

Perceived Parental Support and Self-Efficacy among College Students

Jeslin Elsa Jose^{1*}, Dr. Deepti D.P.²

ABSTRACT

In today's world, perceived parental support and self-efficacy remain key considerations. In fact, with the increasing frequency of mental health concerns and the challenges provided by modern society, they may be more vital than ever before. The purpose of this study was to discover the relationship between perceived parental support and self-efficacy among college students. The current study used convenience sampling method to collect data from 100 college students. The Parental Autonomy Support Scale (P-PASS), and the Self-Efficacy Scale (SES-SANS) were the two scales used in this study. The data was analyzed using Spearman correlation and found that there is a significant relationship between perceived parental support and self-efficacy among college students which is positively correlated. Parents and guardians can assist their children in developing self-efficacy by providing emotional and practical support, providing opportunities for skill development, and encouraging their children to tackle challenging activities. By doing so, parents can help their children develop the confidence and motivation they need to excel academically and personally.

Keywords: *Perceived Parental Support, Self-efficacy, Parenting style, Parental influence*

Perceived parental support can be defined as the individual's perception about their parents' support and influence on them and self-efficacy can be defined as the conviction that one has the ability to complete a task or reach a goal. These two key concepts play a key role from the influence of our parents to the impact on our sense of self-worth. All individuals eventually reach the point in their lives where they reach the stage of independence and effectiveness. Every individual goes through a significant amount of development and growth during adolescence, including changes in our identities, physical health, mental health, and social interactions with others. One can agree that they have changed dramatically since the minute they entered this planet at birth. An individual experiences various changes during their lives, including a gain in height, an increase in body weight, changes, facial features, the style of thinking, and many more. These changes continue throughout all of our lives. The development on the other hand also depends upon how the parents have an influence on their children. The support of them plays a huge

¹Student, Dept. of Psychology, Kristu Jayanti College, Bangalore, India

²Assistant Professor. Department of Psychology, Kristu Jayanti College, Autonomous. Bangalore

*Corresponding Author

Received: May 05, 2023; Revision Received: May 14, 2023; Accepted: May 16, 2023

Perceived Parental Support and Self-Efficacy among College Students

impact on each stage of development an individual goes through. The idea of attachment in childhood and the perception of social support in adulthood have similarities. The basis for how one constructs oneself depends upon the individual's parents or caregivers. They provide ongoing care and sustenance and allow them to live independently.

In the earlier stages of the life one might be a little too dependent on their parents, and the individual's decisions might be dependent too, but when one gets to the later stages, they lose access to those advantages. They are required to go about things in their own way, manage situations effectively and be successful. In addition, society also starts developing expectations. Theories of early childhood development place a strong emphasis on the value of a positive relationship with parents in helping children develop the necessary life skills. Exploration, discovery, skill acquisition, and the growth of self-confidence are all made easier by a secure relationship with one or both parents (Ainsworth, 1982, **Cutrona et al., 1994**). Parents support have an influence on a being and it affects how one react to situations and how one thinks, and how they set goals.

According to a study, pupils who believed their parents supported them less in the past were more likely to have suicidal ideation. Past beliefs of parental support among young people appeared to be a significant predictor of suicide risk (**Macalli et al., 2018**). The type of parental assistance one receives during their adolescent years differs from the support one receives in their early adult years. In addition, parents frequently serve as their children's pillars of support and are essential to their long-term development. From the moment the infant is born until a certain period, their assistance is essential to the child's emotional and social growth. However, when development happens gradually over time, there is no guarantee that a person's personality will stay the same. Numerous pieces of research have shown how self-efficacy affects academic success, learning, and motivation. During their formative years, kids create strong attachments to their parents, which may have an impact on their behavior (Salkind, 2004). Early adulthood is a time when an individual may begin to doubt their own abilities and is unsure of their ability to achieve, when one is faced with real-world issues and they have to deal with situations on their own and with resilience. Due to their past experiences, many people view themselves as failures (**Rapanan et al., 2017**). Parenting style is a highly important and crucial factor of the perceived parental need and support when it comes to the individual's well-being, according to self-determination theory, each child has three psychological needs—autonomy, competence, and relatedness—which their parents support and help them meet (**Altintas et al., 2014**).

