

Effect of parenting self-efficacy on teenagers' self-regulation after COVID 19 in Kakamega North Sub-County, Kenya

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ABSTRACT

It is established that parenting a teenager in the digital era is a daunting task. This study aimed to determine how parenting self-efficacy affects the self-regulation of teenagers in Kakamega North Sub-County after COVID-19. The study employed an ex post facto research design in conjunction with a correlation design. It was guided by two theories: self-efficacy theory by Bandura and attachment theory by John Bowlby. The target population of the study from the 44 secondary schools was 4667 respondents. The sample size from 10 secondary schools comprised 200 parents, 200 students, and 10 teachers of guiding and counseling. The sample was selected using stratified random and purposive sampling. Data was collected using questionnaires and interviews. Parenting self-efficacy was measured by the Parenting Sense of Competence Scale (PSOC)—a measure that contains 17 items, which are rated on a six-point Likert scale to demonstrate parental satisfaction and efficacy. Teenager self-regulation was measured by the teenager's Self-Regulation Questionnaire (SRQ). Building strong research and choosing appropriate design instruments coupled with piloting ensured validity and reliability. Cronbach's alpha reliability coefficient index for data collection instruments was $\geq .60$, which was acceptable at a .60 threshold. Ethical considerations were observed. Data analysis comprised use of descriptive statistics (percentages, means, and standard deviations) and inferential statistics (Pearson's r , t-test, and linear regression). Qualitative data was analyzed thematically. A Pearson correlation coefficient of 0.441, at the 0.01 level (2-tailed), indicated a positive relationship between the two variables. This suggests that higher PSE is linked to improved self-regulation among teenagers. The results unravel the importance of fostering parenting self-efficacy to enhance teenagers' behavioral outcomes. The study recommends parents adopting practices that boost their teenagers' self-regulation, which in turn shapes behavior outcomes, and parenting training programs to teach parents strategies to improve teenage self-regulation.

Keywords: COVID 19, Kakamega North Sub-County, Parenting, Parenting Self-Efficacy, Teenager Self-Regulation

I. INTRODUCTION

Globally many parents across family structures and dynamics (single parent households, blended families and extended family networks) were found to have suffered stressful balance of work, care for children and maintenance of the family, particularly, they were separated from the regular support network in the wake of COVID 19 (World Health Organization [WHO], 2020). The parents also suffered a well-being shock because of economic strain (Brodeur *et al.*, 2021). In Eastern Europe, as in other parts of the world, the COVID 19 pandemic significantly impacted parents' roles as lockdowns, remote work and school closures forced families into new and often challenging circumstances. Parents faced increased stress and role strain due to the demands of homeschooling, remote working and caregiving (Wang *et al.*, 2020). These stresses could have reduced PSE as parents may have felt overwhelmed by the complexities of managing multiple responsibilities at once (O'Connor *et al.*, 2020)

Africa, culturally diverse with a wide range of parenting practices influenced by traditions, beliefs and customs had teenagers exposed to social vices such as amplified teenage pregnancies, child labour, increased early marriages or increased transactional sex, drug and substance abuse, gender based violence and poor mental health- all stemming from inability to self-regulate (Gettleman, 2020). Socio economic factors such as poverty, limited access to education and inadequate healthcare pose challenges to parental self-efficacy and teenager self-regulation. In West Africa there was increased economic instability and job losses where many people rely on informal sectors and daily wages. This added financial pressure which likely decreased parent's sense of self efficacy (Chinawa *et al.*, 2021). The pandemic exacerbated mental health issues among parents including anxiety, depression and stress. These psychological burdens

can severely impact parenting self-efficacy, as stressed parents are less likely to feel confident in parenting abilities (Afifu et al., 2021).

In Uganda Ssempebwa and Carpenter (2010) indicates that the pandemic led to major changes in the social and economic lives of teenagers and their parents. They were forced to stay home, which disconnected them from their work/ livelihoods, social support systems and services like medical care and education. In turn, this led to food insecurity; domestic violence, stress and family separation; child labor, delinquency and disorientation from education; crime and human rights abuses; drug abuse, mental health problems and social ills like prostitution; environmental degradation; and loss of confidence in government's ability to offer services.

