

# Authoritative Parenting and School Support As Predictors Of Preschoolers' Social Efficacy

Sulistiyorini<sup>1</sup> ✉, Ahmad Samawi<sup>2</sup>, Sri Wahyuni<sup>3</sup>  
Universitas Negeri Malang, Malang, Indonesia<sup>(1,2,3)</sup>  
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✉ Corresponding author:  
[\[sulistiyorini0303@gmail.com\]](mailto:sulistiyorini0303@gmail.com)

## Article Info

## Abstract

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Social efficacy in early childhood plays a crucial role in developing successful social relationships and emotional growth; however, it often does not develop optimally. This study aims to analyze the influence of authoritative parenting and school social support on children's social efficacy in kindergartens throughout Diwék District, Jombang Regency. The study employed a quantitative approach with an ex post facto design. The sample consisted of 328 parents selected using the cluster proportional random sampling technique. The research instruments were validated through Pearson validity tests and Cronbach's Alpha reliability tests ( $\alpha = 0.974$ ). Data were analyzed using SPSS version 26 through t-tests, F-tests, and multiple linear regression analyses. The findings revealed that authoritative parenting and school social support had a significant effect on children's social efficacy. These results emphasize the importance of collaboration between families and schools in fostering social efficacy among early childhood learners.

## 1. INTRODUCTION

Social efficacy in early childhood is a foundational element of social-emotional development that underpins children's ability to interact, cooperate, and adapt within various social contexts. It reflects a child's confidence in engaging with peers, managing interpersonal challenges, and expressing empathy—skills that are crucial for success both within and beyond the classroom (Bandura, 1997; Hidayah & Khadijah, 2023). Children who exhibit high social efficacy tend to form relationships more easily, demonstrate resilience in group settings, and participate actively in collaborative learning environments. In contrast, those with low social efficacy often encounter social withdrawal, peer conflict, or difficulty in navigating the emotional demands of group play and instruction (Papalia et al., 2020).

Despite growing awareness of the importance of early social development, many preschool children in Indonesia still struggle with self-expression, peer cooperation, and emotional regulation. Observations in early childhood settings reveal that children may hesitate to speak in group activities, shy away from new friendships, or display emotional outbursts during transitions—behaviors that can hinder holistic learning (Sari & Pebriani, 2025). These patterns raise important questions about what environmental and relational factors could serve as protective or promotive agents for young children's social efficacy. Putri (2020) reported that children's cooperative ability remains low because teachers often assign individual tasks rather than group work. Rahmawati and Santoso (2019) found that the implementation of cooperative learning techniques needs to be enhanced to improve cooperation, assertiveness, and self-control. Furthermore, research in riverside communities in Banjarmasin by Fadilah (2022) indicated that children's social interaction and communication are limited without

community-based activities. This finding highlights the crucial role of the family environment in shaping children's early social behavior. Parents, as the primary agents of socialization, lay the foundation for children's ability to interact and adapt within their communities.

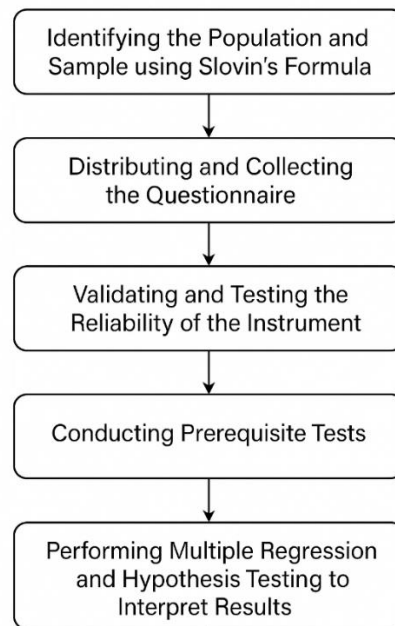
Among the most discussed contributors are parenting practices and school support. Parenting style particularly authoritative parenting, which balances responsiveness with structure has consistently been linked to positive child outcomes, including self-regulation and confidence (Baumrind, 1966; Firdaus, 2021). Simultaneously, the role of school environments in providing emotional and social support cannot be understated, especially in early years when children spend significant time in classroom-based peer interactions. Prior research has affirmed the impact of teacher responsiveness, classroom climate, and peer dynamics on children's self-beliefs and social behaviors (Kuswoyo et al., 2021; Wentzel, 2024).

