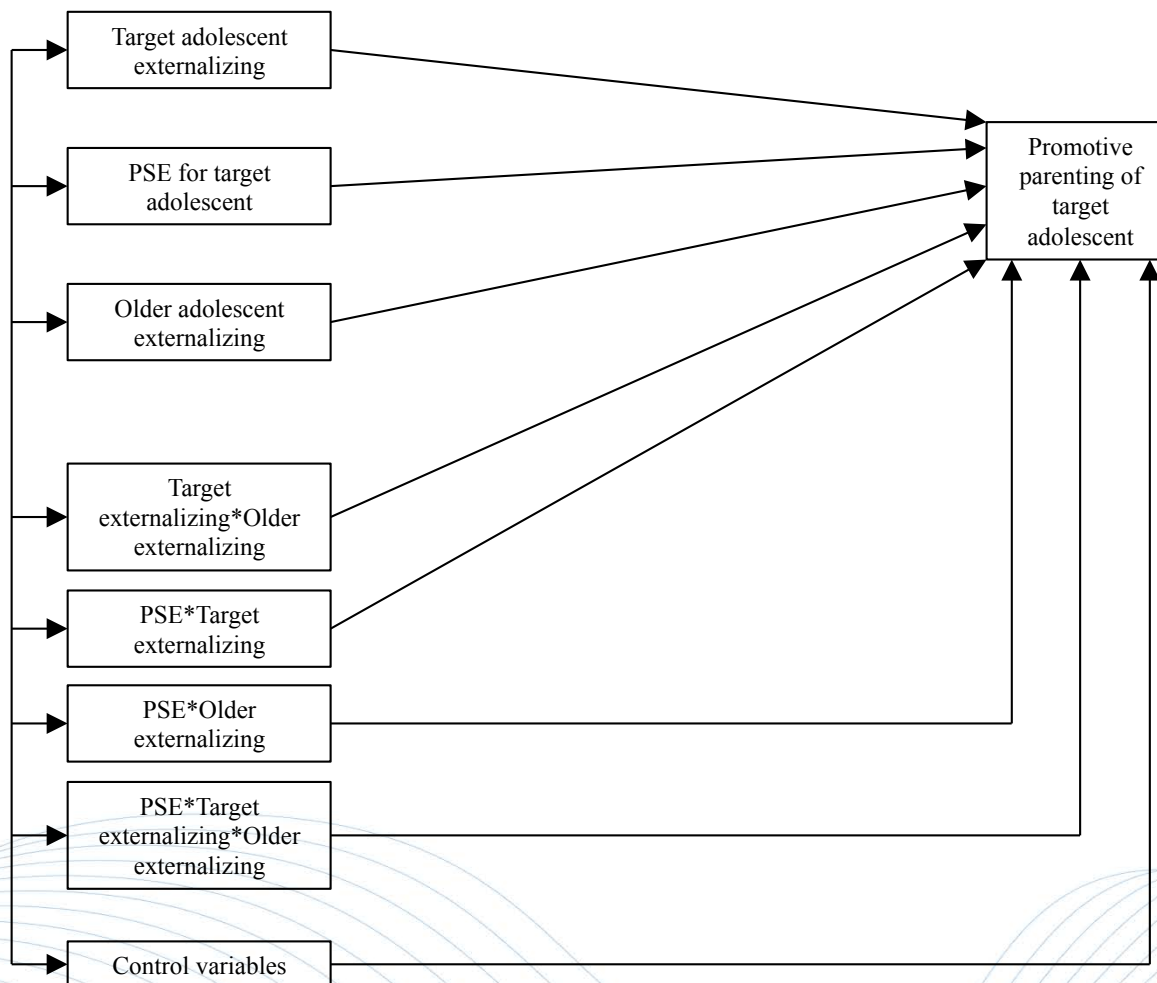
In addition to the specific child, earlier parenting experiences have an influence on parenting (e.g., Glatz & Stattin, 2003; Lam et al., 2012; Whiteman et al., 2003).

