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Closeness and Conflict in the Parent-Child Relationship and Parental Self-Efficacy During Childhood

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**CLOSENESS AND CONFLICT IN THE PARENT-CHILD RELATIONSHIP AND
PARENTAL SELF-EFFICACY DURING CHILDHOOD**

A Master's Thesis

Presented to

The Graduate College of
Missouri State University

In Partial Fulfillment

Of the Requirements for the Degree

Master of Science, Early Childhood and Family Development

By

Stephanie A. Boekweg

December 2023

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ABSTRACT

The present study examined the relationship between closeness in the parent-child relationship, conflict in the parent-child relationship, and parental self-efficacy during childhood. Quantitative data from an electronic survey on one hundred eighty-eight participants was collected. Results from a simple linear correlation indicated that parental self-efficacy during childhood and the parent-child relationship quality measures of closeness and conflict were moderately correlated. A simple regression showed that parental self-efficacy during childhood did not predict closeness nor conflict in the parent-child relationship when controlling for current parental self-efficacy. However, parental self-efficacy during childhood significantly predicted current-parental self-efficacy.

KEYWORDS: parent-child relationship, parental self-efficacy, child self-efficacy, parenting self-efficacy, childhood beliefs, parenthood, child parental self-efficacy

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In the interest of academic freedom and the principle of free speech, approval of this thesis indicates the format is acceptable and meets the academic criteria for the discipline as determined by the faculty that constitute the thesis committee. The content and views expressed in this thesis are those of the student-scholar and are not endorsed by Missouri State University, its Graduate College, or its employees.

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TABLE OF CONTENTS

Introduction	1
Literature Review	4
Closeness and Conflict in Parent-Child Relationships	4
Child Parental Self-Efficacy	12
Closeness and Conflict in Parent-Child Relationships and Child Parental Self-Efficacy	20
Methods	22
Participants	22
Measures	24
Procedure	26
Results	29
Cronbach's Alpha	29
Comments on Child Parental Self-Efficacy	29
Variable Descriptives	32
Question 1	33
Question 2	34
Question 3	34
Additional Results	35
Conclusion	36
Discussion	37
Research Objectives	37
Key Findings for Question One	38
Key Findings for Question Two	39
Key Findings for Question Three	40
Key Findings for Additional Question	40
Key Findings for Question the Assumption of Child Parental Self-Efficacy	41
Strengths of the Current Study	43
Limitations	44
Implications	44
Directions for Future Research	46
References	51
Appendices	65
Appendix A. Introductory Statements with Social Media Recruitment Posts	65
Appendix B. Consent Forms	67
Appendix C. Survey Flows and Surveys	72
Appendix D. Institutional Review Board Approval	132

LIST OF TABLES

Table 1. Variable Descriptives	33
Table 2. Correlation of Closeness, Conflict, and Child Parental Self-Efficacy	34
Table 3. Regressions of Closeness and Conflict	35
Table 4. Regression of Current Parental Self-Efficacy	36

INTRODUCTION

Before becoming parents, parents thought about what kind of parent they might be and how successful they might be in parenting. Ideas of their parenting behaviors and style likely came from a myriad of experiences throughout their lifetime: As a young child, observations of their parents' and other children's parents' behaviors may have guided them to form their definition of parental roles. At the same time, the child would grow in their understanding of themselves and their ability to make a difference in their world, thus growing their self-efficacy. As observations and understanding increased, the development of self-efficacy in relation to future parenting roles likely formed. Later, as adults, the formation of this parental self-efficacy, built over the lifespan, would relate to the closeness and conflict within their parent-child relationships with their own children.

In correlating closeness and conflict with parental self-efficacy from before the relationship began, there will be variability based on the individual qualities that parents and children both bring to their relationship (Acar et al., 2017; Anglely et al., 2015; Tørslev et al., 2021). Closeness and conflict in the parent-child relationship directly impact children's development, behaviors, and future relationships (Abbott et al., 2005; Acar et al., 2017; Anglely et al., 2015; Bosmans et al., 2022; Castro et al., 2015; Chen et al., 2017; Flores & Porges, 2017; River et al., 2021). Obtaining high closeness and low conflict in the parent-child relationship is paramount to creating healthy and positive relationships between parents and children (Bandura, 2012).

Parental self-efficacy, a subset of general self-efficacy (Bandura, 1997), is defined as an individual's self-perception of their knowledge and abilities related to raising a child (Bandura,

2012). Individuals with high parental self-efficacy are better able to utilize appropriate parenting styles and demonstrate the sensitivity necessary to foster high closeness and low conflict within the parent-child relationship (Bandura, 2012).

While studies have shown that improving the parental self-efficacy of current parents improves the parent-child relationship (Coleman & Karraker, 1998; Jones & Printz, 2005; Holloway et al., 2005; Hughes-Scholes & Gavidia-Payne, 2019; Loton & Waters, 2017; Schuiringa et al., 2015; Yeon & Choi, 2017), no studies to date have investigated how an improved parental self-efficacy prior to parenthood may correlate with closeness and conflict in the parent-child relationship. Research is abundant on children's general and academic self-efficacy (Pajares, 1996; Zhen et al., 2020), yet there is little research on children's parental self-efficacy beliefs (Lee & Vondracek, 2014; River et al., 2021).

Lee and Vondracek's (2014) found that familial self-efficacy is present in adolescence who have yet to form new familial ties (Lee & Vondracek, 2014). This is part of the foundation for thinking parental self-efficacy may also be present prior to the formation of a parent, providing evidence that specific self-efficacy beliefs are present in a population before that population has access to enactive attainment (Bandura, 2012) for that form of self-efficacy. Thus, it is plausible that parental self-efficacy is present in childhood. The way in which a child's familial or parental capacity is fostered may relate to how children feel about their ability to parent in the future. Children's parental self-efficacy may relate to the choice to become parents and their levels of adult parents' closeness and conflict in their relationship with their own children.

The current study intends to investigate the relationship between closeness in the parent-child relationship, conflict in the parent-child relationship, and parental self-efficacy levels from

participants' childhood. Researchers hope to provide more information about how closeness and conflict within the parent-child relationship are related to parental self-efficacy beliefs from childhood. The hope is that the finding may guide future studies in the ways parental efficacy is formed, and in deeper investigations of parent-child relationships as a child and as a parent and the intermingling of these three to ultimately inform us, so we may gain stronger ways to improve parent-child relationships.

LITERATURE REVIEW

This chapter covers the applicable literature on the variables closeness in the parent-child relationship, conflict in the parent-child relationship, and parental self-efficacy. Each variable will be defined and literature about that variable expounded upon. Literature incorporating the variables will be discussed and the impetus for the current study will be addressed.

Closeness and Conflict in Parent-Child Relationships

Definitions

Parent-child relationships are defined as any “interactions between a parent and child that engage the physical, emotional, social, and intellectual development of children and adolescents” (Tørslev et al., 2021, p. 2). Children’s development is primarily impacted by the direct, parent-child interactions which measure as closeness and conflict (see Driscoll & Pianta, 2011; Dyer et al., 2017; Escalante-Barrios et al., 2020; Pianta, 1992; Smithee et al., 2021). Parents’ levels of closeness and conflict in their relationship with their child heavily impact the child’s development and behaviors (Acar et al., 2017; Negrão et al., 2014; River et al., 2021). Thus, closeness and conflict in the parent-child relationship are “cornerstone[s] of early childhood development” (Escalante-Barrios et al., 2020, p.1).

Definition of Closeness. Acar et al. (2017) defines closeness as a secure attachment relationship. Using this definition, closeness is the strength of emotional sensitivity, mind-mindedness, expressiveness, connection, and affection as depicted by attachment style or parenting style (Acar et al., 2017; Bandura et al., 1996; Bandura, 2012; Chen et al., 2017; Coetzer, 2016; Flores, 2015; Jamaludin et al., 2015; Meins, 1999; Negrão et al., 2014; Schuiringa et al., 2015).

Definition of Conflict. Conflict is the parent and child's ability to manage exchanges which disrupt the relationship's complacency (Acar et al., 2017). Conflict is often defined as a "parents' display of angry feelings or frustration toward their child" (Acar et al., 2017, p. 1075; Negrão et al., 2014), feeling drained by the parent-child relationship (Pianta, 1992), the "struggle to get along," as well as "the parent's display of angry feelings or frustration toward the child" In this paper, conflict in the parent-child relationship will signify open expressions of anger, frustration, or feeling drained.

Closeness in parent child relationships

Closeness can be measured by attachment and parenting styles (Acar et al., 2017; Negrão et al., 2014; River et al., 2021; Van IJzendoorn et al., 2022). Parent-child relationship quality and parenting style impacts children's attachment formation and socioemotional functioning (Schuiringa et al., 2015). Closeness is influenced by the bidirectional nature of parent-child interactions and both parental and child behaviors/characteristics (see Acar et al., 2017; Holden, 2015; Negrão et al., 2014; Tørslev et al., 2021; Woodward et al., 2018). As the following sections discuss closeness in terms of attachment and parenting style, influences of both parents and children will be included.

Closeness and Attachment. A relationship with high closeness means that the parent provides safety, affection, and proximity during stressful situations and acts as a secure base during times of calm (Ainsworth, 1978; Bowlby, 1988). Secure attachments develop when parents are available, responsive, warm/affectionate, and sensitive to children's needs (Ainsworth, 1978; Estévez et al., 2016). Secure attachments include emotional vulnerability and sensitivity to children. Sensitivity may be more accurately represented as mind-mindedness (Meins et al., 2001), or a parent's inclination to pay attention to a child, treat a child as an

individual with genuine intellect/their own mind, and respond to a child's signals using mind-minded communication and behavior (Meins et al., 2001).

To show responsiveness and warmth, parents must allow the appropriate expression of positive and negative emotions from children as well as allow themselves room for appropriate emotional expression (Acar et al, 2017; Gottman & Declaire, 1997; Negrão et al., 2014; Reece, 2013). This mindful sensitivity lends itself to opportunities for situation perception, interpretation, and responsiveness which builds the relationship between parent and child (Meins et al., 2001; Negrão et al., 2014).

Children's abilities to adapt to strange or frustrating situations with socially appropriate behaviors determine child attachment styles and closeness within the parent-child relationship (Acar et al., 2017; David & DiGiuseppe, 2016; Goldberg & Carlson, 2014; Tørslev et al., 2021). Due to the early onset of attachment orientation, research often shows that child behaviors are contingent upon parental behaviors (LaForett & Mendez, 2017; Woodward et al., 2018). For example, children's initiation of play creates an environment that allows parents to reciprocate in encouragement, support, and attention to children (LaForett & Mendez, 2017; Woodward et al., 2018).

Closeness and Parenting Styles. Closeness in parent-child relationships is heavily influenced by parents' demonstration of acceptance (Schuiringa et al., 2015) and engagement (Negrão et al., 2014; Oliver & Paull, 1995; Tørslev et al., 2021). Parents can show children acceptance through actively listening and engaging in conversation (Angley et al., 2015), and involving children in daily activities, chores, and experiences (Negrão et al., 2014; Tørslev et al., 2021). When engaging with their children, it is important that parents let the children lead out in play by entering into playful interactions with their children at "optimal breaks" rather than

attempting to instigate or control the situation (Negrão et al., 2014; Oliver & Paull, 1995). This keeps parents from intruding on their children's independent play and self-development, while fostering feelings of respect and acceptance (Acar et al., 2017; Negrão et al., 2014; Tørslev et al., 2021).

Additionally, this reciprocity allows children to feel accepted and listened to, key factors in feeling that their parent-child relationship is close (Angley et al., 2015). During these playful interactions, the child's responsiveness to parent's attention bids and emotional expressions can demonstrate organized and positive emotional expressions (Negrão et al., 2014) which typically indicate high levels of emotional closeness and high parent-child relationship quality (Negrão et al., 2014; Woodward et al., 2018).

Increased positive parenting behaviors such as mind-mindedness, responsiveness, warmth, and boundary setting often improve child outcomes (Bosmans et al., 2022; Loton & Waters, 2017; Meins et al., 2001; Schuiringa et al., 2015). Parenting behaviors which lead to secure attachments correlate with high resilience and social skills in children (Acar et al., 2017). High closeness in the parent-child relationship correlates with improve child outcomes due to children's increased mentalizations (Meins et al., 2001) and decreases in potential for mental illness, maladaptive schemes, and negative internal working models (Bowlby, 1988; Estévez et al., 2016; River et al., 2021). This decrease in maladaptive internal processes may be the mediator in the correlation between high closeness in the parent-child relationship and less unhealthy or risky behaviors in children and adolescence (Tørslev et al., 2021) as well as less externalizing behaviors (Acar et al., 2017; Schuiringa et al., 2015).

Conflict in Parent-Child Relationships

Conflict has been measured by open expressions of negative emotion, either by child (Woodward et al., 2018) or by parent (Acar et al., 2017; Anglely et al., 2015; Autrey, 2021; Bandura, 1986; Bosmans et al., 2022; Bradley, 2018; Knerr et al., 2013; Negrão et al., 2014). High conflict in the parent-child relationship is often associated with open expressions of anger and frustration with the child (Acar et al., 2017; Driscoll & Pianta, 2011; Negrão et al., 2014; Pianta, 1992), as well as feeling drained and manipulated during or after interactions (Pianta, 1992). The level of non-hostility is depicted by the ability of parents to restrain from expressions of anger or coercion (River et al., 2021) which include “impatient, threatening, or frightening behaviors” (Negrão et al., 2014, p. 320).

Conflict and Attachment. Sensitive parents’ availability lends itself to opportunities for situation perception, interpretation, and responsiveness (Meins et al., 2001; Negrão et al., 2014). Parents with securely attached children often have lower conflict in the relationship than those with insecurely attached children (Acar et al., 2017; Ainsworth, 1978), likely because warmth and mind-mindedness can lead to better conflict negotiation skills and sensitive disciplining (Negrão et al., 2014; Van IJzendoorn et al. (2022). Insecurely attached children often experience additional parental hostility, a lack of warmth, and a lack of mind-mindedness (Ainsworth, 1978; Meins et al., 2001). This correlates to negative developmental outcomes in children and a struggle to create appropriately close relationships (Negrão et al., 2014; Bowlby, 1988). In addition to insecure attachments, high levels of conflict are also associated with lower cognitive competency, and the inability to self-regulate or function socially due to negative internal working models and/or learning undesirable social skills (Negrão et al., 2014; River et al., 2021; Bosmans et al., 2022).

Conflict and Parenting Styles. High conflict in the parent-child relationship is associated with traits sometimes found in authoritarian parenting styles (Acar et al., 2017) such as parental rejection, repulsion, hostility, coercion, and general harshness towards the child (Ainsworth, 1978; Bowlby, 1988; River et al., 2021). Parenting styles which foster open-ended communication often have lower conflict, with both parties coming to a mutual understanding during situations of conflict (Gordon, 2000; Van IJzendoorn et al., 2022).

Parents are not the only influencers of conflict. In studies focused on children's conflict in the parent-child relationship, conflict is analyzed through the intensity and repetition of open expressions of angry emotions by children (Woodward et al., 2018), as well as their externalizing and internalizing behaviors (Acar et al., 2017; Schuiringa et al., 2015; Van IJzendoorn et al., 2022).

