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## The role of parenting self-efficacy and parenting styles on self-regulation learning in adolescent girls of Tabriz.

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### Abstract

The purpose of This study was to examine the relationship between parenting Self-efficacy and parenting style's and self-regulation learning in adolescent girls of Tabriz. The research method of this study is based on descriptive-correlation type. For this purpose, 400 girls students selected, by using multi-stage cluster sampling from Tabriz high school students (NO: 40000). To collect information, parenting self-efficacy and parenting style's questionnaires and self-regulation learning scale were used. Data by using descriptive and inferential statistics methods (stepwise multiple regression analysis and one way analyzes of variance) using SPSS software were analyzed. Results showed that parenting self-efficacy and adolescent girls self-regulation (motivational beliefs, self-regulation learning strategies) are related ( $P < 0.01$ ). Other findings showed that between adolescent girls self-regulation (motivational beliefs, strategies Learning self-regulation) in terms of parenting style's are different ( $P < 0.01$ ). Finally regression analysis showed choice and control opportunities in parenting style's and parenting self-efficacy are an important predictors for adolescent girls self-regulation ( $P < 0.01$ ).

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*Keywords:* parenting style's, parenting self-efficacy, self-regulation, motivational beliefs, self-regulation learning strategies

### 1. Introduction

One of the factors which is important in inter-person and social relationships is the self-regulation of adolescent. The self-regulation learning theory is based on this fact that how students organize meta cognition, motivation, behavioural, learning for themselves (Zimmerman & Martinez-ponz, 1990). A learner who has enough motivations for learning tries to achieve those learning goals. Self-regulation predicts the progress in education. adolescent in order to obtain the learning skill are influenced by knowledge structures and data processing and also by environmental factors such as family factors (butler & winne, 1995). Therefore, the training methods of parents are one of the influential factors in self-regulation.

The self-efficacy structure was introduced by Bendora (1977) and mean's that judgment of men about their ability for organization and doing some act for gain to special goals. Self-efficacy beliefs are the basics of important processes like motivation, mental welfare and personal interests.

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It should be noted that self-efficacy variable can be correlated to other variables. One of the important variables which have been the interest of researchers within the recent years is parents' traits. Therefore, it is expected that the self-efficacy of children and adolescent are influenced by the self-efficacy of parents in application of the training methods. The researches show that Sociability of a child may be influenced by their perceptions from the parenting self-efficacy (Guimond&Wilcox, Lamorey, 2008).A meaningful relationship also obtained between the parenting self-efficacy and child growth in Coleman and kraker research. The present study was supposed to investigate that which dimension of parenting styles and parenting self-efficacy is an efficient predictor of self-regulation adolescent girls?

## Methodology

Method of this research is of correlation type.

### Sampling

The statistical population of this work were the female students of Tabriz high schools and their mothers. 400 people were selected by using multi stage cluster sampling.

### Instrument

MSLQ: this questionnaire was built in 1990 by Pintrich and Digrout and translated to Farsi. Its reliability using Gronbach's alpha method was obtained 0.47 for the self-regulation motivational beliefs and 0.78 for self-regulation learning. Parenting styles questionnaire: this questionnaire was translated in Iran and the total final reliability was obtained 0.82(Yaghobkhani gyasvand, 1372).

PSE: the parenting self-efficacy questionnaire was designed by Bendora (1989) and modified by Suzuki et al in 2009. This questionnaire has 25 questions. In this research, the reliability using Gronbach's alpha method was obtained 0.92 which is acceptable and results showed that the average scale was 96.68 and Estandard deviation was 13.29.

## Results and discussion

Table 1:

Stepwise Regression	variable	B	t	sig	R	R square	SE	F	sig
Model 1	Free-control	0/37	18/28	0/001	0/67	0/45	4/82	334/28	0/001

As could be seen in Table 1, the regression was only shifted one step forward. It also could be concluded that 45% of self-regulation variance is expressed by control-freedom dimension of the parenting styles. According to the results, the only remaining variable in the regression model is the freedom-control dimension of the parenting styles for prediction of self-regulation and other variables cannot predict the self-adjustment learning strategies and were removed from the regression model.

Table2:

Stepwise Regression	B	t	sig	R	R square	SE	F	sig
1 control-freedom	0/47	29/90	0/001	/832	0/692	3/80	894/14	0/001
2 control-freedom	0/31	15/64	0/001	/875	0/766	3/32	649/88	0/001
parenting self-efficacy	0/33	0/39	0/001					

As can be observed from Table 2, 76% of adolescent self-regulation is expressed by control-freedom dimension and parenting self-efficacy.

Conclusion:

The obtained results from the present study showed that among the parenting styles and parenting self-efficacy, control-freedom dimension was the predictor of self-regulation. Thus it could be concluded that the determining factor which is effective on self-regulation learning strategies of adolescent is the degree of freedom or control in parenting styles. The parents who consider themselves qualified for correct training of their children, have a higher level of parenting self-efficacy as compared to other parents (Deslandes & Bertrand, 2005). The obtained results also showed that in the first step, control-freedom parenting styles and in the second step, parenting self-efficacy have been introduced to the model and the Acceptance and rejection dimension of parenting styles was removed from the model. Therefore, one can conclude that the determining factor in motivation belief in self-regulation female students is freedom or control in the parenting styles and parenting self-efficacy. It also could be concluded that the Acceptance and rejection dimension is not an influential variable in prediction of learning strategies. Pentrij (1986) believes that a part of learning of the person undoubtedly is inherited from their parents because those are the first models and patterns for children. Therefore, it seems that the parenting styles and their behavior with children affect the quantity and quality of the self-regulation learning of the adolescent. The communication methods of parents with their children are also one of the most essential issues which plays a crucial role in mental development and personal performance of the person (Webster, 2002).

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