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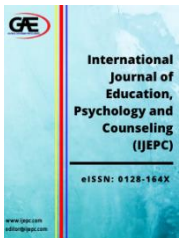

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ANALYZING PARENTING STRESS IN TERMS OF PARENTAL SELF-EFFICACY AND PARENT-CHILD COMMUNICATION

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Abstract:

The goal of this study is to investigate the relationship between parenting stress, parental self-efficacy, and parent-child communication. 492 parents participated in the study. 200 of the participants are fathers and 292 are mothers. For data collection, the Parenting Stress Index Short Form (PSI-SF) Perceived Parental Self-Efficacy Scale, Parent-Child Communication Scale, and Demographic Information Form were used. The differences among parenting stress, parental self-efficacy, and parent-child communication across demographic variables were analyzed with SPSS 17.0 program. At the same time, the effects of demographic variables on parenting stress and parent-adolescence communication were examined. To the findings, it is found that mothers and low-income level parents had higher parenting stress and no significant difference for other demographic variables was observed. A medium-level negative correlation was found between parenting stress and parent self-efficacy and parent-child communication variable. Additionally, self-efficacy and communication predicted 15.5% of parenting stress. According to the standardized regression coefficient, and when the relative significance level of predictive variables on parenting stress was analyzed, it can be seen that the most predictive variable was self-efficacy (β=-.255) and followed by communication (β=-.174).

Keywords:

Parenting Stress, Parental Self-Efficacy, Parent-Child Communication, Adolescents

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Introduction

Having an adolescent child is one of the most challenging periods for parents in their family life. According to Glading, parents describe themselves as the most stressful when they are parenting their adolescent children (Glading, 2002). In this period, families struggle the most with setting boundaries and establishing the relationships. At this stage, conflicts between the parents and the child are visible, and conflict and tension in the family are frequently observed when the adolescent is at home. One of the reasons for these challenges is ambiguous demands the parents expect from their children, and the other one is aggressive, excessive demanding behavior and autonomy needs of the adolescent (Nazlı, 2006). Families are supposed to develop new parenting behaviors to comply with the changes in the adolescent. The adolescent who is still regarded as a child in the family tries to exist as an individual and to prove that s/he has grown. However, the adolescent that cannot be completely independent of the family struggles with the related problems. These efforts lead the family and the adolescent to face each other and to experience tension over time, which becomes fear and stress sources for parents (Semerci, 2016). When parents are under stress, they also encounter difficulties in domestic communication, the communication with their children and in their own lives. The disrupted domestic communication has a negative impact on the child's health both psychologically and pedagogically (Yavuzer, 1994).

Parenting stress refers to the challenges in parenting roles such as managing a child's behavior, sustaining family order and meeting the daily needs. As parents perceive their duties more challenging, they experience higher stress (Kwok & Wong, 2000). According to Harrison (1998), parenting stress affects a child's behavior and influences the reactions to a child's behavior. Development psychologists try to clarify it with a systematic approach. The main properties of the system are unity and order. The changes in the adolescent's behaviors as one of the key elements of the family system, primarily affect the parents as well as other elements of the system. The adolescent behaviors that question the parent authority more than they used to during infancy and childhood and conflict with his/her parent for higher autonomy are the new inputs to the family system. This novel situation is the new stressor for the family, especially for the parents (Bee & Boyd, 2009).

One of the most essential elements that negatively impact the stress induced by the change stimulated by the child in adolescence is the mothers and fathers. Parents can show negative parenting behaviors as a result of increasing stress and challenge, which might unfavorably reflect on parents' perception of parenting efficacy. According to Bandura (1997), parental self-efficacy implies the level to order and apply beliefs and thoughts developed as their parenting skills for their children. In literature, there are different views on how to measure parental self-efficacy. The three key criteria for parental self-efficacy measurement can be listed as general parental self-efficacy criteria, task-related self-efficacy criteria and narrow scope parental self-efficacy criteria. General parental self-efficacy criteria assess how well parents think about their motherhood and fatherhood role in general sense. Task-related self-efficacy criteria are used for describing how influential parents are to complete certain parenting tasks. Narrow scoped parental self-efficacy measures how efficient parents are in certain areas such as discipline. Task-related and general parental self-efficacy measurements are the most common self-efficacy indicators used by the researchers. However, there is no standardization or significance for the best or most commonly preferred measurement method (Smith, 2017). Parents primarily need the basic information about raising a child, and then

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skills to complete parenting tasks and lastly children's answers to parents and support from the social environment on individual effort to feel effective (Bandura & Wood 1989). High levels of parental self-efficacy enables parents to develop themselves read books and do research while low parental self-efficacy negatively impacts the quality of the communication and relationship with the child (Coleman & Karraker, 1997).

In Turkey, there are various studies on parental self-efficacy (Kaner, 2007; Elibol, Mağden & Alpar, 2007; Diken & Diken, 2008; Aksoy & Diken, 2009; Kotil, 2010). Perceived parental self-efficacy scale applied in this study to collect data was adapted by Demir (2013).