How Closeness and Conflict in the Parent-Child Relationship are Studied

The following section features studies conducted on closeness and conflict in the parent-child relationship. These studies give credence to the importance of closeness and conflict in the parent-child relationship. Additionally, these studies demonstrate the range of measures used for closeness and conflict, though this is a non-comprehensive compilation of measures for these variables.

Family Relationship Scale (Moos & Moos, 1986). In a sample of 300 Nebraskan adolescents, the Family Relationship Scale (Moos & Moos, 1986) indicated that high parent-child relationship quality is related to high closeness. High parent-child relationship quality also correlated with less depression in adolescence, and low levels of conflict in the parent-child dyad (Abbott et al., 2005).

Student-Teacher Relationship Scale. The impact of a positive parenting program experiment on parent-child relationship quality was analyzed using Pianta's (1994) scale for children and teachers (David & DiGiuseppe, 2016; Tørslev et al., 2021; Wiggins et al., 2009). This scale measured closeness and conflict in ways which matched the culture of the participants (aslani et al., 2016; Negrão et al., 2014; Wiggins et al., 2009). Results for a study in Ahvaz indicated a decrease in conflict and an increase in closeness for the dyads in the experimental group which used this scale as a pre and posttest (aslani et al., 2016).

Observations and Interviews. Tørslev et al. (2021) observed family interactions during a cooking class which was intended to improve parent-child relationships. Interactions were observed during each cooking session and interviews were conducted. Results indicated that the bonding which took place during the study had an observable impact on participants and participants verbalized that the class had brought their families closer together (Tørslev et al., 2021).

Mind-mindedness in mother-child relationships was measured during observations of free play (Meins et al., 2001). Meins et al. (2001) coded behaviors and communication patterns based on observations. Mothers who were able to accurately assess infants' mental states (observed via mind-related comments) were ranked as having secure attachments that were independent of overall closeness and conflict in the mother-child relationship (Meins et al., 2001).

Alabama Parenting Questionnaire (Shelton, Frick, & Wootton, 1996). The Dutch translation of the Alabama Parenting Questionnaire (Shelton, Frick, & Wootton, 1996) showed correlations between closeness and conflict in parent-child relationship and the externalizing behaviors of children with intellectual disabilities (Schuiringa et al., 2015). The parents who

reported high closeness and low conflict had the lowest reports of children's externalizing behaviors (Schuiringa et al., 2015).

Child-Parent Relationship Scale (Pianta, 1992). Pianta's (1992) Child-Parent Relationship scale (English version) has been frequently used to measure the relationship between parents and children. This scale scores closeness, dependence, and conflict (reversed) on a 5-point Likert scale ranging from 1- strongly disagree to 5- strongly agree. This scale has repeatedly shown reliability and validity, though the scale requires adaptation for multicultural and linguistic functionality (see Escalante-Barrios et al., 2020; Mohammadchenari et al., 2022).

Pianta's Child-Parent Relationship Scale (1992) was used to conduct a short-term longitudinal study with parents of 100 Chinese children (Zhang & Chen, 2010). Their study demonstrated the stability and reciprocal effect of mother-child relationships paired with father-child relationships.

The Child-Parent Relationship Scale was used with 563 parents of children in early childhood to analyze the stability of reports across 4.5 years using this scale based on genders of both parents and children (Driscoll & Pianta, 2011). While examining the psychometric properties of the scale, results showed relative stability with mild variability in ratings of closeness and conflict relating to gender. Mothers reported higher closeness and conflict with children overall. Fathers reported increased closeness as children aged and higher levels of closeness with daughters than with sons.

Smithee et al. (2021) used the Child-Parent Relationship Scale to examine closeness and conflict in mother-child attachment relationships where both individuals had significant anxiety. The results of this study demonstrated that use of "Theraplay" treatment decreased anxiety and conflict measures while closeness indicators increased.

Child-Parent Relationship Scale – Short Form (Pianta, 1992). Escalante-Barrios et al. (2020) wanted to establish “an agreement for the existence of an underlying theoretical construct for each subscale” of the original scale in both English and Turkish versions (Akgun & Yesilyaprak cited in Escalante-Barrios et al., 2020). Question four (“Uncomfortable with physical affection”) was reported as non-significant given cultural norms. All other questions maintained their theoretical constructs. With this information, scholars condensed the Child-Parent Relationship scale to a short form which focused on measures of conflict and closeness. The short form is a 5-point Likert scale which uses answers from 15 quantitative questions to measure closeness and conflict in the parent-child relationship. Scores for closeness and conflict are scored separately.

Child Parental Self-Efficacy

The definitions of self-efficacy and parental self-efficacy will begin this section. Following the definitions, research surrounding self-efficacy and parental self-efficacy will be examined as it relates to adults and to children. This will help readers better understand what is meant by child parental self-efficacy, also referred to as parental self-efficacy during childhood. This study will conclude with an examination of ways in which parental self-efficacy has been studied.

Definitions

Self-Efficacy. Self-efficacy is the way in which an individual views themselves capable of goal achievement (Bandura, 2012). Bandura’s (1986; 2012) general self-efficacy theory states that self-efficacy is created early on and throughout life via enactive attainment, vicarious experience, social persuasion, and physiological factors (Bandura, 1986; 2012). Enactive, or firsthand, experiences are the main genesis for self-efficacy beliefs. By mastering abilities,

mainly in childhood but throughout life, an individual gains insight into their capacities and limitations (Bandura, 1986; 2012). Multiple successful goal attempts increase positive self-efficacy beliefs whereas failures in new ventures lower task-specific self-efficacy (Bandura, 1986, Pajares & Schunk, 2001). Many studies assume parental self-efficacy is formed via enactive attainment, meaning that parenthood or pregnancy would be a requisite to obtaining parental self-efficacy (see Angley et al., 2015; Lee & Vondracek, 2014; Matthew et al., 2017).

Vicarious experience is also affected by success or failure; however, these experiences are observed rather than directly experienced (Bandura, 1986). For parental self-efficacy, it is speculated that observations of parenting behaviors can form parental self-efficacy. Biased interpretations as to whether the observed parenting is successful or a failure, may directly influence one's own parental self-efficacy (Bandura, 2012). It could be said that research which has participants take a class or rewatch videos of parent-child interactions attempt to improve parental self-efficacy via vicarious experience (David & DiGiuseppe, 2016; Tørslev et al., 2021; Wiggins et al., 2009).

Social persuasion is the term for other's responses (verbal or nonverbal) to an individual's behavior. Self-efficacy theory dictates that social persuasion affects an individual's self-efficacy (Bandura, 2012). Encouragement in goal completion and supportive compliments lead to higher self-efficacy (Bandura, 2012). Discouraging remarks lead to lower self-efficacy and are more impactful than encouragement in impact (Bandura, 1986, 2012). For parental self-efficacy, encouragement of children's parenting behaviors by peers and caregivers may influence the level of parental self-efficacy a child feels. For example, encouragement to take care of other children, engage in pretend play with baby dolls, play "family"/ "house," or compliments on

nurture-based qualities (see Buchholz & Gol, 1986; Gaskins, 2013; Lillard, 2017) may improve parental self-efficacy in children.

Similar to the effect of social persuasions are physiological factors: an individual's interpretation of their own physiological functioning (Bandura, 1986). An individual may interpret physiological indicators (sweat, accelerated heartbeat, etc.) as positive, negative, or neutral. Neutral interpretations are such that the individual is able to recognize and categorize physiological factors as separate from personal abilities, thus keeping self-efficacy in an unaffected state. Positive or negative interpretations would positively correlate with believing that oneself has either high capacity or inability, respectively (Bandura, 1986).

Parental Self-Efficacy. Parental self-efficacy is often explained as parenting abilities themselves or confidence in one's capacity to effectively complete a parent-related task with a distinct difficulty level (Bandura, 1977; Jones & Prinz, 2005; Marsh et al., 2017; Marsh et al., 2019., Sekerdej & Szwed, 2021; Wittkowski et al., 2018).

The key to parental self-efficacy is sincere self-appraisal of one's capabilities as a parent and the level of belief a parent has in themselves when accounting for perceived difficulty of the task (Bandura, 1997; Vance & Brandon, 2017). It includes beliefs around organization and execution of parenting tasks (Coleman & Karraker, 1998; Kohlhoff & Barnett, 2013), appropriate decision making (Heerman et al., 2017), and providing competent support to children (Herrmann et al., 2007; Hughes-Scholes & Gavidia-Payne, 2019).

Similar to how parental self-efficacy can be measured with different terminology, different subsections of parental self-efficacy are also measured (Jones & Printz, 2005; Wittkowski et al., 2017). Parental self-efficacy can be measured either domain-specific or domain-general (Wittkowski et al., 2017; Vance & Brandon, 2017). Domain-specific uses

instrumentation that allows researchers to narrow down the sample population to parents with children in specific age groups, developmental capacities/ limitations, etcetera (Wittkowski et al., 2017). Some scholars feel that parental self-efficacy assessments yielded better results when focused on task-, age-, or context-specific situations (Bandura, 1997; Wittkowski et al., 2017). Others prefer measuring parental self-efficacy from a domain-general standpoint in order to “encompass all parenting behaviors [without connection] to specific ages of children” (Vance & Brandon, 2017, p. E34).

Adult. For adults, parental self-efficacy is defined by the ability to appropriately appraise their own parenting abilities (Vance & Brandon, 2017), actually partake in a parental role successfully (Bandura, 1997; Heerman et al., 2017; Vance & Brandon, 2017; Wittkowski et al., 2017), and alter a child’s environment to nurture developmental success (Ardelt & Eccles, 2001 cited in Jones & Printz, 2005; Gilmore & Cuskelly, 2009; Holden, 2015).

Child. For children, parental self-efficacy has yet to be given a definition in the literature. This paper will define parental self-efficacy during childhood similarly to the definition used for current parents. Namely, it will be defined as a child’s confidence in their capacity to make a good parenting model for others to follow (Gilmore & Cuskelly, 2009), effectively complete the role of the parent (Coleman & Karraker, 1998; Kohlhoff & Barnett, 2013; Pianta, 1992; Wittkowski et al., 2017), believe in their ability to be a good parent (Herrmann et al., 2007; Gilmore & Cuskelly, 2009; Hughes-Scholes & Gavidia-Payne, 2019), and find answers to what may be troubling a child (Gilmore & Cuskelly, 2009). More succinctly, it is an individual’s childhood-perception of their knowledge and abilities related to someday raising a child.

Adult Parental Self-efficacy

Self-Efficacy in Adulthood. Opinions differ as to whether self-efficacy beliefs, general or specific, form in infancy, childhood, or adulthood (Denissen et al., 2007; Parajes, 2006; Lee & Vondracek, 2014; Bandura et al., 1996; Putwain et al., 2013; Zhen et al., 2020). Self-efficacy beliefs formed in childhood may be changed throughout the lifespan via enactive attainment, vicarious experience, social persuasion, and physiological factors (Bandura, 1986; 2012). Parents' general self-efficacy can predict adolescent children's general self-efficacy (Lei et al., 2020).

Parental Self-Efficacy in Adulthood. High parental self-efficacy correlates with high rates of positive, knowledgeable parenting behaviors and practices (Bandura, 2012; Coleman & Karraker, 1998; Guidetti et al., 2018; Jones & Printz, 2005; Schuiringa et al., 2015; Vance & Brandon, 2017; Wittkowski et al., 2017). High parental self-efficacy beliefs correlate with more frequent attempts to improve behaviors with increased persistence during difficult parenting situations (Bandura, 1977 cited in Jones & Printz, 2005; Ringoot et al., 2022; Sekerdej & Szwed, 2021; Vance & Brandon, 2017).

Parents with high parental self-efficacy are more likely to advocate for their children's needs (Hughes-Scholes & Gavidia-Payne, 2019). This improves closeness in the parent-child relationship and the children experience better outcomes in academics, physical health, and socioemotional development (Bandura, 2012; Heerman et al., 2017; Herrman et al., 2017; Hughes-Scholes & Gavidia-Payne, 2019; Jones & Printz, 2005; Lee & Vondracek, 2014). The children often have better adaptive skills and fewer behavioral problems than those with parents who experience low parental self-efficacy, as well (Shim & Lim, 2019).

Child Parental Self-efficacy

Childhood may be the impetus for the formation of many types of self-efficacy beliefs given the variations in ways self-efficacy is attained. There is empirical evidence that young children experience both domain-general and task-specific self-efficacy (Denissen et al., 2007; Liew et al., 2008; Pajares, 2006).

Child Self-Efficacy. Data shows that general self-efficacy is formed in childhood (Denissen et al., 2007; Lee & Vondracek, 2014; Liew et al., 2008; Pajares, 2006; Pesu et al., 2016; Schunk & Pajares, 2006; Wilson et al., 2016; Zhen et al., 2020), as is personal and academic self-efficacy (Denissen et al., 2007; Liew et al., 2008; Pajares, 2006). In a school setting, teachers' social persuasion, i.e., teachers' beliefs and behaviors about children's academic capacity, predicted children's academic self-efficacy (Pesu et al., 2016). Children's academic self-efficacy predicted whether elementary school children remained in school and how well they would do academically (Zhen et al., 2020).

Child Parental Self-Efficacy. Parental self-efficacy beliefs from during childhood have yet to be studied. Lee and Vondracek (2014) came close to measuring parental self-efficacy during childhood in their study of family-related self-efficacy reports and subsequent outcomes from adolescents and emerging adults. Their findings show that youth outside of a cohabitating, spousal, or parenting role still have thoughts regarding these roles and their personal potential to fulfill them later in life (Lee & Vondracek, 2014).

How Parental Self-Efficacy is Studied

Studies on late adolescent and adult parental self-efficacy beliefs abound. When studying these sample populations, parental self-efficacy is measured through a variety of scales and questionnaires. This section will detail a selection of studies which feature some of the scales and

questionnaires commonly found in research on parental self-efficacy, however, it is not comprehensive of all metrics for studying parental self-efficacy.

Qualitative Interviews. A longitudinal study of 995 individuals in St. Paul, Minnesota, showed that non-parent adolescents with high motivation and high self-efficacy beliefs had accomplished related goals in adulthood (Lee & Vondracek, 2014; Mortimer et al., 2002). Such a study provides a clear guide into the potential for measuring parental self-efficacy formation in childhood and related parent-child relationship outcomes in adulthood.

Parental Self-Efficacy Scale (unknown). The Parental Self-Efficacy Scale (unknown) measured 66 parent participants in an early childhood intervention program. Participants indicated their desire for parenthood, satisfaction in parenting, and competency in parenting before and after the program. Results indicated that parental self-efficacy and advocacy for children increased as competency improved during the program. (Hughes-Scholes & Gavidia-Payne, 2019).

Study Specific Scales. Those looking to measure domain-specific parental self-efficacy often create their own scales (Bohman et al., 2014; Freedman-Doan et al., 2000). The five-item scale of parental self-efficacy (Freedman-Doan et al., 2000) was used to measure parental self-efficacy in parents of young adolescents with an older sibling (Glatz & Koning, 2016; Glatz et al., 2017). Focusing on the specific parental self-efficacy of influencing adolescents' school and free time, Glatz and Koning (2016) found that adolescent behaviors moderated parents' self-efficacy and parenting styles.