Teenagers in Tanzania were not at peace either as COVID 19 impacted their mental health (Brozou, 2021). The psychological impact of quarantine for teenagers brought isolation, social exclusion, stigma and fear. There was diagnosis of acute stress disorder, adjustment disorder, grief and post-traumatic stress disorder (Imran et al., 2020). They experienced loneliness, stress and fear due to the uncertainties around their future, education, the local economy, and the threat of the coronavirus disease. Restlessness, irritability, anxiety and clinginess with increased screen time was reported. Gendered impacts emerged, with girls more vulnerable to early marriage and unintended pregnancy while boys struggled with lack of opportunity in the labour market and feelings of hopelessness in their local context (Chinawa et al., 2021).

Kenya hit the third globally in teen pregnancy and HIV infection that is traced back to COVID 19. According to International Center for Research on Women (ICRW, 2021), girls found themselves in a precarious state with their caregivers losing their jobs, reducing working hours and increasing unsupervised hours, thereby increasing the risk of abuse. Therefore, adolescents became pregnant, got married, entered the unpaid labour market, and became orphans or transferred congenitally (ICRW, 2021). According to 'Keeping the Promise' (Impact of COVID -19 on Adolescents in Kenya) data collected in February 2021 highlights that sexting and other risky uses of social media, substance abuse, illegal activities and fighting among teenagers remained a problem.

Kakamega County recorded 16,957 teenage pregnancies in 2019, 14374 in 2020 and 6,616 between January and June 2021. Lugari Sub County had the highest number at 795 followed by Kakamega North (the area of study) at 565 with numerous HIV infection cases. In Kakamega North Sub-County, increased cases of teenage boys engaging in truancy (19.6%) was also reported (Inyanji, 2021). Reports of child labour, where teenage boys engaged in small scale business (boda boda) were also recorded.

1.1 Statement of the Problem

Parenting plays a crucial role in developing self-regulation in teenagers especially towards management of emotions, behaviour and thoughts in a way that supports goal directed actions. Ineffective parenting can hinder a teenager's ability to develop self-regulation, leading to difficulties in emotional control, behaviour management and decision making. Teenagers stayed home for over 10 months during Missing reference COVID 19 pandemic and two months during the callous floods of April and May 2024. These were the longest periods parents stayed with their school going teenagers at home. It is also known that some parents experienced inadequacies and incompetence in parenting and admitted that they had limited control over their teenager children (Wekullo, et al., 2022). This led to some parents saying that they would rather have the teenagers in the hands of teachers as opposed to being home. There had been counter claims and blame games going round, where parents were accused of negligence of their parenting responsibilities, as the Ministry of Education (M.O.E.) blamed them over the student's deviant behaviour (Malava Sub County Education office).

Despite parents' efforts towards their parenting role, Kakamega North Sub County has experienced teen behaviour problems including drug and substance abuse, teen pregnancies, teen aggressive behaviour, truancy and defiance among other teen misbehaviours (Malava Sub County Education Office, 2022). These are clear indicators of inadequacy in parenting in Kakamega North Sub County. Studies have been conducted to examine the effects of COVID-19 on society (Wilson et al., 2020, Wekullo, et al., 2022). Despite the recognized importance of parental self-efficacy in teenager development, there remains a gap in understanding its specific impact on the self-regulation of teenagers in Kakamega North Sub County. Limited research exists on the extent to which parental self-efficacy influences the self-regulatory abilities and behavioural tendencies of teenagers in this region. This study sought to investigate the effects of parental self-efficacy on self-regulation of teenagers in Kakamega North Sub County, Kenya aiming to provide insights that can inform targeted interventions and support systems for both parents and teenagers.

1.2 Research objective

To determine the effect of parenting self-efficacy on self-regulation of teenagers after COVID 19 in Kakamega North Sub County.

II. LITERATURE REVIEW

2.1 Theoretical Framework

This study was anchored on two theories; the self-efficacy construct, postulated by Bandura (1997) and Attachment theory, developed by John Bowlby (1988).

