

## The Relations Between Parenting Knowledge and Parenting Efficacy

Jeong, Mi-Hyun\*

### Abstract

The purpose of this study is to investigate the relationship on the parenting knowledge and parenting efficacy.

The subjects of this research were mothers with children aged between 0 to 5 residing in seoul and kyung-ki province. The data were collected from a sample of 100 parents and through structured questionnaires. SPSS 15.0 for windows program was used for data analysis. The data was analyzed by using correlation analysis

It was expected that a positive relationship would be found between both parenting efficacy and parenting knowledge. But there are little relationship partly each variable in parenting efficacy. In the present study, parenting knowledge was not significantly related to parenting efficacy. Because the parenting knowledge is very specific concept and knowledge, But parenting knowledge in parenting efficacy is very broad concept and knowledge. Though there is little relation, It is very important implication. The broad implication of these results is that specific interventions designed to increase parent knowledge scale variety.

**Key Words** : parenting efficacy, parenting knowledge, self efficacy

## I. Introduction

There are three multidimensions cognitive level part of belief(Coleman & Karraker, 2003), behavioral level part of solve the problem(Baumrind, 1991), emotional level part of regulate the emotion(Teti et al., 1995) in parenting efficacy. It is very important that cognitive level like a belief. Recently, It is increase the concern about parenting efficacy in according to increase the concern about cognition of parenting(Davis-Kean et al., 2008). Parenting efficacy is the concept come from self efficacy of Bandura, and it's related to the concept of parenting in family environment(Btyanton, 2008). Leerkes and Burney(2007) defined the concept of parenting efficacy is the self confidence about they can do well education their child and solve the problem. Jeong(2010) defined the concept of parenting efficacy is the belief about self capable and skill about accomplishment their task successfully.

Parenting efficacy is confidence in one's ability to meet the need of a child. It is related to a variety of positive outcomes for parents and children. In particular, parenting efficacy is positively associated with maternal adjustment, active maternal coping, and sensitive or competent maternal behavior(Leekers & Burney, 2007). Bandura(1997) hypothesized that self efficacy affects an individual's choice of activities, effort, and persistence. Self efficacy buffers mothers from the negative effects of infant temperamental reactivity of maternal sensitivity(Leekers & Crockenberg, 2003), positively related to adaptive social emotional and cognitive child outcomes(Coleman & Karraker, 2003), linked to optimal parent well-being and behavior and child development during infancy(Guimond, Wilcox, & Lamorey, 2008), positively related to receptive mind of the parents so they are more kind to their child(Bryanton et al., 2008), positive effects of their child's self efficacy(Bodenman et al., 2008), predicts outcomes as social skills, academic achievements, pain tolerance, coping with feared events. Individuals who feel efficacious are hypothesized to work harder and persist longer when they encounter difficulties than those who doubt their capabilities(Bandura, 1986). On the other hand, Low efficacy of the

parents tends to more control to their child, avoid their accomplishing a task(Bandura, 1986; Gerdes et al., 2007).

According to Bandura(1997), There are several factors influence one's perceptions of efficacy. They are mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states. Mastery experiences are the most influential source of efficacy information because they provide the most authentic evidence of whether one can muster whatever it takes to succeed. successes build a robust belief in one's personal efficacy. Vicarious experience inclusive of modeling. Personal capabilities are easier to judge for activities that produce independent objective indicants of adequacy. Verbal persuasion like a feedback serves as a further means of strengthening people's beliefs that they possess the capabilities to achieve what they seek. Physiological and affective states is last factor of self efficacy. In hudging their capabilities, people rely partly on somatic information conveyed by physiological and emotional states.

Parental knowledge is very important variable in parenting efficacy. Because it is cognitive factor is parenting efficacy. On one research(jeong, 2010), There are 5 sub-factor, parenting knowledge, parenting attitude, self regulation, solve the problem in the parenting efficacy. and parenting knowledge is most important variable in parenting efficacy. And according to Guimond, Wilcox and Lamorey(2008), parenting efficacy contains the concept of parenting knowledge. It is possible to improve the parenting efficacy through the improve the parenting knowledge.

But, There is a paucity or research on the relationship between parental knowledge, parenting and parenting efficacy(Morawska, Winter, & sanders, 2008). So this study is very meaningful research.

The aims of this study are to extend the existing research into the associations between parenting knowledge and parenting efficacy how they interact.

Here are some question for examination.

Is there a relationship on the parenting knowledge and parenting efficacy?

## II. Theoretical Backgrounds

### 1. Self Efficacy

Bandura(1977) hypothesized that self-efficacy affects an individual's choice of activities, effort, and persistence. People who have a low sense of efficacy for accomplishing a task may avoid it; those who believe they are capable should participate readily. Individuals who feel efficacious are hypothesized to work harder and persist longer when they encounter difficulties than those who doubt their capabilities(Schunk, 2008). It should be distinguished from other constructs such as self-esteem, locus of control, and outcome expectancies. It is a judgement of self-worth. Self efficacy is affected by four sources: Mastery experience, vicarious experience, verbal persuasion, and physiological and emotional state(Bandura, 2006).

