

# Preschool Parents' Use of Social Control and the Relationship with Parents' Regulatory Efficacy Kathleen S. Wilson, Vanessa Rigsby, and Carly Albin **California State University, Fullerton**



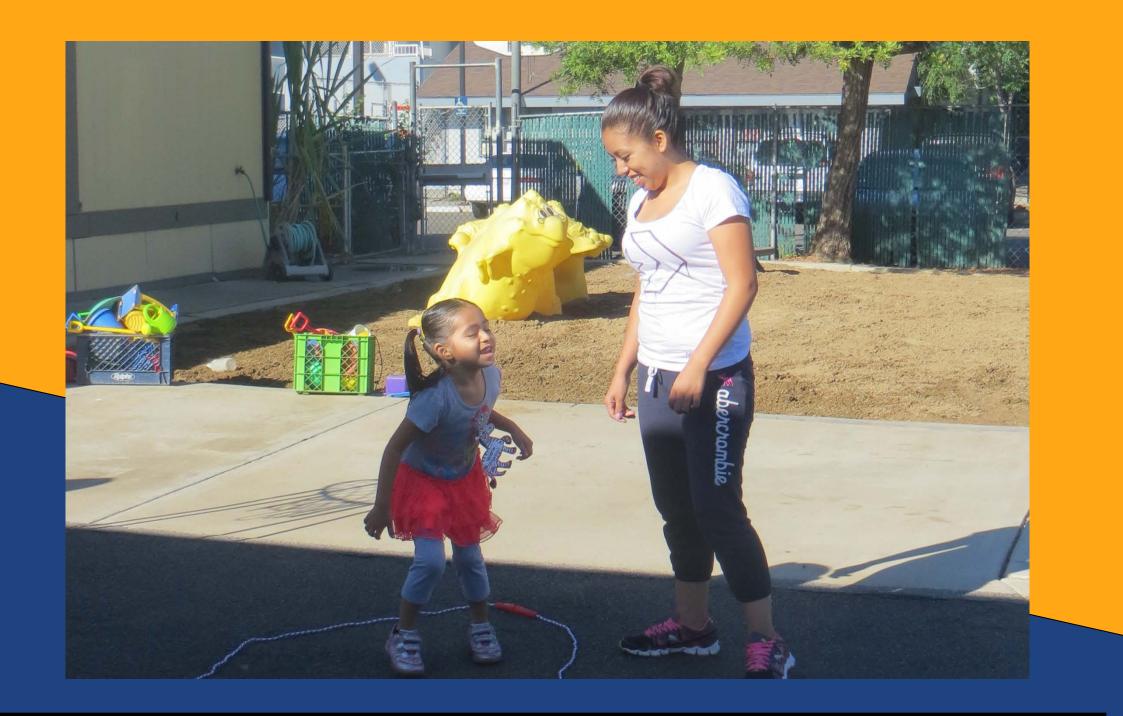
# Introduction

• Preschool physical activity (PA) has been related to the influences that parents provide (Loprinzi & Trost, 2010)

• Social control is a regulatory influence that parents use to prompt or persuade their child to perform PA (Wilson & Spink, 2011)

# Analysis

• Separate multiple regression was performed for each type of SC: • DV: Each type of social control • IV: Barriers SE and Scheduling SE



- Parents' efficacy to manage their child's behavior has been associated with physical activity (Smith et al., 2010) and sedentary behaviors (Wilson & Spink, 2012)
  - Since social influences such as social control have been associated with children's behavior (Wilson & Spink, 2011), one wonders if the influences parents provide would also be associated with the parents efficacy to promote physical activity

Purpose This study explored whether parent self-efficacy was associated with the use of social control in preschool age children.