Parenting Sense of Competence Scale (Gibaud-Wallston & Wandersman, 1978). Using multiple regression, this scale found that parental self-efficacy mediated the effects of demographic risk and stressful family events on parents' expectations and parenting obligations

for African American parents and caregivers living in impoverished, urban areas (Dalumpines, 2005). Using the same scale, parental self-efficacy was shown to mediate the relationship between social support and closeness behaviors in Asian American parents (Mathew et al., 2017).

This scale is useful for measuring parents' efficacy, satisfaction, and interest in parenting, within normative, clinical, and at-risk sample populations (Gilmore & Cuskelly, 2009; Nunes et al., 2022; Rogers & Matthews, 2004). The Parenting Sense of Competence scale (Gibaud-Wallston & Wandersman 1978) is often used for measuring domain-general parental self-efficacy due to its high reliability, validity, and usefulness across cultures (Albansese et al., 2019). The reliability of this scale was confirmed in a study containing 1,201 Australian mothers and fathers (Rogers & Matthews, 2004). In a sample of Portuguese parents who were at-psychological-risk, the Parenting Sense of Competence scale's psychometric properties, reliability, validity, and measurement invariance were again confirmed (Nunes et al., 2022; Ohan et al., 2000).

Parenting Sense of Competence Scale - Efficacy Subscale (Gilmore & Cuskelly, 2009).

The Parenting Sense of Competence scale has an efficacy subscale which is frequently used by those studying parental self-efficacy (Celada, 2011; Gilmore & Cuskelly, 2009; Kwok & Li, 2015). This subscale has shown correlations between parental self-efficacy and authoritarian parenting in Latina immigrant mothers (Celada, 2011). Using this scale, parental self-efficacy predicted parental involvement in fathers of young children in Hong Kong (Kwok et al., 2013; Kwok & Li, 2015).

Closeness and Conflict in Parent-Child Relationships and Child Parental Self-Efficacy

Closeness in the parent-child relationship, conflict in the parent-child relationship, and parental self-efficacy have been studied as independent and dependent variables to one another with positive outcomes in parenting behaviors and in child development (see Angley et al., 2015; Bradley, 2018; Jones & Prinz, 2005; Holloway et al., 2005; Lee & Vondracek, 2014; Loton & Waters, 2017; Oliver & Paull, 1995; River et al., 2021; Roy & Kumar, 2021; Schuiringa et al., 2015).

Reviews on parental self-efficacy consistently provide strong correlations between parental self-efficacy and satisfaction in parenting, positive parenting behaviors, and positive developmental outcomes for children (Hughes-Scholes & Gavidia-Payne, 2019; Loton & Waters, 2017; Schuiringa et al., 2015; Yeon & Choi, 2017). This may be due to the improved parent-child relationship quality often associated with parental self-efficacy (Coleman & Karraker, 1998; Jones & Printz, 2005; Holloway et al., 2005; Hughes-Scholes & Gavidia-Payne, 2019; Loton & Waters, 2017; Schuiringa et al., 2015; Yeon & Choi, 2017).

Parental self-efficacy correlated with both parental behavior and child behavior outcomes (Jones & Prinz, 2005). It also positively correlated with levels of parental satisfaction and parent-child relationship quality (Hughes-Scholes and Gavidia-Payne, 2019). Family self-efficacy beliefs predicted future relationships and parental status (Lee & Vondracek, 2014). High levels of parental self-efficacy predicted positive parenting, positive child outcomes, high parental satisfaction, and improved parent-child relationship quality (Jones & Prinz, 2005; Hughes-Scholes & Gavidia-Payne, 2019; Schuiringa et al., 2015). High parental self-efficacy predicted increased levels of positive parenting and strengthened parent-child affect, perhaps because adults' parental self-efficacy influences parenting techniques and parenting satisfaction

(Schuiringa et al., 2015). Parental self-efficacy moderated parenting behaviors and the anxiety/happiness levels in over eleven thousand adolescent children (Loton & Waters, 2017).

Many researchers in this field assume that enactive attainment, parenthood, is a prerequisite to both the formation and assessment of parental self-efficacy (Heerman et al., 2017; Holden, 2015; Hughes-Scholes & Gavidia-Payne, 2019; Kohlhoff & Barnett, 2013; Vance & Brandon, 2017; Wittkowski et al., 2017). Intentional measures to improve parental self-efficacy through therapy or intervention programs (see Hughes-Scholes and Gavidia-Payne, 2019; Wittkowski et al., 2017) are assumed to be the only additional ways to obtain parental self-efficacy. Self-efficacy theory (Bandura 1986, 2012) details that self-efficacy can be formed via vicarious experience and social persuasion. This has yet to be tested for parental self-efficacy during childhood.

When studied, parental self-efficacy shows a relationship with closeness and conflict in the parent-child relationship that deserves additional study. Is there a correlation between closeness in the parent-child relationship and parental self-efficacy during childhood? Is there a correlation between conflict in the parent-child relationship and parental self-efficacy during childhood? Might parental self-efficacy during childhood predict closeness and conflict?

METHODS

This study was approved by the Missouri State University Institutional Review Board on May 23, 2023, and received Approval # IRB-FY2023-541 (see Appendix D). Following approval, researchers began participant recruitment and survey dissemination (see Appendix A).

Participants

One hundred eighty-eight participants from 9 countries, speaking English and/or Spanish completed this study. Participants self-identified as male ($n = 94$, 50%), female ($n = 89$, 47%), non-binary/third gender ($n = 1$, .5%). One preferred not to answer (.5%), and three did not respond (2%).

The average age of participants was forty-three years ($SD = 9.86$). Ninety-two percent of participants were married/remarried ($n = 172$), 4% were divorced ($n = 8$), 3% were cohabitating ($n = 5$), 1% were single never married ($n = 2$), .5% did not respond ($n = 1$). Two participants had a high school diploma/GED (1%), 15 had an associate degree (8%), 71 had a bachelor's degree (39%), 45 had a master's degree (25%), 45 had a PhD/JD (24%), 6 had a post doctorate (3%), 4 did not respond (2%).

Parenting Characteristics

There was an overlap among categories of parenting types. Eighty-eight percent were biological ($n = 165$), 1% were adoptive/forever ($n = 2$), 1% were other (grandparent, legal guardian, etc.) ($n = 2$), 1 % were biological and adoptive/forever ($n = 2$), 4% were biological and step/bonus ($n = 7$), .5% were step/bonus and adoptive/forever ($n = 1$), 1% were biological and foster ($n = 2$), .5% were biological and other ($n = 1$), 2% were biological, step/bonus, and other

($n = 3$), 1% were biological, step/bonus, foster, and other ($n = 2$), and .5% were biological, adoptive/forever, foster, and other ($n = 1$).

Participants had been parents for an average of 14.5 years ($SD = 10.41$) to at least 1- 7 children ($M = 2.36$, $SD = 1.28$). Participants answered questions on closeness in the parent-child relationship and conflict in the current parent-child relationship while thinking of their relationship with only one of their children. The ages of that child ranged from three weeks old to 42 years old, the average age of that child was 12.11 years ($SD = 9.05$).

Country Geographics

The following countries were represented: Barbados ($n = 1$, .5%), Canada ($n = 1$, .5%), New Zealand ($n = 1$, .5%), Nigeria ($n = 1$, .5%), Portugal ($n = 1$, .5%), South Africa ($n = 1$, .5%), South Korea ($n = 1$, .5%), the United Kingdom of Great Britain and Northern Ireland ($n = 1$, .5%), and the United States of America ($n = 179$, 95%). One participant did not respond (.5%).

The 179 participants living in the United States of America represented thirty-five of the states as follows: Alabama ($n = 1$, .5%), Arizona ($n = 5$, 3%), Arkansas ($n = 1$, .5%), California ($n = 10$, 5%), Colorado ($n = 4$, 2%), District of Columbia ($n = 1$, .5%), Florida ($n = 3$, 2%), Georgia ($n = 2$, 1%), Idaho ($n = 5$, 3%), Iowa ($n = 1$, .5%), Maryland ($n = 3$, 2%), Massachusetts ($n = 1$, .5%), Michigan ($n = 1$, .5%), Minnesota ($n = 2$, 1%), Mississippi ($n = 1$, .5%), Missouri ($n = 13$, 7%), Montana ($n = 2$, 1%), Nebraska ($n = 1$, .5%), Nevada ($n = 7$, 4%), New Mexico ($n = 2$, 1%), New York ($n = 3$, 2%), North Carolina ($n = 3$, 2%), Ohio ($n = 4$, 2%), Oregon ($n = 1$, .5%), Pennsylvania ($n = 2$, 1%), Rhode Island ($n = 1$, .5%), South Carolina ($n = 3$, 2%), South Dakota ($n = 1$, .5%), Texas ($n = 11$, 6%), Utah ($n = 62$, 33%), Virginia ($n = 1$, .5%), Washington ($n = 7$, 4%), West Virginia ($n = 1$, .5%), Wisconsin ($n = 2$, 1%), Wyoming ($n = 9$, 5%), missing ($n = 11$, 6%). It is noted that Missouri and Utah had the highest percentages, 7 % and 33% respectively.

Each researcher was either a faculty member or student at Missouri State University and the main researcher lived in Utah during data collection.

Participant Ethnicities

Participants self-identified as African ($n = 2, 1\%$), African American ($n = 2, 1\%$), Asian ($n = 1, .5\%$), Black ($n = 1, .5\%$), Danish American ($n = 1, .5\%$), Dutch ($n = 2, 1\%$), Hispanic ($n = 10, 5\%$), Hispanic/Latina ($n = 1, .5\%$), Korean ($n = 1, .5\%$), Latina ($n = 3, 2\%$), New Zealander ($n = 1, .5\%$), White British ($n = 1, .5\%$), or non-Hispanic White/Caucasian ($n = 144, 76\%$). Three participants responses were unclear (2%) and 13 did not answer this question (7%).

Measures

This section will explain how the following measures were used and analyzed: both closeness and conflict in the parent-child relationship, parental self-efficacy during childhood, current parental self-efficacy, and participants' comments.

Closeness in the Parent-Child Relationship and Conflict in the Parent-Child Relationship

The Child-Parent Relationship Scale - Short Form (Pianta, 1992) was used to evaluate both closeness and conflict in the parent-child relationship through 15 items (question 4 removed during analysis) rated on a 5-point Likert scale (1 - definitely does not apply, 5 - definitely applies). For example, "Please reflect on the degree to which each of the following statements currently applies to your relationship with your child. My child openly shares his/her feelings and experiences with me." After removing question four, seven questions measured closeness and were combined into a single composite score for each participant. Seven of the questions on parent-child relationship quality measured conflict and were combined into a single composite score for each participant.

Parental Self-Efficacy During Childhood

The efficacy subscale from the Parenting Sense of Competence Scale (Gilmore & Cuskelly, 2009) was used to measure parental self-efficacy during childhood. This is the most widely used scale for parental self-efficacy (Wittkowski et al., 2017) and the first to be used to assess parental self-efficacy during childhood. Participants were asked to complete five questions using the 6-point Likert scale (1- Strongly disagree, 6 - Strongly agree). In the prompt, participants were asked to answer as if they were in middle childhood and thinking about their potential, future family. For example, “Please answer the following questions as if you were between the ages of 7 to 12 thinking about your future family (1 - strongly disagree, 5 - strongly agree): I honestly believe I have all the skills necessary to be a good parent...” Scores from each of the five questions were combined into a column of single composite score for each participant.

Current Parental Self-Efficacy

The efficacy subscale from the Parenting Sense of Competence scale (PSOC; Gilmore, & Cuskelly, 2009) was used for current parental self-efficacy and resembled studies on parental self-efficacy of current parents (Wittkowski et al., 2017). For this variable, the scale was used without adaptation. Participants completed the five questions using the 6-point Likert scale (1- Strongly disagree, 6 - Strongly agree).

Participant Comments

The comment box contained the prompt, “Add any additional comments below,” or “Agregue cualquier comentario adicional a continuación.” Thirty-one participants (16%) left

comments for the researchers in the questionnaire. Comments were read by the primary researcher and analyzed. The analysis and results are provided in the results section.

Procedure

The survey was available for 106 days. Surveys left unfinished were automatically closed after two weeks. Participants spent an average of 33.05 minutes ($SD = 169.89$) on the survey with a 96.02 percent completion rate ($SD = 5.69$).

One hundred eighty-eight participants were included in this study. There were originally 198 respondents, of which 191 completed the main portions of the study and were included in the initial analysis. From there, three participants were excluded for leaving 30-40% of the survey blank.

Survey Creation

For this study, questions from the Child-Part Relationship Scale – Short Form (Pianta, 1992) and the Parenting Sense of Competence Scale – Efficacy Subscale (Gilmore & Cuskelly, 2009) were combined into one survey. The survey included the consent form, the Child-Part Relationship Scale – Short form (Pianta, 1992), the Parenting Sense of Competence Scale – Efficacy Subscale (Gilmore & Cuskelly, 2009), demographic questions, and a comments box at the end of the survey (see Appendix C).

How Participants Took the Survey

Consent. The first section of the survey contained the consent form (see Appendix B). Information about the nature of the study, procedures, anonymity, privacy measures, risks, and benefits were stated in the consent form prior to the start of any survey questions and the Qualtrics program provided all participants a randomized ID number to de-identify their data.

Clicking “I consent to participate,” or “Doy mi concentimiento para participar,” indicated participants’ consent.

Parenthood Demographics. Those who consented to be in the study were asked if they were parents. Selecting “no” led to the end of the survey. Affirming their parenthood allowed participants to continue and additional, optional demographics questions were available. Participants were asked what type of parent they were and answered from a multiple-choice, multiple answers possible menu (1 - biological, 2 - step/bonus, 3 - adoptive/forever, 4 - foster, 5 - other). When analyzing the data, researchers combined the multiple responses into a single column variable. Participants were asked to type in how long they have been a parent and the ages of their child/children.

Variable Questions. Questions about their parental self-efficacy followed. For parental self-efficacy during childhood, Participants were asked to answer as they would have responded in childhood between the ages of 7 and 12. For current parental self-efficacy, participants completed the same set of questions, but the prompt encouraged them to answer from their state of current parenthood. The next section was on participants’ current parent-child relationship quality with a child. The age of that child was requested at the start of that section ($M = 12.11$, $SD = 9.01$).

Additional Demographics. The next section contained optional demographic questions unrelated to parenthood. Participants were asked their age (dialogue box), ethnicity (dialogue box), and the country/state in which they lived (drop-down menu).

Comments Box. An optional text box allowed participants to add any additional comments. After the comments question, participants were thanked for their time spent taking the survey and the survey ended.

Participants were able to contact the researchers via email with questions and/or comments before or after the survey. There were no follow-up meetings, emails, or related communications other than those instigated by a participant.

Cronbach's Alpha

A reliability analysis was run to ascertain Cronbach's alpha for the scales measuring closeness in the parent-child relationship, conflict in the parent-child relationship, parental self-efficacy during childhood, and current parental self-efficacy.

RESULTS

A correlation analysis was run on the relationship between closeness in the parent-child relationship and parental self-efficacy during childhood, as well as the relationship between conflict in the parent-child relationship and parental self-efficacy during childhood. The following sections expound on results from analyses of Cronbach's Alpha, the comments section, variable descriptives, correlation analysis, and regression analysis for both independent and dependent variables.

