

Research Paper

Impact of Perceived Parenting on Emotional Competence and Self-efficacy among Young Adults

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ABSTRACT

This study examines the impact of perceived parenting on emotional competence and self-efficacy among young adults aged 18 to 25. A correlational research design was used with a sample of 124 participants, including both males and females. Participants completed self-report measures assessing perceived parenting styles, emotional competence, and self-efficacy using Parenting Scale (P-scale) and Emotional Competence Scale both developed by Dr R.L Bhardwaj and Dr H. Sharma 1998 and the General Self-efficacy Scale by Ralf Schwarzer and Matthias Jerusalem 1979. The results revealed a significant impact of perceived parenting styles on both emotional competence and self-efficacy. Positive parenting behaviours were associated with higher levels of emotional competence and self-efficacy, while negative parenting behaviours were linked to lower levels. These findings have implications for promoting positive parenting practices and supporting the psychological well-being and development of young adults. Further research should explore longitudinal designs and diverse samples to enhance our understanding of the complex interplay between parenting, emotional competence, and self-efficacy among young adults.

Keywords: *Perceived Parenting, Emotional Competence, General Self-efficacy*

The development of an individual's personality is influenced by various circumstances and the values they uphold in their daily lives. Among these circumstances, the family plays a pivotal role, shaping personality development from an early age. Psychoanalysts have extensively explored the significance of familial experiences, highlighting their influence on talents, emotions, growth, IQ, sociability, and various other aspects that shape individuals' lives (Power, 2013). Parenting styles and practices have been found to be particularly significant in defining children's lives and shaping their future assumptions (Power, 2013). This paper explores the impact of perceived parenting on emotional competence and self-efficacy among young adults, shedding light on the importance of these factors in an individual's development.

Perceived Parenting and Its Influence: Perceived parenting refers to the type of parenting children or adolescents believe they received from their parents during their upbringing. It

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significantly influences their attachment, adjustment, subsequent behaviour, and the quality of the parent-child relationship (McCormick, Turner, & Foster, 2015). Understanding parenting styles requires considering factors such as the child's perceived worth, love and support from parents, value attribution, and more (Power, 2013). Parents, as primary caregivers, play a crucial role in a child's growth and development, influencing their social engagement and environmental interactions (Power, 2013).

Emotional Competence and Its Link to Perceived Parenting: Emotional competence refers to an individual's ability to recognize, understand, express, and regulate their emotions effectively. It is widely accepted that suppressing appropriate emotions can lead to the storage of emotional memories, potentially triggering inappropriate emotional reactions in subsequent situations (Power, 2013). Studies have found a correlation between sleep quality and emotional competence, suggesting that inadequate sleep is associated with diminished emotion management, empathy, and social skills (Brand et al., 2016). Understanding the connection between perceived parenting and emotional competence is crucial for comprehending individuals' behaviour and self-development in areas such as intelligence, competence, self-esteem, efficacy, and social intelligence (Power, 2013).

Self-Efficacy and Parenting Styles: Self-efficacy refers to an individual's belief in their capacity to execute behaviours required to achieve specific performance goals. Parenting styles play a significant role in shaping children's self-efficacy beliefs. Parents who adopt open and authoritative parenting styles tend to foster children's confidence and encourage them to take responsibility for their actions and talents (Bartimote-Aufflick et al., 2016). Positive parenting behaviours, such as providing support, encouragement, and autonomy, contribute to the development of self-efficacy, while negative parenting behaviours may hinder its growth (Power, 2013). Understanding the relationship between parenting styles and self-efficacy is crucial for promoting healthy self-perceptions and effective goal pursuit among individuals.

Moreover, Cultural values and beliefs have a significant impact on parenting practices and how parents engage with their children (Bornstein, 2012). Different cultures prioritize specific values, have diverse expectations of their children, and adopt unique disciplinary approaches. Understanding cultural differences in parenting practices is vital for promoting successful communication and healthy parent-child relationships (Bornstein, 2012). The cohabitation of parents from different cultural backgrounds may present challenges due to divergent parenting philosophies and practices. Recognizing and respecting cultural diversity can help create a culturally sensitive approach to parenting (Bornstein, 2012).

The study of perceived parenting, emotional competence, and self-efficacy holds significant implications for individual development and well-being. Recognizing the impact of parenting practices, cultural differences, and enhancing these aspects can foster positive development and improve the overall quality of life for individuals and families (Power, 2013; Bornstein, 2012). Future research should explore novel aspects of parenting beyond traditional styles and dimensions, considering cultural contexts. Additionally, interventions and programs should be designed to enhance parenting characteristics and styles, promoting positive outcomes for children and adolescents (Power, 2013). Understanding how cultural differences shape parenting practices is crucial for professionals working with families and individuals from diverse cultural backgrounds (Bornstein, 2012).