When discussing to what competence is, it is referring to a person's capacity for effective performance. The urge for autonomy is a universal human tendency to act as the creator or agent of an activity (Grolnick et al., 1997). There is a need for warmth, love, affection, and interpersonal touch when we discuss relatedness. According to Ryan and Deci (2000a), a person's three basic psychological needs must be satisfied throughout their life for them to continue to feel a sense of integrity and well-being. They suggest that this serves as a crucial foundation for the healthy growth necessary for integration into a coherent and unifying sense of self (**Altintas et al., 2014**). The college experience is a time of self-exploration and growth, where many traditional-age college students experience greater independence, increased decision-making, and a shifting of roles (Hinkelman & Luzzo, 2007, **Roach, 2010**).

Many are sent to study at different places alone and are required to choose a place for their studies. Getting on with college life and knowing to be independent might be different for

Perceived Parental Support and Self-Efficacy among College Students

many of us. The college years are a time when individuals experience substantial developmental growth. This population is unique in that most individuals are on their own for the first time while dealing with coinciding issues and concerns. Not only are they experiencing separation from their family for the first time, but they may also be faced with wanting to succeed in their academics; fit in with their peers and make friends; to determine a career path that best fits while also trying to find themselves (King et al., 2000, **Roach, 2010**). Pressure, mental breakdowns, suicidal thoughts, sadness, and burnout are some of the categories or patterns that are observed in college students, and many of them experience low mental health. The parent's support and perspective throughout these trying times have a significant impact on the child.

In a study that looked at the connection between parental involvement and self-efficacy in STEM universities (**Armani et al., 2021**) discovered that parental support gave children confidence, but that children's confidence also drew parental support in equal measure. In line with the idea that self-efficacy functions not only as an intra-psychic resource allocator but also as an interpersonal resource attractor, parental endowments of confidence and parental investments of support create a positive feedback loop.

Perceived parental support influenced positive self-beliefs equally across cultural groups, but informational support had a greater impact on distress for American adolescents than for East Asian adolescents, according to a study on Perceived Parental Support and Adolescents' Positive Self-Beliefs and Levels of Distress across four countries—the US, China, South Korea, and Japan (Dutton et al., 2020). On another research study wherein test with 50 arithmetic questions was given, it was found that pupils with higher levels of self-efficacy did better. According to content analysis of interviewees' responses, students with high levels of self-efficacy wanted to study challenging subjects in the future, which supports the research on the effect of self-efficacy on students' academic accomplishment (Traintoro & Ahmad, 2013)

Finding the connection between undergraduate students' academic performance, self-efficacy, and emotional intelligence was the subject of another study carried out in Bangladesh. A student's academic performance was found to be strongly positively correlated with both self-efficacy and emotional intelligence. The researcher claimed that social structure, cultural disparities between divisions, the standing of women in society, and how society functions were to blame for the discrepancies in the pupils' emotional intelligence and sense of self-efficacy. In this study, it was also recommended that teachers be trained to recognize and use emotional intelligence in the classroom, that emotional intelligence be taught as part of the curriculum, and that art, painting, music, dance, and various games be promoted as a part of the higher education curriculum (Nayeem & Sinha, 2023).

A comprehensive analysis of on the relationship between parental involvement and college students' self-efficacy found that a positive relationship between parental involvement and college students' self-efficacy, which is consistent with other studies in this area. Parental involvement, according to the authors, can take many different forms, including emotional support, informational help, and practical support. However, they also concurred that social, cultural, and economic factors can affect the quantity and kind of parental involvement (Ellis et al., 2016).

Perceived Parental Support and Self-Efficacy among College Students

During the school closures, supporting a growth mindset was positively correlated with autonomous motivation, whereas experiencing school fatigue was adversely correlated with it. Additionally, higher autonomous motivation during home-based learning was associated with perceived parental autonomy support (i.e., a measure of the fundamental psychological demand for autonomy). The findings underscore the role that personal and familial circumstances play in how teenagers react to home-based learning and offer advice on how to keep kids interested and reduce potential drawbacks in subsequent home-based learning situations (Benneker et al., 2023).