When studies related to parent-child communication are considered, it can be inferred that the number of children and socioeconomic status affect the relationship. The communication in the families with a high number of children is weaker than the one with fewer children, and the older child is generally at the centre of the communication (Arabacı & Ömeroğlu, 2013). Sezer, Yılmaz and Koçyiğit (2015) found that speaking, listening, message, non-verbal communication and empathy between the parents and the child positively supported children's play skills. In accordance with these results, the healthier communication between the parents and child is; higher play skills children have. It is also shown that the communication type between parents and children can be a predictor of a child's academic success. Children with academic success had a more comfortable communication environment with their parents compared to the ones with low academic success; they showed reconciliatory attitude and assessed the situations from different aspects. Additionally, it was stated that these children had more voice in the family and were more active in dialogues. It was observed that families with children who have low academic success had a strong hierarchical structure and more conflicting communication style (Ullrich & Kreppner, 1997).

When the studies related to parenting stress were reviewed in the literature, it was seen that they mostly focus on special education field (Sivrikaya & Tekinarslan, 2012; Öztürk, 2017; Kaner, 2001). It is undeniable that the child's health status and characteristics influence the parents; however, another key topic to be discussed is how the development period of the children challenges and affects the parents. In this sense, adolescence period in which children and parents struggle the most is a critical time to investigate parenting stress. Measuring the stress level of parents with adolescent children might contribute to prevent other physiological and psychological problems resulted from stress.

Within the scope of this study, analyzing demographic variables such as economic status, education status, marital status, child's gender and education level, parenting status and employment status that is believed to impose an impact on parenting stress might help figure out the parent types who might experience higher stress. Thus, this study can define stressed parents in the risk group and lead to produce preventive interventions.

Method

Research Model

Carried out to analyze the relationship between the stress levels of the parents with adolescent children, parental self-efficacy and communication, the study applied correlational survey

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method, which aims to figure out whether there is a difference between two or more variables. Correlation and comparison studies are included in this group (Karasar, 1984).

Study Group

The study was carried out with a study group. The participant children were in middle and high schools. In selecting the schools, the ones which were believed to be of medium socio-economic level, and helpful and cooperative with the researchers to deliver and apply the scales, were preferred. The demographic information of the participant parents is given in Table 1.

Table 1: Demographic Information of the Study Group

Demographic Variables	Parenting Status	Mother N=292 $\bar{X}$=59.3		Father N=200 $\bar{X}$=40.7	
		N	%	N	%
Education Status	Elementary School	199	68.2	101	50.5
	High School	63	21.6	43	21.5
	University or higher	30	10.2	56	28
Monthly income	0-1500 TL	167	57.2	82	41.0
	1500 and more	125	42.8	118	59.0
Marital Status	Married	274	93.8	196	98.0
	Single	18	6.2	4	2.0
Employment status	Employed	57	19.5	165	82.5
	Unemployed	235	80.5	35	17.5
Child Gender	Girl	219	75.0	115	57.5
	Boy	73	25.0	85	42.5
Child's Education status	Middle School	63	21.6	37	18.5
	High School	229	78.4	163	81.5
Age Average		41.46		45.44	

Data Collection Tools

To collect the required data for this study, a Demographic Information Form, Parenting Stress Index Short Form (PSI-SF), Perceived Parental Self-Efficacy Scale and Parent-Child Communication Scale were applied.

Demographic Information Form

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The demographic variables of this study involve questions about the parent's gender, age, occupation, education status, marital status, monthly income, employment status, child's gender and child's education level.

Parenting Stress Index Short Form (PSI-SF)

Parenting Stress Index Short Form was developed by Abidin (2012) and adapted to Turkish by Çekiç, Akbaş & Hamamcı (2015). In scale adaptation study, the sample group consisted of mothers and fathers with children in elementary school. However, for this study, to test the reliability and validity of the instrument for the parents with adolescents, Parenting Stress Index Short Form (PSI-SF) was administered to 71 parents, among which 54 were mothers and 17 were fathers for two times with one-month interval, and after it was ensured that it was a valid and reliable measurement tool, the scale was applied to 492 parents, among which 292 were mothers and 200 were fathers. The first level CFA was performed to analyze the validity of Parenting Stress Index Short Form on the sample. The results of the CFA are presented in Table 2.

Table 2: Parenting Stress Index Short Form Confirmatory Factor Analysis Result Values

Analyzed fit indices	Optimal Fit Indices	Acceptable Fit Indices	Scale Values
X2/sd(CMIN/DF)	0 ≤ X2/sd≤ 2	2 ≤ X2/sd≤ 3	2,206
GFI	.95 ≤GFI ≤ 1.00	.90 ≤GFI ≤ .95	0.863
AGFI	.90 ≤AGFI≤ 1.00	.85 ≤AGFI≤ .90	0.844
CFI	.95 ≤CFI ≤ 1.00	.90 ≤CFI ≤ .95	0.829
RMSEA	.00 ≤RMSEA≤ .05	.05 ≤RMSEA≤ .08	0.05
SRMR	.00 ≤ SRMR ≤ .05	.05 ≤ SRMR ≤ .10	0.086

Modifications between m3 and m4, m4 and m5, m11 and m12 and m27 and m28 were made which were in the same sub-dimensions and believed to measure the same situations. After the modifications, it can be seen that RMSEA (0.05) values showed perfect fit X2/df (2,206), SRMR (0.086) values were within acceptable region GFI (0.86), AGFI (0.84) and CFI (0.82) values were low. According to the literature, (X2/sd) value lower than 5 after CFA calculation is accepted as a good fit (Sümer, 2000; Erkorkmaz, et al., 2012, Transferred by Çekiç, 2015). Again, GFI value higher than 0.85, AGFI value higher than 0.80 and RMSA value lower than 0.10 are accepted to be a criterion that shows the model fits with real data, (Cole, 1987; Marsh, Balla and McDonald, 1988, Transferred by Çekiç, 2015). Based on the results, if X2/sd, RMSEA, SRMR value is good, only CFI value can be bend to 0.80 (Li-tze Hu & Bentler,1999; Worthington & Whittaker, 2006). Within the framework of these results, it can be said that PSI-SF fit values are at a sufficient level.

