



The Contribution of Divorce to Parental-Self Efficacy and Perception of Parenting among Divorced Parents: A Qualitative Study

Ramone Rix, Jenny Rose & Nicolette Roman

To cite this article: Ramone Rix, Jenny Rose & Nicolette Roman (2022) The Contribution of Divorce to Parental-Self Efficacy and Perception of Parenting among Divorced Parents: A Qualitative Study, Journal of Divorce & Remarriage, 63:2, 87-100, DOI: [10.1080/10502556.2021.1993013](https://doi.org/10.1080/10502556.2021.1993013)

To link to this article: <https://doi.org/10.1080/10502556.2021.1993013>



Published online: 14 Dec 2021.



Submit your article to this journal [↗](#)



Article views: 353



View related articles [↗](#)



View Crossmark data [↗](#)



The Contribution of Divorce to Parental-Self Efficacy and Perception of Parenting among Divorced Parents: A Qualitative Study

Ramone Rix ^a, Jenny Rose^a, and Nicolette Roman^b

^aDepartment of Psychology, University of the Western Cape, Bellville, Cape Town 7353, South Africa;
^bCentre for Interdisciplinary Studies of Children, Families and Society, University of the Western Cape, Bellville, Cape Town 7353, South Africa

ABSTRACT

The study explores the contribution that divorce has on parents' parental self-efficacy. Divorce and self-efficacy of the are areas that have been extensively studied in recent decades. Going through a divorce has an effect on how parents parent their children, which in turn has an effect on the behavioral, emotional, social and academic outcomes of the child. Divorce is considered a significant factor in determining emotional and social problems that children begin to exhibit. However, limited research has been conducted on the relationship between divorce and parental self-efficacy and exploring the perceptions of parenting among divorced parents in South Africa. This study used qualitative interviews to explore the impact of divorce on parental self-efficacy and perceptions of parenting among ten divorced parents from working to middle class community in Cape Town, South Africa. The interviews were analyzed by making use of thematic analysis. Although participants experienced an initial period of elevated emotional distress and feeling overwhelmed at becoming a single parent, their confidence in their parenting increased over time as they began to adjust to their new lives and received adequate and regular support. This was accomplished through various techniques and coping mechanisms employed by the participants, and with their social support structure playing a significant role in contributing to their parental self-efficacy. These results suggest that even though newly divorced parents feel initially overwhelmed and emotionally distressed in the initial stages, if they are given sufficient support and time to stabilize while integrating in to their new lives, their parent self-efficacy increases and they are more confident in their parenting abilities.

KEYWORDS

Parental self-efficacy;
parenting perceptions;
divorce; divorced parents;
Parenting styles and
practices

Introduction

Self-efficacy can be defined as an individual's perception or belief in their ability to successfully carry out a certain task or course of action. It is not the person's ability to perform this task, but rather how they feel about how they

will perform the task (Sanders & Woolley, 2004). Parental self-efficacy refers to a parent's perception of their parenting capabilities. It does not refer to how well they do as a parent, but rather to how they perceive how well they will be able to do as a parent. This perception (or their parental self-efficacy) then influences their actual parenting practices and thus the outcomes of their parenting (Leahy-Warren et al., 2012). One significant factor influencing parenting practices is divorce. Many of the negative effects caused by divorce also have an effect on parental self-efficacy, such as depression, anxiety and stress (Finlayson et al., 2007; Leahy-Warren et al., 2012; Zill et al., 1993). Low levels of parental self-efficacy may contribute to the children exhibiting the negative consequences associated with divorce. Most of the research that has been conducted has looked at either divorce on its own (Fincham & Beach, 1999; Froman & Owen, 1990; Hall Moran et al., 2006; Reece, 1992; Wilkins, 2006) or parental self-efficacy on its own (Hurre et al., 2006; Wade & Cairney, 2000). Limiting what can be known about the interaction between divorce and parental self-efficacy. This article reports on a study conducted to explore the contribution of divorce to parental self-efficacy by interviewing 10 parents that have been through divorce. The data was analyzed by means of a thematic analysis in order to ascertain which themes and factors influenced the participants' parental self-efficacy the most.