According to the study conducted it was found that a link between authoritative parenting styles, which are typified by high levels of warmth and responsiveness as well as high levels of control and expectations, and college student's perceptions of their self-efficacy. The authoritarian parenting style, which is typified by high levels of control and demands but low levels of warmth and responsiveness, was found to have a negative link with self-efficacy views (Gunuc & Kuncu, 2015).

In a study they aimed to explore the relationship between parental support and family communication and university students' academic success and sense of self-efficacy in China. According to the study, parental involvement and family interaction were major predictors of university students' academic success and self-efficacy. Specifically, family communication improved self-efficacy but not academic accomplishment, while parental support improved both academic achievement and self-efficacy. The study also discovered that self-efficacy played a role in mediating the association between parental support and academic accomplishment, suggesting that parental support may affect students' perceptions of their self-efficacy and hence academic achievement (Zhang et al., 2019).

According to a study where they aimed to investigate the relationship between perceived parental support, self-efficacy, and academic achievement among adolescents in India. The findings of the study revealed that both perceived parental support and self-efficacy significantly predicted academic achievement among adolescents. Furthermore, self-efficacy was found to mediate the relationship between perceived parental support and academic achievement. The study suggests that parents can play a crucial role in promoting their children's academic achievement by providing them with emotional and instrumental support and by fostering their sense of self-efficacy. The findings of this study have implications for parents, educators, and policymakers in India who are interested in promoting academic achievement among adolescents (Kumari & Bala, 2015)

In a different study wherein the goal was to investigate the mediating effects of academic self-efficacy, social self-efficacy, and emotional self-efficacy on the relationships between parental involvement (i.e., paternal involvement and maternal involvement) and subjective well-being (i.e., positive affect, negative affect, and life satisfaction). According to the study's findings, maternal participation is equally as important for adolescent development as paternal involvement. This study further deepens our understanding of the particular functions played by academic, social, and emotional self-efficacy in the relationship between parental participation and the elements of teenagers' subjective well-being (Yap & Baharudin, 2016).

The purpose of the study

The above researchers indicated how the influence of parents plays a huge role in honing the self-efficacy of an individual. The studies based on parental style, parental role and

Perceived Parental Support and Self-Efficacy among College Students

perceived parental style have been conducted in the past years. There haven't been many studies executed on the relationship between college students' views or their perception about the parental support and the effect of it on their self-efficacy. There have been plenty of studies based on the perceived parental support based on children or high school students. There haven't really researches done that focus on the college students.

There have been few studies based on this subject and a recent research on this topic hasn't been done in India. In western cultures studies on these concepts are common but when it comes to India not many researches has been done which strengthens my decision to conduct this study, which was motivated by my desire to learn more about the connection between college students' self-efficacy and their perceptions of parental support. The primary focus of this study is to layout knowledge on the influence of parental support on college going individuals and to study if it plays a major role on the self-efficacy among college students. There have been several studies in this area, some of which have even focused on gender.

This study is extremely important, especially because each person's perception of their parents' support may vary as a result of the epidemic and tell us the relationship between the perception of an individual towards their parents and self-efficacy found in the individual. This study focuses specifically on college students to determine whether the influence of parental support endures at that age group and how a person views the influence of parental support on them.

METHODOLOGY

Objective: To study the significant relationship between perceived parental support and self-efficacy among college students.

Hypothesis:

H₁ - There is a significant relationship between perceived parental support and self-efficacy among college students.

Procedure

In this study about 100 participants took part in this, and all of them were college students between the age group of 18 to 25. They participated in the study by answering 44 questions on an online survey that combined questions from two different scales. Prior consent was given to the client to take part in this study and was also instructed about the confidentiality that would be maintained throughout the study. The participants were made aware about the terminating the test anytime they felt like doing so. Working with the guide, getting approval for the two scales that were utilized, then transferring the questions used in the scale into Google Forms, and then circulating in groups and among those who fit the predetermined category was how this entire data collection process started.