However, there remains a significant gap in the literature: while many studies explore these variables independently, few examine the combined or interactive effects of parenting and school support on children's social efficacy—especially within the Indonesian early childhood context. For instance, Yulianti (2019) found that parental education levels influence parents' self-efficacy in supporting their children's education, with highly educated parents reporting greater confidence in their involvement. Similarly, Kale (2023) identified that socioeconomic status, teacher social competence, and school climate significantly affect parental involvement in early childhood education. Recent studies have also reinforced these findings. Rahmawati and Santoso (2021) revealed that consistent parental responsiveness strengthens children's emotional regulation and peer communication. In addition, Setiawan et al. (2022) demonstrated that supportive school environments foster social adaptability and cooperation among preschoolers. Smith et al. (2021) emphasized that synergy between home and school contexts enhances early social confidence, while Chen and Li (2020) found that interactive parenting combined with teacher feedback contributes to higher levels of social participation in early learners.

However, these studies have primarily focused on individual factors, leaving a gap in understanding how the interplay between parenting styles and school support influences children's social efficacy. This study aims to address this gap by examining the combined effects of authoritative parenting and school social support on preschool children's social efficacy in Diwek District, Jombang Regency, Indonesia. This research aims to determine not only the individual contributions of each variable but also their simultaneous effects in shaping early social functioning. The findings of this study are expected to contribute both theoretically and practically. Theoretically, they aim to enrich the discourse on social-emotional development by integrating the family-school ecological framework. Practically, they can guide educators, parents, and policymakers in designing developmentally sensitive interventions that promote children's social confidence through consistent, nurturing, and cooperative support systems.

## 2. METHODS

This study employed a quantitative approach with an ex post facto design, which was chosen to examine the cause-and-effect relationship between authoritative parenting, school social support, and early childhood social efficacy without manipulating the variables. This approach is considered appropriate because it allows for measuring the natural interactions among variables in a real-world context. The data collected included responses from parents regarding authoritative parenting practices, perceptions of school social support, and assessments of their children's social efficacy in kindergarten settings. The sample consisted of 328 parents of kindergarten students in Diwek District, Jombang Regency, selected using cluster proportional random sampling based on four geographic clusters: west, east, south, and north. The research instrument was a questionnaire using a 4-point Likert scale, covering three main variables: authoritative parenting—measured by indicators such as responsiveness, demandingness, and communication quality; school social support—measured by indicators of teacher support, peer interactions, and school environment; and children's social efficacy—measured by indicators of self-expression, peer cooperation, and emotional regulation. The instrument was validated ( $r > 0.30$ ,  $p < 0.05$ ) and demonstrated very high reliability (Cronbach's Alpha = 0.974). The data analysis procedures included prerequisite tests such as normality and linearity tests, followed by hypothesis testing using multiple linear regression, t-tests (partial), F-tests (simultaneous), and the coefficient of determination ( $R^2$ ) to evaluate the contribution of each independent variable to the dependent variable. For a clearer understanding, Figure 1 presents the steps followed in this study



**Figure 1. Research Flow**

Subsequently, based on the reliability test results shown in Table 1, it is known that the instrument has a Cronbach's Alpha value of 0.974, which falls under the 'very high' category. This high level of internal consistency implies that the questionnaire items are stable and produce consistent results across different respondents. With such a strong reliability index, the instrument can be confidently used for further statistical analysis, minimizing concerns about random measurement errors that could compromise data integrity.

**Table 1. Reliability Test Results**

| Number of question | Cronbach's alpha | Interpretation |
|--------------------|------------------|----------------|
| 22                 | 0,974            | Very high      |

Prior to hypothesis testing, classic assumption tests (or preliminary assumption tests) were performed to ensure the appropriateness of the regression analysis model. The normality test was carried out using the Kolmogorov-Smirnov test, with results showing an asymptotic significance value (Asymp. Sig.) of 0.200 ( $>0.05$ ), indicating that the data are normally distributed. Furthermore, a linearity test was also conducted, which showed a Deviation from Linearity significance value of 0.678 ( $>0.05$ ), suggesting that there is a linear relationship between the study variables. This with results showing a significance value greater than 0.05. This indicates that the distribution of residuals from the dataset follows a normal pattern, thus meeting one of the key assumptions for parametric statistical analysis. Furthermore, the linearity test using ANOVA on regression plots demonstrated a linear relationship between the independent variables and the dependent variable, which validates the model's suitability for multiple linear regression.

### 3. RESULT AND DISCUSSION

The data obtained in this study were analyzed using SPSS software version 26. Before testing the hypothesis, preliminary analyses were conducted to ensure the quality of the research instruments. The validity test using the Pearson Product Moment correlation showed that all item statements for the variables of authoritative parenting, school social support, and children's social efficacy met the criteria of  $r > 0.30$  with  $p$ -values  $< 0.05$ . This indicates that the items are statistically valid and capable of measuring what they are intended to measure. This validation process affirms the construct relevance and internal consistency of the instruments used.