Child's behavior?

Do the child's behavior influence the link between
PSE and parenting?

Glatz, T., Cotter, A., & Buchanan, C. M. (2017) Adolescents' behaviors as moderators for the link between parental self-efficacy and parenting practices. *Journal of Child and Family Studies*, 26, 989-997.

Model



Sample

130 parents with two children:

- Target child: $Age = 12$ years
- Older adolescent: $Age = 17$ years

European-American: 67%; African-American or Hispanic: 33%.

Measures

PSE (5 items, Freedman-Doan et al., 1993).

How much do you think you can influence your child on the following subjects:

- “To get the child to stay out of trouble in school”
- “To help the child get good grades in school”
- “To increase the child’s interest in school”
- “To prevent the child from getting in with the wrong crowd”
- “To prevent the child from doing things they do not want him/her to do outside the home”

Measures

Parental involvement (10 items, Frick et., 1999).

Positive parenting practices (6 items, Frick et al., 1999)

Discussion during punishment (3 items).

Externalizing behaviors in target and older child (33 items, CBCL, Achenbach, 1991).

Results

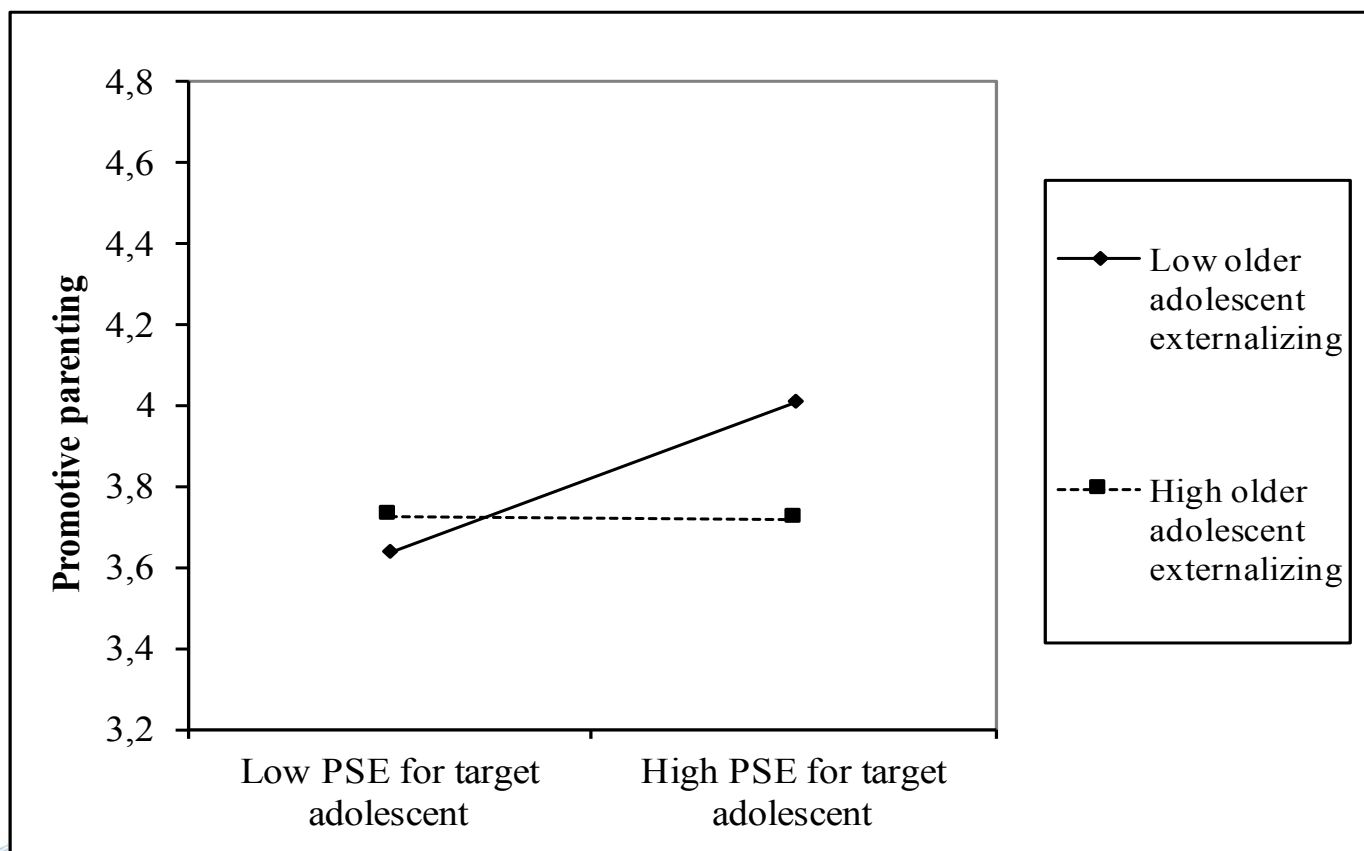
Significant main effects:

