

PERCIEVED ROLE MANAGEMENT AND PARENTAL SELF-EFFICACY OF COLLEGE
STUDENTS: A CASE STUDY

by

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The current study seeks to make a contribution to the existing literature on parenting programs by examining the effects of the Triple-P Positive Parenting Program (Triple P), on college students who are parents. Using a family systems framework as a theoretical guide, a case study was done to analyze parental role management and self-efficacy upon completion of Triple P parenting seminars. Four to six weeks upon completion of the Triple P seminar follow-up interviews were conducted with the 3 participants of this case study. After transcription and analyses of all participants' responses, a relevance to perceptions of participants' parental self-efficacy and role management as student parents was identified.

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CHAPTER 1: INTRODUCTION

Parenting interventions, specifically parent education, have the potential to make a significant impact on the prevention and treatment of major social and mental health problems found in children (Sanders & Kirby, 2014). One key decision facing parenting programs is whether a program should directly address these related problems or whether efforts to improve parenting should be the focus (Barth, 2009). Although some argue that parent education cannot succeed unless family problems are also addressed, much evidence suggests that first helping parents to be more effective with their children can result in significant advantages to the family system as a whole (Barth, 2009).

In more recent years in the family science realm, evidence-based programs has become increasingly more popular and sought after. Evidence-based programs are those that have shown through rigorous peer-reviewed evaluation to be effective in achieving program goals and outcomes (Small, Cooney, & O'Conner, 2009). One such program is Triple P - Positive Parenting Program developed by Matthew Sanders (Sanders 1999; Sanders et al., 2002). Triple P was designed as a comprehensive population-level system of parenting and family support (Prinz, Sanders, Shapiro, Whitaker, & Lutzker, 2009). The self-regulation model of Triple P aims to enhance parental competence, and prevent or alter dysfunctional parenting practices, thereby reducing an important set of family risk factors such as child maltreatment, and behavioral and/or emotional problems (Prinz et al., 2009).

According to Nelson, Froehner, and Gault (2013), almost a quarter of college students in the United States are parents. From this number, less than half (40%) will actually complete their degree. Colleges and universities recognize the income potential of successful marketing to nontraditional students as well as their social responsibility to deliver education to all kinds of

students, but unfortunately insight ends there (Hadfield, 2003). These organizations have failed to note a rapidly increasing population of nontraditional students and continue to deliver a ‘one-size-fits-all’ product and service (Hadfield, 2003).

The various roles and responsibilities required of student parents can attribute to negative outcomes such as being easily distracted, experiencing increased stress, and a difficulty meeting university requirements, as they struggle to effectively manage not only their school duties but also their parenting duties (Dill & Henley, 2013). Although much research has been conducted with nontraditional students (i.e. first generation, minority, or lower SES students), very little has focused on the unique experiences of those who are student parents (Moreau & Kerner, 2015). Addressing the needs of student parents, through creating or tailoring services, goes beyond a benefit for the individuals; it can increase the quality of life for families, communities, and society as a whole (Hadfield, 2003). College students tend to succeed and persist when they feel they are a vital part of the campus community (Hadfield, 2003), therefore, student parents should have resources available to them for support throughout their college experience. On the contrary, many universities may lack the support to make student parents feel like a part of the campus community, which may in turn lead to lower retention and graduation rates (Moreau & Kerner, 2015).

Theoretical Framework

Family systems theory guided this current study. Broderick and Smith (1979) provided a strong introduction to the way that a systems theory rationale can be applied to families. Systems theory states that higher individuals in the family (parent, grandparent, sibling order) have comparative control over the other levels (child, youngest sibling), and if goals are changed at higher levels, then all lower levels must adapt to the change (White & Klein, 1996). Much like a

student parent deciding to go back to school determines that other subsystems of the family must adapt and adjust to the new role in the family system. Systems theory has several main concepts and assumptions which will guide the current investigation.

The three concepts that are applied to the current study include; subsystems, equilibrium, and variety. Subsystems are the building blocks to a family system with smaller units acting separately. Though the smaller units are acting separately, they still are connected to the larger system (White & Klein, 1996). For example, within a family subsystem there are smaller units, such as the relationships between parent-child, siblings, or the marital couple. These subsystem relationships are intellectual ways of organizing and explaining the overall family system, and how or why it functions in that manner based on the smaller units' interactions within the larger family unit. This is also a way to conceptualize these subsystems in families (White & Klein, 1996). For the purposes of the current examination, the student parent subsystem will be the unit of analysis.

Equilibrium refers to a balance of interaction (inputs and outputs) between a family and the outside environment (White & Klein, 1996). This balance can also be referred to as homeostasis. A homeostatic family system dynamically maintains equilibrium by feedback and control of the reaction to the feedback (White & Klein, 1996). For example a student-parent may choose to take college courses only during the day so that their child's routine of going to day care and being picked up by the parent is not disturbed. The same could be said for night classes. A student-parent could only signing up for night classes because the child is used to a routine involving another caregiver who puts them to sleep. Homeostasis is different for each family system, but overall it describes the manner in which a family maintains equilibrium.

All systems have a degree of variety, which refers to the extent to which the system has the resources to meet new environmental demands and/or adapt to change (White & Klein, 1996). For example, a family with an array of diverse resources would have more options available to meet the many adaptations required to maintain equilibrium. A student parent may not have a large variety of resources or flexible time to adapt to changes as easily as another family system.

The first assumption to systems theory is that all parts of the system are interconnected (White & Klein, 1996); what effects one family member will affect others. A parent's return back to school will have systemic effects on others in the family, from time management and role responsibilities, to how the family system interacts day-to-day with the new shift in roles. In trying to understand student-parents' pursuit of higher education, one must consider the effect this decision has on the entire family system. The second assumption is understanding a family system is only possible when viewing the whole family (White & Klein, 1996). The notion that the whole is greater than the sum of its parts, is highly applicable to the study of families. Families are greater than just a collection of individuals (White, 1984). Increasing parental competence through parenting programs should in-turn positively affect the family system as a whole, especially when addressing the parent to influence the parent-child subsystem. The third assumption of systems theory is that a system has a reciprocal relationship with the outside environment (White & Klein, 1996). This reciprocal relationship includes the outputs and inputs that occur within families and from outside the family, i.e. the environment and family resources. Some outputs of a system often become the input of the system (White & Klein, 1996, p 147), especially when looking at student parents. Just as a student parent will have an effect on his/her college environment, the college campus environments will also have a reciprocal effect on the

student parent. For example, responsibilities inherent in attending college (e.g., transportation to and from class, interactions with faculty and peers) can have an impact on the family system, or home life of student parents. Applying systems theory to the current study will allow examination of the system of student parents, in their roles as parents and students. The underlying assumption is that applying parental education to the highest controlling part of the family system, the parent, should influence the other parts of the system.

Current Study

The current study seeks to make a contribution to the existing literature on parenting programs by examining the effects of the Triple-P Positive Parenting Program (Triple P), on college students who are parents. Furthermore, the study will investigate parental confidence and competence upon completion of Triple P in relation to parental role management and parental self-efficacy. Using the Family Systems theoretical framework as a guide for this investigations two research questions will be examined.

Research Questions

- 1.) Does exposure to a Triple P seminar have a positive increase on the parental competence (self-efficacy and satisfaction) and role management of student parents?
- 2.) What unique aspects of the college experience impact the parental competence (self-efficacy and satisfaction) and role management of student parents?