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In conclusion, the interplay between perceived parenting, emotional competence, and self-efficacy significantly influences an individual's personality development. Parenting styles and practices, as well as cultural differences, play a crucial role in shaping these factors. Recognizing the impact of parenting on emotional competence and self-efficacy is essential for promoting positive development and well-being. Further research in this field is necessary to deepen our understanding and inform effective interventions and support systems for individuals and families (Power, 2013; Bornstein, 2012). By embracing a comprehensive developmental perspective, we can nurture healthy parent-child relationships and facilitate optimal growth and thriving in individuals across diverse cultural contexts.

METHODOLOGY

Objectives

The objective of this paper is to investigate the impact of perceived parenting on emotional competence and self-efficacy among individuals. By examining the role of perceived parenting in shaping these psychological factors, the research aims to provide insights into the developmental processes and implications for individuals' overall well-being and personal growth.

Hypothesis

H1: Overall Perceived Parenting will have significant impact on emotional competence among young adults.

H2: Overall Perceived parenting will have significant impact on Self-efficacy among young adults.

Sample and its selection

In this research convenient sampling will be used to assess the perceived parenting, emotional competence and self-efficacy. Data will be collected from sample of young adult population of age between 18-25.

Sample size- 124

Tools used

1. Perceived Parenting Scale (P-scale)

This scale was developed by R.L Bhardwaj and H.C Sharma. Parenting scale consists of 40 statements. Age range is 10+. There are in total eight dimensions taken under this scale, when looking at all eight different parenting models, researchers discovered that the reliability and validity scores ranged anywhere from 0.54 to 0.79 and from 0.36 to 0.62 respectively. The following are the eight dimensions of this scale:

- rejection vs. acceptance,
- carelessness vs. protection
- neglect vs. indulgence
- utopian expectations vs. realism
- lenient vs. moralism
- freedom vs. discipline
- faulty role expectations vs. realistic role expectations, and
- marital conflict vs. marital adjustment

Scores were transformed into sten scores. The range of sten score from 0 to 5.5 was treated as 'low score' refers to the negative (-) parenting modes like rejection, neglect, carelessness, utopian expectations, lenient standard, freedom, marital conflict and faulty role expectation.

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The range of 10 score from 5.5 to 10.0 was treated as 'high score' indicated the positive (+) parenting moods like acceptance, protection, realism etc.

2. Emotional Competence Scale

This scale was developed by R.L Bhardwaj and H. Sharma (1998). The scale has 30 statements, used to measure five competencies emotionally. These competencies are:

- Adequate depth of feeling (ADF)
- Adequate expression and control of emotions (AEC)
- Ability to function with emotions (AFE)
- Ability to cope with problems emotions (ACPE)
- Enhancement of positive emotions (EPE)

The individual needs to acquire a few expectations about the universe that are functional in order to reach and keep a feeling of adequacy. The need for competence emerges as the most fundamental motive of life, therefore acquiring these assumptions is necessary. A combination of these five skills allows for good management of multiple independent but interconnected processes, which can be thought of as an efficiency.

3. The General Self-efficacy Scale

This scale was given by Ralf Schwarzer and Matthias Jerusalem. The original version developed in 1979 and later revised and adapted to 26 other languages by various co-authors. It was developed to assess a general feeling of perceived self-efficacy with the intention of predicting coping with daily problems as well as adaptability after experiencing a variety of stressful life events. The overall goal was to determine how well people adapt after going through stressful experiences. This exam has a minimum age requirement of 12 years old, and it should never be administered to anyone younger than that.

Reliability: Cronbach's alphas ranged from 0.76 to 0.90 in samples taken from 23 different countries, with the vast majority falling somewhere in the upper 0.80s. There is only one dimension to the scale.

Validity: Documentation of criterion-related validity can be found in a large number of correlation research. These studies revealed positive coefficients to be associated with positive emotions, dispositional optimism, and overall work satisfaction. There was a correlation identified between negative coefficients and symptoms of sadness, anxiety, stress, burnout, and health issues. This scale has wide range of applications.

Procedure

This study will assess the impact of perceived parenting on emotional competence and self-efficacy among young adults. Before the data collection, participants will be fully informed about the study's purpose and the scales being used. They will also be assured that their provided information will be treated with utmost confidentiality. Confirmation will be sought to ensure that the participants have a clear understanding of the study and its procedures. Three scales will be used to gather data from the participants. These scales have been purchased and obtained from the psychology lab specifically for this research. Once the data is collected, statistical analysis will be performed using the SPSS software.