- PSE for target child → parenting
- Externalizing behaviors in target child → parenting

Significant interaction effects:

- PSE younger child*Older child externalizing behaviors
→ parenting

Results – interaction effect



Conclusions

- Parents' earlier experiences with an older child is influential in their parenting of a younger child.
- The older child's externalizing behavior moderated the link between PSE and parenting for the younger child.
- Parenting is influenced by general family processes and parents might need support in how to think about their earlier parenting experiences.

Changes in PSE?

PSE is especially low among parents of adolescents.

- In comparison to parents of younger children, parents of adolescents reported the lowest PSE (Ballenski & Cook, 1982).
- Mothers of 2-year-olds increased over the 2 years being examined (Weaver, Shaw, Dishion, & Wilson, 2008).

Somewhere before adolescence, parents decrease in PSE.

- Why?

Changes in PSE?

When and why do parents decrease in their self-efficacy?

Glatz, T., & Buchanan, C. M. (2015). Change and predictors of change in parental self-efficacy from early to middle adolescence. *Developmental Psychology, 51*, 1367-1379

Measures - predictors

Pubertal Development Scale (PDS; Petersen, Crockett, Richards, & Boxer, 1988).

- Girls: Height, body hair, skin changes, and breast development.
- Boys: Height, body hair, skin changes, voice changes, and facial hair.

Measures - predictors

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- Girls: Height, body hair, skin changes, and breast development.
- Boys: Height, body hair, skin changes, voice changes, and facial hair.

Positive parent-child communication (15 items, Robin, 1988).

E.g., “You and your child are able to have good talks”



Measures - predictors

Adolescents' externalizing and internalizing behaviors
(CBCL; Achenbach, 1991).

- Externalizing (33 items).

E.g., “Destroys things belonging to his/her family or others”, “Gets in many fights”, “Temper tantrums or hot temper”.

- Internalizing (31 items).

E.g., “Complains of loneliness”, “Too fearful or anxious”, “Cries a lot”



Measures - predictors

Parents target-based expectations (“Stereotypes of Adolescence” scale, Buchanan and Holmbeck, 1998).

- Expectations concerning risk-taking/rebelliousness (9 items).

