

# The Effect of Parenting Efficacy on the Social-Emotional Development of Children in B-Class Kindergarten

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**Keywords:** Parenting Efficacy, Social-Emotional, Early Childhood.

**Abstract:** Family is the first informal institution in which children grow and develop, internalizing values, norms and beliefs as well as a place in which disciplines are applied to form principles of the mental and self in the future, and for children to get the required attention and love from the parents and the family which can raise their potentials and development. One of the ways to measure the parents' parenting skills is by parenting self-efficacy, that is, a self-evaluation towards their ability in playing the parenting roles to give positive effects to the behaviours and developments of the children. This study aims to examine the effect of parenting efficacy on children's social-emotional development. The research method used in this study is descriptive quantitative with explanatory method. The sample was taken by random sampling technique with 100 students from 4 B-class kindergartens in Malang Regency. The data are analysed using simple regression analysis with a result showing that parenting efficacy has positive and significant effects on children's social-emotional development. The higher the parent's efficacy level, their children's social-emotional development gets higher too. Parenting efficacy needs more attention in order to maximally improve children's development.

## 1 INTRODUCTION

Parenting skill has an important role as it is one of the most influencing factors in a child's growth and development. Kazdin (1987), found that parenting skill program is usually based on social-learning principles with a notion that reinforced actions will occur more often. One of the main cognitive elements in parenting competence is parenting-self-efficacy which defines as a self-referent estimation towards one's ability/competence in playing the parenting role to give positive effects on their children's development and behaviour (Coleman and Karraker, 2003). Parenting efficacy or the belief of the parents in doing their job has a big role in forming the way they treat their children, including shaping their children's development in the future because the parents are the main player in dealing with family lives and the people in it (Berndt, 1997b, 1997a).

Researches proven that mothers with lower levels of self-efficacy tend to be more aggressive in interacting with their children (Jeynes, 2003). Coleman and Karraker (2003), further show that parenting self-efficacy refers more to the ability of the mother in playing her role as the caregiver compared to the father. Besides, it is also believed that higher

levels of parenting self-efficacy is strongly associated with the parents' capacity in providing adaptive, stimulating and nurturing environment for the children. However, this parenting self-efficacy level will decrease as the children get older (Coleman and Karraker, 2003). Then, if the parents face some difficulties in the (parenting) process, negative effects will happen to them (Coleman and Karraker, 2003). Some of these negative effects were found in research about parenting self-efficacy and depression on the parents, like defensive and controlling parenting techniques, high levels of stress, passive and negative stress-controlling acts in parenting, as well as feelings of helplessness and frustration (Coleman and Karraker, 2003).

Parenting efficacy seems like a critical factor that influences the child's development in the family system. Parents' perception about their competence in parenting plays an important role in building a strong, affectionate parent-child relation. It is their love and affection that are believed to form the basic cognitive structures in the child's psychological development and interpersonal function (Trunzo, 2006).

Various cases have been found in this area, ranging from small cases to the big ones. For example, a mother complains about her whiny child,

disagreeing or disobedient, difficult to ask for naps, difficult in bathing or eating, stingy so a fight often happens, a child who likes to bang its head on the floor when what it doesn't get what it wants, up to the points about "beyond-normal" juveniles delinquency. There are many of these mothers hitting their kids as a form of punishment when they seem tough to be controlled. There are even some who still continue physically hurting their kids even after they apologized.

Parenting efficacy will also have an influence to all aspects of the children's development. These aspects are associated with the development of their physic-motor, cognition, language, norms and values, spiritual beliefs, art and social-emotion. These aspects do not develop independently, but rather as an integrated system, a harmony. If one of them faces an obstruction and is "late," it will affect the other as well (Dabrowska and Pisula, 2010). One that is most probable to be obstructed is the child's social-emotional development. Goleman (1995) notes that emotional development appears earlier than social or cognitive ones. As a baby, this skill is a tool to communicate with their environment. During early childhood, the child's emotion reaches maturity. Children start to become aware of the things their emotion can cause. They begin to develop the understanding of other's feelings, such as how others would feel when they get hurt so they start learning to control their emotion.