Cronbach's Alpha

In this study, Cronbach's Alpha was 0.65 for parental closeness and 0.85 for parental conflict. Parental self-efficacy during childhood had a Cronbach's alpha of 0.81. Cronbach's alpha for current parental self-efficacy was .81. For each of the variables, removal of any questions would result in a lower Cronbach's alpha.

Comments on Child Parental Self-Efficacy

Participants were able to write comments in a text box at the end of the survey. Thirty-one (16%) participants responded to feedback on the questionnaire itself. The numbers and percentages below are reflective of the entire participant population rather than only those who left comments. Sixteen (9%) of the participants provided additional information for the demographics and/or left positive messages for the researchers, the remaining 15 (8%) provided insights as to the content of the study in four distinct categories. These comments were broken into four subsections, one for each category. The analysis of participants' comments section is loosely based on pulling meaning together as done by Creswell (1998).

Additional Information

Five participants (2%) gave additional demographic information for location, gender, and education. One participant (.5%) wrote down an age they were unable to edit, 1 (.5%) clarified a response (“I’m a lawyer, but that degree wasn’t listed.”). Seven participants (4%) expressed gratitude, enthusiasm, and/or well wishes for the study and researchers. Two participants (1%) wrote that they had no additional comments.

Insights Applicable to the Survey

I listed the statements from the comments box for each individual. Each statement was treated with equal worth. Statements were grouped into meaning units labeled “note cards.” I focused on comments that referenced participants’ thoughts regarding elements of parenting. I paraphrased each comment regarding parenting and grouped comments with similar meaning. I collapsed the groups into three groups. Categories included: (a) parenting thoughts during middle childhood, (b) thoughts on current parenting experiences, and (c) influential factors of closeness and conflict. Combining category c with category b was considered, but upon further study there was enough variation to justify a separate category. While examining the statements, a separate category emerged which became (d) critiques of the measure for parental self-efficacy during childhood.

Parenthood Thoughts During Middle Childhood

Four participants (2%) wrote their reflections about parental self-efficacy during childhood. Two participants (1%) left comments affirming the existence of their parental self-efficacy while in middle childhood. Participant 4 wrote about having higher parental self-efficacy during childhood than currently, “When I was a child, I believed my ability to parent was a lot better than what I know to be true now...” Participant 51 indicated a lack of desire for parenthood and related parental self-efficacy scores, “When I was 7-12 I spent a lot of time

raising younger siblings, which made me not want children of my own. That likely skews my feelings about parenting and family in the first few questions.” Two participants (1%) showed a lack of parental self-efficacy during childhood. Participant 112 stated, “I’m pretty sure I didn’t think of those things.” Participant 109 also expressed a lack of parental self-efficacy during childhood, but explained at what point they felt it had developed, “I don’t think I really considered how I would be a parent till about 14...”

Thoughts on Current Parenting Experiences

Six participants (3%) expressed thoughts about their current parenting experiences. Three participants (2%) expressed happiness in parenting. Participant 148 stated, “I love my kids and being a dad is the best.” Participants 4 and 46 also expressed happiness but while acknowledging the difficulties. Participant 4 stated, “I thought it would be easy to be a parent. It isn’t. But it is so, so worth it!” Participant 46 remarked, “parenting is interesting but taxing.” Three participants (2%) Expounded on their personal relationships with their children. Participant 29 expressed a zeal for letting their children know the strengths and weaknesses of parents as individuals. Participant 29 wrote about how their relationship with their child had changed over time. Participant 10 likewise expressed a change in their parent-child relationship but explained that their child’s “problems” had led the participant to doubt their parenting abilities.

Influential Factors of Closeness and Conflict

Six participants (3%) remarked on factors which influenced their answers to the questions regarding closeness and conflict in the parent-child relationship. One participant (.5%) stated that the gender of their child affected closeness indicators, one participant (.5%) stated that their child’s mental and behavioral disorders influenced some of the participant’s answers. Four participants (2%) wrote that they had multiple children and answers for the questions on

closeness and conflict in the parent-child relationship would have looked different if they had thought of a different child. For example, Participant 74 wrote, “My parenting efficacy for my two kids is VERY different.” Participant 58 stated, “children all have very different personalities and a parent’s relationships with each child is very different.”

Critiques to the Study’s Questions

Six participants (3%) critiqued the questions asked in the survey. Participant 77 wrote that religious beliefs ought to have been included. Participant 1 wrote that, “some questions were not relatable to child development.” Three participants (2%) wrote that the questions measuring parental self-efficacy during childhood were hard to answer. Participant 74 wrote, “I found the first set of questions (about imagining I’m 7 and evaluating my parenting efficacy) really hard to understand/answer.” Participant 94 stated, “The questions at the beginning were confusing.” Participant 112 wrote that, “the question about being 7-12 were very confusing and difficult to answer...I wasn’t sure who the model was supposed to be. My current self?”

Three participants wrote ideas for solutions to the confusion. Participant 74 wrote, “more context setting up those questions would be helpful to put parents in the right mindset” Participant 109 stated, “I thought there should have been a N/A option for asking my thoughts as me at 7-12 years old.” Participant 112 stated, “This question probably needs to be rewritten to be more understandable and realistic.”

Variable Descriptives

Closeness in the parent-child relationship had a mean score of 31.51 ($SD = 3.04$). This shows that participants frequently answered with “not really, or neutral not sure” when asked how well they related to questions which demonstrated feelings of high closeness in the parent-child relationship. Conflict in the parent-child relationship had a mean score of 16.05 ($SD =$

5.60). This shows that participants most frequently selected “definitely does not apply” and “not really” when asked how well they related to parent-child relationship questions demonstrating feelings of high conflict. Parental self-efficacy during childhood had a mean score of 22.32 ($SD = 4.19$). Participants answered the majority of questions with either “somewhat agree,” or “agree.” For current parental self-efficacy, participants had a mean score of 23.32 ($SD = 3.66$). Participants answered most questions with either “somewhat agree,” or “agree” (see Table 1).

Table 1. Variable Descriptives

Variable	<i>n</i>	<i>M</i>	<i>SD</i>	Min	Max
Closeness in the Parent-Child Relationship	188	31.51	3.04	21	35
Conflict in the Parent-Child Relationship	188	16.05	5.60	7	33
Child Parental Self-Efficacy	188	22.32	4.19	9	30
Current Parental Self-Efficacy	188	23.32	3.66	11	30

Question 1

What is the relationship between closeness in the parent-child relationship and parental self-efficacy during childhood?

Closeness in the parent-child relationship had a statistically significant, positive correlation with parental self-efficacy during childhood ($r = 0.21, p < 0.004$). This means that parents who experienced higher closeness in the parent-child relationship had also experienced higher levels of parental self-efficacy during their own childhood, whereas lower closeness in the parent-child relationship was correlated with lower parental self-efficacy during childhood (see Table 2).

Question 2

What is the relationship between conflict in the parent-child relationship and parental self-efficacy during childhood?

Conflict in the parent-child relationship had a statistically significant, negative correlation with parental self-efficacy during childhood ($r = -0.26, p < 0.001$). Parents who reported higher levels of conflict in their current parent-child relationship were more likely to report lower levels of child parental self-efficacy. See Table 2 for correlation results.

Table 2. Correlation of Closeness, Conflict, and Child Parental Self-Efficacy

Variable	<i>n</i>	1	2	3
1. Closeness in the Parent-Child Relationship	188	—		
2. Conflict in the Parent-Child Relationship	188	-.159*	—	
3. Child Parental Self-Efficacy	188	.211**	-.259**	—

* $p < 0.05$. ** $p < .01$.

Question 3

What is the predictability of parental self-efficacy during childhood on both closeness in the parent-child relationship and conflict in the parent-child relationship when controlling for current parental self-efficacy?

Parental self-efficacy in adulthood was the control variable during regression analyses between closeness in the parent-child relationship and parental self-efficacy during childhood, and conflict in the parent-child relationship and parental self-efficacy during childhood. As shown in Table 3, parental self-efficacy during childhood justified 15% of variance in closeness

in the parent child relationship and did not significantly predict closeness in the parent-child relationship ($p = .583$).

This model justified ten percent of the variance in conflict within the parent-child relationship ($r = .10$). The independent variable did not significantly predict conflict ($p = .049$). The control predicted closeness in the parent-child relationship ($p < .001$) and conflict in the parent-child relationship ($p = .006$), as shown in Table 3.

Table 3. Regressions of Closeness and Conflict

Variables	<i>B</i>	β	<i>SE</i>	<i>t</i>	<i>p</i>
Constant (Closeness in the Parent-Child Relationship)	23.87		1.44	16.56	<.001
Child Parental Self-Efficacy	.03	.04	.06	.55	.58
Current Parental Self-Efficacy	.30	.36	.06	4.66	<.001
Constant (Conflict in the Parent-Child Relationship)	28.52		2.72	10.50	<.001
Child Parental Self-Efficacy	-.21	-.16	.11	-1.98	.05
Current Parental Self-Efficacy	-.34	-.22	.12	-2.78	.01

Additional Results

What is the predictability of parental self-efficacy during childhood on current parental self-efficacy?

An additional regression determined the predictability of parental self-efficacy during childhood on current parental self-efficacy. Parental self-efficacy during childhood significantly predicted current parental self-efficacy. ($R = .47, p < .001$). Results are shown in Table 4.

Table 4. Regression of Current Parental Self-Efficacy

Variable	<i>B</i>	β	<i>SE</i>	<i>t</i>	<i>p</i>
Constant (Current Parental Self-Efficacy)	14.17		1.30	11.04	<.001
Child Parental Self-Efficacy	.41	.47	.06	7.26	<.001

Conclusion

The analysis shows that both closeness and conflict in the current parent-child relationship significantly correlated with parental self-efficacy during childhood. Higher closeness in the parent-child relationship showed a positive, moderately significant correlation with higher parental self-efficacy during childhood. While higher conflict in the parent-child relationship had a negative, moderately significant correlation with lower parental self-efficacy during childhood.

Regression analysis showed that parental self-efficacy only slightly predicted both closeness and conflict within the parent-child relationship when controlling for current parental self-efficacy. However, current parental self-efficacy significantly predicted measures of closeness in the parent-child relationship. Additionally, parental self-efficacy from childhood significantly predicted current parental self-efficacy.

DISCUSSION

Literature showed that both closeness and conflict in the parent-child relationship were influenced by parental self-efficacy (Jones & Prinz, 2005; Hughes-Scholes & Gavidia-Payne, 2019; Schuiringa et al., 2015). However, studies which measured parental self-efficacy had not included childhood perspectives despite the possibility of parental self-efficacy occurring in pre-parenthood (Bandura, 2012; Lee & Vondracek, 2014).

Research Objectives

This study aimed to fill this gap in the literature by exploring closeness and conflict in the parent-child relationship in relation to parents' parental self-efficacy during childhood in a sample of parents who participated in an electronic survey. A secondary objective was to determine whether or not parental self-efficacy was present during childhood. All research objectives were achieved.

Research Questions and Hypotheses

The research questions were as follows: (a) What is the relationship between closeness in the parent-child relationship and parental self-efficacy during childhood? It was hypothesized that closeness in the parent-child relationship would significantly correlate with parental self-efficacy during childhood. (b) What is the relationship between conflict in adult parents' relationship with their child and parental self-efficacy during childhood? Researchers hypothesized that conflict in the parent-child relationship would have a significant correlation with parental self-efficacy during childhood.

Key Findings for Question One

In support of the hypothesis, there was a positive correlation between closeness in the adults' parent-child relationship with their child and parental self-efficacy during childhood. This finding supports the research on current parents' parental self-efficacy which showed that the level of closeness in the parent-child relationship improved as parental self-efficacy in current parents improved (Jones & Prinz, 2005; Hughes-Scholes & Gavidia-Payne, 2019; Schuiringa et al., 2015).

Interpretations for Question One Results

One speculation as to why closeness in the parent-child relationship positively correlates with parental self-efficacy during childhood is that parental self-efficacy is developed parallel to attachment formation. The outcomes associated with secure attachment include the ability to adapt with socially appropriate behaviors (Acar et al., 2017; David & DiGiuseppe, 2016; Goldberg & Carlson, 2014; Tørslev et al., 2021), having increased resilience (Acar et al., 2017), increased mentalizations (Meins et al., 2001), and positive internal working models (Estévez et al., 2016; River et al., 2021). If children with higher parental self-efficacy also had secure attachments, then they would have the behaviors and mentalizations which could foster both high parental self-efficacy in childhood and high closeness in a future parent-child relationship.

Another possibility is that children with high parental self-efficacy experienced the same outcomes and associations as parental self-efficacy found in current parents. High parental self-efficacy in parent samples is often correlated with high closeness and low conflict in the parent-child relationship (Heerman et al., 2017; Hughes-Scholes & Gavidia-Payne, 2019; Loton & Waters, 2017; Schuiringa et al., 2015). Children already influence the parent-child relationship by showing respect and acceptance of their parents, which increases closeness (Negrão et al.,

2014; Tørslev et al., 2021). If children with high parental self-efficacy influenced their parent-child relationship even further, to a similar degree that parental self-efficacy in parents is shown to influence the relationship, perhaps it would be a form of enactive attainment. Perhaps the building up of parental self-efficacy through enactive attainment throughout childhood would improve the closeness in their parent-child relationships later in life with future children.

Key Findings for Question Two

There was a negative correlation between conflict in the parent-child relationship and parental self-efficacy during childhood. This finding supports research which indicated that lower conflict levels in the parent-child relationship were associated with higher levels of parental self-efficacy in samples of mothers with teenagers (Abbott et al., 2005), mothers and their children in middle childhood (Acar et al., 2017; aslani et al., 2016), and preschool children and their parents (Baumrind, 1967).

Interpretations for Question Two Results

Given that conflict was negatively correlated with parental self-efficacy, perhaps children with high conflict in their relationship with a parent saw parents engaging in angry, unhealthy parenting behaviors (Acar et al., 2017; Negrão et al., 2014). Viewing these parenting behaviors, children may have judged it as a failure in parenting (Heerman et al., 2017; Vance & Brandon, 2017; Wittkowski et al., 2017). The bias interpretation which may have lowered their own parental self-efficacy using vicarious experience (Bandura, 2012).

Additionally, previous studies correlate high conflict with lower competency, self-regulation, social skills, and negative internal working models in children (Negrão et al., 2014; River et al., 2021; Bosmans et al., 2022). These may lower children's parental self-efficacy as

well seeing as cognitive competency and mentalization assist with efficacy formation (Bandura, 2012; Heermann et al., 2017; Hughes-Scholes & Gavidia-Payne, 2019).

Key Findings for Question Three

Results indicated that parental self-efficacy during childhood predicted only a minor portion of parent-child relationship quality when using current parental self-efficacy as a control variable. Current parental self-efficacy positively predicted closeness in the parent-child relationship. This means that current parental self-efficacy influenced the levels of closeness in the parent-child relationship. The results regarding current parental self-efficacy support findings from previous studies (Jones & Prinz, 2005; Hughes-Scholes & Gavidia-Payne, 2019; Schuiringa et al., 2015).