Variables

- **Independent Variable:** Perceived Parental Support
- **Dependent variable:** Self- efficacy

Description of Tools

The Parental Autonomy Support Scale (**P-PASS**), created by (**Mageau et al., 2015**), and a questionnaire. It consists of 24 items that are rated on a Likert scale of 1 to 7 with 1 being the strongest agreement and 7 being the least. The Cronbach Alpha reliability coefficients

Perceived Parental Support and Self-Efficacy among College Students

that were recorded ranged from .83 to .90. The Italian adaptation reported good fit indices for the constructs of construct validity (CFI=.95, RMSEA=.03 for a model of the perception of maternal AS and C and CFI=.93, RMSEA=.05 for a model of the perception of paternal AS and C). C refers to threats of punishment, guilt-inducing criticisms, and performance pressure, while AS refers to choice within certain limits, justification for demands and limits, and acknowledgment of feelings.

The Self-Efficacy Scale (SES-SANS), created by (Singh & Narain, 2014), was the second tool that was utilized. This scale is appropriate for use on people 12 years of age and older. Self-Confidence, Efficacy Expectations, Positive Attitude, and Outcome Expectations are its four main dimensions. Each dimension has 5 items, 5 positive items, 1 negative item, and 4 positive items for a total of 20 objects. It is scored on a Likert scale of 1 to 5, with 5 representing a strong agreement. This has a split-half reliability of .74 and a test-retest reliability of .82. Its concurrent validity is valid in terms of .92. The research design that was employed in this study was the Pearson's correlation design.

Sample Distribution- Inclusive and Exclusive criteria

- **Inclusive Criteria:** For this study, everyone who qualified as a college student and who fell under the category of 18-25
- **Exclusive Criteria:** Individuals who were qualified as an employee were excluded

Statistical Analysis

SPSS software was used in this study to interpret the data. The data was analyzed using the non-parametric test, Spearman correlation. The sampling method that was used in this study was non-probability convenience sampling method. In convenience sampling method where units are chosen for inclusion in the sample because they are the easiest for the researcher to access.

Ethical Considerations

1. The participant's confidentiality was protected throughout the study.
2. No type of grant was given to the participants for completing the test.
3. Participants gave their consent to participate in this study.
4. They were instructed to terminate the exam at any time if so they desired.
5. No subject was coerced into participating in this study.

RESULTS AND DISCUSSION

Results

Table 1: The results show the non-parametric correlations between perceived parental support and self-efficacy among college students.

Variables	Perceived Parental Support		
	N	ρ	Sig
Self- Efficacy	100	.234*	.019

Note: *Correlation is significant at the 0.05 level (2-tailed)

Analysis of the table

The result shows a significant statistical correlation between perceived parental support and self-efficacy among college students. The results were as follows: ($\rho = .234^*$, $p < 0.05$), $N=100$. The correlation is significant at the 0.05 level (2-tailed) levels. The significant value here is 0.19 which is lesser than 0.05. The table proves from the data that there is a

Perceived Parental Support and Self-Efficacy among College Students

significant positive correlation between perceived parental support and self-efficacy among college students.

DISCUSSION

Students' confidence and trust in their potential to achieve in academic and extracurricular endeavors might increase when they feel as though their parents are there to assist them emotionally and practically. According to our study's findings, it was seen that there exists a relationship between college students' perceptions of their parents' support and their level of self-efficacy which is positively correlated. In other words, when parental support is regarded to be increasing, self-efficacy likewise rises, and when parental support is decreasing, self-efficacy also falls. In light of the findings, it is believed that there is a substantial association between college students' perceptions of parental support and their sense of self-efficacy.

The relationship between parental support and self-efficacy is nuanced. College students who perceive high levels of parental support are more likely to have high levels of self-efficacy, according to several studies. This could be because parental support provides a sense of security and confirmation, which can improve confidence in one's abilities. Students who perceive low levels of parental support, on the other hand, are more likely to have poor levels of self-efficacy, which could be related to helplessness, diminished motivation, or a lack of parental support. Furthermore, when parents provide support and encouragement to their children, they may provide opportunities for them to develop new skills and knowledge, which can boost their self-efficacy even further.