2.1.1 Self-efficacy Theory

Parental self-efficacy founded in Bandura's cognitive theory is the belief in a way a parent handles child-related responsibilities and how they affect a child's ability to adapt (Jiao et al., 2020). Studies from diverse cultural backgrounds have demonstrated that a parent who employs effective parenting strategy promotes his or her child's adaptation and maturation of self-regulation, (Kövesdi et al., 2021). PSE is a key determinant of behaviour, since higher levels of self-efficacy make parent's model and adapt to coping strategies and provide consistent support to their children.

2.1.2 Attachment Theory

Attachment theory, developed by John Bowlby (1988) focusses on emotional connections between parents and teenagers. It posits that the quality of connection between parents (caregivers) and teenagers can influence the latter's self-regulation and behaviour outcomes. The theory posits that early attachment experiences with caregivers form the blueprint for later relationships, influencing expectations and behaviour in mature romantic relationships. Secure attachment, according to Bowlby, is exhibited by the teenager's confidence in the caregiver's availability and responsiveness. Parents with stronger self-efficacy may create more secure connectedness, leading to better self-regulation and behaviour in teenagers. Teenagers with proper attachments are likely to develop into emotionally healthy adults, capable of creating stable and satisfying social intimate relationships. On the other hand, weak attachment, characterized by a teenager's tendency to avoid or reject the caregiver can result to difficulties in forming close relationships later in life.

2.2 Empirical Review

Empirical studies demonstrate that PSE predicts teenager self-regulation. Lee et al., (2021) compared the cultural influences on parental self-efficacy and teenager self-regulation. Results revealed cultural differences in parental self-efficacy beliefs and parenting practices which in turn influenced teenage self-regulation outcomes. Kövesdi et al. (2021) investigated the role of self-efficacy in adaptation regarding parental and child resilience; a longitudinal study on the two waves of COVID 19. The study addressed the effects on family balance during COVID 19, such as perceived stress, health anxiety, and addressed psychological factors that support flexible adaptation during the pandemic. 648 parents and their children completed the questionnaire package. Random sampling was performed by the snowball method on an online interface. The results in the first wave, activity and movement showed a positive association with self-regulation being an option for self-efficient behavior. Analysis of the first and second samples of the longitudinal study showed similar results where self-efficacy is a protective factor against the stress that occurs in a pandemic (Kövesdi, 2021). Teenagers whose parents reported high levels of stress showed more externalization problems and developed poorer emotion regulation (Deater-Deckard, 2017).

In West Africa (Togo, Benin and Nigeria), Chinawa et al., (2021) investigated the relationship between resilience, social participation, self-regulation, optimism and coping styles among youths in these countries. The study found out that self-regulation serves as a mediating factor in enhancing resilience and coping mechanisms. While this study does not focus exclusively on post COVID 19 era, it offers fundamental knowledge on the interplay between parenting self-efficacy and teenager self-regulation in African contexts.

Achieng *et al.*, (2018) investigated affluent parents' behaviour and adolescents' levels of assertiveness in Karen Zone Nairobi County. Eric Erickson's theory of psychological development was used and a convergent parallel design. The target population was 23263 with a sample size of 578 respondents consisting of 96 parents and 80 house helps purposely sampled; 384 adolescents and 18 local officers randomly sampled. The study used questionnaires for collecting data from both parents and adolescents. Findings revealed that adolescents' level of assertiveness was influenced by parental support, parental separation, divorce, absence and poor parent-adolescent relationships. The study recommended the need for strengthening policies on guidance and counselling services for parents and adolescents for enhancement of assertiveness. Achieng et al., (2018) emphasizes influence of affluent parents on the level of assertiveness of adolescents. The current study sought to investigate parent's self-approval in parenting and its influence on behaviour outcome in teenagers. Again, the study was conducted in Karen Zone of Nairobi County among affluent parents and their teenager children whereas the current study considered home and school environment in the rural area of Kakamega North Sub County. The difference in geographical area and location, economic differences, level of study and the difference in variables in the two studies may yield different results.

