

Children's Perspective of Parents Parenting Style Relating to Self-efficacy and Leisure Activity Engagement

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Introduction

Abstract

Academic self-efficacy has been an important predictor in adolescent's educational success. This study uses Diana Baumrind's (1988) parenting theory questionnaire, a leisure activity questionnaire and a prosocial efficacy survey to depict if parenting styles influence student's prosocial self-efficacy and leisure activity engagement. In Baumrind's model, she defined parenting style using two dimensions of parental behavior: responsiveness and control of the child. Baumrind characterized authoritative parenting style as the suggested parenting style because of the equal balance of high obedience and high encouragement. Analysis were collected from seven adolescents from North Florida Freedom School.

Aims of the Research

This research aim is to examine children's perceptions of their parents'/caregivers' support in the following areas: social support, educational support, and leisure activity support. The present study strives to determine if support levels relates (correlates) with a) self-efficacy (e.g., belief, effort, and confidence), b) academic and leisure activity behavior (e.g., engagement, disengagement, motivation toward learning), and/or c) academic and leisure activity achievement (e.g., performance or test scores) in children.

Research Questions

1. Does a parent's parent style effect their children's self-efficacy?
2. Which parenting style best benefits children?
3. How important is a parent support towards children's leisure activity engagement.

Method

Research Design

The study sampled seven African American students (3 girls and 4 boys) from the FAMU DRS Freedom School summer program who consented to participate. Three surveys were given to students: Diana's Baumrind's 38-item parent theory questionnaire on a 5-point Likert scale, a 10-item leisure activity engagement questionnaire on a 5-point Likert scale constructed by the author, and a prosocial self-efficacy questionnaire developed by the evaluation team on a 100 point scale. Each student was given these surveys on different days in a group setting. Completed surveys were deidentified and responses were entered into Microsoft Excel for analysis.

Participants

The setting of the study was Tallahassee, Florida, at the FAMU DRS Freedom School summer camp site. The study participants consisted of seven African American Level 2 and 3 scholars (grades three through eight). Each participant resided in Leon County and all but one scholar was eligible for free or reduced price lunch, a common proxy measure of socio-economic status in school aged children.

Data Collection and Analysis

Data analysis is ongoing. Preliminary analysis of the efficacy survey reveals generally high efficacy across the scholars in the sample. The process of analyzing if the children's perception of their parent's parenting style affects the results is still underway. Research in the Freedom School did not really support my measurements because of the small sample size. In order to truly test if these variables correlate, it would require a larger sample size. However, a small sample size gave me a chance to see whether higher levels of one variable correspond to other variables in the camp context.

Results

Discussion

There are limitations on the study due to the low amount of participants and the local demographic. Parenting style in this study was based on scholars' perceptions, so future studies could include measures of parenting style from the perspective of both parents and children. However, exploring the relations between variables may help make forward steps in figuring out the most efficient way to promote success in children's academic self efficacy and leisure activities engagement in similar contexts.

Acknowledgments

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Key References

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Table 1
Scholar Demographic Information

ID	Year	Site	Race	Gender	Grade	Level	Returner	FRPL	Consent 1	Consent 2	Consent 3
L25065	2019	FAMU	Black	M	5	2	N	Y	x	x	x
L26081	2019	FAMU	Black	M	5	2	N	Y	x	x	x
L27096	2019	FAMU	Black	F	3	2	Y	Y	x	x	x
L27106	2019	FAMU	Black	F	3	2	Y	N	x	x	x
L38121	2019	FAMU	Black	F	7	3	Y	Y	x	x	x
L38128	2019	FAMU	Black	F	7	3	N	Y	x	x	x

Table 2
Leisure Activity Engagement Questionnaire

Q1	Q2	Q3	Q4	Q5R	Q6	Q7R	Q8R	Q9	Q10R	Sum	Mean
4	5	5	2	3	5	3	1	5	3	36	3.6
4	5	4	2	5	4	4	5	2	5	40	4
4	4	5	3	2	4	1	1	3	2	29	2.9
5	4	5	4	2	5	5	2	3	5	40	4
3	4	4	3	4	3	3	3	4	4	35	3.5
4	5	5	3	5	4	5	2	4	5	42	4.2

3.7 Mean
0.47329 SD



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