Interpretations of Question Three Results

It is interesting to speculate as to why parental self-efficacy during childhood did not predict closeness or conflict in the parent-child relationship. Perhaps, as children in middle childhood find an increase in personal and family responsibilities (Lightfoot et al., 2018), thoughts on their future roles and relationships are forming and changing in a way that has yet to stabilize.

Key Findings for Additional Question

Findings during the additional regression analysis showed that parental self-efficacy during childhood predicted current parental self-efficacy. This supported the study's hypothesis as to the existence and value of parental self-efficacy during childhood.

Interpretations of Additional Question Results

Childhood parental self-efficacy may have predicted current parental self-efficacy because it is the predecessor to current parental self-efficacy. As children form ideas about their

roles and responsibilities yet to come, these ideas may solidify into adulthood (see Bandura, 2012). Unless altered by specific experiences, therapy, or interventions (Hughes-Scholes & Gavidia-Payne, 2019; Wittkowski et al., 2017) these beliefs would directly predict parents' current parental self-efficacy, as was seen in the results of this study.

Key Finding for the Assumption of Child Parental Self-Efficacy

Previous studies which measured parental self-efficacy used sample populations of current parents (Heerman et al., 2017; Holden, 2015; Hughes-Scholes & Gavidia-Payne, 2019; Kohlhoff & Barnett, 2013; Schuiringa et al., 2015; Vance & Brandon, 2017; Wittkowski et al., 2017). While the current study also sampled a parent population, participants were asked to answer questions about parental self-efficacy during childhood based on the assumption that parental self-efficacy may have formed prior to parenthood.

Corroborating Our Assumption

Comments from two participants (1%) indicated that positive and negative parental self-efficacy existed in childhood. These responses affirm the existence of parental self-efficacy during childhood and support Bandura's self-efficacy theory (1989; 2012) which informs that self-efficacy, general or specific, can be developed through personal or vicarious experience, social persuasion, or physiological factors.

One participant (.5%) explained that their views on parenthood and their parental self-efficacy beliefs were formed via enactive attainment while participating in sibling caretaking responsibilities. Formation of parental self-efficacy for other participants is speculated to have been obtained similarly, or through observing parents, or engaging in pretend play.

Contradicting Our Assumption

Contrarily, two participants (1%) claimed that parental self-efficacy beliefs were formed in adolescence or later. This finding affirms prior research which assumed the need for parenthood prior to the development of parental self-efficacy (Heerman et al., 2017; Holden, 2015; Hughes-Scholes & Gavidia-Payne, 2019; Kohlhoff & Barnett, 2013; Vance & Brandon, 2017; Wittkowski et al., 2017).

Possible Explanations for Assumption Results

It is interesting to speculate as to why there was variation in participants' experiences with parental self-efficacy during childhood. Perhaps these results are due to variations in social, environmental, and cultural factors. For children who participated in caretaking responsibilities within the family or through babysitting, parenting may have been seen as a natural part of the life progression. For those with limited direct experience caretaking during childhood, observing parents or engaging in pretend play may have influenced the formation of parental self-efficacy.

Another possible explanation for variation in parental self-efficacy formation could be that parental self-efficacy is developed parallel to attachment formation. Perhaps mind-mindedness is the foundation of parental self-efficacy, given the increased mentalizations and internal working models associated with mind-mindedness in parenting (Meins 1999; Meins et al., 2001). If this is so, positive parenting behaviors which foster secure attachments in children may also foster parental self-efficacy in children. Building secure attachment requires that parents be sensitive to their children's needs, involve their children in daily activities (Negrão et al., 2014; Tørslev et al., 2021), and demonstrate acceptance and support through conversation and play (Angleley et al., 2015; Negrão et al., 2014; Oliver & Paull, 1995). These positive behaviors may also be ways that the parent is building up a child's parental self-efficacy.

Involvement provides children with opportunities to take part in their parents lives. In so doing, children see what it looks like to be a parent each day. They could judge whether the parenting taking place is successful and form their own parental self-efficacy based on observing their parents' behaviors. This would build children's parental self-efficacy via vicarious experience. If parents showed acceptance and support in conversations and playful interactions that acknowledged children's potential for parenthood, this could have contributed to a child's parental self-efficacy via social persuasion. Conversely, if parents were cultivating insecure attachments, the decreased sensitivity and increased conflict in a child's relationship with their parent may have influenced the way the child felt about parenting in general and their parental self-efficacy beliefs.

Strengths of the Current Study

Sample Size

There was an appropriate sample size ($n = 188$) which increased the generalizability of the study. From this sample, researchers were able to collect information almost equally from both males (48%) and females (50%) while maintaining a useable sample size of each of those genders.

Language Availability

The study materials were available in English and Spanish, which allowed responses from monolingual or bilingual participants in either language. This improved the chances for a more diverse sample population within the study.

Study Design

The self-reflective design of the independent variable allowed for participants to look at middle childhood as a whole and select answers self-reflectively. This allowed for more

perspective-filled data than may have been obtained were children directly asked questions regarding their parental self-efficacy.

Limitations

Demographics

Most participants were American, White, and had degrees in higher education despite efforts to recruit participants of many countries, ethnicities, and educational backgrounds via social media and snowball sampling. The lack of diversity in these areas limited the scope of the sample and the generalizability of the study.

Measurements

For the independent variable, this study used a prefabricated scale originally written for current parents. Solely the directions were changed on that scale and reliability scores remained high in this study. However, some participants indicated that it was difficult to answer the questions in the self-reflective manner requested of them. That may have impacted the validity of the results. Creating a new, specific scale to measure parental self-efficacy beliefs held during childhood may have assisted participants in understanding the questions and being able to provide more accurate information.

Implications

High closeness in the parent-child relationship is fostered by the attachment and parenting styles that feature emotional sensitivity or mind-mindedness, expressiveness, connection, and affection (Acar et al., 2017; Bandura et al., 1996; Bandura, 2012; Chen et al., 2017; Coetzer, 2016; Flores, 2015; Jamaludin et al., 2015; Meins, 1999; Negrão et al., 2014; River et al., 2021; Schuiringa et al., 2015; Van IJzendoorn et al., 2022). Low conflict in the parent-child relationship signifies low amounts of open expressions of anger, frustration, or

feeling drained (Acar et al., 2017; Angley et al., 2015; Autrey, 2021; Bandura, 1986; Bosmans et al., 2022; Bradley, 2018; Driscoll & Pianta, 2011; Knerr et al., 2013; Negrão et al., 2014; Pianta, 1992; River et al., 2021). Closeness in the parent-child relationship and conflict in the parent-child relationship were previously shown to directly impact children's socioemotional functioning, behaviors, and future attachments (Abbott et al., 2005; Acar et al., 2017; Angley et al., 2015; Bosmans et al., 2022; Castro et al., 2015; Chen et al., 2017; Flores & Porges, 2017; River et al., 2021).

The current study showed that parental self-efficacy during childhood is directly correlated with current parents' parental self-efficacy and the levels of closeness and conflict within their parent-child relationship. These results support previous research which showed a correlation between high closeness and parents' high parental self-efficacy (Jones & Prinz, 2005; Hughes-Scholes & Gavidia-Payne, 2019; Schuiringa et al., 2015), and between low conflict in the parent-child relationship and high parental self-efficacy (Abbott et al., 2005; Acar et al., 2017; aslani et al., 2016; Baumrind, 1967).

Previous research advanced the field by creating interventions related to developing closeness and decreasing conflict in the parent-child relationship (Hughes-Scholes & Gavidia-Payne, 2019; Smithee et al., 2021; Van IJzendoorn et al., 2022), as well as building up current parents' parental self-efficacy (Hughes-Scholes & Gavidia-Payne, 2019; Wittkowski et al., 2017). Results from the current study could be used in a similar manner.

Results from this study demonstrate both the existence of parental self-efficacy during childhood and the opportunity for improving the levels of parental self-efficacy in children. This study could lead to interventions aimed at improving children's parental self-efficacy. Additionally, it could lead to developing community-based parenting groups or classes teaching

about closeness, conflict, and parental self-efficacy during childhood. Educators of child and family studies could be encouraged to incorporate this study into lessons, as well. Seeking ways to help individuals and families better understand children's parental self-efficacy could not only grow the parental self-efficacy beliefs of children, but it may lead to increased parental self-efficacy in adulthood and improve its subsequent effects on both closeness and conflict in parent-child relationships.

Directions for Future Research

Findings from this study require further examination. This section will provide examples of future research which could build upon the findings from the current study in various ways, including adaptations to the current study, and differing angles through quantitative and qualitative analysis to advance ideas related.

To improve upon the current study, future researchers could have participants with multiple children fill out the questions on closeness and conflict in the parent-child relationship for each of their children, in order to have more accurate representation and increased understanding of the relationships between closeness in the parent-child relationship and parental self-efficacy during childhood, and conflict in the parent-child relationship and parental self-efficacy during childhood.

Given the electronic nature of the survey, the current study could be replicated, with an extended length of time used for data collection, to recruit a more diverse sampling of participants around the globe and analyze the results to gather insights into cultural, social, educational, and economic variations. It would be interesting to see results from sample populations with various ideas about childhood responsibilities, the role of the family, and

how/when to educate children in such matters. Such perspectives could shine with the use of qualitative data.

Future studies could modify the current study to include multiple comment boxes with specific questions in order to gain in-depth perspectives on individuals' experiences. Findings could show that behaviors, philosophies, and definitions related to parent-child relationships, and parental self-efficacy could be influenced by age, culture, and gender.

Qualitative prompts such as “did you ever see yourself as a parent?” or “Why do you think your perspective changed? - or didn't change?” may bring important information to light, especially for minority populations. For instance, a LGBTQ+ child growing up in an era of heavy discrimination may not have thought they could become a parent but became one later in life as the social stigma decreased. Would children growing up now feel greater parental self-efficacy during childhood than those who grew up before gender differences were more socially acceptable?

Additionally, someone with little experience or desire for parenthood may have found themselves in a position to parent a child unexpectedly. Their perspectives may have changed as they were thrown into the role of parent. Conversely, perhaps a child had higher parental self-efficacy and later struggled as a parent due to physical or mental difficulties. How might their high parental self-efficacy during childhood influence their present experiences? Perhaps they would experience burn out, perhaps they would feel motivated and capable.

Moreover, differences may be found in what “good” parenting looks like in terms of parenting styles, supportive communication, playful interactions, and even toys with which children are encouraged to play. For example, Euro-centric study samples glorify authoritarian parenting, while someone who grew up with authoritarian parents may appreciate the values

taught by their parents. Further, a parent from one culture may observe a second parents' behavior and think, "that borders on child abuse." The second parent may observe at the first and think, "they're neglecting their child."

As another example, some parents may encourage children of all genders to play with dolls, others may feel anxiety in a child frequently playing with a toy stereotypically associated with girls. This may play into parental self-efficacy because how parents communicate and support their children during such play could be interpreted by the child as the parent stating, "it's okay (or not okay) for you to practice or imitate being a parent." A children could potentially have parental self-efficacy increase or decrease from such interactions.

Future quantitative research could include a longitudinal or cross-sectional study on children's parental self-efficacy during middle childhood, adolescence, and adulthood, and information about closeness and conflict in the parent-child relationship as participants experienced parenthood.

To improve the reliability and validity of quantitative data on parental self-efficacy during childhood, future researchers could create and validate a new measure specific for parental self-efficacy during childhood. Doing so would make the study of parental self-efficacy during childhood consistent. A new measure could more accurately analyze the relationship between parental self-efficacy and current parental self-efficacy, attachment formation, parents' mental health, or parent-child relationship aspects.

New studies could analyze the relationship between attachment and parental self-efficacy during childhood, given the likelihood of attachment and parental self-efficacy forming in tandem. Studies could look into the timing of attachment and parental self-efficacy formation and correlations between secure attachment and high parental self-efficacy during childhood.

Studies with child participants may provide information about the complexities of children's parental self-efficacy and the variables which influence its formation. For example, a child experiencing abuse might think they will never be like their parents and think they will be a fantastic parent in the future. Or they might think parenting is awful and never want to become a parent.

Studying child parental self-efficacy could also be interesting when paired with parents' mental health. Perhaps there is a secure attachment between parent and child, but the parent has mental health issues. The child could see the parent struggling and have their parental self-efficacy lower during interactions/observations in thinking that parenthood is execrable, when in reality, that parent is struggling with being, not necessarily with being a parent.

Similarly, a child observing a difficult relationship between parents or between a parent and their partner might assume that the difficulty is associated with parenting rather than the relationship. In such a case, the child's parental self-efficacy may be impacted by such an assumption.

Measuring the parental self-efficacy of children in the same family would yield a lot of information since different children have different experiences based on their age, where they fit into the family; especially since some cultures give more responsibility to the oldest of the children (raising younger siblings, etc). Some children view such responsibility as an honor and others view it as a burden.

Conclusion

Vance and Brandon (2017) thought it requisite for scholars to find more evidence about the formation of parental self-efficacy and how it changes over time and experiences. Results from this study have shown that there are children with parental self-efficacy. In addition to this

contribution to the literature, this study found a correlation between closeness in the parent-child relationship and parental self-efficacy during childhood, as well as between conflict in the parent-child relationship and parental self-efficacy during childhood. These findings mark an important first step in understanding the variable of parental self-efficacy during childhood, specifically as it relates to closeness and conflict in the parent-child relationship.

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APPENDICES

APPENDIX A

Missouri State University

Introductory Statements with Social Media Recruitment Posts

Project Title: Parent-Child Relationship Quality and Parental Self-efficacy

Principle Investigator: Dr. Joanna Cemore Brigden

Primary Study contact: Stephanie Boekweg

Faculty Advisor: Dr. Joanna Cemore Brigden

Introductory Statement (English):

Hello!

My name is Stephanie Boekweg. I am a graduate student at Missouri State University.

I am conducting a study on parental self-efficacy and parent-child relationships through use of an online survey. This is a survey for all parents. It would be greatly appreciated if you would tap into your social resources and share this post and survey with all eligible individuals in your professional and community networks via email, in-class announcements, word of mouth, etc.

Please let individuals know there will be no negative consequences for not participating.

Participants will be asked questions about:

- Demographics: Parental status, age, gender, ethnicity, marital status, and location.
- Childhood beliefs regarding future parenting abilities.
- Current beliefs about parenting abilities.
- Current parent-child relationship quality.

Thank you for your time and assistance!

Introductory Statement (Spanish):

Mi nombre es Stephanie Boekweg. Soy una estudiante de posgrado en la Universidad Estatal de Missouri.

Estoy realizando un estudio sobre la autoeficacia de los padres y las relaciones entre parente e hijo/hija mediante el uso de una encuesta en línea. Esta es una encuesta para cada tipo de parente. Sería muy apreciado si aprovechara sus recursos sociales y compartiera esta introducción y publicación encuesta con todas las personas elegibles en sus redes profesionales y comunitarias por correo electrónico, anuncios en clase, de boca en boca, etc. Por favor, informe a las personas que habrá no hay consecuencias negativas si no participar.

A los participantes se les harán preguntas sobre:

- Datos demográficos: Estado de los padres, edad, género, origen étnico, estado civil, y ubicación.
- Creencias de la niñez con respecto a las futuras habilidades de crianza como parente.
- Creencias actuales sobre las habilidades de crianza como parente.
- Calidad actual de la relación parente-hijo/hija.