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To assess the reliability of the Parenting Stress Index Short Form over time, test-re-test reliability was consulted. For this purpose, the scale was applied twice with one-month interval on 71 parents among which 54 were mothers and 17 were fathers. As a result of the application, Parenting Stress Index Short Form correlation coefficients were found as .625 for parenting stress sub-dimension, .583 for unsuccessful parent-child communication sub-dimension, .642 for difficult child sub-dimension and .741 as total scale score. The majority of reliability coefficients were between 0 and +1 and the reliability increased as the results were close to 1 (Can, 2016). When the measured values were considered, it can be stated that PSI-SF is a reliable and stable instrument against time and fulfils reliability conditions.

Another method applied to check scale reliability is to calculate sub-scores and total score internal consistency (Cronbach Alpha) coefficients. PSI-SF internal consistency coefficients were .771 for parenting stress sub-dimension, .724 for unsuccessful parent-child communication and .765 for difficult child sub-dimension. Cronbach Alpha coefficient measured for total score was .854. As the consistency coefficient of this scale was between 0.60 and .90, this means that the scale had highly reliable values. Therefore, it is reasonable to say that PSI-SF is a highly reliable measurement tool.

PSI-SF consisted of parenting stress (PS), unsuccessful parent-child communication (UPCC) and difficult child (DC) sub-dimensions. PSI-SF was scored in 5-point Likert-type as Completely Agree:5, Agree:4, Not Sure:3, Disagree:2 and Completely Disagree:1, and it included 36 items. The highest possible score from this scale was 180 and the lowest score was 36.As the stress level of parents increases, their scores from the scale will increase. High scores from each sub-dimension of that scale indicate that parents experience stress in that sub-dimension.

Perceived Parental Self-Efficacy Scale

Perceived Parental Self-Efficacy Scale developed by Caprara et al. (2004) was adapted to the Turkish language by Demir and Gündüz (2013), and its validity and reliability study have been conducted. Scale aims to measure parental support, conflict solution, having self-efficacy, forming healthy communication with child and coping with the new situation. Perceived Parental Self-Efficacy Scale consisted of 11 items and in the form of 7-point Likert type. Original version of the tool scores between 1 and 7 (Highly Insufficient and Highly Sufficient). The lowest possible score from this scale was 11 and the highest possible score was 77. Translation studies of the instrument were completed at two stages. First, the scale was translated into Turkish language and then, the validity study was applied on the translated text. When Perceived Parental Self-Efficacy Scale (PPSES) was translated into Turkish, the items in the original English version were translated by 16 experts from various branches (6 psychological counseling and guidance, 1 education management and auditing, 2 measurement and assessment and 2 English language teaching experts). The translations completed by the experts in different fields were assessed and the most suitable statements were selected to form the scale. Test-re-test reliability was applied to 104 parents with a 3-week interval and .94 correlation values were obtained, which highlighted the fact that the scale measures the same construct. Calculated Cronbach Alpha coefficient was found as .92 and internal consistency coefficient gave the same result as the original form (Demir & Gündüz, 2013). At the end of all these processes, a reliable and valid scale with single-factor 11 items was introduced to the literature.

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Parent-Child Communication Scale (PCCS)

Parent-Child Communication Scale has been introduced to the literature by Kahraman (2016). The scale consisted of 27 items and 5 different sub-dimensions and scored in 5-point Likert type chart ranging between Always and Never. The scale was scored as always = 5, frequently = 4, sometimes = 3, rarely = 2 and never = 1; additionally, listening without interruption sub-dimension items of this scale were reversed scored. Within the validity work of this scale, explanatory factor analysis was administered. Sub-dimensions obtained from exploratory factor analysis were as follows: Problem solving (item 1, 3, 4, 7 and 19) , being open to share (item 11, 13, 14, 21), respect-acceptance (item 5, 9, 16, 18, 20, 22, 23), sensitivity (item 6, 12, 17, 24, 25, 26), listening without interruption(item 2, 8, 10, 15, 27). Internal consistency analysis and test-re-test analysis were completed for reliability work of the scale.

Internal consistencies measured for the whole scale and sub-dimensions were (α=.762; r=.610) for problem-solving, (α=.842; r=.690) for being open to share, (α=.768; r=.881) for sensitivity, (α=.769; r=.741) for listening without interruption(α=.703; r=.453) and (α=.865; r=.899) for total. Considering the sub-scale and total score correlations between the first and second application on 81 participants with one-month interval, test-re-test scale total score correlation was found as r = .899, and a statistically significant relationship was found between test-re-test results except the listening without interruption sub-dimension.