Kakamega County studies dwell on self-regulated learning's role in academic achievement among form three students indicating self-regulation predicted good performance amid stressors (Wanjala, 2023). However, teenagers with emotional disorders in Kakamega face transition barriers including limited resources to support self-regulation (Onyango & Natarajan, 2022).

As global and Kenyan literature shows PSE as an indicator of self-regulation, there is scarce information on post COVID effects in rural Kenyan settings like Kakamega North sub county (Kenya National Bureau of Statistics [KNBS], 2022). Available information is from the Coast and Nairobi (urban) indicating disparities in pandemic effects, with rural teenagers facing seclusion and school dropout risks (Khasakhala et al., 2023). There is no study that directly links PSE to teenager self-regulation in this area of study, despite its relevance for attention targeting family resilience. This study fills this gap by exploring how post COVID PSE affects teenage self-regulation and informing tailored programs to alleviate pandemic effects.

III. METHODOLOGY

The study adopted ex post facto research design. This research design is useful when investigating cause-effect relationships between independent and dependent variables in situations which do not permit manipulation of variables. The research designs enabled the study to gather adequate information that provides a better understanding of a research problem and responding to the research hypothesis. The study was conducted in Kakamega North Sub-County in Kakamega County. The sub-county is the largest in Kakamega County an area of approximately 423.3 square kilometers with a population of about 205,166. There are 44 fully registered secondary schools in the area. All the schools (44) in the sub county are fully registered by the Ministry of Education. The target Population (N) of form four students is 4667 and 4500 for parents respectively. Boys -2374, girls-2293. The number of boys' boarding schools -6, girls boarding secondary schools are 9. The number of mixed schools secondary -34. The total number of students in mixed schools 3113: male 1574, female 1539. Boys boarding students 799, girls boarding students 800.

The study used Yamane formula to arrive at the desired sample size. Parents were sampled through purposive sampling. 10 schools were sampled using stratified random sampling. Stratification was based on category of school and gender. From each school 20 form 4 students were sampled using stratified random sampling for mixed schools and simple random for pure boys and girls schools. Stratified random sampling was preferred because it enabled the researcher to reach the required representation from the segments in the population and ensured that the existing sub groups were reproduced in the sample. Each student sampled was mapped on their parent attaining an equal number of parents (200). The students and parents sampled filled a student questionnaire and a parent's questionnaire respectively. One guiding and counselling teacher was purposively sampled from each school. 10 Guiding and Counselling teachers were selected using purposive sampling technique. This technique allowed gathering of qualitative responses which lead to better insights and more precise results.

Table 1

Sample and Sampling Matrix for the Study

Description	Population	Sample size	Sampling technique
Form 4 parents	4500	200	Stratified
Form 4 students	4667	200	Stratified
G&C teachers	44	10	Purposive
Total	9211	410	

Data was collected using questionnaires and interviews. Quality measures and procedures of piloting, validity and reliability of the research instruments were under taken prior to actual data collection. The Cronbach's alpha reliability coefficient index for data collection instruments was $\geq .60$ which was acceptable at a .60 threshold. To ensure validity of research instruments in the present study, face, construct and content validities of the questionnaires and interview were assessed. Quantitative data was analyzed by use of Pearson correlation with the aid of statistical Package for Social Sciences (SPSS) version 22.0. The analyzed data was presented in frequency tables, charts and graphs. Qualitative data was subjected to descriptive analysis

IV. FINDINGS & DISCUSSION

4.1 Response Rate

The researcher visited all the sampled schools and administered copies of questionnaire to the respondents and ensured that all the copies of questionnaire were properly filled and collected. A total of 400 questionnaires were

distributed out of which 398 were returned. This represented a response rate of 99 percent with non-response rate at 1 percent. A response rate of 70% or more are appropriate for an effective data analysis and presentation. The results of the response rate and the results are represented as shown in table below

Table 2

Response Rate

Respondents	Sample Size	Participants	Return Rate %
Parents	200	198	99.0
Teenagers	200	200	100.0
Total	400	398	199.0

The overall demographic characteristics of the respondents was sought. The findings are presented as shown in table below