¡Gracias por su tiempo y ayuda!

Social Media Recruitment Posts (sent with embedded link or external link where applicable):



APPENDIX B

Missouri State University

Consent Forms

Project Title: Parent-Child Relationship Quality and Parental Self-efficacy

Principle Investigator: Dr. Joanna Cemore Brigden

Primary Study contact: Stephanie Boekweg

Faculty Advisor: Dr. Joanna Cemore Brigden

Consent Form (English):

MISSOURI STATE UNIVERSITY

CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Parent-Child Relationship Quality and Parental Self-efficacy Beliefs

Principal Investigator: Dr. Joanna Cemore Brigden

Primary Study Contact: Stephanie Boekweg

What is this study about?

This project explores past beliefs about parenthood and the relationship between parents and children. Understanding these relationships and beliefs are an important aspect of supporting children's socioemotional development. This study will inform understanding of children's self-efficacy beliefs as well as our field-wide understanding of how or if parent-child relationship quality is correlated to parenting beliefs in childhood.

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or Missouri State University. Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study. You may print a copy of this consent form. If you have any questions about this study at

any time, you should ask the researchers named in this consent form. Their contact information is below.

What will you ask me to do if I agree to be in your study?

You will be asked to complete a demographic questionnaire, and a questionnaire containing questions about your personal parental beliefs, and a questionnaire on your family relationships. The completion of the questionnaires should take approximately 10 minutes.

Is there any audio/video recording?

There is no audio and video recording.

Are there any benefits to society as a result of me taking part in this research?

Results from this study will inform the field of child development about when parental self-efficacy forms and what supports can be in place to facilitate improved parent-child relationships, in an effort to improve the home and community environments for parents and children. This research may encourage scholars to study causality or form interventions to improve parental self-efficacy in children with the overall goal being to improve parent-child relationships in adulthood.

Are there any benefits to *me* for taking part in this research study?

There is no direct benefit to participating in this study. However, prompting participants to consider their parental self-efficacy and parent-child relationships may allow time for participants to reflect and improve upon these items.

Potential Risks to Participants:

The Institutional Review Board at Missouri State University has determined that participation in this study poses minimal risk to participants. If any of the questions make you feel uncomfortable, you may choose to skip that question or withdraw from the study. If you have questions, want more information or have suggestions, please contact Stephanie Boekweg who may be reached at sb356s@missouristate.edu or Dr. Joanna Cemore Brigden who may be reached at joannacemore@missouristate.edu. If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Administration at Missouri State at 417-836-5972.

Will I get paid for being in the study? Will it cost me anything?

There is no direct payment for participating in this study. There are no costs to you for participating in this study.

How will you keep my information confidential?

Data will be collected via Qualtrics, and all participants will be given an ID number. De-identified data will be stored in a locked closet on a password protected computer. Data will only be available to study personnel outlined in this application.

What if I want to leave the study?

If any of the questions make you feel uncomfortable, you may choose to skip that question or

withdraw from the study. In addition, you have the right to refuse to participate or to withdraw at any time without penalty.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:

By clicking “I consent to participate” you agree that you have read, and you fully understand the contents of this document and you are openly willing to consent to take part in this study. All of your questions concerning this study have been answered. By clicking “I consent to participate,” you agree that you are 18 years of age or older and are agreeing to participate.

Consent Form (Spanish):

**MISSOURI STATE UNIVERSITY
FORMULARIO DE CONSENTIMIENTO INFORMADO**

Título del Proyecto: Calidad de la relación parente-hijo y las creencias de autoeficacia de los padres

Investigador Principal: Dra. Joanna Cemore Brigden

Contacto Principal del Estudio: Stephanie Boekweg

¿De que se trata este estudio?

Este proyecto explora creencias pasadas sobre la paternidad y la relación entre padres e hijos. Comprender estas relaciones y creencias es un aspecto importante para apoyar el desarrollo socioemocional de los niños. Este estudio informará la comprensión de las creencias de autoeficacia de los niños, así como nuestra comprensión en todo el campo de cómo o si la calidad de la relación entre padres e hijos se correlaciona con las creencias de crianza en la infancia.

¿Cuáles son algunas cosas generales que debe saber sobre los estudios de investigación?

Se le está pidiendo que participe en un estudio de investigación. Su participación en el estudio es voluntaria. Puede optar por no unirse o puede retirar su consentimiento para participar en el estudio, por cualquier motivo, sin penalización.

Los estudios de investigación están diseñados para obtener nuevos conocimientos. Esta nueva información puede ayudar a las personas en el futuro. Es posible que no haya ningún beneficio directo para usted por participar en el estudio de investigación. También puede haber riesgos por participar en estudios de investigación. Si decide no participar en el estudio o abandonar el estudio antes de que finalice, su relación con el investigador o la Universidad Estatal de Missouri no se verá afectada. Los detalles sobre este estudio se discuten en este formulario de consentimiento. Es importante que comprenda esta información para que pueda tomar una decisión informada sobre su participación en este estudio de investigación. Puede imprimir una copia de este formulario de consentimiento. Si tiene alguna pregunta sobre este estudio en

cualquier momento, debe consultar a los investigadores mencionados en este formulario de consentimiento. Su información de contacto se encuentra a continuación.

¿Qué me pedirá que haga si acepto participar en su estudio?

Se le pedirá que complete un cuestionario demográfico y un cuestionario que contiene preguntas sobre sus creencias personales como parente y un cuestionario sobre sus relaciones familiares. El llenado de los cuestionarios debe tomar aproximadamente 10 minutos.

¿Hay alguna grabación de audio/video?

No hay grabación de audio y video.

¿Hay algún beneficio para la sociedad como resultado de mi participación en esta investigación?

Los resultados de este estudio informarán al campo del desarrollo infantil sobre cuándo se forma la autoeficacia de los padres y qué apoyos se pueden implementar para facilitar mejores relaciones entre padres e hijos, en un esfuerzo por mejorar los entornos del hogar y la comunidad para padres e hijos. Esta investigación puede alentar a los académicos a estudiar la causalidad o formar intervenciones para mejorar la autoeficacia de los padres en los niños con el objetivo general de mejorar las relaciones entre padres e hijos en la edad adulta.

¿Hay algún beneficio para mí por participar en este estudio de investigación?

No hay ningún beneficio directo por participar en este estudio. Sin embargo, animar a los participantes a considerar su autoeficacia como padres y las relaciones entre padres e hijos puede dar tiempo a los participantes para reflexionar y mejorar estos elementos.

Riesgos potenciales para los participantes:

La Junta de Revisión Institucional de la Universidad Estatal de Missouri ha determinado que la participación en este estudio representa un riesgo mínimo para los participantes. Si alguna de las preguntas lo hace sentir incómodo, puede optar por omitir esa pregunta o retirarse del estudio. Si tiene preguntas, desea obtener más información o tiene sugerencias, comuníquese con Stephanie Boekweg, a quien puede contactar en sb356s@missouristate.edu, o la Dra. Joanna Cemore Brigden, a quien puede contactar en joannacemore@missouristate.edu. Si tiene alguna inquietud sobre sus derechos, cómo lo están tratando, inquietudes o quejas sobre este proyecto o los beneficios o riesgos asociados con la participación en este estudio, comuníquese con la Oficina de Administración de Investigación en el estado de Missouri al 417-836-5972.

¿Me pagarán por participar en el estudio? ¿Me va a costar algo?

No hay pago directo por participar en este estudio. No hay costos para usted por participar en este estudio.

¿Cómo mantendrán mi información confidencial?

Los datos se recopilarán a través de Qualtrics y todos los participantes recibirán un número de identificación. Los datos no identificados se almacenarán en un armario cerrado con llave en una computadora protegida con contraseña. Los datos solo estarán disponibles para el personal del estudio descrito en esta solicitud.

¿Qué pasa si quiero dejar el estudio?

Si alguna de las preguntas lo hace sentir incómodo, puede optar por omitir esa pregunta o retirarse del estudio. Además, tiene derecho a negarse a participar o retirarse en cualquier momento sin penalización.

¿Qué pasa con la nueva información/cambios en el estudio?

Si se dispone de nueva información importante relacionada con el estudio que pueda relacionarse con su voluntad de continuar participando, se le proporcionará esta información.

Consentimiento voluntario del participante:

Al hacer clic en "Doy mi consentimiento para participar", usted acepta que ha leído y comprende completamente el contenido de este documento y está abiertamente dispuesto a dar su consentimiento para participar en este estudio. Todas sus preguntas sobre este estudio han sido respondidas. Al hacer clic en "Doy mi consentimiento para participar", acepta que tiene 18 años o más y acepta participar.

APPENDIX C

Missouri State University

Survey Flows and Surveys

Project Title: Parent-Child Relationship Quality and Parental Self-efficacy

Principle Investigator: Dr. Joanna Cemore Brigden

Primary Study contact: Stephanie Boekweg

Faculty Advisor: Dr. Joanna Cemore Brigden

Bilingual Survey Flow and Survey

Standard: Consent (1 Question)

Branch: New Branch

If

If CONSENT TO ACT AS A HUMAN PARTICIPANT Project Title: The Parent-Child Relationship and Parental S... I consent to participate Is Not Selected

EndSurvey:

Branch: New Branch

If

If CONSENT TO ACT AS A HUMAN PARTICIPANT Project Title: The Parent-Child Relationship and Parental S... I do not consent to participate Is Selected

EndSurvey:

Standard: Block 6 (1 Question)

Branch: New Branch

If

If Are you a parent to 1 or more children? Yes Is Not Selected

EndSurvey:

Branch: New Branch

If

If Are you a parent to 1 or more children? No Is Selected

EndSurvey:

Standard: Demographics: Answering these questions is optional. (3 Questions)

Block: PSE and PCRQ questions (10 Questions)

Standard: Block 3 (6 Questions)

Standard: Block 4 (2 Questions)

Branch: New Branch

If

If List of Countries United States of America Is Selected

Block: Block 5 (1 Question)

Page Break

Start of Block: Consent

Q0 CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: The Parent-Child Relationship and Parental Self-Efficacy Beliefs

Principal Investigator: Dr. Joanna Cemore Brigden

Primary Study Contact: Stephanie Boekweg

What is this study about?

This project explores past beliefs about parenthood and the relationship between parents and children. Understanding these relationships and beliefs are an important aspect of supporting children's socioemotional development. This study will inform understanding of how or if parenting beliefs and behaviors are formulated in childhood.

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or Missouri State University. You may print a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What will you ask me to do if I agree to be in your study?

You will be asked to complete a demographic questionnaire, and a questionnaire containing questions about your personal parental beliefs, and a questionnaire on your family relationships. The completion of the questionnaires should take approximately 10 minutes.

Is there any audio/video recording?

There is no audio and video recording.

Are there any benefits to society as a result of me taking part in this research?

Results from this study will inform the field of child development about when parental self-efficacy forms and what supports can be in place to facilitate improved parent-child relationships, in an effort to improve the home and community environments for parents and children. Additionally, this research can be used to inform professional development opportunities geared toward improving childhood efficacy beliefs.

Are there any benefits to me for taking part in this research study?

There is no direct benefit to participating in this study. However, prompting participants to consider their parental self-efficacy and parent-child relationships may allow time for participants to reflect and improve upon these items.

Potential Risks to Participants:

The Institutional Review Board at Missouri State University has determined that participation in this study poses minimal risk to participants. If any of the questions make you feel uncomfortable, you may choose to skip that question or withdraw from the study. If you have questions, want more information or have suggestions, please contact Stephanie Boekweg who may be reached at sb356s@missouristate.edu or Dr. Joanna Cemore Brigden who may be reached at joannacemore@missouristate.edu. If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Administration at Missouri State at 417-836-5972.

Will I get paid for being in the study? Will it cost me anything?

There is no direct payment for participating in this study. There are no costs to you for participating in this study.

How will you keep my information confidential?

Data will be collected via Qualtrics, and all participants will be given an ID number. De-identified data will be stored on a password protected computer. Data will only be available to study personnel outlined in this application.

What if I want to leave the study?

If any of the questions make you feel uncomfortable, you may choose to skip that question or withdraw from the study. In addition, you have the right to refuse to participate or to withdraw at any time without penalty.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:

By clicking “I consent to participate” you are agreeing that you have read, and you fully understand the contents of this document and you are openly willing to consent to take part in this study. All of your questions concerning this study have been answered. By clicking “I

consent to participate,” you are agreeing that you are 18 years of age or older and are agreeing to participate.

I consent to participate (1)

I do not consent to participate (2)

End of Block: Consent

Start of Block: Block 6

Q1 Are you a parent to 1 or more children?

Yes (1)

No (2)

End of Block: Block 6

Start of Block: Demographics: Answering these questions is optional.

Page Break

Q2 How long have you been a parent (in years)?

Q3 What type of parent? (Select all that apply).

- Biological parent (1)
 - Step-parent/Bonus parent (2)
 - Adoptive parent/Forever parent (3)
 - Foster parent (4)
 - Other caregiver (Grandparent, adult sibling, legal guardian, etc.) (5)
-

Page Break

4 Please select the age of your child/children (Select all that apply).

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- 11 (12)
- 12 (13)
- 13 (14)
- 14 (15)
- 15 (16)
- 16 (17)
- 17 (18)
- 18 (19)
- 19 or older (20)

End of Block: Demographics: Answering these questions is optional.

Start of Block: PSE and PCRQ questions

Q5 Please answer the following questions as if you were between the ages of 7 to 12 thinking about your future family:

	Select one of the following for each answer:					
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)

I would make a fine model for a new parent to follow in order to learn what she/he would need to know in order to be a good parent. (1)

I meet my own personal expectations for expertise in caring for my children. (2)

If anyone can find the answer to what is troubling my children, I am the one. (3)

Page Break

Q6 Please answer the following questions as if you were between the ages of 7 to 12 thinking about your future family:

Select one of the following for each answer:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
--	-----------------------	--------------	-----------------------	--------------------	-----------	--------------------

Considering how long I've been a parent, I feel thoroughly familiar with this role. (1)

I honestly believe I have all the skills necessary to be a good parent to my children. (2)

Page Break

Q7 Please answer the following questions according to your current parenting beliefs and practices.

Select one of the following for each answer:

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
I would make a fine model for a new parent to follow in order to learn what she/he would need to know in order to be a good parent. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I meet my own personal expectations for expertise in caring for my children. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If anyone can find the answer to what is troubling my children, I am the one. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page Break

Q8 Please answer the following questions according to your current parenting beliefs and practices.

	Select one of the following for each answer:					
	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
Considering how long I've been a parent, I feel thoroughly familiar with this role. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I honestly believe I have all the skills necessary to be a good parent to my children. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page Break

Q9 For the next section, if you have multiple children, please pick one child whom you feel best represents your overall relationships with all your children. Answer the following questions with that child in mind.