Data Collection Process

The study data were obtained from the parents who have children attending to middle and high schools in Gaziantep. For this purpose, the consent for the process was taken and the psychological counselors of the schools were contacted. A total of 12 psychological counselors, among which 8 were working in high school and 4 in the middle school, received the scales apply to parents whom were chosen by the school counselor; and the necessary explanations were also made for the application. Parents were voluntarily asked to fill the scales; after filling these scales, they handed them back to the school psychological counselor. The completed instruments were collected from those schools. The scales were checked and the incomplete ones were not excluded.

Data Analysis

Within the scope of this study, Confirmatory Factor Analysis was conducted to test the validity of PSI-SF on the parents. To test the reliability of the instrument, the test-re-test method was adopted; the scale was applied to parents with a one-month interval and the correlations between the applications were assessed. The effects of demographic variables on parenting stress, parental self-efficacy and parent-child communication were analyzed with SPSS 17.0 package program and CFA analysis was conducted with LİSREL 8.51. Before the analysis, skewness and kurtosis coefficients were considered to investigate whether the data meet normality assumptions.

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Results

Results Related to Parenting Variable

Table 3: T-Test Results for Comparison of Parenting Stress, Parental Self-Efficacy and Parent-Child Communication for Parent Variable

Instruments / Sub-dimensions		Parent	N	$\bar{X}$	S	Sd	t	P
PSI-SF	DC	Mother	292	31.69	6.32		1.12	.261
		Father	200	31.02	6.84	490		
	ES	Mother	292	28.92	8.42		1.99	.047
		Father	200	27.43	7.69	490		
	UPCC	Mother	292	30.08	6.94		1.16	.245
		Father	200	29.03	7.72	490		
	PSI-SF Total	Mother	292	90.70	18.12		1.73	.083
		Father	200	87.76	18.89	490		
PPSES	PPSES Total	Mother	292	57.37	10.57		1.62	.104
		Father	200	55.71	11.88	490		
PCCS	Problem Solving	Mother	292	20.44	3.37		-.463	.644
		Father	200	20.59	3.54	490		
	Sharing	Mother	292	15.32	4.01		3.56	.00
		Father	200	13.96	4.42	490		
	Respect-Acceptance	Mother	292	29.95	4.51		1.29	.196
		Father	200	29.38	5.10	490		
	Sensitivity	Mother	292	23.73	4.75		.220	.826
		Father	200	23.64	4.81	490		
	Listening without interruption	Mother	292	15.59	3.88		-.401	.688
		Father	200	15.74	3.94	490		
	PCCS Total	Mother	292	105.06	15.45		1.18	.237
		Father	200	103.32	16.86	490		

*p< 0.05

Results related to parenting variable are presented in Table 3. When Table 3 was analyzed, it can be seen that parents' total scores from Parenting Stress Index Short Form, Perceived Parental Self-Efficacy Scale and Parent-Child Communication Scale did not change for being the mother or father; however, significant differences for parenting stress sub-dimension (p=.047) in Parenting Stress Index and sharing sub-dimension (p=.00) on Parent-Child Communication Scale were found at p<0.05 level. According to this result, it could be indicated that parenting status might have a significant effect on parenting stress and sharing.

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Results Related to Marital Status Variable

Table 4: T-Test Results for Comparison of Parenting Stress, Parental Self-Efficacy and Parent-Child Communication for Marital Status Variable

Instruments / Sub-dimensions		Marital Status	N	$\bar{X}$	s	Sd	t	P
PSI-SF	DC	Married	470	31.44	6.55		.442	.659
		Single	22	30.81	6.45	490		
	ES	Married	470	28.35	8.17		.401	.689
		Single	22	27.63	8.12	490		
	UPCC	Married	470	29.76	7.26		-.034	.973
		Single	22	29.81	7.60	490		
	PSI-SF Total	Married	470	89.56	18.49		.320	.749
		Single	22	88.27	18.68	490		
PPSES	PPSES Total	Married	470	56.65	11.10		-.424	.672
		Single	22	57.68	12.27	490		
PCCS	Problem Solving	Married	470	20.51	3.40		.328	.743
		Single	22	20.27	4.21	490		
	Sharing	Married	470	14.74	4.21		-.669	.504
		Single	22	15.36	4.73	490		
	Respect-Acceptance	Married	470	29.68	4.75		-.691	.490
		Single	22	30.40	5.07	490		
	Sensitivity	Married	470	23.64	4.71		-1.127	.260
		Single	22	24.81	5.92	490		
	Listening without interruption	Married	470	15.58	3.89		-1.767	.078
		Single	22	15.09	4.01	490		
	PCCS Total	Married	470	104.18	15.86		-1.077	.282
		Single	22	107.32	19.60	490		

*p< 0.05

Results related to marital status variable are presented in Table 4. As seen in Table 4, no significant difference was found for stress level, parental self-efficacy and parent-child communication of married and single parents at p<0.05 statistical significance for total scores and sub-dimension scores of Parenting Stress Index Short Form, Perceived Parental Self-Efficacy Scale and Parent-Child Communication Scale.

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Results Related Employment Status Variable

Results Related To Employment Variable Are Presented In Table 5.