Table 3

Distribution of respondent's Demographic characteristics

Gender of Mainstream Students	Frequency	Percent
Male	94	47
Female	106	53
Total	200	100
Students Age Distribution	Frequency	Percent
16-19 years	196	98
Above 19 years	2	1
Total	200	100
G and C teachers' age Distribution	Frequency	Percent
Below 30 years	3	30.0
31 - 40 years	1	10.0
41-50 years	2	20.0
Above 50 years	4	40.0
Total	10	100
Education of Parent Respondents	Frequency	Percent
Bachelors	10	5
Masters	4	2
Diploma	56	28
Attained form 4 education	128	64.64
Total	198	100
Age of the parents	Frequency	Percent
Below 40 years	28	12.0
40-50 years	164	82.0
Above 50 years	8	4.0
Total	198	100

The findings in Table 3 indicate that out of the 200 student respondents the findings on the gender of the respondents indicate that female gender constituted the majority at 53.0% while the male gender stood at 47.0%. This finding revealed that there were more female student participants in the study. In terms of age, the study established that 98% of the respondents were between the ages of 15-19 years and 1% who were in the ages of above 19 years. These findings indicate that the study managed to gather data from the form four students.

Distribution of Parents and G&C Teachers by age results revealed that 10 percent of the parent were aged below 30 years, 33.3 percent between 31 and 40 years, 43.4 percent were 41 and 50 years while the remaining 13.3 percent were aged above 50 years. This implied that most of the G and C teachers were aged 31 and 50 years the findings indicate that majority of the parents respondents 64.64% had attained form 4 education, followed by diploma holders (28.00%), Bachelor (5.0%), and lastly Masters (2%). This implies that the study managed to collect data from the respondents with standard education. These people possessed knowledge about the research study and therefore aided the researcher to obtain insightful information on the effects of parental self-efficacy on self-regulation and behaviour outcomes of school-going teenagers in Kakamega North Sub County, Kenya. The data illustrates the age distribution of parents within a sample size of 200. The largest portion of parents, comprising 82% of the total, falls within the 40-50

age range. This suggests that the majority of parents in the sample are in their forties or approaching that age bracket. Conversely, a smaller but still notable percentage, 14%, are below 40 years old, indicating a presence of younger parents within the group. At the upper end of the spectrum, only 4% of parents are above 50 years old, suggesting a relatively lower representation of older parents in the sample. Overall, the data provides insight into the age demographics of parents within this particular sample, revealing a predominant presence of parents in their forties based on the study. Findings of the study revealed that 33.3 percent of Teachers of Guidance and Counselling were working in the schools that participated under study. The availability of Guidance and counselling teachers was important to this study since it shows the schools were well equipped to handle any challenges the students were going through.

4.1.1 Effect of Parental Self-Efficacy on Self-Regulation of Teenagers

The study sought to establish the effects of parental self-efficacy on self-regulation and behaviour outcomes of school-going teenagers in Kakamega north Sub County. The respondents were given two sets of questionnaires. The first set was given to parents. The second set was given to teenage respondents. For the parents, a collection of questions about their parenting sense was given as indicated in the table below. They were requested by use of a tick (✓), indicate whether they strongly disagree (SD), disagree (D), Undecided (U), Agree (A) or Strongly Agree (SA) with the statements regarding the effect of Parenting self-efficacy on self-regulation of teenagers. The rating of parents is shown in Table 4.

Table 4

Ratings of Parental Self-Efficacy Measured Using Parenting Sense of Competence Scale (Psoc)