CHAPTER 2: REVIEW OF LITERATURE

As defined by Dill and Henley (2013), nontraditional students are those holding multiple roles (e.g., parent, employee, student) and have had at least one year pass between finishing high school and starting college. Students occupying the role of parent along with possible other roles such as employee, volunteer, or even caregiver to elderly are under researched (Dill & Henley, 2013). For the purposes of the current study, this definition of nontraditional students will determine the population under examination. Little is known about the stress, role strain, or retention rates of these nontraditional students. Therefore, the current study aims to examine if a parenting intervention can help nontraditional student parents to develop more confidence as parents (Barth, 2009) and increase the ability to manage multiple roles.

Dill and Henley (2013) compared traditional and nontraditional college student stressors and found significant differences in academics, peer and social relations, family and network, autonomy and responsibility, and intimacy. Within peer and social relations, traditional students reported going to parties and being a part of organizations more than nontraditional students. In regard to academic events, nontraditional students found doing homework more desirable than traditional students, however traditional students reported going to class more often than nontraditional students (Dill & Henley, 2013). Student parents, seem to benefit from both emotional support and instrumental support in regards to handling stress (Carlan, 2001). The perception of these stressors differed greatly between the two types of students. While this research has cast light on the many differences of traditional versus nontraditional students, more research is needed to provide a more in-depth understanding of this difference. Future programing could also help student parents deal with stressors and subsequently persist through college as well as increase their confidence as parents.

Mahaffey, Hungerford and Sage (2015) examined the needs and barriers to retention of mothers in college. Using an online survey, 237 mothers reported that their most common need was child care, followed by having classes offered during a time easier for their busy lifestyle. In addition, the mothers stated that work conflict, time management, desire for parenting classes, and options for quick degree completion were among many other factors that should be addressed on campus. The results of this study highlight the daily demands and role management experienced by student parents (Mahaffey, Hungerford, & Sage, 2015). Parenting classes and childcare may be two of the many important ways that college campuses can help to reduce stress and increase time management for student parents, especially mothers.

Parental Self-Efficacy

Parental self-efficacy refers to parents' perception of their ability to parent successfully and to feel motivated to engage in effortless discipline, which results in more warmth than hostility (Chau & Giallo, 2015). Parental self-efficacy and time management should have a direct relationship with the ability to better handle child behavioral problems (parent-child subsystem) and the role demands of being a student parent (environment). Bandura (1982) suggested that self-efficacy is compiled from several sources: a) one's previous success and failures, b) vicarious experiences, c) verbal feedback, and d) aversive psychological and physiological arousal states. When a parent experiences prolonged mental and physical exhaustion, parenting difficulties increase as they attempt to manage stressful situations from daily tasks to children's behavior, resulting in lower confidence in their parenting abilities. Fatigue can cause parents to feel they have limited emotional or cognitive energy which again makes it increasingly difficult to interact with their child in a calm and effective manner (Chau & Giallo, 2015). If fatigue is a major factor in decreasing parental self-efficacy, it can be assumed that student parents would be

at risk for lower self-efficacy when faced with the compounded stress and fatigue from the time and role management of being a student parent.

The parent-child relationship, an important determinant of a child's development, is largely influenced by parental well-being which has a considerable impact on the manner in which a parent interacts with their children (Field, 2010). From research it has become clear that barriers such as time management issues and work/family stress, can cause countless problems in parental self-efficacy. After the first year of birth, 16% of mothers experience depressive symptoms (Brown & Lumley, 1998) and 4% reported high levels of anxiety (Wenzel et al., 2003), whereas fathers reported experiencing distress (Paulson et al., 2006; Giallo et al., 2012). Although it is not possible to infer causality, these findings suggest that these barriers may cause problems in the parent-child relationship (Chau & Giallo, 2015).

It is common for parental well-being to be lower after the birth of a child, especially due to fatigue. Fatigue in early childhood is often dismissed as a 'natural' consequence of the parenting experience (McQueen & Mander, 2003). Parental fatigue has been associated with negative outcomes such as poor family relationships, decreased patience, and impaired decision-making skills (Chau & Giallo, 2015). Within the student parent population, there is an assumption that fatigue could increase as a result of additional responsibilities and time involved in being a parent, student, employee, plus other additional roles. Increasing parental self-efficacy can be a potential help to combat against parental fatigue (Chau & Giallo, 2015).

Previous research provides insight into the needs of mothers on college campuses and possible barriers to obtaining their education. What is missing from the scholarly literature is the parenting needs that arise as they negotiate the roles of both being a parent and a student with other responsibilities. Most research on student parents focuses on retention rates and does not

look at persistence and the influence of parental confidence and stress management (Dill & Henley, 2015). What follows is a discussion of current programming available on college campuses which highlights the need for additional student parent based programming.

Programming with College Students

Research on programming for college students is limited with regard to student parents, and mainly focuses on student retention rates and wellbeing (Hermon & Hazler, 1999), specifically healthy eating and lifestyle choices. Many researchers have focused on retention rates at both the undergraduate and graduate levels (Boening & Miller, 2005; Callahan, 2009; Seidman, 2005), and there are others addressing topics such as how to guide students with disabilities (Gladieux & Swail, 1998), and minority populations (Campbell & Campbell, 1994; Gonzalez, 2000) when it comes to navigating more easily through the academic processes (Talbert, 2012). A number of programs have researched student retention rates using many different student populations, other than student-parents, showing the direct need for more research to understand this growing student population. Universities and traditional students are the ones who benefit most from retention programs, however, nontraditional students make up the majority of the university student population.

With regard to student wellbeing, stress management programming for college students in Lannon and Harrison's (2015) study highlighted Animal-Assisted Therapy (AAT). The authors reported a decrease in stress for most participants after being around therapy dogs while at the university library (Lannon & Harrison, 2015). Ninety-four percent reported a decrease in stress after visiting the dogs. Through their research, Hermon and Hazler (1999) reported five nonphysical variables that contribute to student wellbeing: spirituality, work/recreation and leisure, friendship, love, and self-regulation. More recently, studies have been conducted on

persistence rates for nontraditional students, mostly focused on minority, low socioeconomic status, age 25 or older, and/or first generation college students. While these programs are aimed to increase persistence in students from a variety of backgrounds, there still exists a neglect of the unique experiences of student parents.

Other research has inquired about the student athlete population and their well-being during college. Beauchemin and James (2014) examined the impact of an integrative outreach model which encompassed mental health education, sport psychology concepts, and mental skill techniques for the awareness and attitudes that related to counseling student athletes. The results yielded significant information about athletes' well-being and their ability/willingness to seek counseling. There was a perceived stigma from being a student athlete and needing counseling services, which was identified as being the primary barrier.

Programming with Student Parents

There are a few studies that focus on student parent role transitions, namely how these students must learn to navigate an additional role to their lives as they enter college. Quimby and O'Brien (2006) studied predictors of well-being among nontraditional female student parents including internal and external resources that all students have, and the students' perception of these resources. Results of this study indicated that for securely attached, highly confident females, parenting and perceived social support contributed to the knowledge and ability to predict psychological distress, self-esteem, and life satisfaction. These findings are supportive to the present study as parenting and social support will allow student parents the ability to better handle their numerous roles and will in turn contribute to their parental self-efficacy and parental satisfaction.

Another research study examined female student-parents who were offered a comprehensive array of services through an access and success program (Demeulus & Hamer, 2013). The program entitled, *Steps for Success*, targeted low-income, single-parent students, ages 17-22, who were entering into their first or second year of college. The target population faced numerous barriers in regards to obtaining their degrees, being a young student parent was one of them. There were four main components for student success in this study, a) bi-weekly meetings with a staff and person to develop and monitor goals b) referrals to programs and resources on and off campus c) leadership development and, d) a scholarship of 1,350 per year (Demeules & Hamer, 2013). The program had significant impact on the individuals, their families, the institution, and society which is a great example of the positive systemic affect that comes from helping this parent student population, with higher retention rates and familial satisfaction (Demeules & Hamer, 2013). From the success of this program the school was able to continue the program and add more available spots for more student mothers.

