

**RESEARCH PAPER****Relationship between Parenting Styles and Self-Efficacy of Undergraduate Students****¹ Dr. Mahvish Fatima Kashif * ² Sarah Ehsan and ²Dr. Rabia Tabassum**

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***Corresponding Author:** Mahvish.Fatima@lcwu.edu.pk**ABSTRACT**

The purpose of the study was to find out relationship between parenting styles and self-efficacy of undergraduate students. Correlational research was selected as research design. The population of the study was undergraduates in the education departments of the public and private universities of Lahore. The total number of students selected was 538 as sample. Parenting Authority Questionnaire (PAQ), developed by Buri (1991) was used to measure parenting styles of mothers, and the self-efficacy questionnaire developed by Jerusalem and Schwarzer, (1995). Results showed that there is a significant relationship between parenting styles and self-efficacy of undergraduate students. It is highly recommended that training programs might be created to assist mothers in implementing effective parenting practices. These measures could benefit mothers in helping them identify and acknowledge the way in which they might interact with their children effectively.

KEYWORDS: Parenting styles, Self-efficacy, Undergraduates**Introduction**

Self-efficacy can be explained as an individual's self-assurance and belief that he can accomplish something worthwhile that will significantly affect his life, as well as his self-assurance and capacity to surpass others. People's feelings, thoughts, motivations, and behaviors are defined by their self-efficacy, and the outcomes of these beliefs have a variety of effects on important cognitive, inspirational, affective, and selecting processes (Nessai et al., 2015).

According to Bandura (1995), self-efficacy is a key factor in defining an individual's potential to plan and perform the actions necessary to attain certain goals. It affects the decisions people make, the paths they take, and the level of tension and anxiety an individual feels while engaging in an activity. People who feel highly empowered are more likely to succeed in a variety of endeavors. They are able to remain steadfastly committed and view challenging jobs as challenges. If they don't succeed, they will blame their ignorance and lack of effort. Conversely, those who have poor self-efficacy constantly believe that tasks are difficult and refrain from doing them. They don't know how to fix it by making the best decision, if at all (Tam et al., 2012).

Flexible self-efficacy, also known as the sensation of efficiency that arises from the dominating experience, is the ability to overcome obstacles and resist in order to accomplish a goal. Dealing with people who have succeeded through hard work and self-sufficiency can also enhance and develop this quality. People's sense of efficiency, or self-efficacy, would be bolstered if they were encouraged to overcome obstacles appropriate

to their skills in order to succeed and accomplish their goals. Self-efficacy beliefs eventually rise when one pursues objectives in good physical health and mental well-being (Nessai et al., 2015).

For children, parents are the most significant role models and sources of information. Children learn about themselves and acquire experience from their interactions with parents, which helps them be ready for the challenges that lie ahead in life. Children's views and behavior towards others and society are also shaped by their interactions with parents and family. Effective parenting techniques help parents fulfill their responsibility to help their children reach their full potential (Azizi & Jaafar, 2006). The goal of parenting styles is to mold children's personalities so that their conduct is suitable for the demands of families, communities, and parents.

Parents are crucial in forming their children's personalities since poor interactions might hinder their development into well-adjusted adults. The influence of parents' personalities on the development of teenagers' personalities makes the function of parents crucial. Adolescent success or failure is determined by the parenting techniques of the parents. Teenagers are capable of weighing the advantages and disadvantages of a situation, but early engagement has a beneficial impact. This implies that the mental development of adolescents is significantly influenced by the parenting style (Hong et al., 2005).

According to Baumrind (1996) the three types of parenting styles and their characteristics are as below:

High expectations and responsiveness are traits of authoritative parenting practices. By using a logical, problem-focused, disciplined approach, this parenting style teaches kids to follow rules and to explain their rationale. In accordance with Maccoby and Martin (1983), parents who recognize and value their children's self-reliance, support oral communication, involve their kids in decision-making, and want their kids to handle responsibilities in accordance with the needs and skills of their family members are examples of authoritative parenting styles.