Statements	Mean	Std. D
The issues of caring for a teenager are easy to correct as long as you know how your actions affect him/her, am aware of this	3.73	.861
Even though being a parent could be rewarding, I am frustrated while my teenager is at his/her present age.	2.00	.000
I go to bed the same way I wake up in the morning, feeling I have not accomplished much.	3.01	1.626
My parent was better prepared to be good parent than I am	4.00	.000
I do not know why it is, but sometimes I'm supposed to be in control, I feel more like the one being manipulated.	2.56	1.503
I would make a fine model for a new parent to emulate	5.06	.229
Being a parent is manageable, and problems are easily solved	4.00	.000
The problem in being a parent is not knowing whether you're doing a good job or a bad one	2.45	.449
Sometimes I feel like I'm not getting anything done	2.68	.470
I meet my own personal expectations for expertise in caring for my teenager.	4.00	.000
If anyone can find the answer to what is troubling my teenager, I am the one.	4.15	2.420
My talents and interests are in other areas, not being a parent	2.88	1.634
If being a parent of a teenager were only more interesting, I would be motivated to do a better job as a parent.	1.61	.489
I honestly believe I have all the skills necessary to be a good parent to be a good parent to my teenager	4.07	2.441
Considering how long I've been a parent; I feel thoroughly familiar with this role	3.49	1.130
Being a parent makes me tense and anxious	1.00	.000
Being a good parent is a reward in itself	5.15	1.883
Valid N (listwise)	3.28	

As indicated above, parents agreed that parental self-efficacy has effect on self-regulation of school-going teenagers as shown with the mean of 3.28, the results therefore imply that parents generally agreed that their competence in parenting had an effect on their teenager's self-regulation. Parents had a strong belief in their ability to handle issues related to caring for their teenagers, with a mean score of 3.73 and a standard deviation of 0.861. This suggests a confident outlook among parents that they can effectively address behavioral and developmental challenges as long as they understand the impact of their actions on their children.

Regarding emotional responses to parenting, parents reported low levels of frustration while their teenagers are at their current age, reflected in a mean score of 2.00 (SD = 0.000). This indicates that despite the inherent difficulties of parenting adolescents, such as mood swings and defiance, parents maintain a positive outlook and emotional stability during this phase.

On a personal achievement level, there was a moderate feeling among parents of not accomplishing much on a daily basis, with a mean score of 3.01 and a standard deviation of 1.626. This sentiment reflects the common struggle parents face in balancing their parental responsibilities with personal achievements and goals.

In terms of comparison with the previous generation, parents indicated a strong belief (Mean = 4.00, SD = 0.000) that they are as well-prepared or better prepared than their own parents to be good parents. This confidence underscores their perception of personal growth and readiness in navigating the challenges of parenting.

Despite this confidence, some parents reported feeling manipulated rather than in control at times, with a mean score of 2.56 and a standard deviation of 1.503. This highlights a common parental challenge in maintaining authority and influence over their teenagers, especially during moments of conflict or negotiation.

Furthermore, parents overwhelmingly believed that they would make excellent role models for new parents to emulate, with a mean score of 5.06 and a standard deviation of 0.229. This high self-assessment suggests that they view their parenting style and practices as effective and beneficial for others.

Overall, the findings indicate a generally positive self-perception of parenting competence among the participants in Kakamega North Sub County, Kenya. Analysis on the descriptive statistics of teenager self-regulation by the students were also presented. The scale used entailed a range of 1-strongly disagree to 5-strongly agree indicating more strength towards value 5 while less strength on value of 1. The ratings of teenager self-regulation by the students is presented in Table 5.

Table 5

Teenager Self-Regulation

Statements	Mean	Std. Dev.
I usually kept track of my progress towards my goals.	4.87	.357
I have personal standards, and tried to live up to them	4.01	.141
I was willing to consider other ways of doing things	4.92	.393
If I wanted to change, I was confident that I could do it	4.95	.269
Once I had a goal I would usually plan how to reach it	4.01	.200
I was able to resist temptation	4.01	.213
I set goals for myself and kept track of my progress	4.94	.302
Valid N (listwise)	4.53	

The results in Table 5, respondents agreed that parental self-efficacy has effect on self-regulation and behavior outcomes of school-going teenagers in Kakamega North Sub County by a mean 4.53. The teenagers demonstrated a notably high level of self-regulation across several dimensions. They frequently kept track of their progress towards their goals, indicating a strong sense of personal accountability and motivation (Mean = 4.87, SD = 0.357). Additionally, they exhibited a willingness to consider alternative approaches to tasks or challenges, suggesting adaptability and open-mindedness (Mean = 4.92, SD = 0.393). Furthermore, the adolescents expressed a robust confidence in their ability to effect change in their lives, demonstrating a belief in their capacity for personal growth and development (Mean = 4.95, SD = 0.269). They also reported setting goals for themselves and diligently monitoring their progress, reflecting proactive goal-setting behaviors (Mean = 4.94, SD = 0.302). However, while the teenagers generally upheld personal standards and strived to meet them, this aspect scored slightly lower compared to other dimensions of self-regulation (Mean = 4.01, SD = 0.141). Similarly, their ability to plan strategies to achieve their goals and resist temptation exhibited moderate levels (Mean = 4.01, SD = 0.200 and Mean = 4.01, SD = 0.213, respectively).