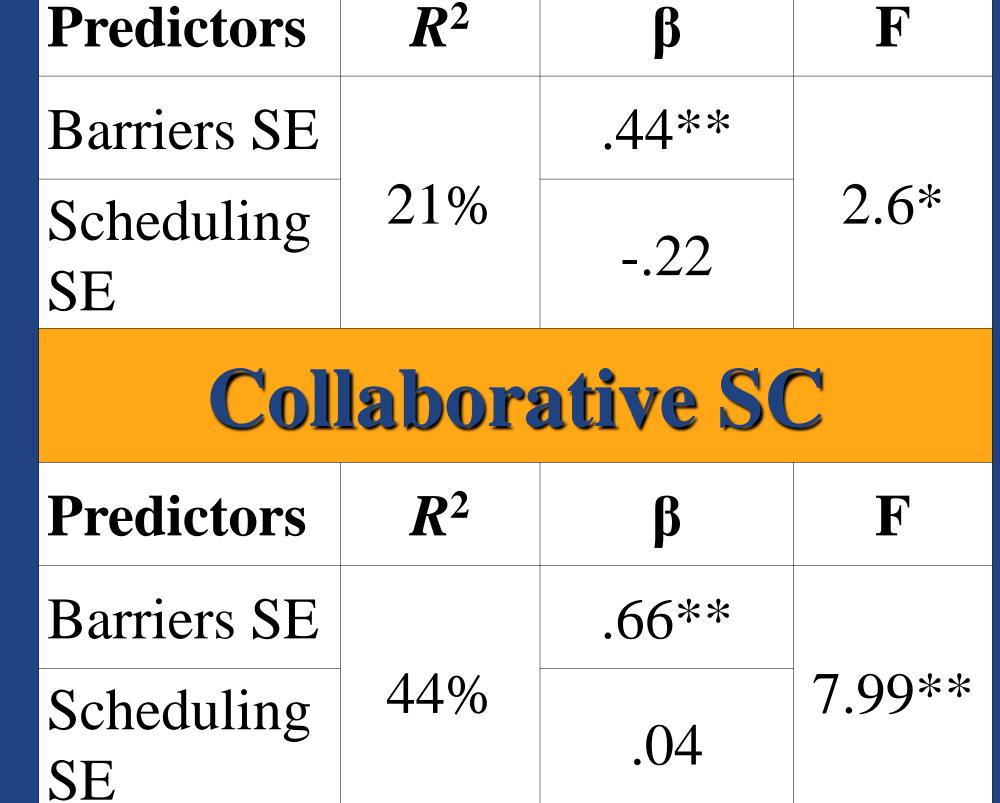
# Methods

## **Participants:**

• Recruited 23 preschool families to participate



# **Positive SC**



Cronbach

F

1.19

# Discussion

- For collaborative and positive SC, parents who were more confident in overcoming barriers reported using more influences
  - Supports concept that self-efficacy influences behavior (Bandura, 1997)
  - More confident parents use more 'effective' types of SC (Wilson & Spink, 2010)
  - In line with previous research showing that selfefficacy is associated with child's behavior (Smith et al., 2010, Wilson & Spink, 2012)

• Parent self-efficacy was not related to use of negative social control

• Possibly due to lower reliability (Cronbach alpha =.50)

#### (parent and child)

- 14 boys and 9 girls
- 20 mothers and 3 fathers
- The ages of preschool children ranged from 2-6 years old (M=3.9 years, SD=1.3 years)

## **Procedures:**

• Parents completed a questionnaire in person

## **Measures:**

**Self-efficacy** (SE; Bloomquist, 2010)

- 0% (not at all) to 100% (completely confident)
- Scheduling Self-efficacy (5 items)
  - "In order to have my child participate in PA, I am confident that I can schedule my family's other commitments (e.g., holidays)"
- Barriers self-efficacy (4 items)
  - "I can have my child be physically active even if I am sick"

**Social control** (SC; Wilson & Spink, 2011)

• Reported use during last week

			Negative SC					
			Predicto	ors	<b>R</b> <sup>2</sup>	β		
			Barriers	SE		-		
			Scheduli SE	ng	11%	_		
			*p-value $\leq 0.1$ ; **p-value $\leq 0.05$				05	
		Mean (SD)		Range		Cronb	Cronbac	
						Alph	<b>1a</b>	
Ba	rriers SE	75.5 (8.8)		1	5-100	.85	,	
Scheduling SE		91.6 (19.4)		70-100		.74	•	
Positive SC		4.9 (2.0)		0-7		.90		

- Parents appear to report extremely low levels of nagging in this age group
- Scheduling self-efficacy did not emerge
  - Most parents were confidence (M=91.6%)
  - Lack of variability in the scale?

## **Strengths**

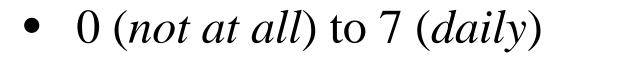
- Explored both self efficacy in terms of barriers and parent scheduling with child
  - Used measures developed for parents of preschool-age children

## Limitations

- Small sample size (N=23) requires cautious interpretation
- Mostly mothers participated limits ability to generalize to fathers (20 mothers; 3 fathers)

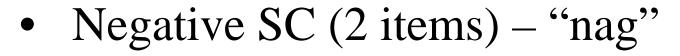
## **Future Directions**

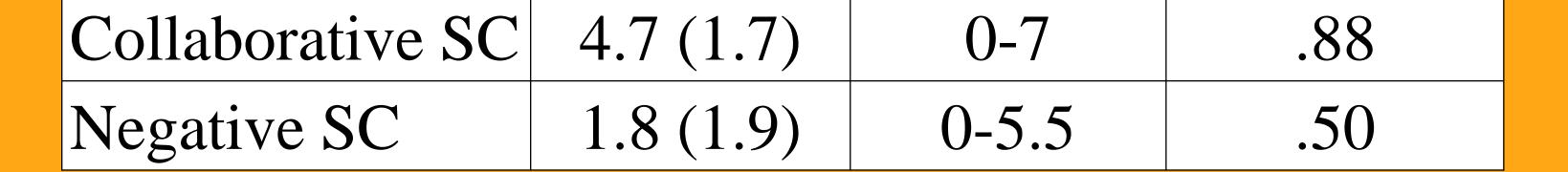
• Examine the conceptualization of negative social control in this age group

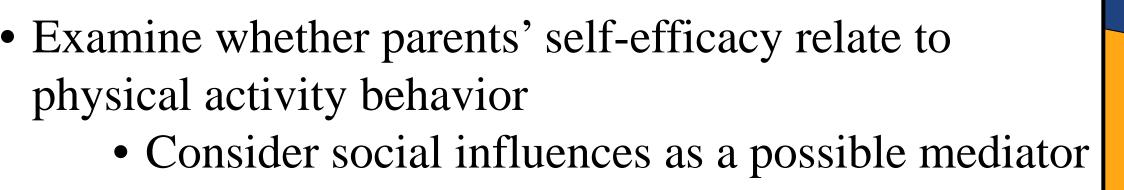


• Positive SC (4 items) – "encourage them" • Collaborative SC (3 items) – "offer to be active

with them"









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