

## Summary

# The Association of Self Development with Self-Efficacy and Parenting Behaviors

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### Introduction

Family is known to be the first socialization agent of the individual, and the effects of the family on the individual development exist not only during the early childhood years, but also during the adolescence and adulthood (Kağıtçıbaşı, 1996a). This study aimed to examine the association between parenting behaviors, by considering both maternal and paternal behaviors, and the self-efficacy with the development of self in university students. Obedience demanding, warmth and responsiveness, and psychological control with love withdrawal and guilt induction dimensions were investigated as the parenting behaviors.

### *The Development of Self*

Self can be defined as the one's knowledge, thoughts, and evaluation about the qualities attributed to him/herself (Baumeister, 1999). Studies showed that the development of self begins in infancy and continues throughout the life. In the current study, Kağıtçıbaşı's (1996a) autonomous-related self-development model based on the family model of psychological interdependence was considered. According to Kağıtçıbaşı, the development of self is a social phenomenon and is related with how the individual perceives his/her role and qualities within the family and society (Kağıtçıbaşı, 2010). According to this contextual model, self occurs within two dimensions, agency and interpersonal distance. Agency is a continuum which goes through autonomy to heteronomy, whereas interpersonal distance is about the degree of connectedness with others that includes separateness and relatedness on two poles of the continuum (Kağıtçıbaşı, 1996b). The combination of these four different concepts formulates different development of self. Kağıtçıbaşı proposed different family/human models: model of interdependence, model of independence, and the model of psychological/emotional interdependence, each resulting

in the development of related self, autonomous self, and autonomous-related self respectively (Kağıtçıbaşı, 2005).

The differences in these models and changes within the self are related with the cultural and socioeconomic environment. The model of psychological/emotional interdependence is characterized with emotional dependencies with generations, and socialization values that stress the importance of both being autonomous in urbanized life and being related to the family and the group which the individual belongs to. Kağıtçıbaşı suggested that autonomous-related self is the healthy way of development in this modernized world. Growing body of cultural research also showed evidences that there is a shift toward the autonomous-related self (Kwak, 2003; Georgas, Berry, Van de Vijver, Kağıtçıbaşı, & Poortinga, 2006; Meeus, Oosterwegel, & Vollebergh, 2002; Ryan, Deci, & Grolnick, 1995).

### *The Self-Efficacy*

Self-efficacy is defined as the individuals' beliefs about their capabilities to produce a performance (Bandura, 1982). It is believed that self-efficacy determine how individuals think, and motivate themselves to behave certain acts. It was found that individuals with high self-efficacy showed better social, behavioral and academic development (Bouffard-Bouchard, Parent, & Larivee, 1991; Ryan & Deci, 2000; Zimmerman, 2000).

There is not much research about how self-efficacy is associated with the autonomous-related self. However, the definition of being autonomous is related with the ability of being independent decision making and self-efficacy (Kağıtçıbaşı, 1996b). That's why, one may expect that the individual who have higher levels of self-efficacy may develop autonomous and autonomous-related self.

### *Parenting Behaviors*

Psychological control was defined as the manipulative and constraining parental behaviors that interfere

with the child's emotional and psychological development (Barber, 1996). These are the parenting behaviors which attempt to modify children's behaviors by manipulating the children's emotional experiences through negative expressions or threats of negative emotions. Parental ignorance, being disrespectful to individual self, love withdrawal, guilt induction, and being inconsistent are the means of psychological control. In this study, our focus was only the love withdrawal and guilt induction types of psychological control. These types of parenting behaviors are found to be negatively associated with the self-development. Psychological control damages the individuation process by imposing the parental expectation with the manipulation of parent-child bond (Barber & Harmon, 2002; Leondari & Kiosseoglou, 2002; Neff & McGehee, 2010). Thus, these parenting behaviors prevent the individuals to develop self-respect and self-efficacy (Barber & Harmon, 2002). These children whose individuation and independent decision making is prevented are expected to develop related self rather than the autonomous self.

Love withdrawal implies that parents' affection and responsiveness is conditional, where if the individual behaves properly as the parents' demand, she/he can get the parental attention and affection (Grolnick, 2003). Similarly, guilt induction also prevents children to feel safe and intimacy. However, these types of manipulative control prevent children to have healthy social-behavioral development and to develop a healthy sense of self, especially the related self (Barber, 1992; Barber, Olsen, & Shagle, 1994).

