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Parenting Styles and Self-Efficacy among Secondary School Students in Ibanda North, Ibanda District, Uganda

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Abstract: The main purpose of the current study was to analyze the relationship between parenting styles and self-efficacy among secondary school students in Ibanda North, Ibanda district Uganda. The study also examined the contribution of individual parenting styles in predicting students' self-efficacy. The study was quantitative and cross sectional-correlational in nature. Questionnaires were used to gather data from 290 participants 136 (47%) males and 154(53%) females. Data were analyzed using Statistical Package for the Social Sciences (SPSS) version 21.0. The findings of the study showed that there was moderate positive significant correlation between authoritative parenting style and self-efficacy ($r = .365, p < 0.01$). Authoritarian parenting style had a low positive significant relationship with self-efficacy ($r = .169, p < 0.01$). Permissive parenting style had a low positive insignificant relationship with self-efficacy ($r = .090, p > 0.01$) and uninvolved parenting style had a low negative relationship with self-efficacy ($r = -.090, p > 0.01$). All parenting styles computed together indicated a high positive significant relationship with self-efficacy ($r = .620, p > 0.01$). On individual parenting styles' contribution to predicting self-efficacy, findings revealed that only authoritative parenting style was significant $t(285) = 5.673, p(.000) < .05$. The study, therefore, recommends that parents should adopt authoritative and authoritarian parenting styles, teachers should give necessary support to students taking in mind the parenting setting they could be coming from, schools should take an initiation of encouraging parents do adopt positive parenting styles.

Keywords: Authoritative, Authoritarian, Permissive, Uninvolved Parenting Styles, Self-Efficacy

1. Introduction

Pioneering efforts of Baumrind gave parenting researchers a major shift from focusing on parenting dimensions (only characteristics) to three major parenting styles in 1960s. These parenting styles included authoritative, authoritarian and permissive parenting styles (Power, 2015). Later on, in the third study, Baumrind confirmed the fourth parenting style which she termed as neglectful parenting style (Baumrind

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& Black, 1967). This was later described by Maccoby and Martin (1983) as a parenting style with low responsiveness and demandingness and named it as uninvolved parenting style. Our current study focused on the above four parenting style to establish how they are related to students' self-efficacy in Ibanda district and how each individual parenting style contribute to predicting self-efficacy among students.

Students' perceptions of their capabilities to accomplish their learning goals cannot be underrated in enhancing their wellbeing. The capacity to judge one's capabilities is definitely an aspect of self-efficacy (Bandura, 2010). Self-efficacy is realized from a person's self-esteem, persistence level, and personal behaviors (Qamar et al., 2017). Personal beliefs, emotions, feelings, thoughts and general wellbeing are managed by ones self-efficacy (Bandura as cited in Cahyadi & Padjadjaran, 2018). Several studies indicate that the level of students' self-efficacy differs from one student to another (Oyugi, 2015; Shkullaku, 2013; Masud et al., 2016; Meera & Jumana, 2015; Hayat et al., 2020; Cornelius-Ukpepi & Ndifon, 2015; Kemeza et al., 2020). Self-efficacy attributed to several factors including parenting styles (Qamar et al., 2017).

Students' self-belief, confidence, and motivation in accomplishing tasks are developed largely by the family parents in line with their particular parenting styles (Masud et al., 2016). According to Harter (2011), competences and beliefs (efficacy) in children are effectively imparted in children by the parents. This is also supported by Eccles et al. (1997). Parenting styles are significantly related to the self-efficacy of adolescent students because they can either develop a positive or negative self-image, self-esteem, and self-confidence (Lord et al., 1994). This depends on the parenting style a parent possess, for instance, previous studies found that adolescents who perceive their parents to be authoritative have higher values and beliefs of self-efficacy, while self-efficacy beliefs are lowest in adolescents who perceive their parents to be non-authoritative (Alsheikh, 2015), this is also noted in (Masud et al., 2016). Therefore, this indicates a clear relationship between parenting styles and self-efficacy hence provoked the need for a study of this kind to establish how each affects the other among secondary school students in Ibanda North Ibanda District.

According to Tam et al. (2012), children who experience permissive parenting techniques express low self-esteem, low persistence to learning, a high level of frustration, delinquent behaviors, poor academic competences, and low levels of psychological functioning. The same study shows that children who explained their parents as authoritarians had low self-esteem as well as low academic achievement. On the other hand, authoritative ones expressed high levels of self-esteem as well as academic achievement. The study, therefore, explored how self-efficacy could be well modified in students' lives to enhance positive self-esteem in them. It further intended to investigate how parenting styles related to self-efficacy among secondary school students in Ibanda North, Ibanda district, Uganda.

Guided by Baumrind (1971) typology for parenting styles as cited in (Kuppens & Ceulemans, 2019), we considered four parenting styles (Authoritative, Authoritarian, Permissive and uninvolved). Our purpose was to test the relationship between each parenting style and students' self-efficacy and the contribution of each parenting style in predicting self-efficacy among secondary school students in Ibanda District.

2. Methods

2.1 Procedure and Participants

Approval for the study was obtained from the Mbarara University of Science and Technology Research Ethics Committee after which we thought permission from Head Teachers of selected schools to conduct the study. Head teachers introduced us to schools and gave us opportunity to share more about the study.

We arranged meetings with class teachers and shared information about the study. Thereafter, students' class lists were obtained from selected schools. The lists were used as sampling frames to select the participants in each school. All selected participants were briefed on the purpose of the study, the meaning of the study variables, the researchers' expectations, and the ethical considerations such as the anonymity of the participants' information. Both consent and assent was sought from particular participants.

The participants were oriented on how to fill the questionnaires before they were given to them. On completion of filling the questionnaire, the researchers with the participants crosschecked to ensure all questions were responded to. Researchers collected questionnaires from the participants immediately at the end of every session, counted them and sealed them in envelopes.

A total of 291 students sampled from the target population of 1200 students participated in the study. The above sample was drawn from three government aided secondary schools in Ibanda North, Ibanda District. To come up with the above sample, we used Kothari (2004) sample size determination formula (see below) and thereafter, 291 participants were selected using simple random sampling. Only one participant turned down the request to participate in the study hence a response rate of 99% which was considered sufficient to continue the study (Kothari, 2004).

$$n = \frac{z^2 \cdot p \cdot q \cdot N}{e^2(N-1) + z^2 \cdot p \cdot q}$$

Where

(N) = Target population

(z) = Z-score at confidence level 95% is 1.96

(e) = Margin of error 5 %

(p) = Population portion assumed to be 50% (0.5)

(q) = 1 – p is 0.5

2.2 Measures

We used standardized questionnaires to generate data. The questionnaire was preferred because the study set to solicit effective responses, and collect both subjective and objective data from a sample of 290 participants and the study population to obtain statistically significant results, especially when resources are limited. Responses on parenting styles were obtained using the parental authority questionnaire (Raval, 2013) and parenting style four-factor questionnaire (Shyny, 2017). We used a 10 item general self-efficacy five point Likert scale (not at all true, hardly true, not sure, moderately true, and exactly true) (Schwarzer & Jerusalem, 1995) to collect data on self-efficacy from students.

2.3 Analysis

We used correlational analysis to test the relationship between parenting styles and self-efficacy and a regression analysis to establish the contribution of each parenting style in predicting self-efficacy using the data obtained from students. To ensure reliable results from regression and correlational analyses, a test for the assumptions of normal distribution of data, independence of the error terms and multicollinearity with in variables was conducted.

2.4 Tests of Normality

To ensure that data on parenting styles and self-efficacy variables were normally distributed, normality tests were conducted. This was done through obtaining Kurtosis and Skewness statistic values with the help of SPSS 21.0 version. Skewness concerns the symmetrical shape of data and kurtosis displays the peakedness of the data shape (Mishra et al., 2019). Normality tests were done because it was not clear whether the collected data had a normal distribution. Results are presented in the Table 1 below.

Table 1: Descriptive statistics of normality tests

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Authoritative	290	3.5062	.70468	-.473	.143	.217	.285
Authoritarian	290	3.2631	.69206	-.497	.143	.672	.285
Permissive	290	2.5643	.62243	.009	.143	-.044	.285
Uninvolved	290	2.3479	.74968	.508	.143	.015	.285
Self-efficacy	290	3.4655	.76125	.024	.143	-.514	.285
Valid N (listwise)	290						

Source: Survey Data 2020

The results as presented in the Table 1 above indicated that skewness statistic and kurtosis statistic values were in the range .609- - .497 and .672 - -.514 respectively. According to Mishra et al. (2019), the requisite range for normally distributed data is between -1 and +1 mostly in moderate sample size of about 300 respondents. All the statistic values of skewness and kurtosis for parenting styles and self-efficacy were in the range -1.00 and +1.00 hence the distribution of data for the variables was normal.

2.5 Test of Independence of the Error Terms

According to Li et al. (2020), when running the regression, one of the assumptions is that residues of data should be independent of one another. This was determined by testing the independence of error terms in the current study. Durbin-Watson test was used to determine the test of independence of the error terms among the data obtained on parenting styles and self-efficacy. Results are indicated in table 2 below.

Table 2: Model summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.316 ^a	.100	.084	.71514	2.020
a. Predictors: (Constant), Authoritative, Authoritarian, Permissive, Uninvolved					
b. Dependent Variable: Self-efficacy					

Durbin-Watson test was used to test for the presence of serial correlation among the residuals. The value of Durbin-Watson test statistic ranges from 0 to 4 as suggested (Huber & Melly, 2015), the residuals are not correlated if the Durbin-Watson statistic is approximately 2 and the acceptable range is 1.5-2.50. The Durbin-Watson statistic for the model was 2.020. Thus, there was independence of the error terms.

2.6 Multi-collinearity Tests

To guard against the redundancy of data among parenting styles independent variables during regression analysis in the study, we conducted a multi-collinearity test. This was done on basis of multiple linear regression basic assumption that explanatory variables should be independent of one another (Senaviratna & Cooray, 2019; Field, 2009; Joshi, 2012). Multi-collinearity is a situation where by two or more of the independent/explanatory variables in the study are highly correlated in a regression (Senaviratna & Cooray, 2019; Creswell 2018). This indicates that there is redundancy in the data being used to run the regression analysis which causes challenges in the interpretation of the regression results.

Researchers were sensitive on multi-collinearity because the study employed questionnaire data collection method and data was being collected from the same category of participants. More so, there were identities in definitions of parenting styles items. Guided by Ullah et al. (2019), researchers learned that collinearity may occur due to a number of reasons including but not limited to method of data collection, model and population constraints and existence of identities or definitional relationship, hence moved on to assess it.

Multi-collinearity can be assessed using several tests for instance, correlational analysis, Value of tolerance, Variance Inflation Factor (VIF) and Condition Index. In the current study, collinearity was assessed using Variance Inflation Factors (VIF). This was done through running a linear regression analysis in SPSS at a confidence level of 95% by checking in collinearity diagnostics. 'A threshold of Variance inflation factor of not more than 10 and a tolerance value of between 0.2 and 10' indicates that

multicollinearity is not expected (Field, 2009 as noted in Njage, 2020). Results are as presented in Table 3 below.

Table 3: Coefficients

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Authoritative	.746	1.340
	Authoritarian	.874	1.145
	Permissive	.919	1.088
	Uninvolved	.870	1.150
	Self-efficacy	.858	1.166
a. Dependent Variable: Self-efficacy			

Source: Survey Data 2020

The variance inflation factor values for parenting styles were in the range of 1.088 to 1.340 on the other hand, the variance inflation factor of Self-efficacy was 1.166. All independent variables had the variance inflation factor values less than 10 therefore collinearity was not expected

3. Results

A Pearson's correlation tested the relationship that existed between parenting styles and self-efficacy among secondary school students in Ibanda North, Ibanda district. The test was done because computed data was normally distributed and no collinearity was expected. The study further established linear relationships between individual parenting styles and self-efficacy among students. The results are presented in Table 4 below.

Table 4: Parenting Styles and Self-efficacy Correlation Coefficients

		1	2	3	4	5
1	Self-efficacy	1				
2	Authoritative	.365**	1			
3	Authoritarian	.169**	.351**	1		
4	Permissive	.088	.016	.009	1	
5	Uninvolved	-.090	-.244**	-.189**	.258**	1

Source: Survey data 2020.

Table 5: Overall Parenting Styles and Self-efficacy Correlation Coefficients

		Parenting Styles	Self-efficacy
Parenting styles	Pearson Correlation	1	.620**
	Sig. (2-tailed)		.000
	N	290	290
Self-efficacy	Pearson Correlation	.620**	1
	Sig. (2-tailed)	.000	
	N	290	290
**. Correlation is significant at the 0.01 level (2-tailed).			

Findings presented in the Table 4 indicated that authoritative and authoritarian parenting styles were associated to students' self-efficacy at a level of 0.01, uninvolved parenting style was also associated to students' self-efficacy at a level of 0.01. Hence the relationships were significant. Authoritative parenting style and self-efficacy had a positive significant relationship ($r = .365, p < 0.01$). Authoritarian parenting style and self-efficacy had a positive significant relationship ($r = .169, p < 0.01$). Uninvolved parenting style and self-efficacy had a negative relationship which was not significant ($r = -.090, P > 0.01$). Permissive parenting style had no statistical significant relationship with self-efficacy ($r = .088, p > 0.01$). We further computed all parenting styles as one variable and correlated it with self-efficacy. In table 5 above, it is indicated that the overall parenting styles had a positive statistical significant relationship with students' self-efficacy ($r = .620, p > 0.01$).

To examine the contribution of individual parenting styles on predicting self-efficacy among secondary school students in Ibanda North, we run a multiple linear regression. Multiple linear regression tests were used because collinearity was not expected within data. Multicollinearity test and test of independence of error terms were conducted first. Results revealed that all independent variables had the variance inflation factor values less than 10 and the Durbin-Watson statistic for the model was 2.020. Findings are presented in the Table 6, 7 and 8 below.

Table 6: Model Summary for Parenting styles and Self-efficacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.377 ^a	.142	.142	.70993
a. Predictors: (Constant), Authoritative, Authoritarian. Permissive, Uninvolved				

Table 7: Anova Table

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	23.834	4	5.959	11.822	.000 ^b
	Residual	145.246	285	.511		
	Total	161.305	289			
a. Dependent Variable: SS						
b. Predictors: (Constant), Authoritative, Authoritarian, Permissive, uninvolved.						

Table 8: Coefficients of Parenting styles and Self-efficacy

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.789	.337		5.301	.000
	Authoritative	.369	.065	.341	5.673	.000
	Authoritarian	.050	.064	.045	.775	.439
	Permissive	.108	.070	.089	1.556	.121
	Uninvolved	-.025	.060	-.024	.416	.678
a. Dependent Variable: Self-efficacy						

As presented in Table 6 the model summary above indicates that Adjusted R Square = .142; taken as a set, the predictors parenting styles (authoritative, authoritarian, permissive and uninvolved account for 14.2% variation of self-efficacy among secondary school students in Ibanda North, Ibanda district. The overall model was statistically significant in explaining the relationship between parenting styles and self-efficacy among student's $F(4) = 11.822, p(.000) < .05$.

The unstandardized coefficients presented in Table 8 indicated that for increase of 1 perception score in authoritative parenting style will increase students' self-efficacy of 0.369(36.9%) and this was found to be a significant change $t(285) = 5.673, p(.000) < .05$. One-unit increase of perception of authoritarian parenting style will increase students' self-efficacy of .050, but this was not found to be significant $t(285) = .775, p(.439) > .05$. For permissive parenting style, it is indicated that its increase by one score will increase students' self-efficacy of 0.108, which is not significant $t(284) = 1.1556, (.121) > .05$. Results further revealed that 1-unit increase of uninvolved parenting style will increase students' self-efficacy of -0.025, which was also found not to be significant $t(284) = -.416, p(.678) > .05$.

In the model, results indicated that in the presence of authoritative parenting style other explanatory variables of authoritarian, permissive and uninvolved parenting styles are not useful in predicting self-

efficacy of secondary school students in Ibanda North, Ibanda District. This is because; they were not statistically significant in predicting self-efficacy.

4. Discussion

The main purpose of this study was to investigate the relationships between parenting styles and self-efficacy among secondary school students. According to the results of the conducted correlational analysis, authoritative and authoritarian parenting styles are vital in enhancing self-efficacy among secondary school students. This is because, positive significant relationships emerged between authoritative and authoritarian and self-efficacy. These findings are contrary with Nessai et al. (2015) who conducted a similar study among students of Islamic Azad University, Iran. In a similar sense, a significant correlation between authoritative parenting styles and self-efficacy is shown among students (Turner et al., 2009; Tam et al., 2012; Theresya et al., 2018). Tam et al. (2012) results confirmed that authoritative parenting styles contribute 12.8% of self-efficacy among students. Our current study denotes that authoritative parenting style contributes 36.9% of self-efficacy among secondary school students. This variation could be attributed to contextual and time factors between the two studies. Contrary to the current study, Tam et al. (2012) concluded that authoritarian parenting style had no significant relationship with self-efficacy.

On the other hand, permissive and uninvolved parenting did not contribute to self-efficacy among secondary school students. This is because the study results did not show any significant relationship between them and self-efficacy. The relationship between permissive parenting style and self-efficacy was positive ($r = 0.088$, $p > 0.01$) but not significant implying that the impact of permissive parenting style in supporting self-efficacy is minimal. Different from other parenting styles, results give a supporting proof that uninvolved parenting style is negatively related students' self-efficacy. This implies uninvolved parenting style negatively affects self-efficacy among secondary school students in Ibanda North, Ibanda district. These results agree with earlier studies on parenting styles and self-efficacy (Olubunmi et al., 2019; Theresya et al., 2018; Turner et al., 2009; Qamar et al., 2017; Canter, 2009). However, this was not the case in (Aldhafri, 2011) who found out that permissive parenting together with authoritative parenting style are effective in contributing to academic self-efficacy.

Generally, all parenting styles taken together indicated a positive relationship with self-efficacy ($r = 0.620$, $p > 0.01$). This provided sufficient evidence that parenting should be taken care of by all stakeholders in secondary schools for good contribution of self-efficacy which could subsequently lead to good academic performance. The pattern of the above findings is consistent with the previous literature (Mihret et al., 2019; Inam et al., 2016; Kashahu et al., 2014).

On establishing the contribution of each parenting style on predicting self-efficacy among secondary school students in Ibanda North, Ibanda District; our study results confirmed that it is only authoritative parenting style which is significant in predicting self-efficacy $t(285) = 5.673$, $p(0.000) < .05$. Unstandardized coefficients (see Table 8) indicated that an increase of 1 perception score in authoritative parenting style will increase students' self-efficacy of 0.369(36.9%).

In explaining the above results, it can be stated that authoritative parenting styles is the most effective parenting style in supporting students' self-efficacy and actually psychological wellbeing of students. With authoritative parenting style, students are given opportunity to discuss matters and decisions with their parents (Vafaeenejad et al., 2019; Walton et al., 2018; Alnafea & Curtis, 2017; Masud et al., 2016; Kuppens & Ceulemans, 2019; Hoang, 2007). This develops students autonomy, positive self-concept and belief (Kuppens & Ceulemans, 2019). Children from authoritative parenting environment respect their self-worth, take themselves confident and possess high levels of self-belief (Seroussi & Yaffe, 2020; Mihret et al., 2019; Odongo et al., 2016; Chukwumezie, 2010; Joussemet et al., 2008).

Although our regression model results showed that authoritarian parenting style does not significantly contribute to self-efficacy, guided by our correlation results that indicated a positive significant relationship with self-efficacy, it can be explained that its contribution on self-efficacy is also important. Learning to be responsible for ones decisions and actions emerges from authoritarian settings (Kemunto, 2016; Kashahu et al., 2014; Michel et al, 2004; Robinson et al., 1995). Therefore, authoritarian parenting style partially has a role to play in advancing self-efficacy among secondary school students.

Permissive parenting had no significant relationship with self-efficacy, the regression results also indicated that it was not important in predicting students' self-efficacy. It can hence be stated that it is not a desirable parenting style for children and students. Permissive parenting is associated with students' behaviors of low self-regard carelessness, laziness, fear to try attempting hard tasks, demotivation and at times deviant behaviors (Manyama, 2017; Boothby et al., 2017; Nwosu et al., 2016; Nessai et al., 2015; Kashahu et al., 2014; Igbo & Ihejiene, 2014)

Uninvolved parenting style is silent in early research and few studies that explored this parenting style had contradicting findings (Walton et al., 2018; Nessai et al., 2015) (Kemunto, 2016). Walton et al. (2018) indicate a positive relationship of neglectful parenting with self-efficacy dimensions of self-orientation which contradicted earlier findings that established that uninvolved/neglectful parenting style negatively related to self-efficacy dimensions (self-esteem, self-belief and self-regulation) including causing unpleasant children behaviors (Pinquart & Gerke, 2019; Kemunto, 2016; Nwosu et al., 2016). Similar to the above studies, our study revealed that uninvolved parenting style is insignificantly negatively related to self-efficacy. This can be discussed that uninvolved parenting behaviors compromise students' self-esteem, self-belief and self-confidence in accomplishing tasks.

5. Conclusions and Recommendations

The moderate positive significant relationships authoritative and authoritarian parenting styles have with self-efficacy imply that if they are combined together, they can be of a great deal in enhancing students' self-efficacy. Deriving from the regression coefficient in table 8, it can be concluded that for holistic development of student's self, authoritative parenting should be practiced by parents in Ibanda, North, Ibanda district. Weak insignificant positive relationships permissive parenting style and self-efficacy and weak insignificant negative relationships between uninvolved parenting style and self-efficacy could bring down students' self-beliefs, self-realization, self-concept and self-confidence or hinder students' self-development which could eventually disadvantage their learning processes at school.

These lead to our recommendations that parents should adopt authoritative and authoritarian parenting styles, teachers should give necessary support to students taking in mind the parenting setting they could be coming from, schools should take an initiation of encouraging parents do adopt positive parenting styles. This might be achieved through arranging workshops for parents at school and having radio and television talk shows.

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