Campus Resources

There are a few stand-alone campus resources specifically geared towards the student parent population on university campuses and community colleges across the U.S. Eighty university campuses and 4 community college campuses offer resources such as student housing, scholarships and/or financial aid, and free childcare to student parents. For example only two universities offer all three resources to students, Misericordia University and St. Catherine University. While the majority offer one resource, which is typically a form of student housing for student parents. . For more in-depth information on educational options and campus resources offered to student parents can be found on The Higher Education Alliance of Advocates for Students with Children (<http://heaoafswc.memberlodge.org/>) or the Institute for

Women's Policy Research (http://www.iwpr.org/initiatives/student-parent-success-initiative/@@program_search#program-search-results) websites.

Triple P - Positive Parenting Program

Triple P is an evidence-based parent education program developed for every parent, based on a self-regulatory model to help minimize child misbehavior and parenting stress (Sanders, 2003). Triple P is intended to prevent and to provide treatment across the spectrum of parenting from severe behavioral, emotional, and developmental problems in children to everyday parenting struggles, through five levels of intervention each building on the same concepts but featuring different methods of delivery and intensity of services. Triple P is aimed at decreasing risk factors for child misbehavior such as: a) the lack of a warm positive relationship with parents, b) insecure attachment, c) harsh, inflexible, rigid, or inconsistent discipline practices; and d) inadequate supervision that could lead to major behavioral and emotional problems like substance abuse, antisocial behavior, and juvenile crime (Loeber & Farrington, 1998; Sanders et al., 2003).

Triple P is based on five principles of positive parenting; a) ensuring a safe and engaging environment, b) creating a positive learning environment, c) using assertive discipline, d) having realistic expectations and taking care of oneself as a parent (Sanders, 2003 & Barth, 2009). The program highlights the reciprocal and bidirectional nature of these interactions and identifies learning mechanisms that maintain coercive and dysfunctional antisocial behavior in children (Patterson et al., 1992). As a result, Triple P teaches positive child management skills to parents as an alternative to coercive, inadequate, or ineffective parenting practices (de Graff, Speetjens, Smit, de Wolff & Tavecchio, 2008).

Triple P is unique because it is multidimensional, and versatile for all types of parenting styles and cultures. The program employs a multi-leveled approach to parenting as follows: Level 1 (Universal Triple P) is a universal strategy to have broad reach of positive parenting information and messages using social marketing strategies (Sanders et al., p 8, 2003). Level 2 (Selected Triple P) is a brief intervention consisting of three sessions for parents of children up to age 12 with a design for the management of minor child behavior problems that are not complicated by other factors such as family dysfunction and chaos (Sanders et al., 2003). Level 3 (Primary Care) targets children with mild to moderate behavioral difficulties and includes active skills training for parents with children from birth to teenagers. Level 4 (includes Standard, Group and Self-Directed Triple P) is for parents of children with more severe behavior problems, such as aggression, but not diagnosis criteria for a behavioral disorder. Level 4 teaches parents to apply their skills in both the home and community setting with both the child and siblings (Sanders et al., 2003). Level 5 (Enhanced and Pathway Triple P) is for parents who have children with behavioral problems as well as dysfunction within the family or families who have participated in lower levels of intervention already.

The entire foundation of Triple P is a self-regulatory process, designed to help parents believe they can improve the behavior of their child through their own actions and are confident in making decisions and problem solving to do so (Barth, 2009). This self-regulatory model is based on Bandura's social learning theory, cognitive behavioral development theory, and has 30 years of research to support its efficiency.

Research on Effectiveness of Triple P

Triple P has been used on many diverse family types, from two-parent households to single families, stepfamilies, even maternally depressed families (Sanders et al., 2003).

Furthermore, several studies have shown that the parenting skills training used in Triple P produced a predictable decline in child behavior and that this decline was maintained over time (Sanders et al., 2003). Behavioral parenting programs are the most empirically supported intervention for preventing and treating child behavior problems. They are commonly used when a parent is back in school balancing parenting, school work and other possible responsibilities (Serketich, & Dumans, 1996; Taylor, & Biglan, 1998; Lundahl, Risser, & Lovejoy, 2006). Programs such as Triple P have also been effective in improving numerous parental outcomes such as, reducing dysfunctional parenting styles, increasing parental self-efficacy, and decreasing parental stress (Morawska, Milne, & Sanders 2011; Nowak, & Heinrich 2008; Thomas, & Zimmer-Gembeck, 2007). Another aspect that makes Triple P effective is the numerous methods of dissemination including face-to-face, online, or over the phone. The varying methods enables parents to participate in ways that fit their individual circumstances and attempts to get participation from families from more rural areas, who typically have less access to professional services (Mazzucchelli & Sanders, 2010). In summary, parents using Triple P report they are less stressed, less depressed, and less likely to use harsh discipline techniques (Sanders et al., 2008).

For this study, the researcher will be using Triple P's Level 2 seminar in order to increase the parental competence and role management of student parents. There are three seminars that are included in Level 2; The Power of Positive Parenting, Raising Competent, Confident Children, and Raising Resilient Children. For this particular study, the researcher has selected The Power of Positive Parenting to deliver at two campus locations (East Carolina University and Pitt Community College). This two hour seminar was selected because it gives an overview of positive parenting and focuses on increasing parental competence and confidence. During the seminar, participants are exposed to five parenting principles: having a safe, interesting

environment, having a positive learning environment, using assertive discipline, having realistic expectations, and taking care of yourself as a parent. To date there are no known research studies that have been conducted using Triple P with student parents at either the university or community college setting.

CHAPTER 3: METHODS

Sampling

After obtaining Institutional Review Board approval, participants were recruited from East Carolina University (ECU), a four-year institution and Pitt Community College (PCC), a two-year institution. The criteria to participate in the study was that all participants were student parents, and at least 18 years or older with children ages 1-12 years old.

A convenience sampling technique was implemented to recruit the study sample. Participation was solicited through flyers displayed on campus, e-mails, and course instructors on both campuses. Instructors at both campuses were informed via email of the research topic and given information to either disseminate to their classes or have the researcher come in and discuss the topic briefly to the students. In addition, the Student Counseling Center at Pitt Community College advertised the parent education seminars for the purposes of recruitment. Participants were directed to a link that allowed them to register for the seminar and provide consent to participate in the research study. After registration and consent was received, participants were directed to a pretest survey. Data collection began in January 2016 and commenced in March 2016 for the quantitative analysis. Follow-up interviews were conducted as well which were done two weeks in April 2016. Only 3 of the 5 participants were able to take part in this follow-up due to busy schedules.

Measures

The Parenting Sense of Competence (PSOC) (Gibaud-Wallston & Wandersman, 1978) scale measured parental competence on two dimensions, parental satisfaction and parental efficacy. The measure has a total of 16 items on a 6-point Likert-scale (1=strongly disagree and 6=strongly agree), consisting of 2 subscales (9 items on satisfaction and 7 on efficacy). The

satisfaction subscale examines parental anxiety, motivation and frustration, while the efficacy section measures competence, capability levels, and problem-solving abilities in the parental role. An example question for this survey includes, a difficult problem in being a parent is not knowing whether you're doing a good job or a bad one. Participants are to respond using the 6-point Likert-scale. The reported internal consistencies were .75 with the satisfaction scale and .76 for the efficacy scale (Johnston & Mash, 1989) and Lovejoy et al. (1997) reported internal consistencies of .82 and .88 for the efficacy scale in two samples of mothers with preschool children.