Parental self-efficacy

Parental self-efficacy refers to parents' perceptions of their parenting capabilities. It does not refer to how well they do as a parent, but rather to how they perceive how well they will be able to do as a parent. Parental self-efficacy developed from Bandura's concept of self-efficacy, which he believed influenced three areas: initiation of coping behavior, expended effort, and duration that this effort will be expended in the face of problems and adversity (Bandura, 1977). Applying this to parenting, it can be deduced that parents with high self-efficacy and those with low self-efficacy will act and react differently to the responsibilities and challenges of raising their children. Therefore, how a parent sees themselves as a parent, i.e., their parental self-efficacy is an important factor in how they will parent their children. Parental self-efficacy has further been found to affect various other factors within the parent-child relationship (Sanders & Woolley, 2004), for example, the quality of care provided to the child, quality of the mother-child interactions as well as warmth and responsiveness from the parent to the child.

Several factors influence a parent's self-efficacy, such as maternal ages, number of children, depression, fear and one's self-esteem and confidence. It has also been found that mothers tend to peak in their levels of self-efficacy earlier than fathers and that in general maternal parental self-

efficacy tends to improve over time. This is positively linked to parenting competence and reduces levels of depression (Froman & Owen, 1990; Hall Moran et al., 2006; Reece, 1992; Wilkins, 2006). Further studies have shown that parental self-efficacy affects the quality of parenting that is delivered. High self-efficacy was shown to be related to increased quality of mother-toddler interactions, sensitivity, warmth and responsiveness. The converse has also been found to be true of parenting quality in that parents with low self-efficacy tend to use coercive discipline more as well as discipline practices that are overly harsh, dismissive, too permissive, inconsistent and even abusive (Arnold et al., 1993; Feehan et al., 1991; Holmbeck et al., 1995; Lamborn et al., 1991; Murdock, 2013; Pettit & Bates, 1989; Stifter & Bono, 1998; Teti & Gelfand, 1991; Tucker et al., 1998; Leahy-Warren et al., 2012).

Divorce

Gigy and Kelly (2008) have identified that some of the main reasons that couples divorce is having emotional needs unmet, a high degree of (unhealthy) conflict within the marriage, financial stress and strain as well as boredom inside the marriage. In a longitudinal study conducted by Zill et al. (1993), it was found that among young adults from divorced families, 65% of them had an unhealthy relationship with their fathers and 30% with their mothers, 25% had dropped out of high school, while 40% of them had received some form of psychological help. Even after a control for demographic and socio-economic differences was conducted, youths from divorced families were still twice as likely to exhibit psychological and developmental problems. Further studies have suggested that there is a relationship between divorce and children having depression, low academic and educational achievement, high risk behaviors at an early age, and an increased risk for attempting suicide (Amato, 2001; Amato & Keith, 1991; Chase-Lansdale et al., 1995; Donald et al., 2006; Lizardi et al., 2009).

Methodology

Rationale

This study will be beneficial in that there is limited research on the current topic at hand. With the intended audience being parents who have gone through divorce and are now having to learn to deal with and parent through that.

Self-of-the-researcher

The primary researcher is doing this current research as he has always had in interest and passion regarding family and divorce, having come from a divorced home himself. He was wished to learn and understand these familial and relationship dynamics better in order to both help and understand himself but also others. He wishes that this research study will accomplish that purpose

Research paradigm and approach

The current study was conducted from a qualitative point of view, as this method of design provides insights into parents' perceptions as well as their personal conceptualizations of their experiences of being divorced. An interpretive approach was made use of, which does not see reality as one that is objective or set in one way. Rather, it approaches research with the lens that humans construct their own meaning and reality through how they perceive their lives and experiences (Braun & Clarke, 2006). Further, the study in this article was descriptive and exploratory. It aimed to provide a detailed, accurate and descriptive account of how the parents construct and perceive their divorce and its contribution to their parental self-efficacy.

Participants

There were 10 participants in this study. Purposive sampling was used as a recruitment method as well as snow-ball sampling until saturation was reached. Inclusion criteria included: custodian parents who have been divorced only once, they were not to be participating in another study of similar nature, and all participants needed to be able to communicate in English as this was the first language of the primary researcher.

Data collection

Participants were all from a working to middle class background and were between the ages of 32– 54. Nine of the ten participants were female and one male. Semi-structured interviews were made use of. Each interview was 45– 60 minutes in length, conducted at a time and place of the participant's convenience. The interviews were all recorded as well as notes taken with the participants' permission. All ethical considerations were met.

Data analysis

Interviews were transcribed for analysis. The data was analyzed by making use of thematic analysis. According to Braun and Clarke (2006), there are six important steps that need to be followed in order to conduct a thematic analysis, and these six steps were made use of in this current study. The six steps are: *Becoming familiar with the data*, *generating initial codes*, *searching for themes*, *reviewing themes*, *defining and naming themes*, and *producing the report*. Once all of the data was transcribed, all themes derived and the report written up, it provided a valuable understanding of the experiences of the self-efficacy of the parents who had been divorced.