E.g., “Takes risks”, “Tests limits”, “Rebellious”, “Reckless”, “Stubborn”

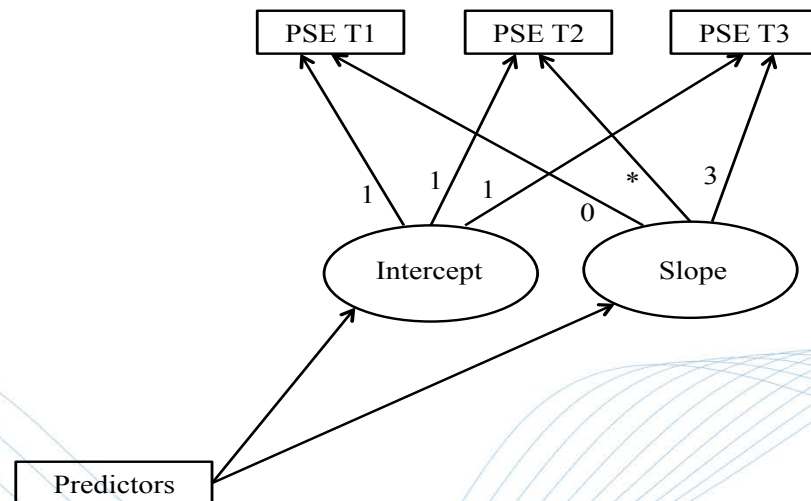
- Expectations concerning Internalizing behaviors (6 items).

E.g., “Anxious”, “Insecure”, “Confused”, “Emotional”, “Depressed”