Self-Efficacy Expectations for Multiple Role Management (SEEMRM) (Lefcourt, 1992) assessed confidence in managing the role of being a student and a parent. For the purposes of the current study, a revised version of the SEEMRM (Quimby & O'Brien, 2006) was used because it is more applicable to a student population and is more condensed. The revised measure consists of 46 items using an 9 point Likert scale (0 = no confidence and 9 = complete confidence). An example question for this scale includes: Set realistic goals concerning the amount and kind of tasks to be completed for school each day, which respondents then choose from a 9 point Likert-scale. Lefcourt (1995) reported test-retest reliability coefficients for each SEERM subscale ranging from .70 to .80 for a 2-week period. The internal reliability coefficients for each of the subscales ranged from .83 to .93 (Lefcourt & Harmon, 1993). Construct validity was supported through interrelations between self-efficacy expectations and conflict, self-esteem, and social desirability (Lefcourt, 1995).

The Parent Experience Survey (PES) (Turner, Sanders, & Markie-Dadds, 2010) examined parental experience using 8 questions, on a Likert scale ranging from 1 to 5 (1 = not at all and 5= extremely). Participants were asked to focus on the last six weeks of parenting

experiences respond to statements such as: “parenting is stressful” and “parenting is rewarding.” In a study of university faculty and staff, Baugh, Ballard, Tyndall, Littlewood and Nolan (2015) found $\alpha = .82$ (pretest) and $\alpha = .74$ (posttest) reliability.

Follow-up questions were asked of participants one month after completing the Triple P seminar, in order to complete each case study. To answer the second research question, five questions examined patterns in parental behavior upon completion of the parenting seminar. Upon completion, the data were transcribed and a thematic analysis approach was taken to code for themes. The five follow-up questions included:

1. What were things you learned from the seminar?
2. Have you implemented any strategies you learned since attending the seminar?
3. Do you feel that your institution is supportive of student parents? How so?
4. What could be done by institutions to support your role as a student parent on campus?
5. If more resources were added to institutions to support student parents what potential barriers do you see that might impair you from utilizing those resources?

Demographics. Additional variables that were collected included: age, race/ethnicity, employment, socioeconomic status, and relationship status. These variables were of interest in examining two different campuses, and provided additional information on student experience with parental competence and role management.

Age. Participants were asked to provide their age in years as of their last birthday.

Race/ethnicity. Participants identified their race and/or ethnicity by selecting options from the following list: Black/African-American (non-Hispanic), White (non-Hispanic), Hispanic/Latino, Asian/Pacific Islander, Native American, Biracial, Other.

Employment. Participants were asked if they are currently working with a “yes” or “no” question. If the participant answers “yes”, they were then be prompted to ask how many hours a week they are working.

Income Status. Participants were asked to select their current income status from options such as...under \$15,000, \$15,001-\$25,000, \$25,001-\$35,000, \$35,001-\$45,000, \$45,001-\$55,000, \$55,001 and above.

Relationship Status. Participants also identify their current relationship status by selecting from the following list: single (never been married), in a relationship, engaged, cohabitating, married, separated, divorced, and widowed. Participants were also be asked if their partner/spouse lives in the home with them and their child.

Other Demographics. Participants were also be asked: How old is your child? How many children do you have? How many people are living in the household? What is your intended major? What is your class rank? Have you ever taken any parenting programs prior to this research study?

Data Collection Procedures

A pilot test of measures occurred before data collection. Three student parents completed the survey and provided feedback, and necessary changes were made before participant recruitment. The consent form and demographic questions along with the Parenting Sense of Competence, Self-Efficacy Expectations for Multiple Role Management, and the Parenting Evaluation Survey were combined into one questionnaire that was provided via a Qualtrics link. Qualtrics (Qualtrics Labs Inc., Provo, UT) is an online survey tool available to ECU students and faculty. It allows researchers to choose the layout of the survey and the format of each individual question. The survey on Qualtrics allowed participants to register for the seminars, provide

consent, and take a pre-test to measure baseline parental competence and role management. Student parents took the survey on their own computers at their own pace and reported back via email with feedback. The feedback was helpful in identifying confusion and areas of possible gaps within questions. The feedback from the students did not result in any changes to survey questions or methodology. Feedback given were suggestions for wording of questions, but the researcher chose not to change the wording of questions due to not wanting to interfere with the validity of the scales being used.

Each parenting seminar lasted roughly 1.5 to 2 hours which includes the seminar and time for student parents' questions. The same seminar format was used with all participants. The seminar used a standard PowerPoint presentation, provided by Triple P. The researcher and presenter, has been accredited in Level 2 Seminar, as well as Level 3 for Triple P. For further information about what is involved in accreditation of Level 2 Seminar for Triple P, refer to the website, <http://www.triplep.net/glo-en/home/>.

Adjustments were also made to the IRB in regards to the methodology of this study. With a total of 3 participants, a case study approach was selected. An amendment was formatted and sent to the IRB to change the protocol to include qualitative data collection and analysis in the form of follow-up questions with participants. Upon approval from the IRB all participants were contacted again via email and asked to participate in a follow-up interview. To ensure fidelity the researcher that performed the intervention seminar sessions performed the follow-up interviews as well.

A semi-structured interview was conducted with three of the five participants, held in the researcher's office on the university's campus. Two of the three participants completed an interview together, while one did the follow-up individually, due to scheduling. These interviews

on average lasted 1.5 hours long and were recorded using a Livescribe 3 smart pen (Livescribe Inc., 2007), which later uploaded and saved in an audio file on the researcher's laptop. Audio files were transcribed and saved in a Word document, to later be used for case study analysis.

Analysis

A case study research methodology was used to compile a description of each participant. Using responses from the PES, SEERM subscales, specific questions from the PSOC, and interview data, a more in-depth picture of participant experience emerged. This approach analyzed the student parents' perceptions of parental support on a university campuses and their feelings of knowledge and implementation of parenting skills since the parenting seminar. In addition, their role management in the areas of self, parent, student, and spouse/partner were examined.

CHAPTER 4: RESULTS

Results

The three participants were similar in field of study but differed in regards to demographics. All three participants were earning their masters degrees, two in Human Development and Family Science, while the other was earning her second master's degree, in Social Work. Participant race varied with identification as White, Latina, and Black. The participants ages varied (28-39), $M = 34.3$. The living arrangements of participants were diverse as well, as one participant was married but preparing for a separation, another lived with her parents, and the third lived alone. The children's ages ranged from 4 to 11, with one participant having two children. Lastly, two of the three participants had taken a parenting course prior to the current Triple P seminar.

Survey Analysis

Individual analyses on the PSOC, SEERM subscales and the PES were conducted eliciting total scores for each participant (see Table 1). The PSOC scores range from 17-102 with high scores indicating a higher level of parental competence. The SEERM subscales measures self-efficacy in multiple roles, self (9-81), parent (15-135), student (12-108) and spouse/partner (10-90). Higher scores on the SEERM subscales indicate more confidence in balancing these roles.

Table 1

Participant Quantitative Responses

	PES		PSOC		SEERM			
	PRE	POST	PRE	POST	PRE	POST	PRE	POST
Lucy	20	20	88	97	Self	43	Self	50
					Parent	94	Parent	109
					Student	79	Student	87
					Partner	51	Partner	51
Sarah	14	17	65	81	Self	42	Self	72
					Parent	87	Parent	126
					Student	69	Student	92
					Partner	53	Partner	82
Charlie	21	23	83	88	Self	41	Self	33
					Parent	129	Parent	130
					Student	69	Student	62
					Partner	33	Partner	20

In addition, an item analysis was conducted to examine the trends of the pre-posttest items on the Parenting Experience Survey to report on parenting experience, and to provide additional support to the interviews. The PES focuses on 5 areas of parenting, two positive (rewarding and fulfilling) and three negative (demanding, stressful and depressing). There was a positive trend in the positive aspects of parenting and a negative trend the negative aspects of parenting (see Figure 1).