Obedience demanding parenting behaviors also influence the development of self and self-efficacy, by preventing the individuals to be independent in his/her behaviors and thoughts (Turner, Chandler, & Hefner, 2009). Individuals who experience higher levels of obedience demanding parenting are more likely to develop related self, whereas children of mothers who experience parental control are more likely to develop autonomous-related self (Kağıtçıbaşı 1996a). Similar to the love withdrawal type of psychological control, low levels of warmth and responsiveness also prevents individuals to develop related self (Barber et al., 1994; Barber & Xia, 2013). Moreover, individuals who experience low levels of warmth and high levels of obedience demanding, display high levels of anxiety and low levels of self-efficacy (Bean, Bush, McKenry, & Wilson, 2003).

The hypotheses of the study are as follows: (1) Low levels of maternal and paternal obedience demanding and psychological control behaviors are associated with autonomous and autonomous-related self; (2) Maternal and paternal warmth and responsive behaviors are associated with related self; (3) Negative parenting

behaviors are related with low levels of self-efficacy; (4) higher levels of self-efficacy is associated with autonomous and autonomous-related self; (5) Self-efficacy plays a buffering role for the association of negative parenting behaviors and self.

## Method

### *Participants*

The sample of the current study consisted of 332 university students, aged between 18 and 23. Students were recruited from Istanbul, Bursa and Ankara with the convenience sampling technique. Sixty-five percent of the participants ( $n = 216$ ) were female.

### *Measures*

The gender of the student, the education level of the mother and the father, and the total income of the family was included in the demographic form.

#### *Warmth and responsiveness*

The warmth/affection subscale of Parental Acceptance-Rejection/Control Questionnaire (Rohner, 1986) was used in this study. Turkish adaptation was done by Varan (2005). It includes 9 items and the frequencies of behaviors are rated on 5 point Likert scale (e.g., 'My mother/father wants to spend time together', 'When I have a problem, my mother/father helps me'). The internal reliability of these scales is .87 and .88 for mother and father behaviors, respectively.

#### *Obedience demanding parenting*

The Parenting Style Scale (Lamborn, Mounts, Steinberg, & Dornbusch, 1991) was used in this study. Turkish version was translated by Yılmaz (2000). The scale includes 3 subscales (control/obedience, acceptance, and psychological autonomy), but only the control/obedience subscale that consists of 9 items was used in the present study. The university students rated their parents' behaviors on a 5 point Likert scale (e.g., 'Asks for obedience to his/her rules, 'Asks me to do what she/he tells me to do without questioning'). The internal reliability of these scales is .74 and .73 for mother and father behaviors, respectively.

#### *Psychological control*

The maternal and paternal level of psychological control was measured by the Psychological Control Scale-Youth Self-Report (Barber, 1996; Olsen et al., 2002) which includes 32 items about guilt induction and love withdrawal. It was adapted to Turkish by Sayıl & Kinap (2010). In this study, 15 items for both subscales of guilt induction and love withdrawal based on Harma's (2008) explanatory and confirmatory factor analyses results, (e.g., 'Consistently tells me that I am not as good as others', 'if I have hurt her/his feelings, stops talking to

me until I please her/him again'). The internal reliability of the guilt induction subscale is .87 and .85 for mother and father behaviors, respectively; and .86 and .85 for the love withdrawal subscale for mother and father behaviors, respectively.

### **Measurement of Self**

Autonomous-Related Self Scale (Kağıtçıbaşı, 2007) measures the 3 types of self that is rated on 5 point Likert scale. Scale includes 27 items that measure autonomy (e.g., 'People who are close to me have little influences on my decisions'), relatedness (e.g., 'The people who are close to me strongly influence my personality'), and autonomous-related self (e.g., 'It is important to have both close relationships and also to be autonomous'). The internal reliability of these scales is .75, .66, and .70 for autonomy, relatedness, and autonomous-related self, respectively.

### **Self-Efficacy**

The original General Self-Efficacy Scale consists of 17 items rated by a 5-point Likert scale was developed by Sherer & Adams (1983). The Turkish version of the General Self-Efficacy Scale was adapted by Yıldırım and İlhan (2010; e.g., 'I avoid facing difficulties', 'I can always manage to solve difficult problems if I try hard enough'). The internal reliability of this scales is .84.

## **Results**

The results of the correlational analyses, given in Table 2, showed that, related self was positively correlated with maternal and paternal warmth. Autonomous-related self was found to be correlated with self-efficacy, maternal and paternal warmth, maternal and paternal psychological control by the means of love withdrawal, and paternal psychological control of guilt induction. To test the effects of parenting behaviors on self-efficacy, multiple regression analyses were conducted. The results revealed that, only maternal and paternal psychological control of love withdrawal was predicted the self-efficacy of the individual ( $\beta = -.21, p = .01$  and  $\beta = -.26, p = .00$ , respectively).

The prediction analyses of three different types of self by demographic, parenting behaviors, and self-efficacy variables are given in Table 3 and 4, for maternal behaviors and paternal behaviors, respectively. The gender of the students predicted both related and autonomous-related self, whereas maternal education level predicted only the autonomous self. The socioeconomic status of the family was not associated with any type of the self. The prediction of different types of self with the maternal behaviors was also analyzed in multiple regression analyses. Obedience demanding parenting was positively associated with both related and autonomous-related

self; whereas maternal warmth was negatively associated with autonomous self and positively associated with related self. While psychological control with love withdrawal was found to be negatively associated with autonomous-related self, psychological control with guilt induction was positively associated with related self. The level of self-efficacy of the students was positively associated with autonomous and autonomous-related self. The variance explained by the independent variables was highest for the model for autonomous-related self ( $R^2 = .18$ ).

The same hierarchical regression analyses were conducted for the paternal behaviors, similarly to predict the three models of self. The gender of the students was found to be negatively associated with related and autonomous-related self, but the educational level of the fathers was not associated with any types of self. Then, the prediction of different types of self with the paternal behaviors was also analyzed in multiple regression analyses. Paternal warmth was negatively associated with autonomous self and positively associated with related self. While psychological control with love withdrawal was found to be negatively associated with autonomous-related self, psychological control with guilt induction was not associated with any types of self. The self-efficacy of the students was positively associated with autonomous and autonomous-related self. Similar to maternal behaviors model, the variance explained by the independent variables was highest for the model for autonomous-related self ( $R^2 = .16$ ).

Moreover, the association of parental behaviors with the development of self in university students may differ according to the levels of individual self-efficacy. In order to test this possible interaction effect, the interaction terms of self-efficacy with all parenting behaviors were calculated. The results indicated that there was no interaction effect of self-efficacy for the maternal behaviors. However, as shown in Figure 1, an interaction effect of paternal warmth and self-efficacy on the autonomous-related self was found ( $\beta = -.09, p = .05$ ). The paternal warmth and responsiveness had a buffering effect for the development of autonomous-related self, if the self-efficacy of the individual was low.

## **Discussion**

The conceptual framework of the study was based on Kağıtçıbaşı's (2007) autonomous-related self-development model, which proposed that there are three types of self: autonomous, related, and autonomous-related. There are various research evidences that support the existence of autonomous-related self in different cultural contexts. As a healthy way of development, both being

autonomous in decision making in an urbanized context, and being related to the family to protect the family cohesion becomes important (Kağıtçıbaşı, 2007).

The mothers with higher level of education who as a result have better autonomous decision making abilities may provide a role model for their children and may also display less obedience demanding behaviors and stimulate their children's autonomy (Bandura, 1982; Kağıtçıbaşı, 2010). The gender of the students was also influential in self, such that male students had lower levels of related self than the females. This may be a result of gender based child rearing aims and behaviors. In Turkey, although the son preference has decreased since 1970s, the Value of Children Study revealed that this decrease is more valid for the urbanized cities. Boys are attributed social values where family name continuity is important, whereas girls are expected to help the mother in housework and provide an emotional support to the family (Kağıtçıbaşı, 2007).

The parenting behaviors also continue to be associated with the development of self during the early adulthood. Higher levels of maternal and paternal warmth was associated with the related self in which the attachment, bonding and affection with the family is important. Consistent with Kağıtçıbaşı's family model, the related self develops when the parents display higher levels of obedience demanding, so that these children are able to stick to family loyalties and cohesion (Kağıtçıbaşı, 2007).

Higher levels of obedience demanding behaviors of mothers were also found to be associated with autonomous-related self. Our measure of obedience demanding also included items related with parental behavioral control. In collectivist cultures, obedience demanding

and controlling parenting may not necessarily be perceived negatively as parental rejection by the children (Kağıtçıbaşı, 1996a; Rohner et al., 2005). Kağıtçıbaşı (2007) also included parental control as a socialization technique of the parents in her model of autonomous-related self.

Maternal and paternal psychological control by love withdrawal was negatively associated with the autonomous-related self. Emotional threats and manipulations about the parent-child bond affect the healthy development of children, especially in collectivist cultures where relatedness, connectedness and affection is important (Kağıtçıbaşı, 2005). In addition, the paternal warmth was found to have a buffering role to increase the level of autonomous-related self in individuals with low self-efficacy. The interaction effect of paternal warmth and self-efficacy also stressed the importance of affection and responsiveness.

The importance of this study is the investigation of both maternal and paternal parenting behaviors used as different discipline techniques in Turkish culture and their associations with the development of self during the early adulthood period. The paternal behaviors and their associations with development were rarely studied in the literature. This aspect of the current study is also critically important for possible contributions to the literature to stress the continuous role of parents even in the early adulthood period. However, this study has some limitations. The design of the study is correlational, thus any conclusion about cause and effect relations cannot be made. Also, the sample of the study is not random and only included students of few universities, so the results cannot be generalized.