

PARENTING STYLES AND SELF-EFFICACY AS CORRELATES OF ACADEMIC ACHIEVEMENT OF STUDENTS IN PUBLIC SECONDARY SCHOOL IN ANAMBRA STATE.

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Abstract

The study examined parenting styles and self-efficacy as correlates of academic achievement of students in public secondary school in Anambra state. The study was guided by two research questions and two hypotheses tested at 0.05 level of significance. The study adopted correlational research design. The population of the study comprised 13742 SS2 students in 268 public secondary school in Anambra state, spread across the six education zones in the state. Twelve (12) out of 268 senior secondary schools in the six zones were randomly selected. Proportionate stratified random sampling technique was employed to draw a sample size of 380 students in senior secondary school. Parenting style questionnaire (PSQ), Educational self-efficacy scale (ESS) and academic achievement of students obtained from the school records were used for data collection. The reliability of the instruments were subjected to face and construct validation. The reliability of the instruments was established using Cronbach Alpha method and it yielded co-efficient values of 0.85, 0.857, 0.653 for parental style questionnaire (PSQ) and 0.89

for educational self-efficacy scale (ESS). Research questions were answered using Pearson product moment correlation co-efficient. Hypotheses 1-2 were tested using test of significance of Pearson. Findings of the study reveals the relationship between parenting styles and academic achievement in public secondary school students is Negative. The study equally showed that there was significant relationship among parenting styles; self-efficacy and academic achievement of secondary school students in Anambra state. Based on the findings from this study, it was recommended that parents should interact more with their children and show concern for their children's activities at school. They should play a more active role in their academic activities and parents should sometimes allow their children to use their initiatives.

Keywords: Parenting Styles, Self-Efficacy, Correlates, Academic Achievement.

INTRODUCTION

Background to the study

Education of an individual is a process of acquiring knowledge, skills, values, and attitudes through various formal and informal learning experiences. It involves the transmission and assimilation of information, as well as the development of intellectual, physical, social, and emotional capabilities (Stenhouse, 2020). It is a crucial aspect of an individual's development that plays a significant role in shaping his future. Education aims to promote individual growth, prepare individuals for future roles and responsibilities, and contribute to the betterment of society as a whole. Peters (2017) asserted that education of a child commences at his birth; before he can speak, before he can understand, he is

already instructed. Education equips individuals with necessary tools for productive life. Apple (2018) asserted that education is the creation of a sound mind in a sound body; it develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists. Its main aim is to develop a healthy and prosperous individual that possesses knowledge, rights, awareness and many other qualities. Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits (Singh, 2015). Education which is a life-long process is critical in human development and the key to national development.

Education is the bedrock of development. A nation's position in today's highly competitive global knowledge economy is directly dependent on the quality of its human capital – the aggregate of skills and knowledge imparted on its students by its educational system. This explains why different measures are put in place to enhance the standard of education. Because education is considered an instrument for national development, the Nigerian policy on education is formulated to achieve the objective – national and human development.

It is obvious that a person's upbringing has a profound influence on how he sees the world and how he processes information. Stevenson (2020) observed that different students view education as having different goals. This implies that the way a child is brought up and the information that is available to such a child in the form of values and ways of behaving can shape the disposition of such a child towards education. Also, individual differences exist in every aspect of life including differences in intellectual ability. It is common place that students in a class exposed to the same learning conditions achieve differently when tested. Recent developments in the fields of parenting and family studies have led to the renewed interest in the relationship

between children's school achievement and parenting style. These developments have heightened the need for the study of children's school achievement.

Academic achievement of students is central to ensuring a successful future. Academic success reflected in higher academic achievement has long been thought to be the path to a stable livelihood and a successful future (Hydes & Kling, 2021). Good (2019) defined academic achievement as the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teachers. Ricarda (2015) asserts that academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. According to Christian (2020) academic achievement generally indicates the learning outcome of the students. Students who achieve highly academically are at advantage in terms of positive outcomes such as joy, pride, and happiness (Elliot & Dweck, 2019). High academic achievement has been associated with positive characteristics, including self-esteem, self-efficacy, and motivation (Bandura, 1982). Low academic achievement may create many

negative feelings among students. Students with low academic achievement may be more vulnerable to problems such as stress, hopelessness, delinquency, psychopathology, low-self efficacy and substance abuse (Assarian, et al, 2018), thereby resulting in their inability to function effectively in society.