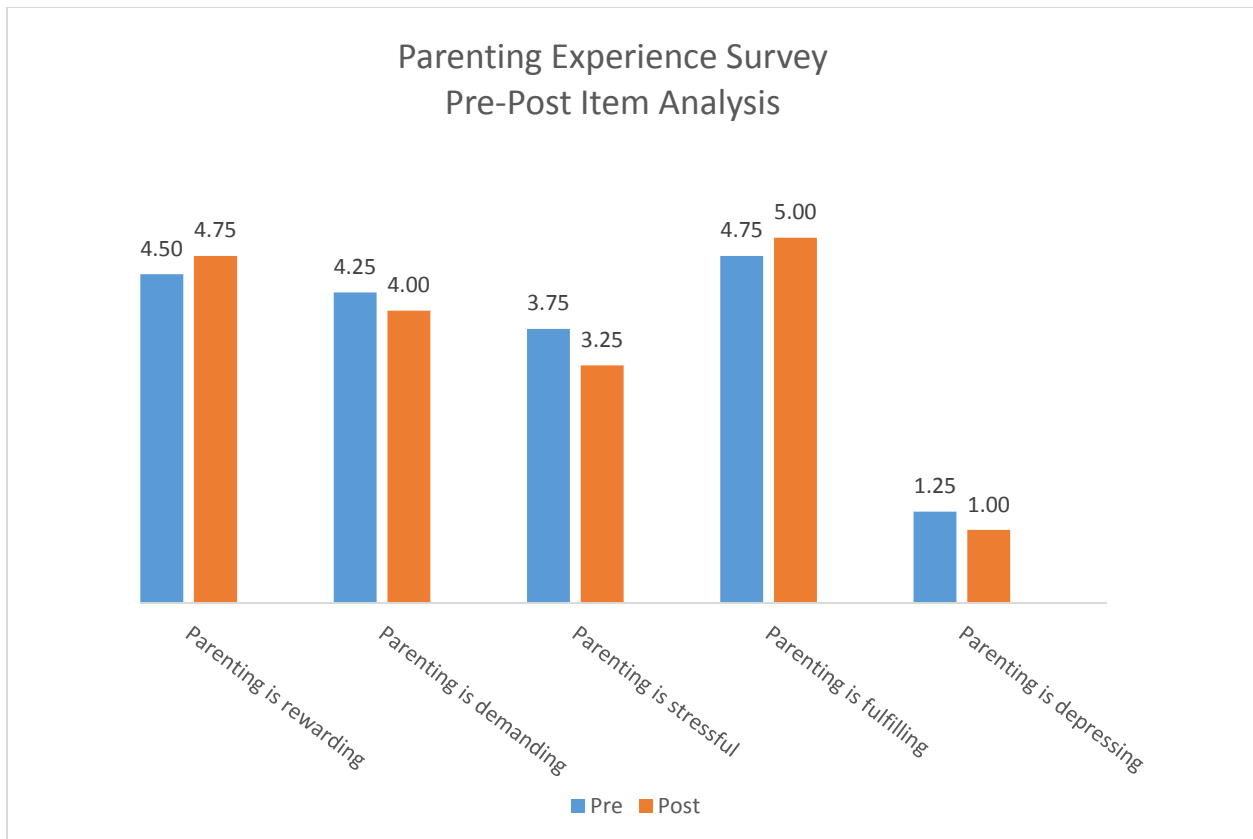


Figure 1. PES Survey Item Analysis

Interview Analysis

To protect confidentiality of each participant, the researcher assigned pseudonyms to each participant (Kaiser; 2011). After pseudonyms were assigned, each participant’s interview data were compared to their survey responses in order to conduct a case study. Below you will find each participant’s case study based on the two research questions, (Does exposure to a Triple P seminar have a positive increase on the parental competence (self-efficacy and satisfaction) and role management of student parents? What unique aspects of the college experience impact the parental competence (self-efficacy and satisfaction) and role management of student parents?) which yielded responses in the following areas: parental confidence, role management, and university support.

Lucy. Lucy is a 28 year old, single, Latina mom with a 4 year old son, who currently resides with her parents. Lucy's parents are providing childcare and support for her son as she travels over an hour multiple times a week, working on completing her master's degree in Child Development and Family Relations. Lucy reported that she has never taken a parenting course prior to this case study, although from her course of study she has taken many courses on the topics of child development and family relationships. Currently she is looking for a job that will give her a more consistent schedule to raise her son.

Parental Confidence. Lucy discussed feeling more positive in her parenting skills and attitude upon completion of the Triple P seminar. As additional support of Lucy's parental confidence, her PES scores were 20, $M = 4.0$, which is the highest possible score for this particular survey. With regard to questions such as "parenting is rewarding" and "parenting is fulfilling", Lucy chose "extremely" on both, suggesting that she had a positive perception of parenting. She also discussed using specific Triple P techniques such as changing her thought process to being more positive in nature, which is discussed in the seminar. Lucy further described looking at things with a more proactive view as opposed to in the moment, or negative. Lucy began taking this approach when her son got frustrated or irritated and she would take a moment to think what might be the cause of his behavior instead of rushing to fix the issue. Lucy also mentioned another Triple P strategy of planning ahead, which involves taking time to help prevent issues from arising in order to diffuse possible child misbehavior. To prevent a clash in personalities where they both feel rushed and her son refuses to cooperate, Lucy decided to wake up 15 minutes earlier in order to deal with misbehavior before it happens. These data were further supported with her responses of 'much confidence' to the SEERM parent-subscale question #7 'Defer professional goals in order to devote more time to parenting responsibilities.'

She also reported that her handling of her son's behavior had gone much smoother and calmer since the seminar. Lucy plans to continue to use these simple proactive measures with her son.

Role Management. Lucy's reported adaptations to managing time to be proactive and prevent small issues such as feeling rushed also highlighted the importance of role management. She mentioned that the day after the Triple P seminar, she made an appointment to get her hair done, and that she could not recall the last time she pampered herself. She further stated, "It really just is so important to take care of yourself, in order to be a better parent." This statement coincided with her scores on the SEERM self-subscale which indicated that she had some confidence in putting herself first. Specifically, her responses on questions regarding how much confidence she has in "asserting my need for privacy..." and "getting school tasks done at home...", were 'complete confidence'. Lucy appeared to be more confident as an individual, specifically paying more attention to her own wants and needs.

University Support. With regard to perceptions of university support, all data came from the follow-up interviews. A key factor to note, Lucy has limited data on this variable, because her interview was conducted with another participant who was much more verbal on this topic. Lucy did not mention any feelings for overall support from the university as a student parent. She did however report feeling immense support from professors in her department as noted below.

"I remember in one class in particular, I had just gotten there, rushed to class and I got a call that...my son was sick, and the professor was so concerned and she said 'Turn right back around, just go' and as crazy as it was that I did that I just felt like I could do that, I felt supported by her"

Another key point of Lucy's follow-up was focused on the lack of childcare options offered on campus to students.

“But...that would be very beneficial. If I mean parents could bring their kids to school. The fact that they don't, I think is definitely, definitely makes it harder for parents to be a student.”

Sarah. Sarah is a White mother with two daughters, aged 4 and 11. She lives close to the university and has been married for over 12 years. This last year of graduate school has been significantly harder as she navigated student parenting while preparing for a separation from her husband. In addition, she was also taking care of her parents, one who is able to help with her children and the other who is ailing both physically and mentally. Sarah graduates in the coming months and has a job secured after graduation.