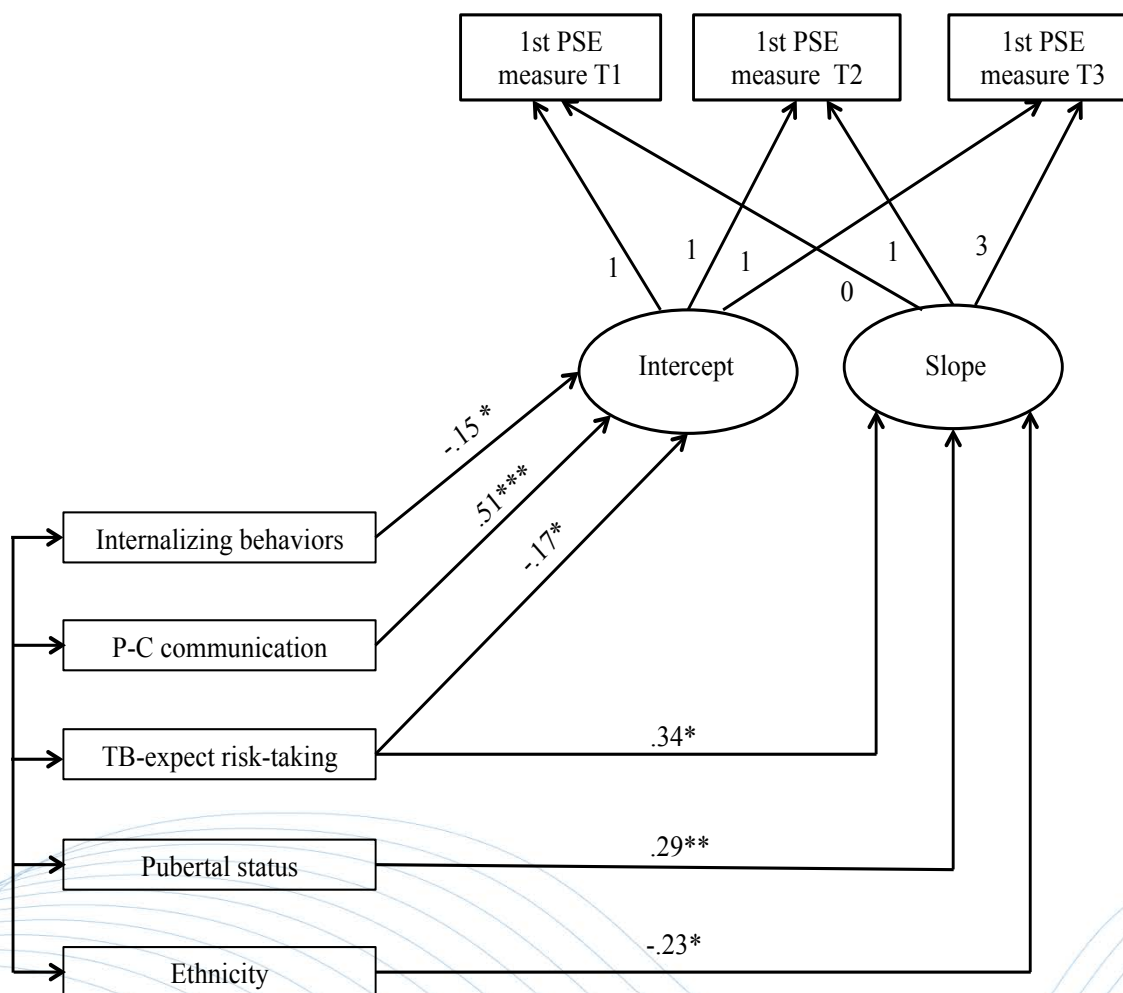
Analyses

Latent Growth Curve Analysis (LGCA).

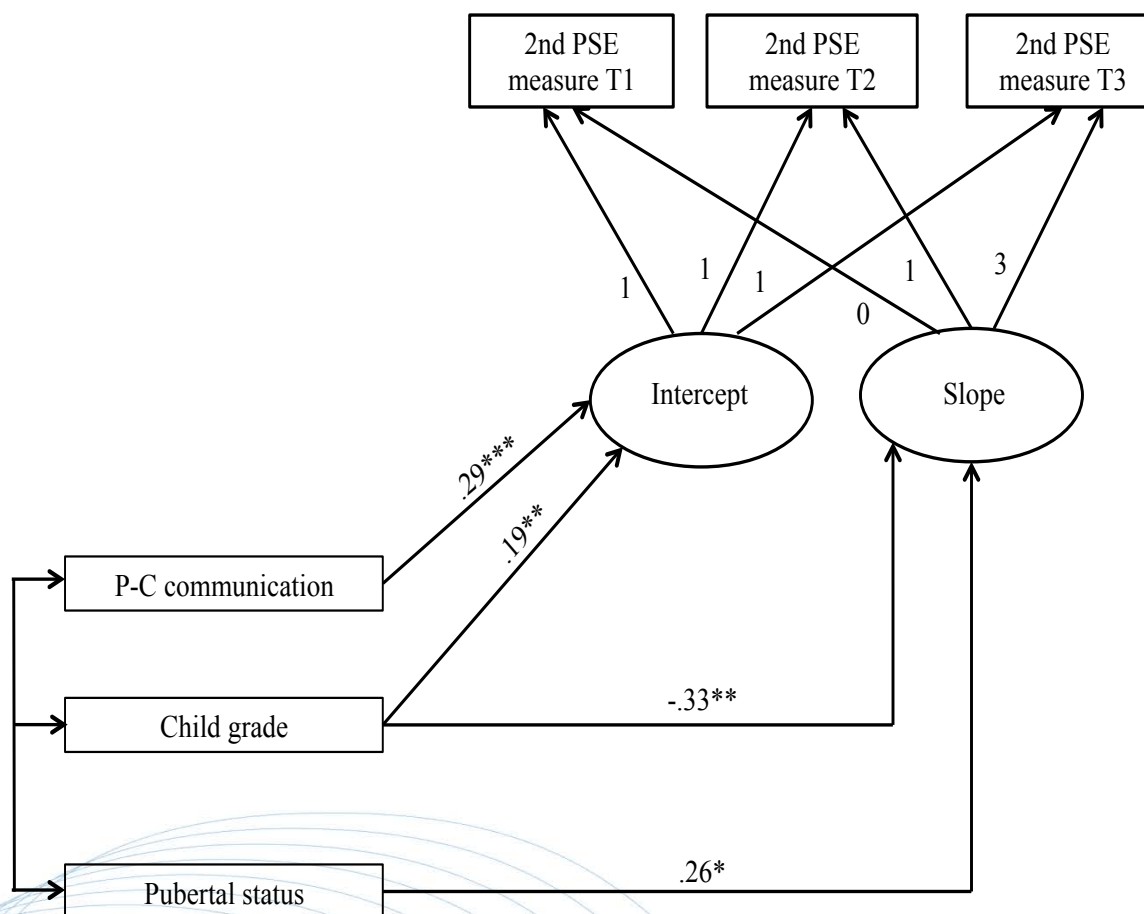
- Intra- and inter-individual analysis approach examining initial levels and change.
- How an individual is changing relative to his or her initial level and how this change compares to other individual's change.