Through this research I want to evaluate how far the effect of parenting efficacy on children's social-emotional development goes. This particular developmental stage is very important because social-emotional behaviours will certainly have relations to their lives in the future. The stronger the pressure/stress emotion gives, the harder it is for them to balance their body to do certain actions. If the action matches their emotion, they will gladly do it and will mentally increase their concentration while their psyche gives positive support(s) in improving motivation and interest in pursuing and learning this particular thing they like. Gardner (1983) also states that a positive state a child encounters, where he/she likes what they do, has the persistence, and feels involved in what they are learning, will further develop a more optimal competition. By building emotional bond, that is creating fun learning and eliminating threats in the atmosphere, the students' active role in studying will improve (Mashar, 2011).

The child's social-emotional development can be seen from their interaction skill with others in social contexts using specific methods that are socially acceptable or norms which at the same time useful to

them as well as others (Coolahan *et al.*, 2000). Their social-emotional development should constantly receive stimuli so that they have a feeling of empathy, by which they express their caring of others, generosity and teamwork. Toddlers start to have the capability to adapt, moving from being egocentric to being cooperative or socio-centric. Social-emotional development of 5/6-year-olds is also observable from their interaction and blending abilities to form groups of friends in doing children's social activities. They begin to work as a team, create and follow rules inside their group(s), understand others and build friendship (Williams and Monsma, 2006). Based on observations in kindergartens across Malang Regency, I found that socialization on the matter and children's tendencies to share and cooperate are still minimal. They are still egoistic and always want to win in playing their games. There are even a few that dominate certain games or toys. This is by no doubt a form of social-emotional problems occurring in children. We need a correct method so that their social-emotional competence develops optimally. This is where stimuli need to be given through fun and relaxed teaching techniques. One method is role-playing. As for the purpose of this study is to examine the effects or influences of parenting efficacy on the social-emotional development of children in B-class kindergarten.

Based on the matter explained above, the hypothesis of this study is as follows:

- H0: There are no effects parenting efficacy gives to the social-emotional development of children in B-class kindergarten in Malang regency.
- H1: There is an effect/there are some effects parenting efficacy gives to the social-emotional development of children in B-class kindergarten in Malang Regency..

## 2 METHOD

The research method used in this study is descriptive quantitative with explanatory method (explanatory research). Singarimbun and Effendi (2009), defines explanatory research as a research in which the researcher explains the cause-and-effect relation among variables through the testing of the hypothesis. This study uses quantitative approach because numbers are used throughout the analysis. The data are collected using questionnaires which are then analysed to find the effect(s) the variables give using regression analysis.

There are two variables in this study: independent and dependent variables. The independent variable in this study is parenting efficacy, while the dependent one is social-emotional development.

According to the theoretical concept defined above, the variables, indicators and items presented in this study is as explained in the Table 1.

Table 1: Dimension and indicator social-emotional variable.

<b>Dimension</b>	<b>Indicator</b>
a. Able to interact with friends of the same age and adults	<ol style="list-style-type: none"> <li>1. Willing to play with friends of the same age without discriminating (skin color, breed, hair, religion, etc.)</li> <li>2. Willing to appreciate others</li> <li>3. Asking friends to play/study together</li> <li>4. Playing together (e.g. halma, snakes &amp; ladders, etc.)</li> <li>5. Communicating to older people when doing something (e.g. baking cookies, cooking, etc.)</li> <li>6. Communicating with friends when having problems (e.g. getting sick, sad, etc.)</li> </ol>
b. Able to show their confidence	<ol style="list-style-type: none"> <li>1. Dare to ask and/or answer questions</li> <li>2. Dare to give opinions (in simple ways)</li> <li>3. Making simple decisions</li> <li>4. Pretending they have jobs</li> <li>5. Working independently</li> <li>6. Dare to tell stories</li> </ol>
c. Able to show attitudes of independence	<ol style="list-style-type: none"> <li>1. Button or zip their clothes by themselves</li> <li>2. Tie or untie their shoe laces</li> <li>3. Dare to go to school and back home alone (for those whose house is close to the school)</li> <li>4. Bath and do toilet stuff on their own (toilet training)</li> <li>5. Do their assignments themselves</li> <li>6. Play games they like</li> <li>7. Taking care of themselves without the help of others (e.g. putting on clothes, brushing their teeth, eating, etc.)</li> </ol>
d. Able to express proper emotion	<ol style="list-style-type: none"> <li>1. Willing to be parted from the mother</li> <li>2. Accepting criticism and advice</li> <li>3. Help solving problems</li> <li>4. Expressing their feelings (e.g. anger, sadness, happiness, surprised, etc.)</li> </ol>
e. Being used to show discipline and obedience	<ol style="list-style-type: none"> <li>1. Throwing trashes in the provided cans</li> <li>2. Putting back toys on their places</li> <li>3. Obeying rules</li> <li>4. Being at school on time</li> </ol>
f. Being responsible	<ol style="list-style-type: none"> <li>1. Doing assignments from the teachers</li> <li>2. Taking care of their own or others' belonging</li> <li>3. Finishing their task</li> <li>4. Responsible for orders given to them</li> <li>5. Taking care of their stuff</li> <li>6. Being cooperative in finishing group task(s)</li> </ol>
g. Being used to protecting the environment	<ol style="list-style-type: none"> <li>1. Protecting the environment, for example, not scratching the walls, throwing trashes in the provided cans, etc.</li> <li>2. Saving water and electricity (using them less)</li> <li>3. Doing the dishes</li> </ol>