Parental Confidence. Sarah had previously taken a parenting course and classes in child development and family relations as a part of her degrees, thereby reporting confidence in her parenting strategies and abilities. During the follow-up she stated,

“...A lot of it I was already doing. Like positive the positive parenting...the positive reinforcements, the disciplining styles, but, doing it in a learning type environment for them so that their learning while their being punished or like talking them through it. I think that I have become a lot more conscious, or conscientious of trying to implement even more of it.”

Sarah's scores on the PSOC further support her reported parental confidence. For example, she responded 'strongly agree' to question 15, "I honestly believe I have all the skills necessary to be a good parent to my child". Sarah also scored high in confidence (126 out of 135) in her responses to the SEERM parent-subscale.

Role Management. Sarah discussed her biggest take-away message from the Triple P seminar was the last core foundation of positive parenting, which is taking time to yourself. She stated,

“I struggled very hard before the seminar on giving ‘me time’ during the day even if it was just for 10 minutes to just go in the bathroom and lock the door and take a shower and not have little people just coming in.”

Sarah further stated that she was making time, typically 10-15 minutes, every day to help herself deal with the stressors of being a student parent. As well, her responses to the SEERM self-subscale (72 out of 81) further supported a focus on her own needs. She elaborated on taking time to improve herself as a parent by stating, “...but it really just is so important to take care of yourself, in order to be a better parents, you know. Or, you know a good parent.”

University Support. This was a topic that Sarah felt was severely lacking in her experience as a student parent. She stated that there were professors who seemed supportive, understanding, and helpful. Although, she felt strongly that the university as a whole lacked in support of student parents. Sarah stated that in comparison to the high school where her mother worked, which had a day care facility available for young student parents, her university was lacking in parental support. Further stating, “...and if a high school can do that, a university the size of ECU should have [a daycare for student parents].”

Charlie. Charlie is a single, Black mother who is working on her second master’s degree. She has one child, a 6 year old daughter. Charlie chose an online distance education cohort through the university to attempt to help with her student parent responsibilities. Charlie lives with her parents currently in order to help ease financial strain as she is unable to work full-time. In comparison to the other participants, Charlie predominately spoke about her experiences as a

parent and not about her roles as an individual, student, or partner. When redirected to discuss other variables under study, she continued to focus her responses solely on her parental role.

Parental Confidence. This was something that Charlie was very open about, stating that parenting is not always easy and each day is rather unpredictable, especially her child's behavior. During the interview, Charlie described having clarity and making a conscious attempt to improve her parental confidence:

“...planned ignoring... the importance of being a vigilant parent. By keeping your child in sight... the important of supporting her positive-ness... consistency. I learned that as well, and that I was not alone!”

Charlie spoke of how discipline can be harder on a single parent. She mentioned doing things out of convenience or in the moment to prevent further child behavioral issues. Charlie described using planning ahead and planned ignoring for minor child misbehaviors, which are two skills discussed in the Triple P seminar. She went on to discuss the improvements that she saw in her child's behavior when she was more proactive and planned ahead. In particular, Charlie discussed planning for a road trip and how her daughter responded to the preparation:

“I wanted to make sure all her electronics were charged up, I made sure she had a doll baby she wanted, her toys set besides her, you know. She started being proactive as well, because she packed her own snacks as well and set them in the back seat with her.”

The other technique that she used was planned ignoring, where a parent purposively ignores a child's negative behavior in order to stop it. Charlie reported, “certain situations you know I just close my room and go in my room, and it's just like, Ok mommy I'm ready to talk, I'm ready.”

Charlie's score on the SEERM parent subscale (130 out of 135) was the highest of all participants. It appears that she had very high confidence in her parental abilities. Although she mentioned that parenting is often stressful, it never outweighed her unwavering love for her child and drive to be a role model to her child. She stated, "I get, not as stressed as I was when I first came to see you. Parenting is still hard but it's like, it's not as stressful."

Role Management. While it appears that Charlie is confident in her role as a parent her SEERM subscale scores on other aspects of role management were much lower. For example, she scored 33 out of 80 on the self subscale, 62 out of 108 on the student subscale, and 20 out of 90 on the partner subscale of the SEERM, which demonstrated her reported lack of role management in these areas.

"It's a lot more difficult for a single parent, because, somethings you been out of convenience. And, out of time, you know, and out of this is the moment right now. And, so basically what I'm trying to do is be a little bit more proactive, trying to basically hit up like, I know it's about to be an anxiety, something is getting ready to come up that might stress us both out."

An interesting observation is that there was very little information in her interview that would support the low role management scores. Charlie did not provide information on other areas of role management even when prompted by the researcher. The scope of this case study was unable to examine the underlying reasons for the discrepancy in her scores, or her choice to focus solely on her parenting role.

University Support. Charlie felt strongly about the lack of university support at her institution. She stated that she felt no support from the institution as a whole. Charlie added that events held on campus did not take into consideration the schedules of student parents and often

did not encourage student parents to bring their children. She suggested several ideas for a more family friendly campus, things that could invest in student parents.

“...if they could do family oriented community service activities, you know, and get the kids involved, getting the family involved, you know? And if that builds a community, it builds a relationship between, you know...your child in the community. It builds a relationship between the child and the parent and shows that it's alright to help others.”

CHAPTER 5: DISCUSSION, LIMITATIONS, RECOMMENDATIONS, AND CONCLUSION

The current study sought to investigate parental confidence and competence upon completion of Triple P in relation to parental role management and parental self-efficacy, while using a Family Systems Theory perspective. Additionally, the present study sought to also understand student parents' perceptions of perceived support from their university. Parenting interventions, specifically parent education, have the potential to make a significant impact on the prevention and treatment of major social and mental health problems found in children (Sanders & Kirby, 2014). One key decision facing parent educators is whether a program should directly address these related problems or whether efforts to improve parenting should be the focus (Barth, 2009). From the present study, it seems that student parents have unique experiences that impact their roles as students, parents, partners, and individuals. Directly addressing perceived concerns for additional support from universities can help improve parental experience and possibly increase student parent's academic success.

Similarities amongst participants arose during this case study. All participants were female and older than the traditional college student age, with the youngest participant being 28. This trend is one that is becoming more common, as more and more college students are nontraditional student parents (Nelson, Froehner, & Gault, 2013). Furthermore, all participants had similar educational backgrounds and were all working on graduate degrees in the human services field. Their choice of major would give these particular student parents an opportunity to be exposed to information on family planning, child development, or even parenting. Lucy stated in her interview that her educational background prior to this case study helped her navigate situations as a parent. All participants also reported feeling confident in their parenting

roles, which is important to note. Having a higher educational level and age could have played a part in their reports of parental confidence (Traveras, Mitchell & Gortmaker, 2009). There was also a common response from all participants regarding their feelings towards the university support and resources available to them as student parents. They all felt no support from the university as a whole, which further confirms Hadfield's (2003) assessment that universities attempt to address the rapidly increasing population of nontraditional students by delivering a 'one-size-fits-all' product and service (Hadfield, 2003). The result of which has student parents, as reported in this case study, feeling a lack of support.

Each participant had similar subsystems as well, all being the primary caregiver to their children. The high levels of parental confidence reported by participants could come from the fact that all three are the primary caregiver and lack direct co-parenting support from a spouse or partner. Mahaffey, Hungerford and Sage (2015) examined the needs and barriers to retention of mothers in college, and reported that their most common need was help with child care. Student mothers without a co-parenting spouse or partner would encounter additional issues with regard to child care and must look to others in their system for assistance. Charlie stated that as a result of inadequate child care, she often took her daughter to campus with her, especially for group meetings with other students.