Results – In-home PSE



Results – Out-of-home PSE



Conclusion

More positive parent-child communication and fewer negative expectations linked to higher PSE.

Ethnic differences: African-American parents might have initially higher PSE, but decrease more over time.

More advanced in pubertal development at T1 → less steep decrease.

- Fewer pubertal changes during the developmental period for these adolescents?

Can we increase PSE?

Is it possible to actively increase PSE through a parenting intervention?

Glatz, T., & Koning, I. (2016). The outcomes of an alcohol prevention program on parents' rule setting and self-efficacy: A bi-directional model. *Prevention Science*, 17, 377-385.

Can we increase PSE?

PSE → Parenting

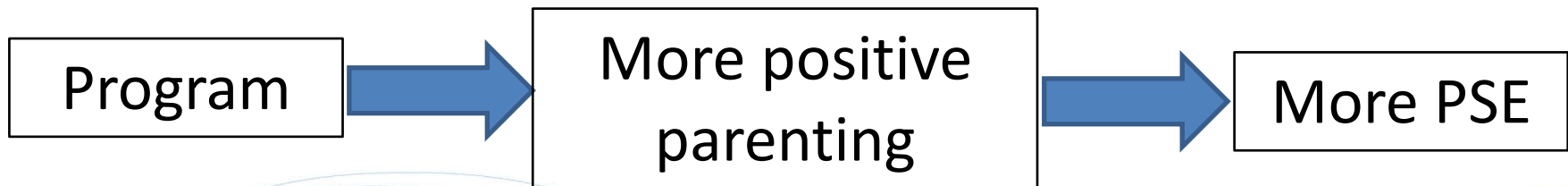
Implications for prevention: Programs helping parents to increase in PSE, will increase in positive parenting practices.

Can we increase PSE?

Parenting → PSE

Implications for prevention: Programs helping parents to increase in positive parenting practices will increase their PSE.

Two processes



Sample

2562 Dutch adolescents and their parents responded to questionnaires at three time points (T1: *Age* = 12). “Prevention of Alcohol use in Students” (PAS).

Four conditions:

- Parent intervention
- Student intervention
- Combined student–parent intervention
- Control condition (“business-as-usual”)