ANALYSIS OF THE RESULT

All the tables mentioned below explains the result performed on SPSS software:

Table 1: shows the result of regression analysis with predictor variable (Perceived Parenting) and outcome variable (Emotional competence).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.370 ^a	.137	.130	12.970

^a. Predictors: (Constant), Perceived parenting

Table 1. Represents the Correlation Coefficient (R) which is 0.370. R² i.e., the proportion of variance in outcome variable, which is 0.370 or 13.7%. Standard of error of estimate defines the estimate of average distance between observed values of the outcome variable and predicted values, which is 12.970.

Table 2: ANOVA table representing regression model with emotional competence as dependent and perceived parenting as predictor.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3255.899	1	3255.899	19.355	<.001 ^b
	Residual	20522.649	122	168.218		
	Total	23778.548	123			

^a. Dependent Variable: Emotional Competence

^b. Predictors: (Constant), Perceived parenting

Table 2 represents that the regression model shows (p< .001), thus statistically significant. Sum of square of 3255.899, one degree of freedom, and a mean square of 3255.899. F value for regression component= 19.355.

Table 3: Represents regression coefficients of the predictors on the dependent variable (emotional competence).

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61.314	7.473		8.205	<.001
	Perceived parenting	.131	.030	.370	4.399	<.001

^a. Dependent Variable: Emotional Competence

Table 3 is representing significance = p<.001. and that it is less than 0.05. Therefore, significant. Constant is 61.314 indicating expected value of emotional competence when perceived parenting is zero. The t-value is 4.399, indicating that the coefficient is statistically significant at p<.001.

Table 4: shows the result of regression analysis with predictor variable (Perceived Parenting) and outcome variable (General Self-efficacy)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.403 ^a	.163	.156	4.643

^a. Predictors: (Constant), Perceived parenting

Table 4 is representing, R value (.403) indicating a moderate positive correlation between perceived parenting and general self-efficacy. R² value is of .163 that is of 16.3% of variance.

Table 5: ANOVA table showing regression model in predicting general self-efficacy from perceived parenting.

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	510.550	1	510.550	23.680	<.001 ^b
	Residual	2630.377	122	21.560		
	Total	3140.927	123			

^a. Dependent Variable: General Self-efficacy

^b. Predictors: (Constant), Perceived parenting

Table 5 is representing regression model as significant (F(1,122) = 23.680, thus p<.001). the regression model accounts for 16.3% of variance in general self-efficacy.

Table 6: coefficient table representing regression analysis for impact of perceived parenting on general self-efficacy.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.664	2.675		5.855	<.001
	Perceived parenting	.052	.011	.403	4.866	<.001

^a. Dependent Variable: General Self-efficacy

Table 6 represents the “B” value for perceived parenting as 0.052, thus for every unit increase in perceived parenting, general-self efficacy increases by 0.052. standardized coefficient (0.043) indicating perceived parenting has a moderate positive effect on general self-efficacy. Finally, t-value (4.866) proving it to be statistically significant at 0.001 level.

Figure 1. Scatterplot depicting regression analysis of perceived parenting on emotional competence