Differences in experience of the participants also emerged throughout this case study. Using a Family Systems lens, there were multiple subsystems of importance to the parental experience of each participant, although similar in context but greatly different subsystems themselves. Lucy was living with her parents and her child, while Sarah was living with her children and spouse, but preparing for separation. Charlie was the primary caregiver of her child but receiving help from her family, as well as occasional help from the father. Each participant

was the primary caregiver to their child but did have others around to help co-parent their children. Similarly, the family systems concept of equilibrium within a family and the balance that is necessary to remain homeostasis was variable for each participant. Each participant had very different family members who helped to maintain the family balance as they navigated being a student parent. Lucy resides with her parents and child in the same home, therefore has a more direct subsystem to help her maintain balance on a daily basis. The other two participants did not have individuals in their household that contributed to the day-to-day responsibilities of raising a child.

Another drastic difference for the participants was the degree of external systemic variety and support, another concept of systems theory. This concept suggests that more variety in a family system, the better chance it has to maintain equilibrium. For example, Sarah, although married, was parenting more as an individual than the other two participants who are both single and never been married. Sarah was also taking care of an ailing parent, increasing her parental responsibilities and highlighting her lack of support. In Sarah's case, the lack of variety within her family system to help contribute to and support her parental responsibilities may have contributed to less equilibrium. Which could explain her low scores on the parental competence measure, in comparison to the other participants.

Another difference noted between the participants emerged from the methodology of the follow-up interviews. As a result of scheduling and time constraints, Lucy and Sarah were together for their interview, whereas Charlie was interviewed alone. Having another parent who was able to reflect and give their opinions at the same time may have influenced Lucy and Sarah's responses. On the other hand, Charlie may have felt less comfortable opening up without having an additional parent present during her interview. DiCicco-Bloom and Crabtree (2006)

noted that group interviews can produce shared understandings and highlight critical similarities, while individual interviews may be more oppressive and invasive.

Lastly, each participant in the current study identified with a different racial/ethnic cultural background. Although cultural background was not examined in the current case study, culture could have been an additional factor which resulted in the differences in responses and experiences of each participant. Previous research has noted that parenting behaviors, as well as their significance and outcomes, can vary depending upon racial group (Lee King, 2012).

Limitations

The current study had several limitations which could have influence results. Most importantly, with such a small sample size it is impossible to generalize to other student parents. Future studies should have larger sample sizes and conduct a more in-depth examination of the issues reported in the current study. In addition, future samples should be more diverse as all participants in the current study were graduate students as opposed to undergraduate students. As such, it does not give a wide educational demographic for the entire student parent population or comparison of university versus community college student parent experience. Therefore results cannot be generalizable to other student parents, especially those who are younger than the current participants. Another limitation is that all participants were enrolled in the same college, College of Health and Human Performance (i.e., Human Development and Family Science, Child Development), and had opportunities to be exposed to child development and parenting topics. With those educational backgrounds as well, some participants had already taken part in a parenting education class, workshop, or seminar prior to the current study therefore giving them knowledge that other student parents might not have.

With respect to methodology, the surveys were completed directly before and after the parenting seminar. This left little to no room for substantial change to occur in attitude, behavior, or response. Participants did not have adequate time to understand the parenting concepts, attempt them with their children and evaluate their effectiveness. Also, two participants completed the follow-up interview together, as noted previously, making it possible their responses influenced one another.

Recommendations

Future research should consider recruitment more cautiously. Student parents have numerous schedules to juggle, so having more time to recruit and holding numerous seminars could have an impact on getting a larger sample. Also, providing childcare or refreshments as the seminar is being held would appeal to more participants as well. For example, holding seminars on a campus with childcare available and asking undergraduate students to volunteer their time to watch kids would help be a recommendation. The student parents could participate in the seminar and not have the hassle of finding childcare or switching their schedules around. This would also be beneficial for the university students to receive volunteer hours as well. This could also help with student parents feeling support from their campus.

Lastly, in the future practitioners should consider how to better serve student parents and their children. Taking time to learn how best to serve student parents, and benefits to serving this population. Again, this population is very diverse in nature, from ethnicity, age, family structure, as well as co-parenting arrangements. More consideration and understanding is needed in the area of covering the diversity of this population and planning how to better serve them. Also, future research should consider having some length between the pre-test and posttest survey. Leaving time between the intervention and follow-up questions as well. This would help identify

differences in responses and reactions to the seminar, or at least strengthen the knowledge of the interventions credibility. Furthermore, quantitative data with a larger sample size would be helpful in learning more about the relationship between variables being examined with this population. These suggestions could help demonstrate trends and a strong need to support this student population. This would shed light on the improvements that need to be made within university settings in order to increase student parent confidence and competence.

Conclusion

Although I was unable to complete my original plan to recruit numerous participants for a quantitative analysis of the variables under study, I was able to gain insight into the student parent experience through the case study process. This study highlighted the importance of parental confidence and role management for student parents, as well as the lack of university support available for this population. All of the participants reported difficulty juggling multiple roles while trying to earn a degree. In addition, the results demonstrated that universities should provide resources for this population, not only in academics, but also in the areas of parenting, self-care and partner relationships. In conclusion, this case study helps to paint a picture of the unique student parent experience and shed light on the need for additional research, resources, and programs to alleviate the stress of their multiple roles and increase their successful completion of college.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL



EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board Office
4N-70 Brody Medical Sciences Building · Mail Stop 682
600 Moyer Boulevard · Greenville, NC 27834
Office **252-744-2914** · Fax **252-744-2284** · www.ecu.edu/irb

Notification of Initial Approval: Expedited

From: Social/Behavioral IRB
To: [Carrie Bumgarner](#)
CC: [Eboni Baugh](#)
Date: 1/12/2016
Re: [UMCIRB 15-002143](#)
Perceived role management and parental self-efficacy of student parents

I am pleased to inform you that your Expedited Application was approved. Approval of the study and any consent form(s) is for the period of 1/11/2016 to 1/10/2017. The research study is eligible for review under expedited category # 7. The Chairperson (or designee) deemed this study no more than minimal risk.

Changes to this approved research may not be initiated without UMCIRB review except when necessary to eliminate an apparent immediate hazard to the participant. All unanticipated problems involving risks to participants and others must be promptly reported to the UMCIRB. The investigator must submit a continuing review/closure application to the UMCIRB prior to the date of study expiration. The Investigator must adhere to all reporting requirements for this study.

Approved consent documents with the IRB approval date stamped on the document should be used to consent participants (consent documents with the IRB approval date stamp are found under the Documents tab in the study workspace).