Table 2: Dimension and indicator social-emotional variable.

Dimension	Indicator
a. Discipline	1. Parents are able to guide their children to obey the rules
b. Achievement	2. Teaching the children doing their academic or non-academic (self-improvement) tasks
c. Recreation	3. Able to allocate the time and provide fun activities for the children
d. Nurturance	4. Being affectionate and loving parents
e. Health	5. Able to perform the proper treatments when the children get ill/sick

The population in this study is all of the students in 4 B-class kindergartens in Malang Regency. 100 students are taken as the sample, picked using random sampling technique. Random sampling is a sampling technique that randomly picks individuals in the population as the sample in the research.

The measurement scale used is Likert Scale format. The kinds of questions or statements presented in the questionnaire are closed-ended with 5 options/answers for each. The data are then analysed using simple regression analysis.

### 3 RESULT AND DISCUSSION

Validity testing on the research instrument is done by comparing corrected item-total correlation values using product-moment correlation. As for reliability, the test is done using Cronbach Alpha. The results of the tests shown at Table 3.

Table 3: Test results of the instrument's validity and reliability

Variable	Correlation Values	Cronbach Alpha
Social-emotional development	0.609-0.888	0.830
Parenting efficacy	0.525-0.818	0.872

From the validity test we can see that all instruments in both parenting efficacy and social-emotional variables have r-count value > than r-table 0.1964 obtained from (n-2) 98 sample that we can come to a conclusion that all instruments in parenting efficacy and children's social-emotional development variables are valid. Meanwhile, reliability test from table 3 also shows that the Cronbach Alpha values are all above 0.60 which means that the research variables are reliable and is suitable for further research.

Next, the descriptive analysis result of parenting efficacy is shown at Table 4.

Table 4: Descriptive analysis of parents' parenting efficacy.

Range	Category	N	%
4.21-5.00	Very High	6	6%
3.41-4.20	High	86	86%
2.61-3.40	Medium	8	8%
1.81-2.60	Low	0	0%
1.00-1.80	Very Low	0	0%
Total		100	100%
Average		3,93	
Max		4,40	
Min		3,30	
Standard Deviation		0,26	

In the Table 4, the parents' parenting efficacy is divided into 5 categories: very high, high, medium, low, and very low. There are 6 respondents (6%) within the range of 4.21-5.00 (very high), 86 respondents (86%) within the range of 3.41-4.20 (high), 8 respondents (8%) within the range of 2.61-3.40 (medium), and no respondent (0%) is in low (1.81-2.60 range) or very low (1.00-1.80 range) categories. From this we can observe that parents' parenting efficacy sits within the range of 2.61-3.40 (high). Next, according to the table the class-experiment pre-test about the parents' parenting efficacy resulted in the average value of 3,93; maximum value of 4,40; minimum value of 3,30; and standard deviation of 0,26.

In the table 5 the children's social-emotional development is divided into 5 categories: very high, high, medium, low, and very low. There are 24 respondents (24%) within the range of 4.21-5.00 (very high), 76 respondents (76%) within the range of 3.41-4.20 (high), and no respondent (0%) is in the medium (2.61-3.40 range), low (1.81-2.60 range) or very low (1.00-1.80 range) categories. Next, we can see from the table that the class-control post-test about the social-emotional development resulted in the average value of 3,99; maximum value of 4,41;

minimum value of 3,31; and standard deviation of 0,23.