The null hypothesis stated that parental self-efficacy has no statistical significance on teenager self-regulation in Kakamega North Sub County. To test the null hypothesis, a simple linear regression analysis was employed with alpha set at 0.05. The findings are presented in the table below.

Table 6

Correlations between Parental Self-efficacy and Teenager Self-regulation

		Parental self –efficacy	Teenager self-regulation
Parental Self-efficacy	Pearson correlation	1	.441
	Sig.(2-tailed)		.000
	N	200	200
Teenager Self-regulation	Pearson correlation	0.441	1
	Sig. (2-tailed)	.000	
	N	200	200

The provided correlation analysis, indicates that there is a positive correlation between parenting self-efficacy and teenager self-regulation among parents and teenagers in Kakamega North Sub County, Kenya. The Pearson correlation coefficient of 0.441, significant at 0.01 level (2-tailed), gives a positive relationship between these two

variables and therefore rejects the null hypothesis: Parental self-efficacy has no statistically significant effect on teenager self-regulation of school-going teenagers in Kakamega North Sub-County, Kenya.

The study's vital findings of a positive correlation ($r=0.441$, $p<0.01$) between parenting self-efficacy and teenagers self-regulation align with the theoretical frameworks and empirical literature. This supports the rejection of the null hypothesis and indicates the PSE's role in enhancing adaptive behaviours in teenagers specifically in rural areas of Kenya marked by the pandemic related stressors. The positive relationship between PSE and teenagers self-regulation identifies with Bandura's emphasis on PSE as a determinant of parental attributes that fosters teenager's adaptation and maturation. Parents with pronounced approval in their parenting ability to handle teenage related responsibilities (mean PSOC score=3.28) which correlated with higher self-regulation (mean SRQ score=4.53). This indicates that efficacious parents model coping strategies in line with Jiao et al. (2020) who link PSE to regular support and adaptive teenage outcomes.

Secure attachments, facilitated by high parenting self-approval are posited to ensure teenagers self-regulation. Teenagers showed strong goal-tracking and adaptability (mean scores >4.8 on SRQ items like progress monitoring) which aligns with Bowlby's idea that secure engagements promote emotional, health and self-regulatory skills. Lee et al. (2021) shows cultural disparities in PSE and parenting activities influencing teenage self-regulation. The study's positive correlation reflects, as Kenyan cultural factors (e.g., traditions amid socioeconomic stressors) likely shaped PSE's impact. Further literature from searches (e.g., a 2017 Frontiers review on cultural contexts) indicates that shared cultural affiliations influence parental practices, affecting how teenagers develop self-regulation forms like autonomy or group-oriented behaviors. Poverty and limited education access in Kakamega North reduce PSE (as per Chinawa et al., 2021), the findings extend this by expressing PSE's resilience-building role post-COVID.

Kövesdi et al. (2021) posits PSE as a protective factor against pandemic stress, with positive associations to self-regulation. The study's results mirror this, as efficacious parents reported low frustration (mean = 2.00) and strong role-modeling (mean = 5.06), correlating with teenagers' resistance to temptations and goal-planning (means >4.0). Other studies (e.g., 2021 Frontiers on parental support for child resilience during lockdowns), yield similar results, reinforcing that PSE mitigates externalization problems and promotes emotion regulation, as seen in the study's rejection of the null hypothesis.