Table 5: T-test Results for Comparison of Parenting Stress, Parental Self-Efficacy and Parent-Child Communication for Employment Status Variable

Instruments	Sub-dimensions	Employment Status	N	$\bar{X}$	S	Sd	t	P
PSI-SF	DC	Employed	222	30.91	6.61		-1.545	.123
		Unemployed	270	31.83	6.46	490		
	ES	Employed	222	27.94	8.28		-.919	.358
		Unemployed	270	28.62	8.05	490		
	UPCC	Employed	222	29.06	7.76		-1.937	.053
		Unemployed	270	30.34	6.80	490		
	PSI-SF Total	Employed	222	87.93	19.51		-1.716	.087
		Unemployed	270	90.80	17.52	490		
PPSES	PPSES Total	Employed	222	56.45	11.89		-.445	.657
		Unemployed	270	56.90	10.51	490		
PCCS	Problem Solving	Employed	222	20.54	3.47		.242	.809
		Unemployed	270	20.47	3.42	490		
	Sharing	Employed	222	14.49	4.15		-1.336	.182
		Unemployed	270	15.00	4.30	490		
	Respect-Acceptance	Employed	222	29.73	4.96		.053	.957
		Unemployed	270	29.71	4.60	490		
	Sensitivity	Employed	222	23.78	4.74		.384	.701
		Unemployed	270	23.62	4.80	490		
	Listening without interruption	Employed	222	15.89	3.83		1.246	.214
		Unemployed	270	15.45	3.96	490		
	PCCS Total	Employed	222	104.45	16.20		.132	.895
		Unemployed	270	104.26	15.95	490		

*p< 0.05

Following the analysis in Table 5, no significant difference was seen for stress level, parental self-efficacy and parent-child communication of working and unemployed parents at p<0.05 statistical significance for total scores and sub-dimension scores of Parenting Stress Index Short Form, Perceived Parental Self-Efficacy Scale and Parent-Child Communication Scale.

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Results Related Child's Gender Variable

Results related to child's gender variable are presented in Table 6.

Table 6: T-test Results for Comparison of Parenting Stress, Parental Self-Efficacy and Parent-Child Communication for Child's Gender Variable

Instruments / Sub-dimensions		Child Gender	N	X̄	S	Sd	t	p
	DC	Girl	334	31.59	6.55	490	.848	.397
		Boy	158	31.05	6.51			
	ES	Girl	334	28.16	8.06	490	-.622	.534
		Boy	158	28.65	8.38			
	UPCC	Girl	334	29.80	7.13	490	.160	.873
		Boy	158	29.68	7.58			
	PSI-SF Total	Girl	334	89.55	18.02	490	.089	.929
		Boy	158	89.39	19.47			
PPSES	PPSES Total	Girl	334	56.13	11.71	490	-1.621	.106
		Boy	158	57.87	9.76			
PCCS	Problem Solving	Girl	334	20.48	3.49	490	-.188	.851
		Boy	158	20.55	3.34			
	Sharing	Girl	334	14.63	4.40	490	-1.070	.285
		Boy	158	15.06	3.85			
	Respect-Acceptance	Girl	334	29.49	4.99	490	-1.541	.124
		Boy	158	30.20	4.23			
	Sensitivity	Girl	334	23.39	5.05	490	2.066	.039
		Boy	158	24.34	4.06			
	Listening without interruption	Girl	334	15.68	3.88	490	.282	.778
		Boy	158	15.58	3.96			
	PCCS Total	Girl	334	103.69	16.78	490	-1.325	.186
		Boy	158	105.74	14.32			

*p< 0.05

When Table 6 was assessed, it can be suggested that stress level, self-efficacy and parent-child communication showed no significant difference for child's gender at p<0.05 statistical significance for total scores and sub-dimension scores of Parenting Stress Index Short Form, Perceived Parental Self-Efficacy Scale and Parent-Child Communication Scale. There is only a significant difference (p<0.05) for sensitivity (p<.039) sub-dimension of Parent-Child Communication Scale for the child's gender.

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Results Related Child's Education Level Variable

Results related to child's education status variable are presented in Table 7.

Table 7: T-test Results for Comparison of Parenting Stress, Parental Self-Efficacy and Parent-Child Communication for Child's Education Status Variable

Instruments	Sub-dimensions	Child Education	N	X̄	s	Sd	t	P
PSI-SF	DC	Elementary School	100	30.46	6.51	490	-1.648	.100
		High School	392	31.66	6.53			
	ES	Elementary School	100	28.39	8.81	490	.097	.923
		High School	392	28.30	7.99			
	UPCC	Elementary School	100	29.15	7.81	490	-.949	.343
		High School	392	29.92	7.13			
	PSI-SF Total	Elementary School	100	88.00	19.15	490	-.913	.362
		High School	392	89.89	18.31			
PPSES	PPSES Total	Elementary School	100	58.92	10.27	490	2.243	.025
		High School	392	56.13	11.30			
PCCS	Problem Solving	Elementary School	100	20.82	3.43	490	1.014	.311
		High School	392	20.42	3.44			
	Sharing	Elementary School	100	15.65	4.20	490	2.330	.020
		High School	392	14.54	4.22			
	Respect-Acceptance	Elementary School	100	30.80	3.79	490	2.547	.011
		High School	392	29.44	4.95			
	Sensitivity	Elementary School	100	24.59	3.85	490	2.102	.036
		High School	392	23.46	4.96			
	Listening without interruption	Elementary School	100	16.51	3.71	490	2.645	.014
		High School	392	15.43	3.93			
	PCCS Total	Elementary School	100	108.37	13.49	490	2.823	.005
		High School	392	103.32	16.49			

*p< 0.05

As analyzed in Table 7, there was no significant difference for stress level, self-efficacy and parent-child communication for Parenting Stress Index Short Form total score and sub-dimensions and problem-solving of Parent-Child Communication scale at p>0.05 significance

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level. Since the perceived parental self-efficacy total score (p=.025), parent-child communication total score (p=.005) and sharing (p=.020), respect-acceptance (p.=011), sensitivity (p=.036) and listening without interruption(p=.014) sub-dimensions of the same scale were p<0.05 for p significance value, there was no significant difference between parents with children in high and elementary schools.