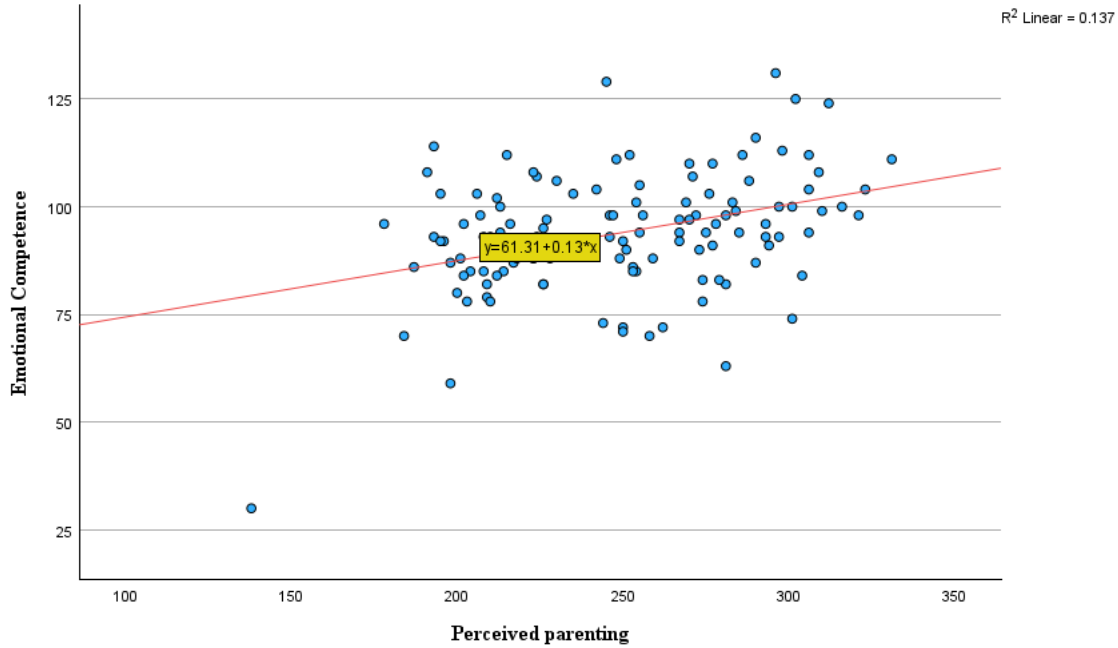
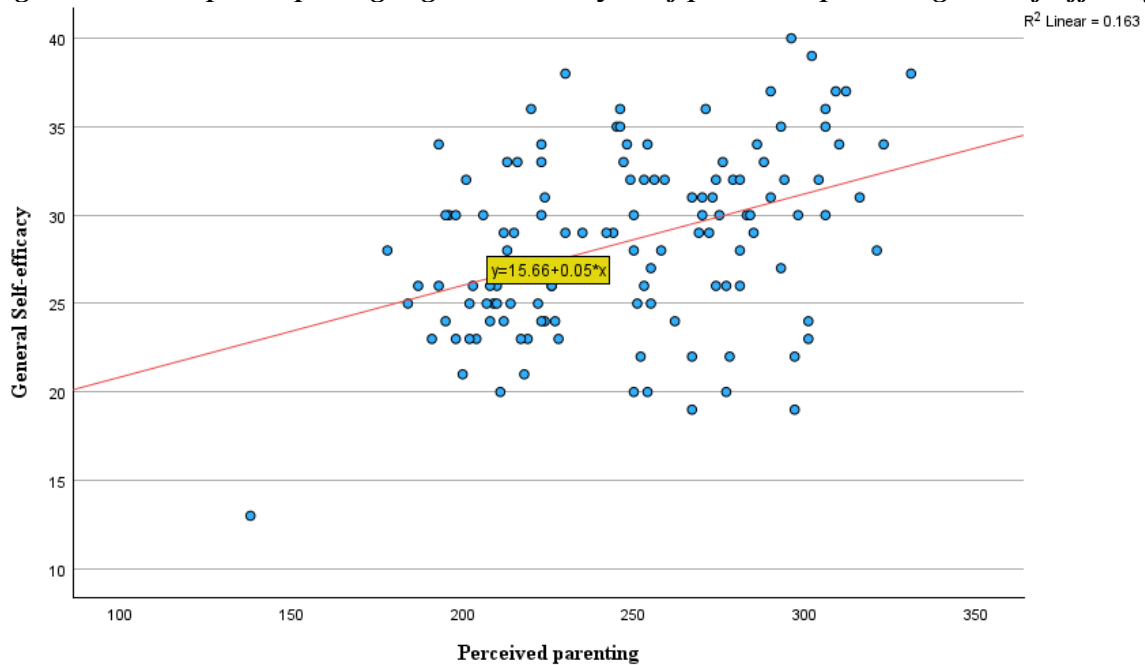


Figure 2. Scatterplot depicting regression analysis of perceived parenting on self-efficacy



DISCUSSION

This study set out to investigate how young adults' overall self-efficacy and emotional competence were affected by how their parents were evaluated. For this, those who lie between the age group of 18-25 years were chosen. The phrase "perceived parenting" describes the kind of parenting that kids or teenagers think they learned from their parents while they were little or in adolescence. Understanding people's perspectives on how their parents act is important since, in the end, it will affect the person's attachment, adjustment, and behaviour going forward as well as their relationship with their parents. Where emotional competence is the ability to skillfully manage emotions in order to accomplish

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goals. Emotional competence is based on the idea that emotions are healthy, normal aspects of being a human. At last, Self-efficacy is the conviction in one's ability to carry out the behaviours that are necessary at the time to produce the intended reaction and that aids in achieving a certain performance in accordance with the circumstance. According to Bandura in 1977, 1986, and 1997, self-efficacy is the degree to which an individual believes they have the ability to undertake the actions that are required of them in order to achieve a set of predetermined performance goals.