Deater-Deckard (2017) associates parental stress to poor child emotion regulation and externalization. The findings align, as lower PSE (tied to stress from economic strain and isolation) would heighten teenagers' dysregulation, evident in issues like teen pregnancies and truancy in the study area. Deater-Deckard's earlier works on parenting stress emphasize that stressed parents feel less efficacious, leading to teenager problematic behaviours, which the study's correlation supports. Chinawa et al. (2021) in West Africa show self-regulation mediating resilience and coping. The Kakamega North findings merge, as PSE enhanced teenagers' coping (e.g., high confidence in change, mean = 4.95), mediating resilience amid post-COVID vices like substance abuse. Achieng et al. (2018) in urban Nairobi found that caregiver's behaviour fosters adolescents' assertiveness, affected by support and relationships. The rural Kakamega North study stresses this: while Achieng focused on rich urban parents, here PSE in poor families similarly shaped self-regulation, but with pandemic amplifiers like unsupervised time increasing risks. This study notes geographical and economic differences, and the findings yield similar positive PSE effects, suggesting generalizability across Kenyan contexts despite these variations.

Kakamega studies (e.g., Wanjala, 2023; Onyango & Natajara, 2022) link self-regulation to academic achievement. The findings thrive on this by binding PSE to self-regulation amid post-COVID gaps (e.g., scarce rural data, as per KNBS, 2022), addressing the study's identified research gap in rural settings. This conclusion is also supported by the data collected from the interview schedule carried out on one of the teachers of Guiding and counseling, respondent G9 (2024) which portrayed the following scenario;

"It's a good feeling when you look around and see your teenage children all grown and happy. There's a reason to thank God for their safety, especially in this day and age. I think this stems from own approval as a parent.

Respondent G2 (2024) had the following with regards to her daughter's self-regulation;

"My teenage girl does not want to talk to anyone. I encourage her that she will improve in her classwork but she seems to be in her own world. She doesn't believe in herself. I encourage her to continue trusting herself.

Parents who feel more confident in their parenting roles may be more effective in providing the necessary guidance, support, and boundaries that enable their teenagers to develop and maintain self-regulation skills. Conversely, teenagers who possess stronger self-regulation abilities may respond more positively to their parents' guidance and influence, leading to improved behavior outcomes.

The findings are in agreement with those published in the Journal of Early Adolescence, which examined the effects of parental self-efficacy on early adolescents' self-regulated learning. The findings suggest that the higher parental self-efficacy is associated with increased parental support for learning, which in turn positively influences adolescents self-regulated learning behaviours. (journals.sagepub.com)

Additionally, a systemic review highlighted the various roles of parental self-efficacy in associations with both parent and child variables. The review found that the higher parental self-efficacy is linked to more effective parenting practices, which contribute to better self-regulation to teenagers. (link.springer.com). The findings extend the literature by filling gaps in post-COVID rural African contexts, where stressors like economic instability and isolation (e.g., Gettleman, 2020; Ssempebwa & Carpenter, 2010) amplify PSE's importance. Unlike urban/affluent foci (e.g., Achieng et al.), this study shows PSE's role in mitigating rural-specific issues, informing tailored interventions like parenting training, as recommended.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

Based on the provided correlation analysis, it's evident that there is a significant positive correlation between parental self-efficacy and teenager self-regulation among parents and teenagers in Kakamega North Sub County, Kenya. The Pearson correlation coefficient of 0.441, which is significant at the 0.01 level (2-tailed), indicates a moderately strong positive relationship between these two variables and therefore rejects the first null hypothesis H_01 : Parental self-efficacy has no statistically significant effect on teenager self-regulation of school-going teenagers in Kakamega North Sub-County, Kenya. This leads to a conclusion that Parental self-efficacy plays an important role in influencing teenager self-regulation. The positive correlation suggests that as parental self-efficacy increases, teenager self-regulation also tends to increase, and vice versa. This implies that parents who have higher confidence in their parenting abilities are likely to have teenagers who exhibit better self-regulation skills. In the context of Kakamega North Sub County, this finding could have important implications for understanding and promoting positive parenting practices and adolescent development.

5.2 Recommendations

The government should implement parenting programs to bolster self-efficacy. Parents can develop community initiatives aiming towards teenager self-regulation. Through the ministry of education, the government can integrate modules in school guidance and counseling's curricula.

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