Parenting in an authoritarian manner demonstrates the traits of extremely rigid and demanding parents. This approach lacks loving and two-way communication between parents and children, but it has strong control and consistently demands maturity from youngsters. Parents that are authoritarians restrict their kids' privacy and demand that they obey the rules without question. In addition, they reprimand their kids severely if they disobey the established guidelines or directives. According to Baumrind (1996), kids raised in authoritarian households have a tendency to be less content, less social, and more nervous.

Parenting in a permissive manner is defined by low expectations and high levels of response. It has high levels of fulfillment but low levels of maturity, control, and mutual communication between parents and children. Baumrind (1996) defines a permissive style as a lax parenting approach where parents do not place as many expectations on their kids, discourage them from expressing their emotions, and do not try to regulate their teenagers' conduct. In actuality, they do not demand that their kids behave in a mature manner and instead support their independence (Hong et al., 2005).

Literature Review

The majority of our lives are governed by our self-efficacy beliefs because we lack motivation to complete activities that we perceive to be impossible. What we expect from the consequences and results of our actions depends on our self-efficacy beliefs or how we view our own talents. The rest of our actions may be motivated by this process if we

have faith in our ability to accomplish and ultimately achieve our objective. Conversely, this anticipation would demoralize us if we think we won't succeed. In actuality, our behavioral performance and the results it produces are determined by our beliefs about our own abilities as well as our expectations regarding the ramifications and outcomes of our activities. So as to obtain critical awareness that would support to foster self-sufficient future adults, it is crucial to investigate the type of parenting style and its impact on teenagers' self-efficacy (Nessai et al., 2015).

Parenting styles and self-efficacy

Better social competency in children and adolescents is mostly a function of parenting techniques. According to Bandura (1993), a person's self-efficacy beliefs are shaped and influenced by their family, friends, and school. Of them, family—especially parents and their unique parenting styles—is a major influence on the development of self-efficacy in children. Parents have a significant role in developing their children's competence and beliefs, according to research on the connection between parenting styles and academic self-efficacy (Eccles et al., 1993).

Parenting approaches can help or hurt children's sense of self-efficacy in the family setting. Adolescents' self-efficacy, self-esteem, self-image, and confidence are developed through the interplay between parenting methods, which can have a positive or bad effect. According to earlier research, teenagers who believe their parents are authoritative have stronger self-efficacy beliefs and values, whereas adolescents who believe their parents are non-authoritative have the lowest self-efficacy beliefs (Boon 2007; Ingoldsby et al., 2004).

Impact of Parenting styles and self-efficacy on academic performance

The most significant factor in the world of academic accomplishment that has been extensively studied and discussed is self-efficacy. Numerous aspects and advantages of self-efficacy have been explored in various contexts, disciplines, and fields. A person's primary source of learning is their mastery experience, which is the cornerstone of their self-efficacy belief. Once a task has been completed, the individual can assess and analyze it to see if the intended result was attained or not. As a person's self-efficacy beliefs grow, so does their confidence, which enhances their ability to concentrate on the work at hand (Phan, 2012).

Irrespective of the teenagers' level of education, parenting practices have a significant impact on their improved and efficient academic performance. The social and intellectual lives of adolescents and early children are significantly influenced by their family, particularly their parents. Teenagers who receive parental assistance are successful in both their social and academic lives. Previous studies have also demonstrated that, irrespective of adolescents' educational attainment, schools, communities, and peers all have an impact on their academic success (Rice et al.,1990).

Researchers in educational psychology have been interested in determining the theoretical and practical significance of the variables influencing adolescents' academic success. Higher education students' habits can be detected by addressing these elements, and doing so may assist college and university students in overcoming the dangers associated with their academic performance. It was shown that adolescents' academic performance is influenced by both non-cognitive and cognitive elements (Casillas et al., 2005).

Adolescents' academic achievement is largely determined by non-cognitive variables rather than cognitive ones. Parenting practices, peer interactions, educational

institutions, and individual student characteristics like motivation and academic self-efficacy are examples of non-cognitive elements (Fulton & Turner 2008).