In recent years, Anambra State was one of the best performing states in secondary education, and among the top five in West African Examinations Council (WAEC) and National Examination Council (NECO) examinations, respectively (Daily Post, 2022). In Anambra State, there has been a recorded educational success of students passing WAEC and NECO examinations with five credits, including Mathematics and English subjects for the past three consecutive years (2020, 2021, & 2022). The state recorded 72.9% in the year 2020, 91.2%, in the year 2021, and 92.2%, in the year 2022, respectively, with a mean percentage of 85.1% (National Bureau of Statistics, 2022). However, some students are still borderline students, performing poorly academically.

Some educationists such as Kohn (2020) seem to blame the families for the poor academic achievement of their children because some parents find it difficult to stay connected with their children's education, probably, as a result of patterns

and nature of social commitments. Some parents tend to be nonchalant about their children's education, and the situation is worse in families where children live with foster parents. Husain (2021) noted that students often come from different socio-economic backgrounds which can affect their performance in school. Often times, some students from poor and average income families have poor academic achievement because of the various problems these families face, causing emotional disturbance among their children.

Previous studies have found that students with high self-efficacy are more likely to engage in higher levels of creativity in their academic environment (Tierney, 2018), and thus, exhibit higher creativity when they receive strong support from their teachers and their parents (Houghton, 2021). Though several investigators have examined the relationship between parenting styles and academic achievement, the present work tries to examine the contribution of self-efficacy to academic achievement of students reared under the different parenting styles. Parents issue is an on-going psychological discussion. Does parents play a role in self-efficacy? Are children from Authoritative parenting style more efficacious than other parenting styles in accomplishing tasks,

especially academic tasks, or vice versa? Therefore, this work examines parenting styles and self-efficacy as correlates of academic achievement of public secondary school students in Anambra State.

Statement of the problem

Although secondary school students in Anambra State have consistently performed impressively in examinations, especially at WAEC and NECO external examinations, that small percentage of students who have failed in these examinations is a source of concern particularly as the 21st century economy is knowledge-driven. Besides, parents seem to be increasingly detached from their children informative years in pursuit of careers, all in the effort to make ends meet, given the worsening economic realities of the time. Some parents leave their children to baby-sitters, and others keep theirs at school in the custody of their teachers. The cumulative effect is that these children do not have proper parental rearing, and many of these parents are unaware that how a child is reared has tremendous developmental consequences for the child; hence, the issue of parenting styles. Could it be that parenting style adopted in rearing these low-achieving children was responsible for their poor academic achievement? Or could it be that these low-achievers lack

confidence in their ability to succeed in school?

Parents and their children sometimes differ in so many family issues which may likely be as a result of parenting styles they adopt, which in turn affect their academic achievement. Also, students' inability to initiate and execute courses of action to achieve a goal may likely impact their academic achievement.

The problem of this study is to examine the relationship among parenting styles, self-efficacy and academic achievement of public secondary school students in Anambra State.

Purpose of the study

This main purpose of this study was to examine parenting styles and self-efficacy as correlates of academic achievement of public secondary school students in Anambra State. Specifically, the study sought to determine:

1. The relationship between authoritarian parenting style and academic achievement of public secondary school students in Anambra State.
2. The relationship between permissive parenting style and academic achievement of public secondary school students in Anambra State.

Scope of the Study

This study was cover both the geographical and content scope. The geographical scope is the public secondary schools in Anambra State whereas the content scope was delimited to parenting styles, self-efficacy and academic achievement of students in Public secondary school in Anambra State.

Research Questions

This study was guided by the following research questions:

1. What is the relationship between authoritarian parenting style and academic achievement of public secondary school students in Anambra State?
2. What is the relationship between permissive parenting style and academic achievement of public secondary school students in Anambra State?

Hypotheses

The following null hypotheses was tested at 0.05 level of significance.

1. There is no significant relationship between authoritarian parenting style and academic achievement of

public secondary school students in Anambra State.

2. There is no significant relationship between permissive parenting style and academic achievement of public secondary school students in Anambra State.