10 Age of the child:

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (22)
- 9 (23)
- 10 (24)
- 11 (25)
- 12 (26)
- 13 (27)
- 14 (28)
- 15 (29)
- 16 (30)
- 17 (31)
- 18 (32)
- 19 (33)
- 20 (34)

- 21 (35)
- 22 (36)
- 23 (37)
- 24 (38)
- 25 (39)
- 26 (40)
- 27 (41)
- 28 (42)
- 29 (43)
- 30 (44)
- 31 (45)
- 32 (46)
- 33 (47)
- 34 (48)
- 35 (49)
- 36 (50)
- 37 (51)
- 38 (52)
- 39 (53)
- 40 (54)
- 41 (55)
- 42 (56)

- 43 (57)
- 44 (58)
- 45 (59)
- 46 (60)
- 47 (61)
- 48 (62)
- 49 (63)
- 50 (64)
- 51 (65)
- 52 (66)
- 53 (67)
- 54 (68)
- 55 (69)
- 56 (70)
- 57 (71)
- 58 (72)
- 59 (73)
- 60 (74)
- 61 (75)
- 62 (76)
- 63 (77)
- 64 (78)

- 65 (79)
- 66 (80)
- 67 (81)
- 68 (82)
- 69 (83)
- 70 (84)
- 71 (85)
- 72 (86)
- 73 (87)
- 74 (88)
- 75 (89)
- 76 (90)
- 77 (91)
- 78 (92)
- 79 (93)
- 80 or older (94)

Q11 Please reflect on the degree to which each of the following statements currently applies to your relationship with your child.

Using the scale below, select the appropriate number for each item.

	Definitely does not apply (1)	Not really (2)	Neutral, not sure (3)	Applies somewhat (4)	Definitely applies (5)
--	-------------------------------	----------------	-----------------------	----------------------	------------------------

I share an affectionate, warm relationship with my child.

(1)

My child and I always seem to be struggling with each other.

(2)

If upset, my child will seek comfort from me.

(3)

My child is uncomfortable with physical affection or touch from me.

(4)

Page Break

Q12 Please reflect on the degree to which each of the following statements currently applies to your relationship with your child.

Using the scale below, select the appropriate number for each item.

Definitely does not apply (1)

Not really (2)

Neutral, not sure (3)

Applies somewhat (4)

Definitely applies (5)

My child values his/her relationship with me. (1)

When I praise my child, he/she beams with pride. (2)

My child spontaneously shares information about himself/herself. (3)

My child easily becomes angry at me. (4)

Page Break

Q13 Please reflect on the degree to which each of the following statements currently applies to your relationship with your child.

Using the scale below, select the appropriate number for each item.

	Definitely does not apply (1)	Not really (2)	Neutral, not sure (3)	Applies somewhat (4)	Definitely applies (5)
It is easy to be in tune with what my child is feeling. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child remains angry or is resistant after being disciplined. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with my child drains my energy. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When my child is in a bad mood, I know we're in for a long and difficult day. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Page Break

Q14 Please reflect on the degree to which each of the following statements currently applies to your relationship with your child.

Using the scale below, select the appropriate number for each item.

	Definitely does not apply (1)	Not really (2)	Neutral, not sure (3)	Applies somewhat (4)	Definitely applies (5)
My child's feelings toward me can be unpredictable or can change suddenly. (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child is sneaky or manipulative with me. (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My child openly shares his/her feelings and experiences with me. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

End of Block: PSE and PCRQ questions

Start of Block: Block 3

Q15 The following questions are optional. Answers help inform the researchers.

Q16 What is your age?

Q17 What is your gender?

- Male (4)
 - Female (5)
 - Non-binary / third gender (6)
 - Prefer not to say (7)
-

Q18 What is your ethnicity?

Q19 What is the highest level of education attained?

- Some high school (8)
 - High School/GED (1)
 - Associates degree (2)
 - Bachelors degree (3)
 - Masters degree (4)
 - PhD (5)
 - Post Doctorate (6)
 - Prefer not to answer (7)
-

Q20 What is your current marital status?

- Single (never married) (1)
- Married/Remarried (2)
- Unmarried but living with a partner (3)
- Divorced (4)
- Separated (5)
- Widowed (6)
- Other (7) _____

End of Block: Block 3

Start of Block: Block 4



Q21 In which country do you currently reside?

- Afghanistan (1)
- Albania (2)
- Algeria (3)
- Andorra (4)
- Angola (5)
- Antigua and Barbuda (6)
- Argentina (7)
- Armenia (8)
- Australia (9)
- Austria (10)
- Azerbaijan (11)
- Bahamas (12)
- Bahrain (13)
- Bangladesh (14)
- Barbados (15)
- Belarus (16)
- Belgium (17)
- Belize (18)
- Benin (19)
- Bhutan (20)
- Bolivia (21)

- Bosnia and Herzegovina (22)
- Botswana (23)
- Brazil (24)
- Brunei Darussalam (25)
- Bulgaria (26)
- Burkina Faso (27)
- Burundi (28)
- Cambodia (29)
- Cameroon (30)
- Canada (31)
- Cape Verde (32)
- Central African Republic (33)
- Chad (34)
- Chile (35)
- China (36)
- Colombia (37)
- Comoros (38)
- Congo, Republic of the... (39)
- Costa Rica (40)
- Côte d'Ivoire (41)
- Croatia (42)
- Cuba (43)

- Cyprus (44)
- Czech Republic (45)
- Democratic Republic of the Congo (47)
- Denmark (48)
- Djibouti (49)
- Dominica (50)
- Dominican Republic (51)
- Ecuador (52)
- Egypt (53)
- El Salvador (54)
- Equatorial Guinea (55)
- Eritrea (56)
- Estonia (57)
- Ethiopia (58)
- Fiji (59)
- Finland (60)
- France (61)
- Gabon (62)
- Gambia (63)
- Georgia (64)
- Germany (65)
- Ghana (66)

- Greece (67)
- Grenada (68)
- Guatemala (69)
- Guinea (70)
- Guinea-Bissau (71)
- Guyana (72)
- Haiti (73)
- Honduras (74)
- Hong Kong (S.A.R.) (75)
- Hungary (76)
- Iceland (77)
- India (78)
- Indonesia (79)
- Iran (80)
- Iraq (81)
- Ireland (82)
- Israel (83)
- Italy (84)
- Jamaica (85)
- Japan (86)
- Jordan (87)
- Kazakhstan (88)

- Kenya (89)
- Kiribati (90)
- Kuwait (91)
- Kyrgyzstan (92)
- Lao People's Democratic Republic (93)
- Latvia (94)
- Lebanon (95)
- Lesotho (96)
- Liberia (97)
- Libyan Arab Jamahiriya (98)
- Liechtenstein (99)
- Lithuania (100)
- Luxembourg (101)
- Madagascar (102)
- Malawi (103)
- Malaysia (104)
- Maldives (105)
- Mali (106)
- Malta (107)
- Marshall Islands (108)
- Mauritania (109)
- Mauritius (110)

- Mexico (111)
- Micronesia, Federated States of... (112)
- Monaco (113)
- Mongolia (114)
- Montenegro (115)
- Morocco (116)
- Mozambique (117)
- Myanmar (118)
- Namibia (119)
- Nauru (120)
- Nepal (121)
- Netherlands (122)
- New Zealand (123)
- Nicaragua (124)
- Niger (125)
- Nigeria (126)
- North Korea (127)
- Norway (128)
- Oman (129)
- Pakistan (130)
- Palau (131)
- Panama (132)

- Papua New Guinea (133)
- Paraguay (134)
- Peru (135)
- Philippines (136)
- Poland (137)
- Portugal (138)
- Qatar (139)
- Republic of Moldova (141)
- Romania (142)
- Russian Federation (143)
- Rwanda (144)
- Saint Kitts and Nevis (145)
- Saint Lucia (146)
- Saint Vincent and the Grenadines (147)
- Samoa (148)
- San Marino (149)
- Sao Tome and Principe (150)
- Saudi Arabia (151)
- Senegal (152)
- Serbia (153)
- Seychelles (154)
- Sierra Leone (155)

- Singapore (156)
- Slovakia (157)
- Slovenia (158)
- Solomon Islands (159)
- Somalia (160)
- South Africa (161)
- South Korea (162)
- Spain (163)
- Sri Lanka (164)
- Sudan (165)
- Suriname (166)
- Swaziland (167)
- Sweden (168)
- Switzerland (169)
- Syrian Arab Republic (170)
- Tajikistan (171)
- Thailand (172)
- The former Yugoslav Republic of Macedonia (173)
- Timor-Leste (174)
- Togo (175)
- Tonga (176)
- Trinidad and Tobago (177)

- Tunisia (178)
- Turkey (179)
- Turkmenistan (180)
- Tuvalu (181)
- Uganda (182)
- Ukraine (183)
- United Arab Emirates (184)
- United Kingdom of Great Britain and Northern Ireland (185)
- United Republic of Tanzania (186)
- United States of America (187)
- Uruguay (188)
- Uzbekistan (189)
- Vanuatu (190)
- Venezuela, Bolivarian Republic of... (191)
- Viet Nam (192)
- Yemen (193)
- Zambia (580)
- Zimbabwe (1357)

Q22 Add any additional comments below.

End of Block: Block 4

Start of Block: Block 5

Q21.5 In which state do you currently reside?

- Alabama (1)
- Alaska (2)
- Arizona (3)
- Arkansas (4)
- California (5)
- Colorado (6)
- Connecticut (7)
- Delaware (8)
- District of Columbia (9)
- Florida (10)
- Georgia (11)
- Hawaii (12)
- Idaho (13)
- Illinois (14)
- Indiana (15)
- Iowa (16)
- Kansas (17)
- Kentucky (18)
- Louisiana (19)
- Maine (20)
- Maryland (21)

- Massachusetts (22)
- Michigan (23)
- Minnesota (24)
- Mississippi (25)
- Missouri (26)
- Montana (27)
- Nebraska (28)
- Nevada (29)
- New Hampshire (30)
- New Jersey (31)
- New Mexico (32)
- New York (33)
- North Carolina (34)
- North Dakota (35)
- Ohio (36)
- Oklahoma (37)
- Oregon (38)
- Pennsylvania (39)
- Puerto Rico (40)
- Rhode Island (41)
- South Carolina (42)
- South Dakota (43)

- Tennessee (44)
- Texas (45)
- Utah (46)
- Vermont (47)
- Virginia (48)
- Washington (49)
- West Virginia (50)
- Wisconsin (51)
- Wyoming (52)
- I do not reside in the United States (53)

End of Block: Block 5

Spanish Survey Flow and Survey

Block: Default Question Block (1 Question)

Branch: New Branch

If

If Título del Proyecto: La relación padre/madre-hijo/hija y las creencias de autoeficacia de los pad... Doy mi consentimiento para participar Is Not Selected

EndSurvey:

Branch: New Branch

If

If Título del Proyecto: La relación padre/madre-hijo/hija y las creencias de autoeficacia de los pad... No doy mi consentimiento para participar Is Selected

EndSurvey:

Standard: Demografía: responder a estas preguntas es opcional (1 Question)

Branch: New Branch

If

If ¿Eres padre/madre/cuidador de 1 o más hijos/hijas? No Is Selected

EndSurvey:

Standard: Q2 (3 Questions)

Standard: Block 3 (10 Questions)

Standard: Block 4 (6 Questions)

Standard: Block 5 (2 Questions)

Branch: New Branch

If

If ¿En qué país resides actualmente? Estados Unidos de América Is Selected

Block: Block 6 (1 Question)

Page Break

Start of Block: Default Question Block

Thesis survey (Spanish)

Q0 Título del Proyecto: La relación padre/madre-hijo/hija y las creencias de autoeficacia de los padres

Investigador Principal: Dra. Joanna Cemore Brigden

Contacto Principal del Estudio: Stephanie Boekweg

¿De que se trata este estudio?

Este proyecto explora creencias pasadas sobre la paternidad y la relación entre padres e hijos. Comprender estas relaciones y creencias es un aspecto importante para apoyar el desarrollo socioemocional de los niños. Este estudio informará nuestra comprensión en todo el campo de cómo o si las creencias y los comportamientos de crianza se formulan en la infancia.

¿Cuáles son algunas cosas generales que debe saber sobre los estudios de investigación?

Se le está pidiendo que participe en un estudio de investigación. Su participación en el estudio es voluntaria. Puede optar por no unirse o puede retirar su consentimiento para participar en el estudio, por cualquier motivo, sin penalización. Los estudios de investigación están diseñados para obtener nuevos conocimientos. Esta nueva información puede ayudar a las personas en el futuro. Es posible que no haya ningún beneficio directo para usted por participar en el estudio de investigación. También puede haber riesgos por participar en estudios de investigación. Si decide no participar en el estudio o abandonar el estudio antes de que finalice, su relación con el investigador o la Universidad Estatal de Missouri no se verá afectada. Puede imprimir una copia de este formulario de consentimiento. Si tiene alguna pregunta sobre este estudio en cualquier momento, debe consultar a los investigadores mencionados en este formulario de consentimiento. Su información de contacto se encuentra a continuación.

¿Qué me pedirá que haga si acepto participar en su estudio?

Se le pedirá que complete un cuestionario demográfico y un cuestionario que contiene preguntas sobre sus creencias personales como padre y un cuestionario sobre sus relaciones familiares. La cumplimentación de los cuestionarios debería llevar aproximadamente 10 minutos.

¿Hay alguna grabación de audio/video?

No hay grabación de audio y video.

¿Hay algún beneficio para la sociedad como resultado de mi participación en esta investigación?

Los resultados de este estudio informarán al campo del desarrollo infantil sobre cuándo se forma la autoeficacia de los padres y qué apoyos se pueden implementar para facilitar mejores relaciones entre padres e hijos, en un esfuerzo por mejorar los entornos del hogar y la comunidad para padres e hijos. Además, esta investigación se puede utilizar para informar oportunidades de desarrollo profesional orientadas a mejorar las creencias de eficacia infantil.

¿Hay algún beneficio para mí por participar en este estudio de investigación?

No hay ningún beneficio directo por participar en este estudio. Sin embargo, animar a los participantes a considerar su autoeficacia como padres y las relaciones entre padre e hijo puede dar tiempo a los participantes para reflexionar y mejorar estos elementos. Riesgos potenciales para los participantes: La Junta de Revisión Institucional de la Universidad Estatal de Missouri ha determinado que la participación en este estudio representa un riesgo mínimo para los participantes. Si alguna de las preguntas lo hace sentir incómodo, puede optar por omitir esa pregunta o retirarse del estudio. Si tiene preguntas, desea obtener más información o tiene sugerencias, comuníquese con Stephanie Boekweg, a quien puede contactar en

sb356s@missouristate.edu, o con la Dra. Joanna Cemore Brigden, a quien puede contactar en joannacemore@missouristate.edu. Si tiene alguna inquietud sobre sus derechos, cómo lo están tratando, inquietudes o quejas sobre este proyecto o los beneficios o riesgos asociados con la participación en este estudio, comuníquese con la Oficina de Administración de Investigación en el estado de Missouri al 417-836-5972.

¿Me pagarán por participar en el estudio? ¿Me va a costar algo?

No hay pago directo por participar en este estudio. No hay costos para usted por participar en este estudio.

¿Cómo mantendrán mi información confidencial?

Los datos se recopilarán a través de Qualtrics y todos los participantes recibirán un número de identificación. Los datos desidentificados se almacenarán en una computadora protegida con contraseña. Los datos solo estarán disponibles para el personal del estudio descrito en esta solicitud.