The approval includes the following items:

Name	Description
PERCEIVED ROLE MANAGEMENT AND PARENT SELF-EFFICACY.docx	Study Protocol or Grant Application
SURVEY Cover Letter.docx	Recruitment Documents/Scripts
SURVEY Cover Letter.docx	Data Collection Sheet
Surveys.docx	Surveys and Questionnaires
Updated Informed Consent Template.doc	Consent Forms

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

APPENDIX B: PARENTING SENSE OF COMPETENCE SURVEY

Parenting Sense of Competence (PSOC)

(Gibaud-Wallston & Wandersman, 1978)

Please rate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Somewhat Disagree	Disagree	Agree	Somewhat Agree	Strongly Agree
	1	2	3	4	5	6
1. The problems of taking care of a child are easy to solve once you know how your actions affect your child, an understanding I have acquired.	1	2	3	4	5	6
2. Even though being a parent could be rewarding, I am frustrated now while my child is at his / her present age.	1	2	3	4	5	6
3. I go to bed the same way I wake up in the morning, feeling I have not accomplished a whole lot.	1	2	3	4	5	6
4. I do not know why it is, but sometimes when I'm suppose to be in control, I feel more like the one being manipulated.	1	2	3	4	5	6
5. My parents were better prepared to be a good parent than I am.	1	2	3	4	5	6
6. I would make a fine model for a new parent to follow in order to learn what they would need to know in order to be a good parent.	1	2	3	4	5	6
7. Being a parent is manageable, and any problems are easily solved.	1	2	3	4	5	6
8. A difficult problem in being a parent is not knowing whether you're doing a good job or a bad one.	1	2	3	4	5	6
9. Sometimes I feel like I'm not getting anything done.	1	2	3	4	5	6
10. I meet my own personal expectations for expertise in caring for my child.	1	2	3	4	5	6
11. If anyone can find the answer to what is troubling my child, I am the one.	1	2	3	4	5	6
12. My talents and interests are in other areas, not being a parent.	1	2	3	4	5	6
13. Considering how long I've been a parent, I feel thoroughly familiar with this role.	1	2	3	4	5	6
14. If being a parent of a child were only more interesting, I would be motivated to do a better job as a parent.	1	2	3	4	5	6
15. I honestly believe I have all the skills necessary to be a good parent to my child.	1	2	3	4	5	6
16. Being a parent makes me tense and anxious.	1	2	3	4	5	6
17. Being a good parent is a reward in itself.	1	2	3	4	5	6

APPENDIX C: SELF-EFFICACY EXPECTATIONS FOR MULTIPLE ROLE MANAGEMENT SURVEY

Self-Efficacy Expectations for Multiple Role Management

The following statements involve situations or tasks you are currently encountering or may encounter at some time in your life. The statements involve situations related to balancing the roles of student, partner, and parent. If you are not currently involved with a partner and/or you do not have children, please estimate your ability to handle each demand, should the occasion arise. Although some statements seem similar they are all different. Please try to give a response to all of the items.

Clarifying Definitions:

- 1) Spouse/partner is equivalent to husband, lover, male or female partner, or person you are involved with in an intimate relationship.
- 2) The term children is used to represent either one or more children.
- 3) The term education encompasses your current status as a student.

Please read each statement carefully. Indicate your confidence in your ability to accomplish each of these tasks (should the occasion arise) in context to all of your other demands by circling your answer according to the following 9-point scale.

HOW MUCH CONFIDENCE DO I HAVE THAT I COULD _____ SHOULD THE OCCASION ARISE.

No Confidence	Very Little Confidence		Some Confidence			Much Confidence		Confident	
0	1	2	3	4	5	6	7	8	9

1. Assert my need for privacy to my spouse/partner and/or children.
2. Make time to sort through magazines, newspapers, and mail.
3. Prepare for the holidays and buy birthday and holiday gifts.
4. Initiate a conversation with my spouse/partner when I am upset with him/her.
5. Remain calm and objective during sibling squabbles.
6. Discuss resentment which may arise over unequal divisions of tasks because my spouse/partner refuses to do some home chores.
7. Defer professional goals in order to devote more time to parenting responsibilities.
8. Establish and meet personal deadlines on major home related tasks such as spring cleaning and redecorating.
9. Deal with conflicts caused by different values, customs, lifestyles, and goals between my spouse/partner and myself.
10. Be a good listener and be objective in times of conflict with my children.
11. Deal with my children competing for attention, talking at the same time, competing for help, or disagreeing on family activities or meals.
12. Manage time spent working on tasks within my student role.
13. Negotiate financial problems with my spouse/partner.
14. Handle unexpected tasks and interruptions at school so that they cause only minimum disruptions or stress.
15. Negotiate expectations of my spouse/partner to make sacrifices for my career/education and for me to make sacrifices for his/her career/education.
16. Devote time each week for personal relaxation or leisure activities.
17. Be nurturing and available to my children when they need me.
18. Fulfill goals I set and personal expectations for school.
19. Cancel plans I have with my spouse/partner when I have a lot of school work.

20. Find a way to get my kids ready for school or day care and get ready for school at roughly the same time.

21. Cope with my children's demands on days when I am tired and stressed.

No		Very Little		Some		Much		Complete	
Confidence		Confidence		Confidence		Confidence		Confidence	
0	1	2	3	4	5	6	7	8	9

22. Get my spouse/partner to attend important social engagements which are associated with my career/education.

23. Get involved with my children's school activities.

24. Maintain a good relationship with my spouse/partner.

25. Get school tasks done at home, but give full attention to my children when they need it.

26. Get my spouse/partner to understand and accept my school demands.

27. Be successful as a student.

28. Foster my children's hobbies, activities, and social life.

29. Find ways to give my children equal attention and not show preferences.

30. Meet my own personal needs each week.

31. Discuss feelings of competition I might have with my spouse/partner over career prestige, position, or salary.

32. Refuse unreasonable requests from my spouse/partner.

33. Make time to shop for myself or get my hair cut.

34. Get my children to follow through with their chores and responsibilities when I am at school.

35. Focus attention and effort on school work related tasks rather than home related tasks and problems with school.

36. Make time to spend with friends instead of staying home with my spouse/partner and /or children.

37. Spend time on the weekend completing school tasks instead of spending it with my children.

38. Handle school responsibilities given to me when not given the resources to complete them adequately.

39. Set realistic goals concerning the amount and kind of tasks to be completed for school each day.

40. Shift from my student role to my role of parent when my child calls me at school.

41. Deal with repair people who are late or doctors who are behind schedule when I make appointments on my lunch hour or before school.

42. Raise my children to live successful lives.

43. Deal with conflicts with another student.

44. Discuss the importance of my education with my spouse/partner.

45. Deal with conflicting deadlines at school from two or more people.

46. Make arrangements for deliveries or repair people when I have school work to do.

APPENDIX D: PARENTING EVALUATION SURVEY

Parenting Evaluation Survey (PES)

Name _____ Date _____

Below are a list of issues relating to being a parent. Please circle the number describing the response which best describes how you honestly feel.

1. In an overall sense, how difficult has your child's behavior been over the last 6 weeks?

Not at all	Slightly	Moderately	Very	Extremely
1	2	3	4	5

2. To what extent do the following statements describe your experience as a parent in the last 6 weeks?

	Not at all	Slightly	Moderately	Very	Extremely
Parenting is rewarding	1	2	3	4	5
Parenting is demanding	1	2	3	4	5
Parenting is stressful	1	2	3	4	5
Parenting is fulfilling	1	2	3	4	5
Parenting is depressing	1	2	3	4	5

3. In the last 6 weeks, how confident have you felt to undertake your responsibilities as a parent?

Not at all	Slightly	Moderately	Very	Extremely
1	2	3	4	5

4. How supported have you felt in your role as a parent over the last 6 weeks?

Not at all	Slightly	Moderately	Very	Extremely
1	2	3	4	5

If you have a partner, please complete the following items.

5. To what extent do you and your partner both agree over methods of disciplining your child?

Not at all	Slightly	Moderately	Very	Extremely
1	2	3	4	5

6. How supportive has your partner been towards you as a parent over the last 6 weeks?

Not at all	Slightly	Moderately	Very	Extremely
1	2	3	4	5

7. In an overall sense, how happy do you consider your relationship with your partner to be?

(Note: the middle point "happy" represents the degree of happiness of most relationships, please indicate the point that best describes the degree of happiness, all things considered, of your relationship)

Extremely unhappy	Fairly unhappy	A little unhappy	Happy	Very happy	Extremely happy	Perfect
0	1	2	3	4	5	6