Children's emotional development is aided by parent-child connections in which the two parties talk and share each other's feelings. As a result, children are able to express and regulate their own emotions and become aware of those of others. However, parenting techniques that involve control and punishment deny kids the chance to experience, communicate, and express their own feelings.

Gender and Self-efficacy

Sylvia-Bobiak and Caldwell (2006) investigated the complex relationship between gender, active leisure, and social cognitive conceptions among university students by looking at 874 undergraduate students. As per the findings of the study, men are more likely than women to be active leisure time participants and to feel confident about their physical activity levels. This information was consistent with research findings among Australian males and females conducted by Milligan et al. (1997) and Netz and Raviv (2004). Apart from that, Clement (1987) asserted in her study that women have lower expectations of their own abilities than men do when it comes to jobs that are typical for men.

In a recent study, Schmitt (2008) looked at 891 college students' self-efficacy, emotional constancy, and gender. The findings indicated a strong relation between self-efficacy and gender. According to the data, female college students exhibit lower levels of emotional stability and self-efficacy in comparison to their male counterparts. Moreover, the findings demonstrated a substantial relationship between academic achievement and self-efficacy (Tam et al., 2012).

Parental authority and Self-efficacy

Permissive Parenting Style and Self-efficacy

Adalbjarnardottir and Hafsteinsson (2001) discovered that adolescents who thought their parents were uncaring took more drugs, both legal and illegal, than those who thought their parents were in charge. They used a sample of 347 teenagers from Iceland for the study. Researches have revealed that children with permissive parents are more likely to engage in rebellious conduct, do worse academically, and have lower psychological functioning overall.

It has also been discovered that low self-efficacy, a lack of perseverance in learning activities, an intrinsic/extrinsic motivational orientation and a lack of tolerance for frustration are associated with permissive parenting. Boon (2007) found that higher accomplishment is associated with authoritative parenting style, while permissive parenting is significantly linked to high self-handicapping, low mastery objectives, poor self-efficacy and low achievement.

Authoritarian Parenting Style and Self-efficacy

Buri et al. (1991) studied the connection between self-efficacy and parenting practices. A total of 230 students were given questionnaires. The majority of participants who thought both of their parents were authoritarian, according to their findings, had poor levels of self-efficacy. Conversely, those who thought both of their parents were in charge have a high sense of self-worth. According to a study by Qazi (2009), authoritative parenting styles were positively correlated with self-efficacy while permissive and authoritarian parenting styles had no correlation at all with self-efficacy.

Authoritative Parenting Style and Self-efficacy

Research on the relationship between undergraduate students' academic performance and their parenting styles, self-efficacy, and achievement motivation was carried out by Turner, Chandler and Heffer (2009). Their research, which involved 264 college students, revealed a strong correlation between college students' academic achievement and their perception of authoritative parenting techniques. The outcomes also demonstrated that academic self-efficacy and authoritative parenting styles were highly important determinants of academic performance.

Stated differently, two of the elements that contribute to academic performance are authoritative parenting approaches and academic self-efficacy. Additionally, in comparison to children who saw their parents as authoritarian and inattentive, adolescents who thought their parents were authoritative were reported to have tried alcohol less frequently.

Hypotheses

Ho: There is no significant relationship between perceived parenting styles of mothers and self-efficacy among undergraduate students.

Ho: There is no significant difference in self-efficacy of students with educated and uneducated mothers.

Ho: There is no significant difference in self-efficacy of students with working and non-working students.

Material and Methods

Research Design

Quantitative methods were used in this study. And correlational research design was employed to explore the relationship between variables.

Population

The population for this research was the students of education department of public and private universities of Lahore. Total population was 2688 students from which 1886 were from public and 802 were from private universities.

Sampling

Proportionate stratified random sampling strategy was employed to choose the sample. The strata were created owing to nature of the institutions (public & private). Total number of students in sample was 538 from which 301 students were from public and 237 students were from private universities.

Table 1.
Sample size

Universities	Population (N)	Sample (n)
Public Universities	1886	301
Private Universities	802	237
Total	2688	538

Instruments

Parenting Authority Questionnaire (PAQ)

To examine mothers' parenting styles, the Parenting Authority Questionnaire (PAQ), developed by Buri (1991) was employed. It was comprised of thirty items. According to Buri (1991), PAQ has three separate subscales; permissive, authoritarian, and authoritative parenting styles and it was used to measure parental command, or disciplinary practices, from the perspective of the children of any age. Items were graded on a 5-point Likert scale.

Table 2
Parenting Style Questionnaire (PAQ)

Sr. No.	Subscales	Items
1	Permissive	1, 6, 10, 13, 14, 17, 19, 21, 24, 28
2	Authoritarian	2, 3, 7, 9, 12, 16, 18, 25, 26, 29
3	Authoritative or Flexible	4, 5, 8, 11, 15, 20, 22, 23, 27, 30

Self-efficacy

In order to compute the general self-efficacy, a questionnaire developed by Schwarzer and Jerusalem, (1995) was used. It was comprised of 10-items. It intended to examine a broad sense of perceived self-efficacy in order to forecast how well individuals can cope with day-to-day problems as well as their flexibility after being exposed to various stressful life situations.

Reliability

Reliability analysis showed the reliability of parenting styles questionnaire as 0.86 and 0.72 of self-efficacy questionnaire.

Table 3
Reliability of Different Factors of Parenting Styles Questionnaire

Sr. No.	Factors	Cronbach's alpha	No. of items
1	Permissive	0.69	10
2	Authoritarian	0.72	10
3	Authoritative	0.73	10

Results and Discussion

Table 4
Relationship between Parenting Styles and Self-Efficacy of Undergraduate Students

Model	R	R. Square	Adjusted R	Std. Error of Estimate
1	.774 ^a	.598	.596	3.30261

a. Predictors: (Constant), AOF, P, A

Table 4 shows that, Fifty-nine percent variance is defined in the criterion variable by the predictor variables parenting styles (R square of $.598 * 100 = 59.8\%$). In this table the value of R square 0.598 designates the 59.8% change in the dependent variable (self-efficacy).

Table 5.
Multiple Regression Test Result

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	8682.257	3	2894.086	265.336	.000 ^b

Residual	5824.466	534	10.907
Total	14506.723	537	

a. Dependent Variable: GSE

b. Predictors: (Constant), AOF, P, A

Table 5 shows the F ratio is appointed to inspect how reliable the measures are in establishing a decent fit of model. The p-value $.000 < .05$, which signifies a decent fit of the model.

Table 6
Results of Multiple Regression Analysis for Coefficient

Model	Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Unstandardized Coefficients Beta	t	p
(Constants)	8.154	.725		11.243	.000
P	.279	.035	.372	8.003	.000
A	.223	.044	.275	5.121	.000
AOF	.157	.030	.209	5.271	.000

a. Dependent Variable: GSE

Table 6 shows the beta weights and statistical significance. The values of significance showed that all the factors of parenting styles (Permissive $p=.000$, Authoritarian $p=.000$, Authoritative or Flexible $p=.000$) have significant relationship with self-efficacy of students. Beta values (Permissive, $B=.372$, Authoritarian, $B=.275$, Authoritative or Flexible, $B=.209$) indicate that all the three factors of parenting styles like permissive, authoritarian and authoritative positively relates with self-efficacy of undergraduate university students.

Table 7
Difference in Self-Efficacy of Undergraduate University Students on the basis of Educational Status of Mothers

General Self-Efficacy	N	Mean	Std. Deviation	t	df	sig
Educated	424	27.6415	5.21035			
Un-educated	114	29.0263	5.02289	-2.592	183.734	.010

Table 7 displays the outcomes of an independent sample t-test to measure the difference in self-efficacy of undergraduate university students on the basis of educational status of their mothers. The t-value is -2.592 and p-value is $.010 < .05$ at the level of significance which displays that there is significant difference in self-efficacy of undergraduate university students with educated and un-educated mothers. So, the null hypothesis is rejected. Mean values shows that university students with un-educated mothers are showing more self-efficacy than the students with educated mothers.

Table 8
Difference in Self-Efficacy of Undergraduate Students on the basis of Working Status of Mothers

General Self-Efficacy	N	Mean	Std. Deviation	t	df	Sig
Working	100	28.2000	5.11682	.565	.536	.572
Non-working	438	27.8744	5.21968			

Table 8 displays the outcomes of an independent sample t-test to measure the difference in self-efficacy of undergraduate university students on the basis of working status of their mothers. The t value is $.565$ and the p value $0.572 > .05$ at the level of significance which shows that there is no significant difference in self-efficacy of undergraduate university students with working and non-working mothers. So, the null hypothesis is not rejected.

Discussion

The aim of this study was to explore the relationship between parenting styles and undergraduate students' self-efficacy. The results exhibited that there was a significant relationship between the parenting techniques and the self-efficacy of the undergraduate students. It showed that all factors of parenting styles (authoritarian, authoritative and permissive) had a significant relationship with self-efficacy.

Over the years, scholars from all across the world have researched parenting styles in great detail. Numerous studies on this subject have been conducted in a variety of settings, including cities, nations, civilizations, and ethnic groupings. Parenting style has been linked to a number of variables, including academic achievement (CGPA), according to earlier study. These days, self-esteem is a significant element that can be discussed with adolescents in addition to parenting (Chiew, 2011).

While adolescents assert more autonomy over their decisions as they grow older, there is evidence of individual differences in the way teenagers perceive their parents' legitimacy of authority and when they take ownership of the decision-making process (Cumsille et al., 2009).

Our findings about the relationships between parenting styles and students' beliefs about their academic self-efficacy can be used to inform the development of training programs aimed at assisting parents in adopting positive parenting styles (like authoritative styles) to support the growth of their kids' efficacy beliefs and, consequently, their academic achievement. The social cognitive theory and other relevant learning theories can be applied in the creation of these programs (Aldhafri et al., 2020).

The study showed no significant difference in self-efficacy of undergraduate university students with working and non-working mothers. Also, our results showed that undergraduate university students with working mothers are showing more general self-efficacy than the students with non-working mothers. Similar to the, research of Muhammad (2005), exhibited that there is no significant difference in parenting styles and students' self-efficacy among working and non-working mothers. This is because a mother's love is a vital component for the development of self-efficacy of children. Working mothers can also give devotion to their children.

While highlighting the facts about parenting styles and their impact on Childrens' mindsets, Tam et al., (2012), stated that Malaysia is a multiracial nation in Asia made up primarily of Malays, Chinese, and Indians. Families in Malaysia adhere to eastern cultural ideals. In traditional eastern societies, men are typically seen as the family's provider while women are seen as the generation's caregivers. This cultural value may affect how parents behave, which might lead to different parenting styles for males and females.

Furthermore, the results of this study will raise community awareness of the importance of encouraging positive parenting practices. This study can help new parents who are confused about what parenting methods to use. This research may also contribute to the creation of positive parenting styles or intervention strategies that aim to create future generations that are self-sufficient (Tam et al., 2012).

Conclusion

This study sought to determine how undergraduate students' self-efficacy and parenting styles related to one another. Results revealed a significant relationship between undergraduate students' self-efficacy and parenting approaches. It has also been demonstrated that parenting technique, including permissive, authoritarian, and authoritative parenting, have a significant relationship with undergraduate students' levels in self-efficacy.

Additionally, the outcomes showed that there was a significant difference between undergraduate university students with educated and uneducated mothers. University students with uneducated mother's had elevated levels of self-efficacy than students with educated mothers.

Recommendations

Results showed that university students with un-educated mothers are showing more self-efficacy than the students with educated mothers. It is highly recommended that training programs might be created to assist mothers in implementing effective parenting practices. These measures could benefit mothers in helping them identify and acknowledge the way in which they might interact with their children effectively. Qualitative studies conducting interviews of mothers can also be done. Future research is recommended to employ more than three different parenting approaches. This is due to the possibility of an extended association between parental style and children's self-efficacy. Future research would review a diverse student sample to allow the results to be generalized.

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