¿Qué pasa si quiero dejar el estudio?

Si alguna de las preguntas lo hace sentir incómodo, puede optar por omitir esa pregunta o retirarse del estudio. Además, tiene derecho a negarse a participar o retirarse en cualquier momento sin penalización.

¿Qué pasa con la nueva información/cambios en el estudio?

Si se dispone de nueva información importante relacionada con el estudio que pueda relacionarse con su voluntad de continuar participando, se le proporcionará esta información.

Consentimiento voluntario del participante: Al hacer clic en "Doy mi consentimiento para participar", usted acepta que ha leído y comprende completamente el contenido de este documento y está abiertamente dispuesto a dar su consentimiento para participar en este estudio. Todas sus preguntas sobre este estudio han sido respondidas. Al hacer clic en "Doy mi consentimiento para participar," acepta que tiene 18 años o más y acepta participar.

Doy mi consentimiento para participar (1)

No doy mi consentimiento para participar (2)

End of Block: Default Question Block

Start of Block: Demografía: responder a estas preguntas es opcional

Q1 ¿Eres padre/madre/cuidador de 1 o más hijos/hijas?

Sí (1)

No (2)

End of Block: Demografía: responder a estas preguntas es opcional

Start of Block: Q2

Q2 ¿Por cuánto tiempo has sido cuidador (en años)?

Q3 ¿Qué tipo de cuidador? (Seleccione todas las que correspondan).

- Padre o madre biológico/biológica (1)
- Padrastro o madrastra/padre o madre extra (2)
- Padre adoptivo o madre adoptiva/padre o madre para siempre (3)
- Padre o madre temporario/acoger/"foster" (4)
- Otro pariente/cuidador (abuelo, hermano adulto, tutor legal, etc.) (5)

Page Break

Q4 Seleccione la edad de su hijo/hijos o hija/hijas (Seleccione todo lo que corresponda).

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- 11 (12)
- 12 (13)
- 13 (14)
- 14 (15)
- 15 (16)
- 16 (17)
- 17 (18)

18 (19)

19 años o más (20)

End of Block: Q2

Start of Block: Block 3

Q5 Responda las siguientes preguntas como si tuviera entre 7 y 12 años pensando en su familia futura:

	Muy en desacuerdo (1)	Discrepar (2)	Algo en desacuerdo (3)	Parcialmente de acuerdo (4)	Aceptar (5)	Totalmente de acuerdo (6)
Sería un buen modelo a seguir para un nuevo madre/padre a fin de aprender lo que necesita saber para ser un buen madre/padre. (1)						
Cumplo con mis propias expectativas personales de experiencia en el cuidado de mis hijos. (2)						
Si alguien puede encontrar la respuesta a lo que preocupa a mis hijos, soy yo. (3)						

Page Break

Q6 Responda las siguientes preguntas como si tuviera entre 7 y 12 años pensando en su familia futura:

	Muy en desacuerdo (1)	Discrepar (2)	Algo en desacuerdo (3)	Parcialmente de acuerdo (4)	Aceptar (5)	Totalmente de acuerdo (6)
Teniendo en cuenta cuánto tiempo he sido padre/madre, me siento completamente familiarizado con este papel. (1)						
Sinceramente, creo que tengo todas las habilidades necesarias para ser un buen padre/madre para mis hijos. (2)						

Page Break

Q7 Responda las siguientes preguntas de acuerdo con sus creencias y prácticas de crianza actuales.

	Muy en desacuerdo (1)	Discrepar (2)	Algo en desacuerdo (3)	Parcialmente de acuerdo (4)	Aceptar (5)	Totalmente de acuerdo (6)
Sería un buen modelo a seguir para un nuevo madre/padre a fin de aprender lo que necesita saber para ser un buen madre/padre. (1)						
Cumplo con mis propias expectativas personales de experiencia en el cuidado de mis hijos. (2)						
Si alguien puede encontrar la respuesta a lo que preocupa a mis hijos, soy yo. (3)						

Page Break

Q8 Responda las siguientes preguntas de acuerdo con sus creencias y prácticas de crianza actuales.

	Muy en desacuerdo (1)	Discrepar (2)	Algo en desacuerdo (3)	Parcialmente de acuerdo (4)	Aceptar (5)	Totalmente de acuerdo (6)
Teniendo en cuenta cuánto tiempo he sido padre/madre, me siento completamente familiarizado con este papel. (1)						
Sinceramente, creo que tengo todas las habilidades necesarias para ser un buen padre/madre para mis hijos. (2)						

Page Break

Q9 Para la sección siguiente, si tiene varios hijos, elija un hijo/hija que crea que representa mejor sus relaciones generales con todos sus hijos. Responda las siguientes preguntas con ese niño/niña en mente.

Q10 Edad del niño/ la niña:

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
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72 (73)
73 (74)
74 (75)
75 (76)
76 (77)
77 (78)
78 (79)
79 (80)
80 o más (81)

Q11 Reflexione sobre el grado en que cada una de las siguientes declaraciones se aplica actualmente a su relación con su hijo.

	Definitivamente no aplica (1)	No aplica muy bien (2)	Neutral, no estoy seguro (3)	Se aplica un poco (4)	Definitivamente se aplica (5)
Comparto una relación afectuosa y cálida con mi hijo. (1)					
Mi hijo y yo siempre parecemos estar luchando el uno con el otro. (2)					
Si está molesto, mi hijo buscará consuelo de mí. (3)					
Mi hijo se siente incómodo con el afecto físico o el contacto de mi parte. (4)					

Page Break

Q12 Reflexione sobre el grado en que cada una de las siguientes declaraciones se aplica actualmente a su relación con su hijo.

	Definitivamente no aplica (1)	No aplica muy bien (2)	Neutral, no estoy seguro (3)	Se aplica un poco (4)	Definitivamente se aplica (5)
Mi hijo valora su relación conmigo. (1)					
Cuando alabo a mi hijo, él/ella brilla con orgullo. (2)					
Mi hijo comparte espontáneamente información sobre sí mismo. (3)					
Mi hijo fácilmente se enoja conmigo. (4)					

Page Break

Q13 Reflexione sobre el grado en que cada una de las siguientes declaraciones se aplica actualmente a su relación con su hijo.

	Definitivamente no aplica (1)	No aplica muy bien (2)	Neutral, no estoy seguro (3)	Se aplica un poco (4)	Definitivamente se aplica (5)
Es fácil estar en sintonía con lo que siente mi hijo. (1)					
Mi hijo sigue enojado o se resiste después de ser disciplinado. (2)					
Tratar con mi hijo drena mi energía. (3)					
Cuando mi hijo está de mal humor, sé que nos espera un día largo y difícil. (4)					

Page Break

Q14 Reflexione sobre el grado en que cada una de las siguientes declaraciones se aplica actualmente a su relación con su hijo.

	Definitivamente no aplica (1)	No aplica muy bien (2)	Neutral, no estoy seguro (3)	Se aplica un poco (4)	Definitivamente se aplica (5)
Los sentimientos de mi hijo hacia mí pueden ser impredecibles o pueden cambiar repentinamente. (1)					
Mi hijo es astuto o manipulador conmigo. (2)					
Mi hijo comparte abiertamente sus sentimientos y experiencias conmigo. (3)					

End of Block: Block 3

Start of Block: Block 4

Q15 Las preguntas siguientes son opcionales. Las respuestas ayudan a informar a los investigadores.

Q16 ¿Cuál es tu edad?

Q17 ¿Cuál es su género?

Masculino (1)

Femenino (2)

No binario / tercer género (3)

Prefiero no responder (4)

Q18 Cuál es tu etnia?

Q19 ¿Cuál es tu nivel más alto de educación alcanzado?

Algo de escuela secundaria (1)

Escuela secundaria / Examen General equivalente a diploma secundaria (2)

Grado asociado (3)

Licenciatura (4)

Licenciatura superior (maestro) (5)

Doctor/doctora (6)

Post doctorado (7)

Prefiero no decirlo (8)

20 ¿Cuál es tu estado civil actual?

Soltera/soltero (nunca casado/nunca casada) (1)

Casado/recasado (2)

Soltero pero viviendo con una pareja (3)

Divorciada/divorciado (4)

Separados/separadas (5)

Viudo/viuda (6)

Otro (7)

End of Block: Block 4

Start of Block: Block 5

Q21 ¿En qué país resides actualmente?

- Afganistán (1)
- Albania (2)
- Alemania (3)
- Andorra (4)
- Angola (5)
- Antigua y Barbuda (6)
- Arabia Saudita (7)
- Argelia (8)
- Argentina (9)
- Armenia (10)
- Australia (11)
- Austria (12)
- Azerbaiyán (13)
- Bahamas (14)
- Baréin (15)
- Bangladesh (16)
- Barbados (17)
- Bielorrusia (18)
- Bélgica (19)
- Belice (20)
- Benín (21)
- Bután (22)
- Bolivia (23)
- Bosnia y Herzegovina (24)
- Botsuana (25)
- Brasil (26)
- Brunei Darussalam (27)
- Bulgaria (28)
- Burkina Faso (29)
- Burundi (30)
- Camboya (31)
- Camerún (32)

Canadá (33)
Cabo Verde (34)
Chad (35)
Chile (36)
China (37)
Colombia (38)
Comoros (39)
Congo, República del... (40)
Corea del Norte (41)
Corea del Sur (42)
Costa Rica (43)
Costa de marfil (44)
Croacia (45)
Cuba (46)
Chipre (47)
Dinamarca (48)
Dominica (49)
Ecuador (50)
Emiratos Árabes Unidos (51)
Egipto (52)
El Salvador (53)
Eritrea (54)
Eslovaquia (55)
España (56)
Estados Unidos de América (57)
Estonia (58)
Etiopía (59)
Federación Rusa (60)
Filipinas (61)
Finlandia (62)
Francia (63)
Fiyi (64)
Gabón (65)

Gambia (66)
Georgia (67)
Ghana (68)
Granada (69)
Grecia (70)
Guatemala (71)
Guayana (72)
Guinea (73)
Guinea-Bisáu (74)
Guinea Ecuatorial (75)
Haití (76)
Honduras (77)
Hong Kong (78)
Hungría (79)
Islandia (80)
India (81)
Indonesia (82)
Irán (83)
Irak (84)
Irlanda (85)
Islas Salomón (86)
Islas Marshall (87)
Israel (88)
Italia (89)
Jamahiriya Árabe Libia (90)
Jamaica (91)
Japón (92)
Jordán (93)
Katar (94)
Kazajistán (95)
Kenia (96)
Kirguistán (97)
Kiribati (98)

Kuwait (99)
La ex República Yugoslava de Macedonia (100)
Lesoto (101)
Letonia (102)
Líbano (103)
Liberia (104)
Liechtenstein (105)
Lituania (106)
luxemburgo (107)
Madagascar (108)
Malasia (109)
Malawi (110)
Maldivas (111)
Malí (112)
Malta (113)
Mauritania (114)
Mauricio (115)
México (116)
Micronesia, Estados Federados de... (117)
Mónaco (118)
Mongolia (119)
Montenegro (120)
Marruecos (121)
Mozambique (122)
Myanmar (123)
Namibia (124)
Nauru (125)
Nepal (126)
Níger (127)
Nigeria (128)
Nicaragua (129)
Noruega (130)
Nueva Zelanda (131)

Omán (132)
Países Bajos (133)
Pakistán (134)
Palau (135)
Panamá (136)
Papúa Nueva Guinea (137)
Paraguay (138)
Reino Unido de Gran Bretaña e Irlanda del Norte (139)
Perú (140)
Polonia (141)
Portugal (142)
República Árabe Siria (143)
República Centrafricana (144)
República Checa (145)
República de Moldova (146)
República Democrática del Congo (147)
República Democrática Popular Lao (148)
República Dominicana (149)
República Unida de Tanzania (150)
Ruanda (151)
Rumania (152)
San Cristóbal y Nieves (153)
Samoa (154)
San Marino (155)
Santa Lucía (156)
San Vicente y las Granadinas (157)
Santo Tomé y Príncipe (158)
Senegal (159)
Serbia (160)
Seychelles (161)
Sierra Leona (162)
Singapur (163)
Somalia (164)

Sri Lanka (165)
Suazilandia (166)
Sudáfrica (167)
Sudán (168)
Suecia (169)
Suiza (170)
Surinam (171)
Tailandia (172)
Tayikistán (173)
Timor Oriental (174)
Togo (175)
Tonga (176)
Trinidad y Tobago (177)
Turkmenistán (178)
Túnez (179)
Turquía (180)
Tuvalu (181)
Ucrania (182)
Uganda (183)
Uruguay (184)
Uzbekistán (185)
Vanuatu (186)
Venezuela, República Bolivariana de... (187)
Vietnam (188)
Yemen (189)
Yibuti (190)
Zambia (191)
Zimbabue (192)

Q22 Agregue cualquier comentario adicional a continuación.

End of Block: Block 5

Start of Block: Block 6

1.5 ¿En qué estado resides actualmente?

- Alabama (1)
- Alaska (2)
- Arizona (3)
- Arkansas (4)
- California (5)
- Carolina del Norte (6)
- Carolina del Sur (7)
- Colorado (8)
- Connecticut (9)
- Dakota del Norte (10)
- Dakota del Sur (11)
- Delaware (12)
- Distrito de Columbia (13)
- Florida (14)
- Georgia (15)
- Hawaii (16)
- Idaho (17)
- Illinois (18)
- Indiana (19)
- Iowa (20)
- Kansas (21)
- Kentucky (22)
- Louisiana (23)
- Maine (24)
- Maryland (25)
- Massachusetts (26)
- Michigan (27)
- Minnesota (28)
- Mississippi (29)
- Missouri (30)
- Montana (31)
- Nebraska (32)

Nevada (33)
Nuevo Hampshire (34)
Nuevo Jersey (35)
Nuevo Mexico (36)
Nueva York (37)
Ohio (38)
Oklahoma (39)
Oregon (40)
Pennsylvania (41)
Puerto Rico (42)
Rhode Island (43)
Tennessee (44)
Texas (45)
Utah (46)
Vermont (47)
Virginia (48)
Washington (49)
Virginia del Oeste (50)
Wisconsin (51)
Wyoming (52)
no resido en estados unidos (53)

End of Block: Block 6

APPENDIX D

IRB Approval



Missouri State
UNIVERSITY

To:

Joanna Cemore Brigden
Childhood Ed & Fam Studies

RE: Notice of IRB Approval

Submission Type: Initial

Study #: IRB-FY2023-541

Study Title: The Parent-Child Relationship Quality and Parental Self-Efficacy Beliefs

Decision: Approved

Approval Date: May 23, 2023

This submission has been approved by the Missouri State University Institutional Review Board (IRB). You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented. Should any adverse event or unanticipated problem involving risks to subjects or others occur it must be reported immediately to the IRB.

This study was reviewed in accordance with federal regulations governing human subjects research, including those found at 45 CFR 46 (Common Rule), 45 CFR 164 (HIPAA), 21 CFR 50 & 56 (FDA), and 40 CFR 26 (EPA), where applicable.

Researchers Associated with this Project:

PI: Joanna Cemore Brigden

Co-PI:

Primary Contact: Stephanie Boekweg

Other Investigators: