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Relationship Between Parenting Self Efficacy and Parenting Stress on Parents to Support Early Children Playing at Home

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Keywords

early children; parenting self-efficacy; parenting stress

Abstract

This research was motivated by the challenges of parents in taking care of their children when facing the coronavirus pandemic happening globally. This makes conditions change in various sectors. The implementation of "Work from Home" and "School from Home" is a government policy to break the chain of the coronavirus. The purpose of this research was to determine the relationship between parenting self-efficacy and parenting stress on parents to support early children playing at home. The research design was quantitative simple correlation. The population in this research were parents having young children in Bandar Lampung City. The sample of this research was selected by simple random sampling technique. The results showed that there was a significant negative relationship between parenting self-efficacy and parenting stress on parents in accompanying early childhood playing at home. So, if the parenting self-efficacy of parents is high, it can reduce the parenting stress when accompanying children to play at home. Based on these findings, this study suggests (1) further research should be done on a larger subject, (2) further research can compare between parents inservice and preservice training parenting, (3) Researchers can look for other factors as stressors for parents in parenting early childhood at home.

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INTRODUCTION

The rise of coronavirus (Covid - 19) pandemic has had a tremendous impact in various sectors without exception in the field of education. All education levels were closed during the pandemic, until physical distancing established in some cities affected by the virus. This physical distancing has an impact on the world of early childhood education, one of which is by learning at home. Learning at home raises many obstacles caused by several factors, including: parental factors, teacher factors, and physical learning environment factors. Judging from the parents' factors, it turns out that many parents are not ready to educate their children at home; parents who are impatient in accompanying children's activities at home; as well as weak parental knowledge related to assisting children's activities at home. Teacher factor, it turns out that there are many teachers who are not technology-savvy; there are still many teachers who are monotonous in providing activities at home and so on. Meanwhile, from the perspective of the physical learning environment, it turns out that there are still some areas that have difficulties with internet networks; constrained by technology for families who cannot afford and so on. In addition, the parents' unpreparedness and inadequate knowledge in accompanying children to play at home creates pressure for parents which results in stress. Stress is defined as the relationship between a person and their environment which is judged to be burdensome or exceed the resources they have and endanger their welfare (Lazarus and Folkman, 1984). Parenting stress is characterized by a parent feeling a perceived lack of resources for dealing with his/her demands (Fischer, 1990).

Based on these problems, high parenting self-efficacy is needed for parents in caring for children at home. Parenting self-efficacy is defined as a parent's self-assessment of their competence / ability in the role of parents or parents' perceptions of their ability to positively influence their child's behavior and development (Coleman & Karraker, 2000). Parents' assessment of their abilities can affect how parents display parenting in accordance with the characteristics and needs of their children to support their children's development and growth. Low parenting self-efficacy can increase parents stress. The parents will experience stress in parenting. Therefore, it is necessary to carry out further identification related to the analysis of the relationship between Parenting Self Efficacy and Parenting Stress in parents in accompanying Early Childhood Play at home.

Self-efficacy is different from aspirations because ideals describe something that is ideal that should be achieved while self-efficacy describes an assessment of self-ability. Self-efficacy is more important than actual ability because the results of self-assessment will affect the way of thinking, emotional reactions and individual behavior. Expectations for self-efficacy differ from expectations of Bandura's results (1977 in Cervone & Lawrence 2012). Expectations of results are beliefs about rewards and punishments that will occur if a person performs some type of behavior. The hope of self-efficacy is a belief about whether someone can perform this behavior for the first time.

Parenting is a process of action and interaction between parents and children, where in that process, both can influence each other (Brooks: 2008). Furthermore, Brooks explained that parenting is a process that involves the existence of care, protection, guidance, providing basic needs, love of attention, and values in living life.

Others defined parenting self-efficacy as the main determinant of parenting behavior that was losely related to child development outcomes and children's social adjustment (Teti and Gelfand, 1991; Gross and Tucker, 1994; Coleman and Karraker, 2003; Jones and Prinz, 2005; Bloomfield & Kendall, 2012). Thus, parenting self-efficacy is the belief or belief of parents in caring for children.

Parenting self-efficacy plays an important role in mediating the relationship between parents (for example, experiences of parents with children, parents with depressive disorders), characteristics of the children (eg, temperament, child behavior problems) and situational factors (eg poverty, social support) with parenting quality (Bugental & Cortez, 1988; Cutrona & Toutman, 1986; Donovan & Leavitt, 1985 in Coleman & Karraker, 2000). Several studies have also shown that parenting self-efficacy is a predictor of positive parenting performance. Parents with high parenting self-efficacy will display positive parenting behavior by building a healthy and pleasant parenting environment (Coleman & Karraker, 2000). High self-efficacy makes mothers more fully and intensely involved in carrying out their role as parents.

Carrying out a complex parenting process also requires commitment from parents to be able to survive and be able to overcome challenges during parenting. Parents with high parenting self-efficacy have a higher interest, commitment and persistence in parenting, tolerance for challenges that arise and are able to deal with stressors ef-

fectively (Coleman & Karraker, 2005). Thus, parenting self-efficacy plays a very important role in parenting practices, especially those that are full of challenges.

Bloomfield & Kendall (2012) developed a measure of parenting self-efficacy based on the theory of self-efficacy put forward by Bandura (1982; 1986; 1989). In this measuring tool, the dimensions of parenting are differentiated into eight parenting domains which include emotion and affection, play and enjoyment, empathy and understanding, control, discipline and boundaries, pressure, self-acceptance, learning and knowledge.

Stress is a reaction to the environment when a loss occurs (Hobfoll, 1989 in Berry & Jones, 1995). One source of stress is the major changes that occur in life (Sarason, et al., 1978 in Crnic, et al., 2009). One of these changes is the birth of children and the parenting process.

Stress in the parenting domain is called parenting stress which is defined as the pressure experienced by parents originating from interactions with their children (Abidin, 1990 in Lee, et al, 2007). Meanwhile, according to Cooper, et al. (2009), parenting stress is a condition or feeling experienced by parents who understand that the demands related to parenting exceed the personal and social capabilities available to meet these demands. So it can be explained that parenting stress is the pressure that parents experience in caring for their children which can be caused by interactions between children and parents.

Parenting stress aries from the parent's perception of their own competence in the parenting role, as well a perception of their child's behavior (Abidin and Burke, 1978; Abidin, 1997). Parenting stress is thought to involve the characteristics of the child, parents and context (Abidin, 1986; Ostberg and Hagekull, 2000) and has been linked to parenting behavior and child functioning (Deater-Deckard, 1998). Parenting stress acts negatively on parenting behavior (Abidin, 1986) and negatively parenting behavior has been associated with higher parental stress and more behavioral problems in children (Deater-Deckard and Scarr, 1996).

Parenting self-efficacy has been shown to be an important supporter of parenting stress (Coleman and Karraker, 1998; Raikes and Thompson, 2005). Based on social cognitive theory (Bandura, 1989; 1997), parenting self-efficacy is broadly defined as an individual's assessment of his or her competence in the parenting role (Coleman and Karraker, 2000; Kendall and Bloomfield, 2005). So it can be explained that parenting stress can have a negative effect on children's behavior. The higher the stress level of the parents in parenting, the more problematic the child's behavior will be.

Greater perceived competence in parenting is related to the tendency to rate situations as less problematic and to feel confident that difficulties can be resolved (Mash and Johnston, 1990; Coleman and Karraker, 1998; Coleman and Karraker, 2003). The main principle of self-efficacy theory is the expectation that someone's self-efficacy in the behavioral domain will be developed by performance mastery and vicarious experience and learning through role modeling (Bandura, 1982; 1986; 1989). Rather than personality traits, self-efficacy is more dynamic and appears a process that is modified by case and situational demands, as well as changing individual factors (Sevigny and Loutzenhiser, 2009).

Abidin (1986) developed a Parenting Stress Instrument/PSI. In the measuring instrument developed, Abidin developed three scales, namely parental distress, dysfunctional interaction, and difficult children. Parental Stress Scale can be used in the assessment of parental stress on mothers and fathers as well as for parents who have children with or without clinical problems (Berry & Jones, 1995). The parental stress scale measuring instrument consists of two components, namely: Positive components (Pleasure) that cause emotional benefits, as well as self-enrichment, and self-development. Negative components (strains) that involve demands on various sources, including cost, time, energy and prohibitions, feelings of shame and control.

METHOD

The study population was a parents in the Bandar Lampung, as much as 235 respondents. The method of this study are quantitative research design simple correlation. Correlation analysis aims to measure the strength of linear associations between two variables. This study has two variables, that are parenting self-efficacy and parenting stress.

This study used data collection technique questionnaire with 5 likert scale. The procedure of the study is trying out an instrumented research, as valid and reliable furthermore tested to the field. The results of the validity of the parenting self-efficacy variable contained 42 statement items that were declared valid with a score range of 0.3 to 0.895 and there were 6 statement items that were declared invalid with a score range of -0.844 to 0.238. Whereas in the Parenting Stress variable, there were 23 statement items that were

declared valid with a score range of 0.3 to 0.84 and there were 12 statement items that were declared invalid with a score range of -0.384 to 0.259. With a cronbach alpha value of 0.915 in the Parenting Self Efficacy variable and 0.804 in the parenting stress variable, so that both variables are reliable.

Then the researchers tested classical assumptions such as normality, linearity, multicollinearity, and heteroscedasticity. The normality test shows that the p value is 0, 200, which means that the p value> from 0.05 is 0.200> 0.05. So it can be denied that the data is normally distributed.

Linearity test is carried out on each independent variable on the variable that determines whether the relationship is linear or not, indicating that the deviation value of linearity for the parenting self-efficacy variable on parenting stress has a significance level of 0.535 which is greater than the value of 0.05. Thus it can prove that the relationship between variables has a linear relationship.

Multicolonierity test aims to test whether the regression model is found between independent variables (independent). The multicolonierity test results show that the tolerance value in the column shows a value of 1,000 which means that the tolerance value is greater than 0.10, while the VIF value is 1,000, which means that the VIF value is less than 10.00. From the results of these calculations, it can be stated that there is no multiconierity.

Heteroscedasticity test is used to determine whether in the regression model there is an inequality of variance from one residual observation to another. indicates that the significance value (p) is 0.349, which means that the p value is> 0.05. So it can be concluded that there is no heteroscedasticity in the variable, the results are obtained if all regression models have a significance value (p) of more than 0.05, so it can be concluded that there is no heteroscedasticity in the Parenting Self Efficacy variable on Parenting Stress.

Based on the results of the classical assumption / prerequisite test, it shows that the normality test, linearity test, multicolonierity test, and heteroscedasticity test meet all the requirements that apply to each prerequisite test. So, researchers can continue testing the hypothesis. The results from the testing processed using simple correlation using SPSS computer assistance 23.

RESULT AND DISCUSSION

Table 1. Output Parenting Self Efficacy and Parenting Stress Correlation Analysis

Correlations			
		PSE	PS
PSE	Pearson Correlation	1	-.369**
	Sig. (2-tailed)		.000
	N	235	235
PS	Pearson Correlation	-.369**	1
	Sig. (2-tailed)	.000	
	N	235	235

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Data Processed, 2020

Based on the Table 1, it shows that the parenting self-efficacy variable with parenting stress has a significant relationship. This is indicated by the sig (2-tailed) value of 0.000 with the Pearson correlation coefficient of (-0.369) which means that both have a significant relationship with the direction of the negative relationship.

Based on the results of data analysis, it shows that parenting self-efficacy and parenting stress have a significant negative relationship, which means that the higher the parenting self-efficacy of the parents, the lower the parenting stress that occurs in the parents. This can be supported by a statement explaining that parenting self-efficacy has been shown to be an important supporter of parenting stress (Coleman and Karraker, 1998; Raikes and Thompson, 2005). Parenting self-efficacy is a major determinant of parenting behavior which is closely related to child development outcomes and children's social adjustment (Teti and Gelfand, 1991; Gross and Tucker, 1994; Coleman and Karraker, 2003; Jones and Prinz, 2005; Bloomfield & Kendall, 2012). Based on these two theories, it can be explained that parenting self-efficacy owned by parents can be a conector between parents and their children in certain situations.

Several studies have also shown that parenting self-efficacy a predictor of positive parenting performance. Parents with high parenting self-efficacy will display positive parenting behavior by building a healthy and pleasant parenting environment (Coleman & Karraker, 2000). The high parenting self-efficacy makes mothers more fully and intensely involved in carrying out their

role as parents. The high parenting self-efficacy that parents have an impact on the competence and beliefs of parents regarding solving problems faced while parents are caring for or interacting with children. Bandura (1989 in Pugh, 2004) explain that parenting self-efficacy beliefs are the beliefs of parents in their ability to care for children effectively. Parenting can be a difficult task for some mothers. In parenting literature, difficulties in parenting, such as controlling children's emotions, are considered stressors.

Parenting can be a stressor for parents who are not ready to face changes. Especially with the Covid-19 pandemic, parents who have children aged 2-6 years will accompany their children to learn online. This change in situation makes it possible to become a separate stressor for parents. Both working parents and non-working parents (mothers) can experience parenting stress during the Covid-19 pandemic. Parenting stress that occurs in parents during this pandemic is the result of parenting demands that exceeds the ability of parents in parenting, causing the formation of parenting stress in parents. As described by Cooper, et al. (2009) explain that parenting stress is a condition or feeling experienced by parents who understand that the demands related to parenting exceed the personal and social abilities available to meet these demands.

CONCLUSION

It can be explained that parents having a high parenting self-efficacy can suppress parenting stress. Because parenting self-efficacy forms parents' can shape parental confidence in parenting, so that parents have confidence in their ability to do parenting. Likewise, parents having a low parenting self-efficacy can increase parents' stress. Because parenting self-efficacy that is formed in parents cannot support the abilities of the parents, so there is doubt/uncertainty about their ability to do parenting.

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