Results Related Income Variable

Results related to income variable are presented in Table 8.

Table 8: T-test Results for Comparison of Parenting Stress, Parental Self-Efficacy and Parent-Child Communication for Income Variable

Instruments	Sub-dimensions	Income	N	$\bar{X}$	s	Sd	t	P
PSI-SF	DC	0-1500 TL	249	31.85	6.86			
		1500 TL and more	243	30.97	6.17	490	1.480	.140
	ES	0-1500 TL	249	29.24	8.40			
		1500 TL and more	243	27.37	7.80	490	2.561	.011
	UPCC	0-1500 TL	249	30.38	7.45			
		1500 TL and more	243	29.13	7.04	490	1.917	.056
	PSI-SF Total	0-1500 TL	249	91.48	18.87			
		1500 TL and more	243	87.48	17.88	490	2.412	.016
PPSES	PPSES Total	0-1500 TL	249	57.55	11.40			
		1500 TL and more	243	55.82	10.83	490	1.722	.086
PCCS	Problem Solving	0-1500 TL	249	20.67	3.52			
		1500 TL and more	243	20.33	3.36	490	1.112	.267
	Sharing	0-1500 TL	249	14.73	4.49			
		1500 TL and more	243	14.81	3.97	490	-.219	.827
	Respect-Acceptance	0-1500 TL	249	29.57	5.11			
		1500 TL and more	243	29.87	4.39	490	-.693	.489
	Sensitivity	0-1500 TL	249	23.79	5.14			
		1500 TL and more	243	23.60	4.37	490	.442	.659
	Listening without interruption	0-1500 TL	249	15.62	3.97			
		1500 TL and more	243	15.68	3.85	490	2.645	.854
	PCCS Total	0-1500 TL	249	104.39	16.91			
		1500 TL and more	243	104.30	15.14	490	-.184	.951

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*p< 0.

When Table 8 was analyzed, there was a significant difference for stress level, self-efficacy and parent-child communication since stress scale total score (p=.016) and parenting stress (p=.011) sub-dimensions for parent income status were p<0.05 for the p significance level. However, unsuccessful parent-child interaction and difficult child sub-dimension of stress scale and perceived parental self-efficacy total score and parent-child communication total score and sub-dimensions were not affected from parent income level, and had p>0.05 p significance level.

Results Related Parents' Education Level Variable

Results related to education level variable are presented in Table 9.

Table 9: One-Way Variance Analysis (ANOVA) Results for Comparison of Parenting, Parental Self-Efficacy and Parent-Child Communication for Education Level Variable

	Instruments and Sub-dimensions	A Elementary N=300		B High School N=106		C University and higher N=86		F	p	Significance
		X̄	S	X̄	S	X̄	S			
PSI-SF	DC	31.45	6.51	31.65	6.69	31.02	6.51	.227	.798	
	ES	28.74	8.08	28.00	8.68	27.20	7.20	1.284	.256	
	UPCC	30.11	7.30	30.01	7.38	28.23	6.89	2.336	.083	
	PSI-SF Total	90.31	18.09	89.67	20.18	86.46	17.51	1.460	.206	
PPSES	PPSES Total	56.56	11.43	57.36	11.13	56.32	10.21	.259	.765	
PCCS	Problem Solving	20.41	3.59	20.39	3.53	20.98	2.72	.259	.240	
	Sharing	14.45	4.49	15.69	3.85	14.73	3.61	1.013	.025	A-B
	Respect-Acceptance	29.31	4.90	30.41	5.12	30.27	3.58	3.397	.053	
	Sensitivity	23.30	5.07	24.06	4.43	24.62	3.90	2.810	.030	A-C
	Listening without interruption	15.24	4.00	16.60	3.66	15.90	3.68	3.013	.006	A-B
	PCCS Total	102.73	16.72	107.17	16.02	106.53	12.76	5.019	.016	A-B

Considering the one-way variance analysis results in Table 9 to measure whether parenting stress level, parental self-efficacy and parent-child communication were affected from parent education status, there was no significant difference between the groups for parental stress scale total score and sub-dimensions and parental self-efficacy scale as p significance level was p>0.05. However, there was a meaningful difference for parent-child communication scale

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(p=.16) and sharing (p=0.25), sensitivity (p=0.30) and listening without interruption(p=.006) sub-dimensions of the scale in terms of p<0.05 significance level. As the groups did not display a homogenous distribution, Welsh test was applied to find out more accurate decisions for ANOVA results. Post Hoc tests were consulted to determine which groups caused these differences. Additionally, Dunnett C test was administered among Post Hoc tests to figure out which groups had difference (Can, 2016). According to these test results, there were differences between elementary school and high school parents for sharing and listening without interruption sub-dimensions of parent-child communication scale total score and, when the test average was compared, it was found that parents in high school had a higher average. In sensitivity sub-dimension of the tool, there was a difference between elementary school and high school level parents and, when the averages were analyzed, university-level parents had a higher average than elementary school level parents. There was an intergroup difference at p>0.05 significance level for respect-acceptance (p=.053) and problem-solving (p=240) dimensions of the scale.