### 2. Parenting Efficacy

Many developmental psychologists would agree that maternal cognitions play an important role in parenting and child development(Sigel & McGillicuddy-De Lisi, 2002). The maternal cognition has attracted increasing attention from researchers during the past two decades because it provides a framework for understanding parental actions and the processes of child development(Tamis-LeMonda, Shannon, & Spellmann, 2002).

Parenting efficacy is to confidence that one can raise and educate one's children and solve whatever problems happen between them. higher parenting efficacy is the more flexible and coherent parents behaviors are. For example, they can treat their children as a person of ability with a warm and positive view and help them solve the problems with more proper assistance. It is an essential requirement to modern family who face a lot of endlessly challenges as children are growing up and the family cycle are changing.

### 3. Parenting knowledge

Parental knowledge can be defined as an aspect of adult social cognition that comprises one's understanding of child development processes, caregiving and childrearing skills, and development mental norms. Parenting knowledge is most important variable in parenting efficacy(Jeong, 2010). According to Guimond, Wilcox and Lamorey(2008), It is possible to improve the parenting efficacy through the improve the parenting knowledge. According to Jeong, There is 4 sub-variable in the parenting knowledge. They are the knowledge about development, the knowledge about facilitation for development, the knowledge about parenting style and discipline, and discipline, and the knowledge about individual difference and developmental principle.

## III. Methods

### 1. Subjects

The participants in this study are 40 mothers who child is attending a nursery in Julang-Gu, Seoul, Korea.

Table 1 displays the general characteristics of subjects.

<Table 1. general characteristics of subjects>				
	Factor	Item	Cluster	Frequency(%)
subjects	sex	male	2	5
		female	38	95
	age	25-30	8	20
		30-40	27	67.5
		over 40	5	12.5
	education	high school	18	45

spouse	job	university	22	55
		graduate	0	0
		unemployed	30	75
		simple labor	1	2.5
		engineering	0	-
		sales service	1	2.5
		office	1	2.5
		professional	0	-
	age	25-30	3	7.5
		30-40	30	75
		over 40	7	17.5
	education	high school	12	30
		university	26	65
		graduate	2	5
	job	unemployed	1	2.5
		simple labor	8	20
		engineering	2	5
		sales service	5	12.5
office		5	12.5	
professional		9	22.5	
child	number	under 1	22	55
		2	15	37.5
		over 3	3	7.5
	age	3	20	50
		4	8	20
		5	12	30
	sex	male	20	50
		female	20	50
Etc	family type	nuclear	37	92.5
		extended	3	7.5
	income	~2,000,000	1	2.5
		2~3,000,000	30	75
		3~4,000,000	7	17.5
		4,000,000	2	5
Total		40	100	

## 2. Instruments

### 1) Parenting Efficacy

For the test of parent's parenting efficacy, Parenting Efficacy Inventory(PEI) was used. It was developed by jeong(2010) on the basis of choi(2002). This inventory consists of 37 items. Five subscales include parenting knowledge, parenting attitude, self regulation ability, solve the problem ability, and communication ability. The reliability factor revealed an alpha of .85-.94.

**<Table 2> Reliability of Parenting Efficacy**

	Subscales	N(items)	Cronbach's $\alpha$	Reliability
Parenting Efficacy	parenting knowledge	13	.957	.945
	parenting attitude	6	.916	.902
	self regulation ability	6	.920	.921
	solve the problem ability	5	.890	.851
	communication ability	7	.893	.897
	Total	37	.881	.965

### 2) Parenting knowledge

For the test of parent's parenting knowledge, Knowledge of Child Development Inventory(KCDI) was used. It was developed by jeong(2011) on the basis of (2005). This inventory consists of 24 items. Four subscales include knowledge of child development, knowledge of facilitation and experience about development, knowledge of facilitation and experience about development, and knowledge of individual difference and developmental principle. The reliability factor revealed an alpha of .85

**<Table 3>** Reliability of Knowledge of Child Development(KCD)

	Subscales	N(items)	cronbach $\alpha$	Reliability
Knowledge of Child Development	knowledge of child development	7(10, 12, 14, 15, 17, 22, 18)	.72	.83
	knowledge of parenting style and discipline	6(1, 7, 9, 11, 23, 24)	.72	.83
	knowledge of facilitation and experience about development	5(2, 3, 4, 8, 16)	.72	.83
	knowledge of individual difference and developmental principle	6(5, 6, 13, 19, 20, 21)	.72	.83
Total		24	.74	.85

## IV. Results and Evaluation

There were significant correlations among PK(parenting knowledge), PA(parenting attitude,  $r=.76$ ), and TSE(total self efficacy,  $r=.79$ ), PA(Parenting attitude), SRA(self regulation ability,  $r=.78$ ), CA(communication ability,  $r=.62$ ), and TSE(total self efficacy,  $r=.75$ ). SPA(solve the problem ability), CA(communication ability,  $r=.69$ ), TSE(total self efficacy,  $r=.69$ ), TPK(total parenting knowledge,  $r=.64$ ), KPS(knowledge of parenting style and discipline,  $r=.67$ ), and KFE(knowledge of facilitation and experience about development,  $r=.86$ ), CA(communication ability), PK(parenting knowledge,  $r=.65$ ), PA(parenting knowledge,  $r=.72$ ), SRA(self regulation ability,  $r=.79$ ), SPA(solve the problem ability,  $r=.65$ ), TSE(total self efficacy,  $r=.74$ ).