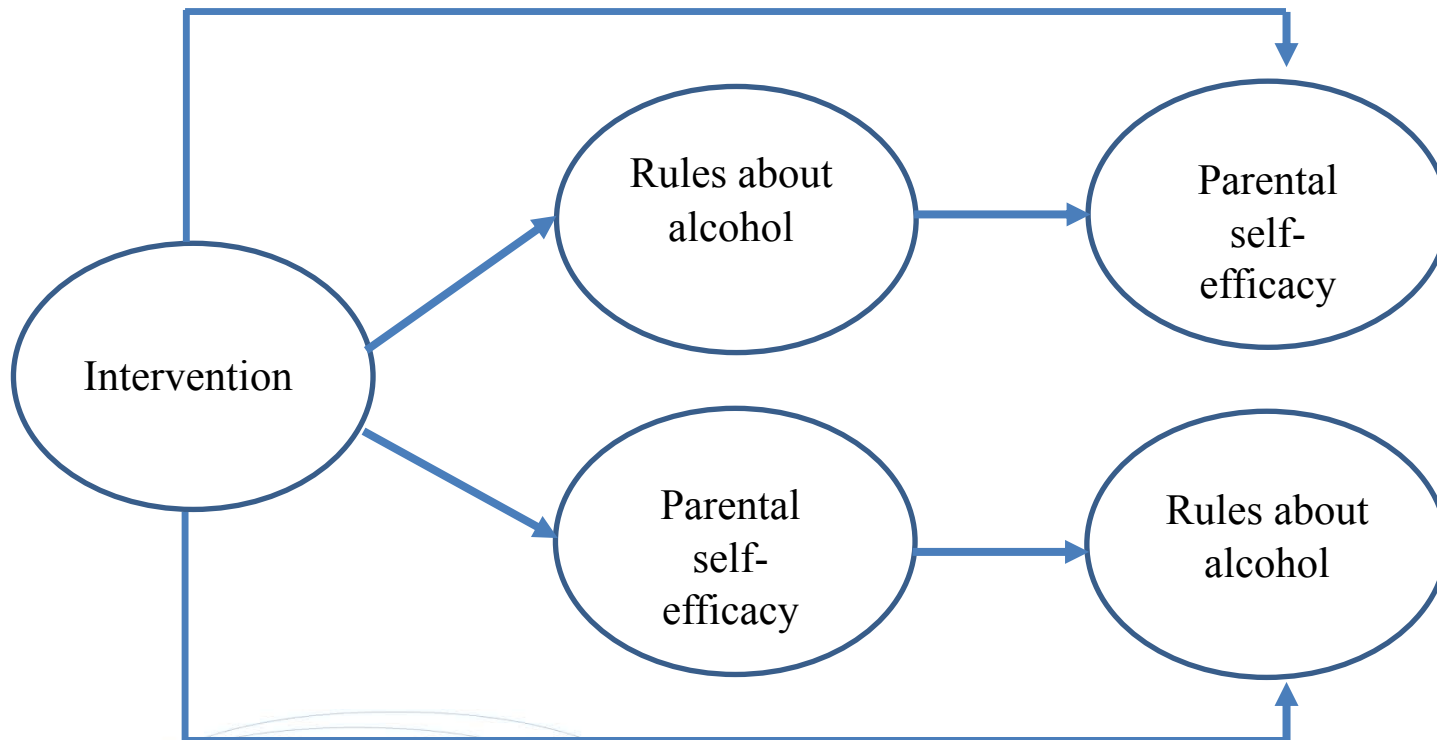
For more information about the project, see: Koning, Vollebergh, Smit, Verdurmen, van den Eijnden, ter Bogt, Stattin, & Engels (2009).