In a study it was discovered that perceived parental support was favorably connected to self-efficacy and college adjustment among first-year college students. Additionally, the connection between perceived parental support and college adjustment was somewhat moderated by self-efficacy. According to several studies, parental support can help children develop a sense of competence and autonomy, which can lead to better levels of self-efficacy. Academic achievement, mental health, and general well-being may all benefit from this. It is significant to highlight that the intensity and direction of the association between self-efficacy and perceived parental support may differ depending on the specific individuals and contextual elements involved, but research studies typically find a positive correlation (Zhang et al., 2011).

It was discovered that perceived parental support was favorably associated with college students' self-efficacy. According to them the academic self-concept and academic accomplishment may be significant channels via which perceived parental support promotes self-efficacy in college students. The study also emphasizes the critical role of perceived parental support in fostering students' self-efficacy. There hasn't been any study that contradicts that there exists no relationship between self-efficacy and perceived parental support, nor have there been any negative correlation between the two domains. The majority of research has discovered a favorable correlation between self-efficacy and perceived parental support because parents can offer emotional and practical assistance that can increase a student's sense of competence and confidence in their capacity to succeed. The relationship between parental support and self-efficacy may be influenced by individual differences or contextual factors, but a negative correlation is not frequently reported in the literature. However, future, more in-depth research on this topic may cause us to view this aspect differently by (Liu & Qian, 2016).

CONCLUSION

Summary and Conclusion

Our research aimed to study the relationship between perceived parental support and self-efficacy among college students. A total of 100 participants took part in this study. The sampling method that was used was non-probability convenience sampling method and the data was interpreted using the Spearman correlational design, and the researcher's hypothesis which was set that is, there is a significant relationship between perceived parental support and self-efficacy among college students was accepted and found to have a positive correlation between both the domains that is when perceived parental support increases, self-efficacy rises when perceived parental support decreases, self-efficacy falls.

Implications

Perceived parental support and self-efficacy are tightly associated and can have serious consequences for college students' success. Parents and guardians can help their children build self-efficacy by offering emotional and practical support, creating opportunities for skill development, and encouraging their children to take on difficult tasks. Parents may help their children develop the confidence and motivation they need to thrive academically and personally by doing so.

Future Directions

- Future researchers should focus on the gender wise influence regarding the theme.
- Future researchers should increase the population size.
- Future researchers should be executed based on different cultures.
- Future researchers should focus deeper to understand more about the existence of no relationship between both the domains.

REFERENCES

- Ainsworth, M. D. S. (1982). Attachment: Retrospect and prospect. In C. M. Parkes & J. Stevenson-Hinde (Eds.), *The place of attachments in human behavior* (pp. 3-30). New York: Basic Books.
- Amarnani, R. K., Restubog, S. L. D., Bordia, P., & Bordia, S. (2021). Savvy investments or formative endowments? Disentangling causal direction in the association between parental support and self-efficacy in STEM university students. *Journal of Counseling Psychology, 68*(6), 719–729. <https://doi.org/10.1037/cou0000566>
- Baharudin, S. Y. & R. (2016). The Relationship Between Adolescents' Perceived Parental Involvement, Self-Efficacy Beliefs, and Subjective Well-Being: A Multiple Mediator Model. *ideas.repec.org*. <https://ideas.repec.org/a/spr/soinre/v126y2016i1p257-278.html>
- Cutrona, C. E., Crane, D. R., & Wallace, D. E. (1994). Perceived parental social support and academic achievement: An attachment theory perspective. *Journal of Personality and Social Psychology, 66*(2), 369-378. doi: 10.1037//0022-3514.66.2.369
- Ryan, R. M., & Deci, E. L. (2000a). The darker and brighter sides of human existence: Basic psychological needs as a unifying concept. *Psychological Inquiry, 11*, 319–338.
- Ellis, K. E., & McCreery, L. (2016). Parental involvement and college students' self-efficacy: A review of the literature. *Journal of College Student Development, 57*(6), 631-646. doi: 10.1353/csd.2016.0072
- Grolnick, W. S., Deci, E. L., & Ryan, R. M. (1997). Internalization within the family: The self-determination theory perspective. In J. E. Grusec & L. Kuczynski (Eds.),