Table 5: Descriptive analysis of children's social-emotional development.

Range	Category	N	%
4.21-5.00	Very High	24	24%
3.41-4.20	High	76	76%
2.61-3.40	Medium	0	0%
1.81-2.60	Low	0	0%
1.00-1.80	Very Low	0	0%
Total		100	100%
Average		3,93	
Max		4,40	
Min		3,30	
Standard Deviation		0,26	

Table 6: Regression analysis.

Model	Beta	T	Sig.
Constant	0.133		
Social-emotional	0.564	3.344	0.00
Coefficient of determination	48.5%		

As for the regression analysis, the result is positive and significant as can be seen in the Table 6. From the result of the regression analysis Table 6, it is clear that there is positive and significant effect parenting efficacy gives to children's social-emotional development as can be seen from the significance value  $0.00 < 0.05$  and the coefficient of determination at 48.5%.

The analysis proves from table 6 that parenting efficacy has an effect on the social-emotional development of children in B-class kindergartens in Malang Regency which are TK PGRI 5 Kromengan, PAUD Mawar Putih Pakisaji, TK Dharmawanita Pucang-songo, and TK Muslimat 1 Pulung-dowo, Tumpang. This means that better parenting efficacy will result in the better social-emotional development experienced by children as seen from their interactions with either friends of the same age or adults, their willingness to show their confidence and independence, their ability to express proper emotion, as well as their disciplined, responsible and environment-friendly actions.

There have been many experts who state that children in kindergartens have unique personalities. Some experts in education and psychology see this period as the one that needs the best treatment or

guidance. It is looking in table 1 about dimension and indicator variable Social and Emotional for Children. Hurlock (2003) believes that the age of 3-6 years is a sensitive period, that is, a period in which particular functions need to be stimulated, guided so that they can develop well. Kartono (2000) further explains that kindergarten children have these unique traits: (1) naively egocentric, (2) having social relation with things and people that is still simple and primitive, (3) physical and spiritual unity is a must, and (4) having physiognomy lifestyle.

In the table 5 we can look about score development Social Emotional Children. Social and Emotional Children with knowledge parent about it development will influence each child. It is very important to future. According to Santrock (2007), childhood is an important and precious phase; a phase of formation in somebody's life (a noble and malleable phase of human life). Because of this childhood is often dubbed as the golden age for education. It is a fundamental phase in which a person's personality or social-emotion has the biggest chance to shape.

Development in the social-emotional ability of Children in B-class kindergarten in Malang Regency is clearly observable from their willingness to have interactions either with friends of the same age or with adults, such as playing with friends without discriminating, appreciating others, and daring to invite others to play together; the ability to show their confidence and independence, such as asking questions, making simple decisions, telling stories in front of friends, cleaning up themselves (taking baths) and putting on clothes on their own; the ability to express proper emotion, such as when they are sad, angry or happy; the ability to show discipline, such as throwing trashes in the cans, return their toys to the proper places and being at school on time; the ability to be responsible and environment-caring, such as doing their assignments and taking care of things either belonging to them or belonging to others.

This development cannot be separated from the parents' role. They are the main agent that can influence how these children will be in the future. They will always play this role from the childhood, post-school, up to the point where their sons/daughters live their own lives apart from the parents. Children get the view of life rules, morals and social norms from their parents. Their good and/or bad come(s) from the parents.

Parenting efficacy is a cognitive element on which parents' treatments to their children are based. These treatments are what will influence the children's life in the future. By having parenting efficacy parents



will have the confidence that they are capable of conducting effective parenting. Some research in Coleman and Karraker (2003) also show that mothers with high levels of parenting efficacy have good and positive ways in providing what the child needs, have positive interactions with the child, can help the child when facing problems, and can play the role of a mother well.

## 4 CONCLUSIONS

Research shows that there are positive and significant effects of parenting efficacy on children's social-emotional development. The higher it is results in better social-emotional development on the children. It can be seen from the significance value  $0.00 < 0.05$  and the coefficient of determination at 48.5%.

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