Measures

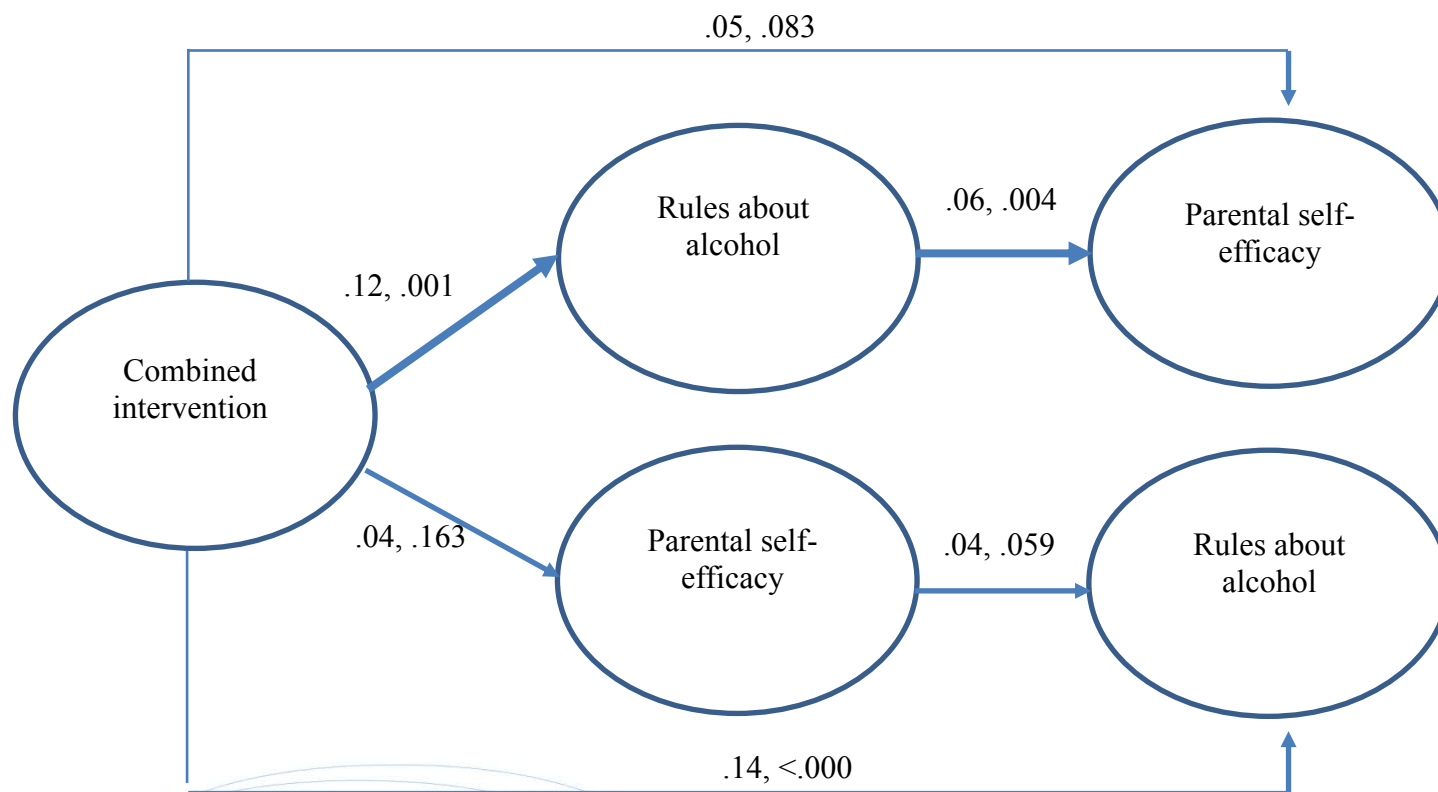
PSE: Parents reported on their ability to prevent their adolescents from drinking alcohol (e.g., Do you think you can stop your child from becoming drunk?)

Alcohol-specific rules: Adolescents reported on their parents' rule setting (e.g., I am allowed to have one glass of alcohol when my parents are at home).

Analytical model



Results



$\chi^2 = 74.5 (17), p < 0.001, CFI = 0.98, RMSEA = 0.04$

Conclusions

An increase in parents' rule setting about alcohol mediated the positive effect of the combined intervention on PSE.

The results are in line with the idea of mastery experiences (Bandura 1977, 1982) in which a person's self-efficacy is boosted from the use of effective practices.

Overall conclusions

- **Associations among PSE, parenting practices, and adolescents' behaviors.**
 - Parents who believe in their parent abilities tend to use more promotive parenting practices, and this has a positive influence on their beliefs.
 - Children's "hard to control" behaviors make parents believe less in themselves and these parents use less promotive parenting practices.
 - The older child's externalizing behavior moderated the link between PSE and parenting for the younger child.

Overall conclusions

- **How do PSE change as a function of the context?**
 - PSE decrease over time (years 11 to 15).
 - Parent-child communication, pubertal development, internalizing behaviors, and parental expectations important for changes in PSE.
 - If parents are offered ideas about how to handle the child's behavior (rule setting), they feel more efficacious.



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Thanks for listening!

Presentation made possible by STINT

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