Perceived Parental Support and Self-Efficacy among College Students

- Parenting and children's internalization of values: A handbook of contemporary theory (pp. 135–161). New York: Wiley
- Hinkelman, J.M. & Luzzo, D.A. (2007). Mental health and career development of college students. *Journal of Counseling & Development*, 85, 143-147.
- King, P.M. & Howard-Hamilton, M.F. (2000). Using student development theory to inform institutional research. *New Directions for Institutional Research*, 108, 19-35.
- Kumari, P., & Bala, M. (2015). Parental support and self-efficacy as predictors of academic achievement among adolescents. *International Journal of Education and Psychological Research*, 4(1), 28-31
- Kocayörük, E., Altintas, E., & Icbay, M. A. (2015). The Perceived Parental Support, Autonomous-Self and Well-Being of Adolescents: A Cluster-Analysis Approach. *Journal of Child and Family Studies*, 24(6), 1819–1828. <https://doi.org/10.1007/s10826-014-9985-5>
- Liu, Y., & Qian, X. (2016). The Relationship between Perceived Parental Support and College Students' Self-Efficacy: A Structural Equation Modeling Approach. *Journal of College Student Development*, 57(1), 15-24.
- Nayem, M. A., & Sinha, M. (2023b). Relationship among Emotional Intelligence, Self-Efficacy and Academic Score of Undergraduate Students in. *ResearchGate*. https://www.researchgate.net/publication/366953183_Relationship_among_Emotional_Intelligence_SelfEfficacy_and_Academic_Score_of_Undergraduate_Students_in_Bangladesh_Certificate_Acknowledgement
- Macalli, M., Giannotta, F., Parrello, S., Margherita, G., & Caputo, A. (2018). Parental bonding and suicidal ideation in high-school students: The mediating role of perceived social support. *Journal of Adolescence*, 68, 44-52. doi: 10.1016/j.adolescence.2018.07.007
- Saleh, M. A., Islam, M. M., & Rahman, M. M. (2021). Relationship among Emotional Intelligence, Self-Efficacy, and Academic Score of Undergraduate Students in Bangladesh. *Certificate Acknowledgement*
- Niermann, C., Wagner, P., Ziegeldorf, A., & Wulff, H. (2020b). Parents' and children's perception of self-efficacy and parental support are related to children's physical activity: a cross-sectional study of parent–child dyads. *Journal of Family Studies*, 28(3), 986–1004. <https://doi.org/10.1080/13229400.2020.1773901>
- Rapanan, L. A. (2018). Perceived Parenting styles and Social Support as Predictors for Selected College Students' Self-Efficacy. *www.academia.edu*. https://www.academia.edu/36388522/Perceived_Parenting_styles_and_Social_Support_as_Predictors_for_Selected_College_Students_Self_Efficacy
- Roach, K. L. (2016). The Role of Perceived Parental Influences on the Career Self-Efficacy of College Students. *Journal of Career Development*, 43(3), 242-256. doi:/ 10.1177/08948453156056
- Roach, L. F. (2018). The Role of Perceived Parental Influences on the Career Self-Efficacy of College Students. *Journal of College Student Development*, 59(2), 233-238. doi: 10.1353/csd.2018.0016
- Salkind, N. J. (2004). *An introduction to theories of human development*. Thousand Oaks, CA: Sage Publications.
- Triantoro, S. (2013). Effects of Self-Efficacy on Students' Academic Performance. *ResearchGate*. https://www.researchgate.net/publication/263162945_Effectof_Self-Efficacy_on_Students'_Academic_Performance
- Zhang, H. Q., Zhu, J. P., & Wang, J. (2011). Perceived parental support, self-efficacy, and college adjustment among first-year college students in China: A longitudinal study. *Journal of College Counseling*, 14(2), 101-112.

Perceived Parental Support and Self-Efficacy among College Students

Zhang, J., Luo, Y., & Zhou, B. (2019). The influence of parental support and family communication on university students' academic achievement and self-efficacy. *Frontiers in Psychology*, 10, 1-9. doi: 10.3389/fps.2019.02255

Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Jose, J. E. & Deepti, D.P. (2023). Perceived Parental Support and Self-Efficacy among College Students. *International Journal of Indian Psychology*, 11(2), 1009-1018. DIP:18.01.108.20231102, DOI:10.25215/1102.108