LITERATURE REVIEW

Concept of Parenting Style

Parenting is a critical aspect of child upbringing in every family and society. Hence, family is the smallest unit that constitutes the society. As a child turns out as a result of this training affect the society either positively or negatively. Due to the time young children spend with their parents, it seems logical to conclude that the family environment has a marked influence on their lives. Through interactions with their parents, children become aware of the consequences of their actions and of others' expectations of them. This early socialization process therefore, appears to be a means by which children come to internalize a sense of what is right and of what is wrong (Ludwig & Duncan 2021).

Parenting according to Okpako (2019) is the act of parenthood, child upbringing, training and rearing. Parents world over, are in search of greener pasture, and for some decades, there has been drift of

families from their place of origin to urban cities. Walker (2020) opined that parents are often faced with the complex task of parenting their children within a culture that is notably dissimilar from their culture of origin. So, parenting styles are the method used in guiding, training and schooling a child from a formative year to adulthood in order to fit in to the expected objective of the parents and the society. Some researchers have argued that some under-achievers come from homes that lacked normal parental love and care. Attention, love and warmth go a long way in assisting the child's emotional development and adjustment (Odebunmi, 2019). In fact, children in general require parental love, care, warmth and attention to adjust adequately in the environment in which he/she finds him/herself. Parents play major role in the adjustment process of a child. The behavioural problems of most deviants are rooted in their homes (Onyehalu 2021). Otuadah (2021) noted that when the relationship between the parent and the child is warm, it creates a healthy environment for the development of the child. Children exhibiting traits of friendliness, cheerfulness, positive emotions and maturity, show evidently that such individuals come from homes where they are accepted and loved. Okpako (2019) observed that a child well-brought up will remain a source of joy and happiness for such family. The neglected

child gradually becomes a drug addict, hardened criminal, aggressive, restive, armed-robber, cultist, rituals and rapist and so on. Ukoha (2018), Onyewadume (2019) and Otuadah (2021) observed that parents spent little or no time at home to assist in the upbringing of the children. The children invariably fall into evil associations. Loromeke (2021) is of the view that parents bring up their children according to the training they also received from their own parents. For example, many parents who grew up in a strict environment end up rearing their own children in a similar way. African tradition has it that the use of high control, authority and punishment bring the best out of a child (Loromeke, 2021).

In my own understanding, parenting style is the act of bringing up children in such a way that the children behave the way they are being brought up. Parents are the chief coach in rearing children, and whichever parenting style they adopt goes a long way in shaping the behaviour and personality of their children.

Concept of Self – efficacy

Bandura (1977) defined self-efficacy as people's belief in their capabilities to exercise control over their own functioning and over events that affect their lives. One's sense of self-efficacy can provide the foundation for

motivation, well-being, and personal accomplishment. According to Bandura (1977), Self-efficacy is the belief in one's capability to organize and execute the courses of actions required to manage prospective situations. In other terms, Self-efficacy is a personal belief as determinant of how people think, behave and feel. Self-efficacy is a person's particular set of beliefs that determine how well one can execute an action to achieve a specific goal (Bandura, 1977). It is a person's belief in their ability to succeed in a particular situation.

Self-efficacy is the perception of one's own ability to reach a goal; Self-efficacy is the sense of self-worth. For example, a person who is a terrible football player would probably have poor self-efficacy to soccer, but this will not affect self-esteem because the person does not rely on football playing to determine self-worth. Self-efficacy comprises belief of personal capability to perform specific actions. Gardner (2021) described a self-efficacious individual as one who believes in one's capabilities to organize and execute the courses of action required to produce given attainments. William James, (2019) defined self-efficacy as the process to activate and sustain thoughts, behaviours and emotions in order to reach goals. Roseberg (2019) believed that self-efficacy stimulates motivation and

cognitive resources and it is a factor for controlling certain event. Self-efficacy belief is a basis for motivation, better life and individual achievement in all aspects of life. Bandura argues that self-efficacy is a constitutive ability which organizes cognitive, emotional, social and behavioral skills. He claims that having knowledge, skills and vast achievements are not suitable predictors for individual's future performance but it is trust in abilities which is effective in performance. There is a clear difference between having different skills and ability for combining them with suitable methods to perform duties. Individuals accurately know what duties they must do and they have required skills for this purpose but they are not successful in suitable performance (Bandura, 1997). It is necessary to mention that self-efficacy has different aspects including:

- a. **Social self-efficacy:** means individual's perception from his abilities in reaching social criteria and social communications.
- b. **Educational self-efficacy:** means individual's perception from his ability in learning, problem-solving and achieving educational success.
- c. **Emotional self-efficacy:** means individual's perception from his ability in controlling and

managing emotions and negative thoughts.