Results Related to Parenting Stress, Perceived Parental Self-Efficacy and Parent-Child Communication Relationship Analysis

Results related to Parenting Stress, Perceived Parental Self-Efficacy and Parent-Child Communication relationship analysis are presented in Table 10.

Table 10: Correlation Results for Parenting Stress, Parental Self-Efficacy and Parent-Child Communication

Instruments and Sub-dimensions	Stress Total Score	Efficacy Total Score	Communication Total Score
Stress Total Score	1	-.373**	-.346**
Efficacy Total Score	-.373**	1	.677**
Communication Total Score	-.346**	.677**	1

(N=492, (**) = p< 0.01

When Table 10 was evaluated, it was observed that the relationship between averages of total scores from parenting stress level, parental self-efficacy and parent-child communication instruments were statistically significant (p<0.01). There was a negative and significant relationship between parenting stress and perceived parental self-efficacy and parent-child communication (p<0.01).There was a meaningful positive relationship between perceived parental self-efficacy and parent-child communication (p< 0,01).

Results related to Perceived Parental Self-Efficacy and Parent-Child Communication predicting Parenting Stress

Results related to Perceived Parental Self-Efficacy and Parent-Child Communication predicting Parenting Stress are presented in Table 11.

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Table 11: Regression Analysis Results for Parental Self-Efficacy and Parent-Child Communication Predicting Level for Parenting Stress

Model		Unstandardized coefficients		Standardized coefficients						
		B	Standard Error	Beta	T	p	R	R2	F	p
1	Constant	124.534	4.016		31.009	.000	.373	.139	79.008	.000
	Parental Efficacy	-.618	.070	-.373	-8.889	.000				
2	Constant	134.347	5.104		26.324	.000	.394	.155	44.910	.000
	Parental Efficacy	-.423	.094	-.255	-4.514	.000				
	Communication	-.200	.065	-.174	-3.074	.002				

Dependent Variable is Parenting Stress.

To the hierarchical multiple linear regression analysis, self-efficacy and communication variables showed significant relationship on parenting stress (F (2-489)=44.910 p<0.01). Self-efficacy and communication predicted 15.5% of parenting stress. According to standardized regression coefficient, and when the relative significance level of predictive variables on parenting stress was analyzed, it can be seen that the most predictive variable was self-efficacy (β=-.255) and followed by communication (β=-.174). When the significance of regression coefficients was assessed, it can be found that self-efficacy (p<0.01) and communication (p<0.01) were significant predictors. Additionally, negative Beta coefficient showed that 1 unit increase in the relationship stress level indicated the decrease level in self-efficacy and communication.

Considering the analysis results after adding communication to the model, the effect of parental self-efficacy on parenting stress decreased from β=-0.373 to β=-0.255. the decreased but significant self-efficacy effect after this addition indicates that this communication might be a partial mediator variable. In this sense, the Sobel Test was applied to test the mediation effect; the mediation effect and general model is shown on Figure 1.

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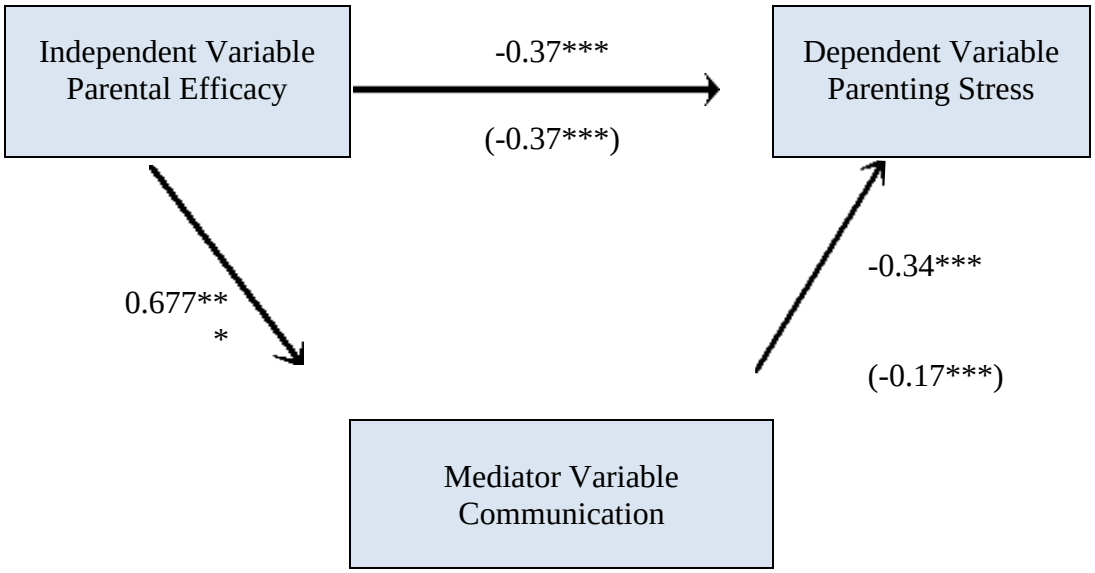
Figure 1: Mediation Effect and Standardized Beta Coefficients



Sobel test was administered to determine the significance of the mediation effect. Sobel z-value 1,702,267, p=0.08 were obtained. Therefore, since p-value was not significant for the Sobel test, it is possible to say that communication did not have mediation effect.