#### *The Influence of Authoritative Parenting on Children's Social Efficacy*

Prior to testing the hypotheses, several preliminary assumption tests were conducted to ensure that the regression model met the necessary statistical requirements. Specifically, the Normality Test (Kolmogorov-Smirnov) on the residuals showed a significance value of 0.104 ( $> 0.05$ ), confirming that the data were normally distributed (Table 2). Furthermore, the Linearity Test was also fulfilled, with the significance value for *Deviation from Linearity* being greater than 0.05 for all independent variables, indicating a strong linear relationship with the dependent variable (Table 3).

**Table 2. Normality Test (Kolmogorov-Smirnov)**

| Model                  | Test               | Statistics | df | Sig.  | Conclusion                         |
|------------------------|--------------------|------------|----|-------|------------------------------------|
| Unstandarized Residual | Kolmogorov-Smirnov | 1.215      | 60 | 0.104 | Normally Distributed (Sig. > 0.05) |

**Table 3. Linearity Test Results**

| Variable                                    | Deviation From Linearity | F     | Sig.  | Conclusion                        |
|---|--------------------------|-------|-------|-----------------------------------|
| Authoritative Parenting and Social Efficacy | 0.623                    | 1.025 | 0.405 | Linear Relationship (Sig. > 0.05) |
| School Social Support and Social Efficacy   | 0.518                    | 0.988 | 0.490 | Linear Relationship (Sig. > 0.05) |

The next step involved testing the influence of each independent variable on the dependent variable partially using the T Test. Testing the influence of each independent variable on the dependent variable partially in this study used the T Test. Testing using the SPSS program version 26 with a significance level of 5% (0.05). The criterion for testing the T test is if the Sig. Value < 0.05 concludes that there is a significant influence (Table 4).

**Table 4. T Test Results**

| Model                   | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig.  |
|-------------------------|-----------------------------|------------|---------------------------|-------|-------|
|                         | B                           | Std. Error | Beta                      |       |       |
| (Constant)              | 6,150                       | 2,378      |                           | 2,586 | 0,010 |
| Authoritative Parenting | 0,424                       | 0,063      | 0,379                     | 6,726 | 0,000 |
| School Social Support   | 0,249                       | 0,118      | 0,119                     | 2,109 | 0,036 |

The t-test results revealed that both authoritative parenting and school social support had a significant partial effect on early childhood social efficacy, with t-values of 6.726 ( $p = 0.000 < 0.05$ ;  $\beta = 0.379$ ) for authoritative parenting and 2.109 ( $p = 0.036$ ;  $\beta = 0.119$ ) for school social support. These results indicate that warm, responsive, and structured parenting, along with supportive school environments, positively influence children’s confidence, communication, and social adaptability. The findings theoretically align with Bandura’s (1997) concept of social efficacy, which emphasizes that children’s confidence develops through consistent reinforcement within social contexts, and with Bronfenbrenner’s (1979) ecological systems theory, which explains how interactions between the family and school as primary microsystems shape children’s socio-emotional growth. The moderate  $R^2$  value of 0.200 implies that while authoritative parenting and school support contribute meaningfully to social efficacy, other contextual influences such as community, peer dynamics, and media exposure also play roles in shaping children’s social development. Overall, these findings highlight the importance of collaborative efforts between parents and schools to create cohesive environments that foster children’s social competence and emotional well-being. These results are consistent with previous studies such as Firdaus (2021) and Nurhalizah (2024), affirming the positive role of parenting style in child development.

*The Effect of School Social Support on Children's Social Efficacy*

From Table 4, it can also be seen that partially, the variables of school social support have a significant effect on the social efficacy of children with a Sig. value = 0.036 (< 0.05). The second independent variable, school social support, also demonstrated a significant partial influence on social efficacy, as shown by a t-value of 2.109 and  $p = 0.036$  (< 0.05) with a regression coefficient of 0.249. This indicates that social support from the school—including emotional encouragement from teachers, opportunities for peer collaboration, and inclusive classroom dynamics—has a meaningful contribution to children's self-confidence and social engagement. These findings are in line with the studies of Kuswoyo et al. (2021) and Wentzel (2024), which emphasize the role of school climate in promoting social well-being among children.

*The Effect of Authoritative Parenting and School Social Support Simultaneously on the Social Efficacy of Children*

The F-test was then conducted to examine the simultaneous influence of authoritative parenting and school social support. This test aims to test whether the Independent Variables have a significant effect simultaneously (together) on the Dependent Variables. The indicator of decision-making is that if the Sig. value is < 0.05, then this regression model is declared FIT. The results of the F Test can be seen in Table 5.