- d. **Physical self-efficacy:** means perception of physical ability, confidence in doing physical activities and skills and confidence in positive physical influencing on other people (Richard, 2019).

Self-efficacy and academic achievement

McCombs and Marzano (1983) and Martinez-Pons (2002) classify self-efficacy into categories, one of which is academic self-efficacy and states that it reflects a student's perceived capability with respect to the tasks a student is expected to perform in academic domain. The influence of self-efficacy has been studied extensively for teaching and learning behaviors. For example, when researchers compared students in good academic standing to those on academic probation, they found that successful students had higher self-efficacy (Hsieh et al, 2021). Researchers also found that teachers suffer less from job-related stress and burnout when they have high self-efficacy (Skaalvik & Skaalvik, 2019; Schwarzer & Hallum, 2020). Moreover, higher teacher self-efficacy had a positive impact on student motivation as well (Mojavezi & Tamiz, 2021). Self-efficacy is one of the best predictors of academic success (Stajkovic et al, 2018). Stajković

et al., (2018) looked at the Big Five traits on academic success as well and saw that conscientiousness and emotional stability were predictors of self-efficacy in over half of their analyses. However, self-efficacy was more indicative of academic achievement than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can increase their child's sense of self-efficacy at school.

Concept of Academic Achievement

Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts (Ward & Stoker, 2019). Furthermore, there are inconclusive results over which individual factors successfully predict academic achievement. Factors such as test anxiety, environment, motivation, and emotions

require consideration when developing models of school achievement.

Academic achievement is likened to a specific and measurable description of a student's performance, progress, or success in academic endeavours. It involves objective indicators such as grades, test scores, completion of assignments, overall academic progress, and achievements in specific subjects or areas of study.

RESEARCH METHOD

Research Design

This study adopted correlation design. Correlation research design is a type of design that tries to ascertain the relationship between two or more variables. According to Nwogu (2019) correlation design seek to establish the magnitude and direction of relationship between variables. By measuring the degree of association between variables, we can determine if there is a positive, negative, or no relationship between them. Correlation design allows us to predict the value of one variable based on the value of another variable. Also, correlation design helps us identify patterns and trends in data. By examining the strength and direction of correlation coefficient, we can determine if there is a consistent pattern or trend in the data, which can provide valuable insights for

decision-making. Therefore, correlation was used to test the hypotheses and research questions. By examining the correlation coefficient, the study assessed whether the observed correlation is statistically significant or occurred by chance alone. The design was used to examine the correlation between parental styles, self-efficacy and academic achievement of Public Secondary school in Anambra State. This study was conducted in Anambra State. Anambra State is bounded on the North by Kogi State, on the East by Enugu State, on the West by Delta State, and on the South by Imo State. Anambra State is the home of different people of different religion and culture. Christian denominations like: Anglican, Catholic, Pentecostal, Sabbath, Cherubim and Seraphim enjoy greater followership in the area but traditional religions also exist with some adherents. There is presence of vibrant commercial and industrial activities as well as recreational centres in the state. The people are predominantly Igbo with Igbo language as the language of the people, though English and pidgin is widely spoken probably for ease of trade. Commerce is the major occupation of the people. Because the state has arable land, the people in the rural areas of the state are mainly agriculturalists producing food for the urban dwellers. Anambra State values education, hence, the high literacy

rate of the people; the state has produced academic and political icons of international repute. Anambra state is also known for her rich culture and cultural heritage such as: Ogbunike Cave, Nri cultural centre, Agulu Lake, Owelle-Ezukala waterfalls and others, making Anambra a tourist state.