Limitations

One of the most important limitations of the research is study group has a normal stress levels. There is no norm study of PSI-4 SF for Turkish parents. In the original norm study conducted by Abidin (2012), the score of a parent with 50% , parental stress level in the scale is in the range of 78-79. In this study, parents mean stress scores are 88 for fathers and 91 for mothers. The most important limitation for this research is the examination of the relationship between the stress levels of a parent group with normal stress levels and parental self-efficacy perceptions and parent-child communication. Another limitation of the research is the sample. The research was conducted with parents who volunteered to participate in the study and whose socio-economic levels were above average. This may limit the generalization of the research results to different socioeconomic groups and parents who perceive themselves more stressful. The results of the research obtained are based only on the measurement tools that the parents answer. Obtaining the data from a single source and a single method is another limitation of the research.

Discussion

According to the data obtained from this study, being a mother or father influences parenting stress and child's sharing with the parent. Mothers' stress score average was higher than fathers' stress score average. There are other studies in the literature showing a higher stress level for mothers than fathers (Kaner, 2004; Doğan, 2001; Beckman,1991). Additionally, children share more with their mothers in terms of communication. When the employment status of the participant mothers and fathers were considered, and since the majority of mothers

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is housewife, caring for the needs of child more closely and allocating more time to him/her and father's working status were believed to be the reasons for this difference.

Parents' marital status (married or single) and employment status (working or not working) had no significant effect on parenting stress, perceived parental self-efficacy or parent-child communication. However, when other studies were considered, being a single parent increases the psychopathological risk of the parents and lead to more parenting stress (Williford et al., 2007), which does not support the current information in the literature owing to the low number of single parents. Only 22 of the 492 parents in the study stated to be single.

While child's gender did not have a direct effect on parenting stress and perceived parental self-efficacy, it was shown that parents with a boy were more sensitive in communication compared to the parents with a girl in sensitivity sub-dimension of communication scale. Studies by İlhan (2017), Koçhan (2019), Kaner (2004) showed that girl or boy did not affect parenting stress level. Balat (2014), Özdemir (2012), Ogelman and Topaloğlu (2015); Balat, Sezer and Tunçeli (2014) did studies on parenting self-efficacy perception and found that parents with girls had no difference in terms of self-efficacy than the parents with boys. Recepov (2000) stated that mothers were more tolerant and protective to boys than girls and, fathers were interested in boys by showing differences in various aspects compared to mothers. In this study, the higher average in parents with boys in sensitivity sub-dimension supports the results by Recepov (2000).

Child's education level had no effect on parenting stress, but it statistically affects parenting self-efficacy and parent-child communication. Total scores and sub-dimension scores of the parents with children in middle school in efficacy and communication were higher than the parents with children in high school. It is believed that this is because middle school period corresponds to pre-adolescence which covers a period that emphasizes physical development while high school is a period with higher conflicts between adolescence and parents, and this has a negative impact on communication and parental self-efficacy.

Parent's income level effects parenting stress sub-dimension in parenting stress scale-short form; when score averages were analyzed, the parents with 0-1500 TL income level had higher stress than the parents who had 1500 TL and higher income. According to a study that supports the results of this study, as parents' socio-economic levels increased, their anxiety levels decreased (Coşkun & Akkaş, 2009).

Parents' education level impacts parent-child communication. In parent-child communication scale total scores and sharing and listening without interruption sub-dimensions, there was a significant difference between elementary and high school education level parents. In sensitivity sub-dimensions, there was no difference between elementary and university education level. As the mother's education level increased, they developed more in parenting and communication and formed a healthier communication with their children. Mothers with healthy communication skills effectively listen to their children and allow them to express their feelings. Thus, mother and father can be the right model to the child and child can develop his/her emotional expression skills accordingly (Kaleli et al., 2013).

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According to the gradual regression analysis results, it can be seen that parental self-efficacy and parent-child communication predicted 15.5% of parenting stress. When the literature was reviewed, the fathers with high self-efficacy and with a child with problematic behaviours experienced less anxiety than fathers with low self-efficacy (Lopez, Sarria, Pozo,2016). At the same time, according to Hassall, Rose and McDonald (2005), there is a high-level significant relationship between mother's self-efficacy perception and parenting stress. According to this study, there is a negative and significant relationship between parenting stress and parental self-efficacy. As parenting stress increased, self-efficacy decreased. According to Kwok and Wong (2000), as parents' self-efficacy perception increased, they experienced less parenting stress.

Based on the results of this study, PSI-SF can be useful for parents to understand parenting level stress or to learn more about the source of the stress. Family training to decrease stress and increase efficacy can be provided to parents with high-level parenting stress. Since the number of single parents in this study was low, studies could be conducted on single parents to analyze the effect of parenting stress on parental self-efficacy and parent-child communication. With the aim to improve the communication between the parents and children in high school, Communication Skills Training or Domestic Communication training can be delivered to parents.

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