**Tabel 5. Anova Simultaneous Test (F Test)**

| Model      | Sum of Squares | df  | Mean Square | F      | Sig.               |
|------------|----------------|-----|-------------|--------|--------------------|
| Regression | 1146,753       | 2   | 573,376     | 40,622 | 0,000 <sup>b</sup> |
| Residual   | 4587,366       | 325 | 14,115      |        |                    |
| Total      | 5734,119       | 327 |             |        |                    |

The ANOVA simultaneous test results showed that authoritative parenting and school social support jointly have a statistically significant effect on children's social efficacy, with an F-value of 40.622 and a significance level of  $p = 0.000$  ( $< 0.05$ ). This finding indicates that the combination of family and school factors contributes meaningfully to shaping children's confidence, emotional regulation, and social adaptability. Theoretically, this aligns with Bronfenbrenner's (1979) ecological systems theory, which posits that the child's development occurs through the dynamic interaction between microsystems such as home and school, and with Bandura's (1997) social efficacy framework emphasizing environmental reinforcement as a determinant of self-confidence in social functioning. The moderate  $R^2$  value of 0.200 further implies that while these two predictors significantly contribute to children's social efficacy, other mesosystemic factors such as community engagement, peer culture, and media exposure may also influence outcomes. Overall, these results highlight the importance of integrated interventions that combine parenting support and school-based programs to create a cohesive ecosystem that optimally fosters children's socio-emotional competence.

**Tabel 6. R Square Test Results**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1     | 0,447 <sup>a</sup> | 0,200    | 0,195             | 3,757                      |

In terms of model fit, the coefficient of determination ( $R^2$ ) was found to be 0.200, indicating that 20% of the variation in children's social efficacy can be explained by the combined effect of authoritative parenting and school support (Table 6). While this value reflects a moderate explanatory power, it also implies that other external or internal factors, such as temperament, peer relationships, or digital media exposure, may also contribute to children's social development and warrant future investigation. While this  $R^2$  value reflects a moderate explanatory power for the model, the remaining 80% suggests a significant role for other external or internal factors. Theoretically, factors such as temperament, peer relationships, socio-economic status, or digital media exposure may also contribute substantially to children's social development and social efficacy. This result is consistent with the Ecological Systems Theory (Bronfenbrenner), which posits that a child's development is influenced by multiple nested environments (microsystems like family and school, and exosystems like community), warranting future investigation into a more complex model.

Theoretically, these findings reinforce Bandura's (1997) theory of social efficacy, and are supported by recent studies indicating that consistent social interaction and positive environmental reinforcement enhance children's confidence in social contexts (e.g., Smith et al., 2021; Chen & Li, 2020). In addition, the results are also consistent with Bronfenbrenner's (1979) ecological systems theory, which explains that children's development is influenced by multiple interacting systems, particularly the family and school as primary microsystems. The dynamic interaction between these two environments shapes children's social behavior and emotional growth (Safitri et al., 2025). For example, in the context of Diwek District, Jombang Regency, children who receive emotional warmth and structured guidance from their parents—along with supportive teacher engagement and peer cooperation in kindergarten tend to display stronger communication skills, greater empathy, and improved confidence in peer interactions. For instance, children who receive emotional support from their parents while also experiencing consistent social guidance at school tend to demonstrate better communication skills, higher emotional regulation, and greater confidence in peer interactions.

The  $R^2$  value of 0.200 indicates that authoritative parenting and school social support together contribute moderately to children's social efficacy. This means that while these two factors play an important role, other external influences such as community involvement, peer culture, and media exposure may also affect children's social functioning. Practically, this suggests the need for a holistic approach that involves parents, schools, and the broader community in nurturing children's socio-emotional competence.

Furthermore, these findings underscore the necessity of integrative strategies that combine parenting programs with school-based support initiatives. Collaboration between educators and parents through parenting workshops, regular communication, and joint social guidance activities can create a cohesive developmental ecosystem that supports children's social and emotional well-being. Such collaboration not only strengthens social learning experiences but also enables early detection of children who may face social challenges, allowing timely and targeted interventions to enhance their overall social success. This study underscores the need for integrative strategies that bridge parenting programs with school-based support initiatives. By fostering collaborative efforts between educators and parents, stakeholders can build a more coherent and supportive ecosystem for children's social success.

#### 4. CONCLUSION

This study highlights that authoritative parenting and school social support not only shape but actively enhance early childhood social efficacy, revealing the powerful synergy between home and school environments. These findings suggest that educators and parents should collaborate closely to nurture children's social-emotional skills, while policymakers can support programs integrating family and school initiatives. Moreover, the results provide a foundation for future research to explore cultural, individual, or play-based factors that further influence social confidence, offering a deeper understanding of effective strategies to promote children's holistic development.

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