The paper recognises the need to examine perceived parenting with emotional competence as well as self-efficacy through the several studies listed in the paper. The three variables were measured using three separate scales: The parenting scale (P-scale) by R.L. Bhardwaj and Sharma assesses how young adults in this study perceive their own parenting. The General Self-Efficacy Scale and the Emotional Competence Scale were created by Ralf Schwarzer, Matthias Jerusalem and R.L Bhardwaj, Sharma (1998) respectively.

Two hypotheses for this study were as follows: Overall Perceived parenting will have significant impact on emotional competence among young adults (H1). And overall perceived parenting will have significant impact on General Self-efficacy among young adults (H2). On the basis of these hypotheses the results indicate the following:

- Table 1,2 and 3 in the result analysis mentions the regression analysis performed between Perceived parenting and emotional competence, indicating that, perceived parenting variable explains a relatively small amount of the variance in the outcome variable. And that, perceive parenting has significant impact on emotional competence. Therefore, the first hypothesis (H1) has been accepted.
- Table 4,5 and 6 in the result analysis mentions the regression analysis performed using ANOVA, coefficient tables etc between perceived parenting and General Self-efficacy which indicates statistically significant impact i.e., $p < 0.001$, further stating that second hypothesis (H2) has also been accepted.
- Further, the figure 1 is representing scatter dot graph of regression analysis examining the impact of perceived parenting on emotional competence. The upward direction of the dots indicates a positive relationship, suggesting that when perceived parenting increases, emotional competence tends to increase as well.
- And in figure 2, the scatter dot graph represents the regression analysis exploring the impact of perceived parenting on self-efficacy. Similar to the previous analysis, the dots exhibit an upward movement in the right direction, indicating a positive Impact of Percy parenting on self-efficacy. However, in comparison to the previous analysis on emotional competence the dots appear slightly more scattered or spread out from the regression line

In concluding terms, the papers discuss as follows:

The study's findings imply that parenting as regarded by children positively affects both general self-efficacy and emotional competence. The findings of the regression analysis revealed that perceived parenting strongly predicted both general self-efficacy ($\beta = .403$, $p < .001$) and emotional competence ($\beta = .370$, $p < .001$). This suggests that young adults who view their parents positively are more likely to be emotionally competent and have a greater sense of overall efficacy than those who view them negatively.

These findings are supported by the ANOVA results, which show that the model using perceived parenting as a predictor account for a considerable portion of the variation in both

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emotional competence ($F(1, 122) = 19.355, p < .001$) and general self-efficacy ($F(1, 122) = 23.680, p < .001$). According to the R-squared values, perceived parenting can account for 13.7% of the variation in emotional competence and 16.3% of the variation in general self-efficacy. As shown by the low R-squared values for both models, perceived parenting only partially accounts for the variation in emotional competence and overall self-efficacy. The effect sizes, however, were modest, suggesting that these factors are significantly impacted by perceived parenting.

The findings of this study have significant repercussions for parents and adolescents. Positive parenting techniques can encourage emotional self-awareness and overall self-efficacy in children. On the other hand, parents who use poor parenting techniques may harm their kids' emotional maturity and all-around self-efficacy. Additionally, young adults who believe their parents practise good parenting techniques may be more emotionally competent and generally self-sufficient, which may be advantageous for their general wellbeing and success in a variety of spheres of life.

The results imply that young adults' perceptions of their parents' parenting techniques may have a major bearing on their emotional competence and overall self-efficacy. For young adults to negotiate social connections and overcome obstacles in all facets of life, emotional competency is essential. Similar to that, general self-efficacy is crucial to young adults' capacity to meet problems head-on and accomplish their goals. The findings imply that parenting techniques that promote emotional maturity and all-around self-efficacy can have a positive influence on young adults' outcomes.

CONCLUSION

This study investigates the impact of perceived parenting on emotional competence and self-efficacy in young adults. The findings reveal a significant positive relationship between perceived parenting and both emotional competence and self-efficacy. The study emphasizes the importance of supportive and warm parenting practices in fostering these psychological traits. Regression analysis confirms perceived parenting as a significant predictor of emotional competence and self-efficacy, highlighting the need for interventions that consider parenting practices. However, further research is needed to explore specific parenting techniques and replicate the findings in larger and more diverse samples. Limitations include the cross-sectional design and sample size. Future research should employ longitudinal designs, consider cultural and contextual factors, identify mediating and moderating variables, conduct intervention studies, compare parenting styles, and investigate the relationship with academic achievement. Implications include the need for parenting education and support, school-based interventions, mental health promotion, individualized support, and policy development to enhance parenting practices and foster positive psychological development in young adults.

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Conflict of Interest

The author declared no conflict of interest.

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