The state comprised six educational zones namely; Awka, Onitsha Otuocha, Nnewi, Ogidi and Aguata. The state has about 268 public secondary school enrolment in the state is one of the highest in the country and education is taken seriously at all levels of learning. Anambra state was chosen for the study because of the

observed decline in the academic achievement of secondary school students in Anambra State. The population of the study comprised 13,642 SS2 students in 268 public secondary schools in Anambra State, spread across the six education zones in the State, namely: Awka, Nnewi, Aguata, Ogidi, Otuocha, and Onitsha Education Zones in Anambra State. Twelve (12) out of 268 senior secondary schools in the six Zones were randomly selected. Students in SS2 classes were considered appropriate for this study because they were not in major examination preparatory class. (Source; Anambra State Post Primary School Service Commission, Awka, 2023).

RESULTS

Research question1

What is the relationship between authoritarian parenting style and academic achievement of public secondary school students in Anambra state?

Table I: Pearson (r) of authoritarian parenting style and academic achievement of secondary school students.

Authoritarian academic

Variable	N	parenting style	Achievement	Remark
Authoritarian Parenting style	360	1.00	-.063	Very weak negative relationship
Academic achievement	360	-.063	1.00	

Table 1 revealed that Pearson (r) showed a very weak negative relationship between authoritarian parenting style and academic achievement of public secondary school students in Anambra state. The result above revealed that the Pearson (r) value of -.063 was obtained. This indicated that there was a very weak negative relationship between authoritarian parenting style and academic achievement of public secondary school students. This signified that as authoritarian parenting style increases academic achievement tends to decrease.

Research questions 2

What is the relationship between permissive parenting style and academic achievement of public secondary school students in Anambra state?

Table 2:

Pearson (r) of permissive parenting style and academic achievement of public secondary school students.

Permissive parenting academic

Variable	N	Style	Achievement	Remark
Permissive parenting style	360	1.00	-.019	Very weak negative relationship
Academic achievement	360	-.019	1.00	

Analysis from table 2 displayed the Pearson (r) of relationship between permissive parenting style and academic achievement of public secondary school students.

The result displayed that the Pearson (r) value of -.019 was obtained. This implied that there was a very weak negative relationship between permissive parenting style and academic achievement of public secondary school students. This signified that as permissive parenting style increases academic achievement tends to decrease.

Discussions of the findings

Relationship between authoritarian parenting style and academic achievement

The findings of the study revealed that there was no significant relationship ($p = .063$) between authoritarian parenting style and academic achievement of public secondary school in Anambra State, meaning that authoritarian parenting style does not significantly influence academic achievement of public secondary school students in Anambra State.

This finding is consistent with the findings of Akerele (2017) who found no significant relationship between authoritarian parenting style and academic achievement of secondary school students in Lagos state, Nigeria. However some previous research documented mixed results. For instance, Glasgow (2017) found that students from authoritarian homes achieved higher than students from homes where other parenting styles dominated. Conversely, Iqbal (2020) found that students under authoritarian parenting style performed less well than students under other parenting styles. Since the studies were done in different countries, cultural differences may account for the mixed results. Parents from more developed countries might have a better way of

asserting their authoritarianism without psychological damage on the child than parents from less developed countries.

Relationship between authoritative parenting style and academic achievement

The findings of the study showed that there was significant relationship ($t\text{-cal} = .619$ and $p = .022$) between authoritative parenting style and academic achievement of public secondary school in Anambra State. This implies that adopting authoritative style does not meaningfully influence a child's academic performance. This finding supports the earlier research by Bellinger (2021) who found no significant relationship between authoritative parenting style and academic achievement of secondary school students.

However, Okere and Onyechi (2021) reported that there was a significant negative correlation between authoritative parenting style and academic achievement. Mode however (2021) found a significant positive correlation between authoritative parenting styles and academic achievement of students. A number of factors could be responsible for the inconsistency of the results. One Variable

source of error could be in the collection of data that yielded the contrasting results. It is possible that some of the respondents could have given wrong information that yielded false data and inevitably false result.

Recommendations

Based on the findings of the study, the following recommendations are made.

1. Parents should interact more with their children and show concern for their children's activities at

school. They should play a more active role in their academic activities.

2. Parents should sometimes allow their children to use their initiatives. The child should be allowed to have an opinion in some certain matters and be guided properly by parents on taking final decision. This is authoritative parenting style and is considered the most appropriate style of parenting because children reared in authoritative homes perform well in school, and also are more competent in other social skills.

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