There were no significant correlations among others. Mean scores for variables used in this study are reported in Tabel 4.



**<Table 4> Intercorrelations between parenting efficacy and parenting knowledge**

	PK	PA	SRA	SPA	CA	T(SE)	T(PK)	KPS	KFE	KPS	KIDP
PK	–	.76**	.51	.25	.36	.79**	.19	.18	.13	.27	.19
PA		–	.78**	.26	.62**	.75**	–.97	.01	.26	.15	.16
SRA			–	.37	.80**	.78**	.34	.05	.34	.25	.08
SPA				–	.69**	.75**	.64**	.67**	.86**	.18	.31
CA					–	.74**	.03	.03	.35	.17	.05
T(SE)						–	.35	.32	.17	.29	.20
T(PK)							–	.89**	.76**	.75**	.69**
KPS								–	.74**	.65**	.39
KFE									–	.15	.25
KPS										–	.20
KIDP											–

\*\*p&lt;.001

## V. Discussion and Conclusion

The purpose of this study is to investigate the relationship on the parenting knowledge and parenting efficacy.

It was expected that a positive relationship would be found between both parenting efficacy and parenting knowledge. But there are some relationship partly each variable in parenting efficacy. And there is little relationship, it was the point in this study.

In this study, parenting knowledge was not significantly related to parenting efficacy. Though parenting knowledge is very important variable to parenting efficacy(jeong, 2010; jeong, 2011), there is low relationship that means parenting knowledge is very specific concept of the child, on the other hand parenting efficacy is broad concept of the child. There is 5 low variables: parenting knowledge, parenting attitude, self regulation ability, solve the problem ability, and communication ability in the concept of parenting efficacy(jeong, 2010). The parenting knowledge in the concept of parenting efficacy is not expert knowledge. It is very broad concept and very broad knowledge. But the parenting knowledge is very expert concept. It is very specific concept.

The broad implication of these results is that specific interventions designed to increase parent knowledge scale variety.

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## 요약

## 양육지식과 양육효능감의 관계

정미현\*

본 연구는 양육지식과 양육효능감과의 관계를 알아보기 위한 것으로, 서울 및 경기지역에 거주하는, 0세~만 5세까지의 자녀를 둔 어머니 100명을 대상으로 실시하였다. 수집된 자료는 SPSS 15.0 을 사용하여 분석하였다.

척도는 본 연구자가 개발한 양육효능감(2010)척도와 양육지식(2011)척도를 사용하였고, 연구결과는 PK(양육지식)와 TSE(양육효능감의 총합)과의 관계는  $r=.79$ , PK와 PA(양육태도)는  $r=.76$ , PA와 CA(의사소통능력)은  $r=.62$ , PA와 TSE(양육효능감의 총합)은  $r=.79$ , SRA(자기조절능력)과 CA(소통능력)은  $r=.80$ , SRA와 TSE(양육효능감 총합)은  $r=.78$ , SPA(문제해결능력)과 CA(의사소통능력)은  $r=.69$ , SPA와 TSE(양육효능감의 총합)은  $r=.75$ 로 유의미하게 나타났다.

그러나 본 연구에서 가장 관심을 가지고 있었던 ‘양육효능감의 하위요인 중의 하나인 양육지식’과 ‘양육지식’과의 관계에서는 큰 의미를 찾지 못했다. 그것은 ‘양육효능감의 하위요인에서의 양육지식’은 매우 광범위한 일반 지식이었고 또 하나의 척도인 ‘양육지식’은 매우 전문적인 발달지식과 세부적인 개념이 포함된 지식이었기 때문인 것으로 해석이 되었다. 통계적으로 유의미한 상관관계가 나타난 이 결과를 연구자는 처음엔 이해하기 어려웠지만 그 이유를 분석하고 나니, 영유아기의 자녀를 둔 부모의 양육지식을 향상시키기 위한 프로그램 준비 역시 지식의 난이도와 세부적인 측면에서의 좀 더 세밀한 준비와 개입이 필요함을 알 수 있었고 이것은 본 연구의 나름대로의 의미로 받아들일 수 있다고 보았다. 따라서 이 논문의 결과는 이러한 의미에서 부모의 양육지식과 관련된 다양한 연구의 또 다른 기초 자료를 제시하고 있다는 데 그 의의가 있다.

주제어 : 양육효능감, 양육지식, 자기효능감

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\* 상명대학교 가족복지학과 강사