Ethical considerations

Participants were divorced parents which made the study particularly sensitive. It is imperative that ethical standards are strictly followed and maintained at all times. There were several measures that were put in place to ensure that proper ethical standards were maintained throughout the study. Permission to conduct the study was attained from the Human Science Research Ethics Council (HSREC) and the Senate Higher Degrees Committee. Participants were asked to read the information sheet and complete an informed consent form if they chose to take part in the study. With regards to their rights of participation and nonparticipation, all participants were informed that they were allowed to withdraw from this process at any point if they felt the need to do so. In terms of confidentiality and anonymity, it was made clear to each participant that their names or personal details will not be disclosed at all. The only information that would be used was the data that was extracted from their responses that they gave permission to use. This interview protocol was created with the guidance of the primary researcher's supervisor.

Trustworthiness and rigor

Because trustworthiness and rigor are vital components in qualitative research, establishing consistency and trust in the study, three mechanisms put forth by Thomas and Magivly (2011) were used: *Audit trail*, which is a step-by-step documentation of each and every step taken in the study from beginning to end, *triangulation*, which refers to the data being analyzed and reviewed by two other parties in order to attain different perspectives, and, lastly, *supervisor debriefing*, which involved debriefing and talking through any thoughts and feelings that the primary researcher may have experienced as a result of doing the research. This process further contributed to the reflexivity of the study through allowing the primary researcher to actively acknowledge thoughts, feelings, personal experiences and viewpoints that are brought into the study.

All ethical standards and guidelines were strictly maintained and adhered to. Permission to conduct the study was obtained from the Human Science Research Ethics Council and the Senate Higher Degrees Committee.

Findings

Using the six steps outlined by Braun and Clarke (2006, p. 5) major themes were identified from the transcription of the data. These 5 themes were further divided into sub-themes. The first theme identified was marriage, which explored the couples religious and idealistic views of marriage, problems arising within the marriage, and attempts at resolving the marriage. The second theme was consequences of the divorce, looking at logistics and finances, consequences on the children and consequences on the parent. The third theme identified was named parenting after the divorce. What was brought forth in this theme was positive and negative effects on parenting, openness, honest communication, and importance of discipline. The fourth theme identified was emotional awareness and understanding, which explored participants seeking professional help, listening to and knowing each child individually, allowing their children to make their own decisions, growing their parenting style, and child outcomes. The fifth and final theme identified was support structure. The main support structures that were identified were parents, church, friends and colleagues, ex-partner, and children. Table 1. indicates the 5 themes that were identified as well as their relevant sub-themes.

Table 1.

Themes	Subthemes
<ul style="list-style-type: none"> ● Marriage 	<ul style="list-style-type: none"> ● Religious and idealistic perceptions regarding marriage ● Problems arising within the marriage ● Attempts at resolving the marriage
<ul style="list-style-type: none"> ● Consequences of the divorce 	<ul style="list-style-type: none"> ● Logistics and finances ● Consequences on the children ● Consequences on the participant <ul style="list-style-type: none"> ○ Emotional ● Social ● Behavioral
<ul style="list-style-type: none"> ● Parenting after the divorce 	<ul style="list-style-type: none"> ● Positive effects on parenting ● Negative effects on parenting ● Openness and Honest Communication ● Importance of Discipline
<ul style="list-style-type: none"> ● Emotional awareness and understanding 	<ul style="list-style-type: none"> ● Seeking professional help ● Listening to and knowing each child individually ● Allowing them to make their own decisions ● Constantly learning and growing their parenting style
<ul style="list-style-type: none"> ● Support structure 	<ul style="list-style-type: none"> ● Child outcomes ● Parents ● Church ● Friends and colleagues ● Ex-partner ● Children

Marriage

The first main theme identified was *Marriage*. The subtheme *religious and idealistic perceptions regarding marriage* refers to how participants viewed their marriage which was largely influenced by their religion and caused them to have an idealistic view of marriage. *Problems arising within the marriage* identifies the various issues that started to develop within the marriage which lead to the identification of the third subtheme, *attempts at resolving the marriage*, highlighting how participants tried to solve their marital problems before eventually deciding to get divorced.

All of the participants indicated that they adhered to and believed in the Christian faith. Because of this, their religious views caused them to see marriage as a lifetime commitment with no intention of ever getting divorced. The religious beliefs of the participants were so strong that it seemed to be the one guiding factor for their marriage. Their views of marriage came about due to the combination of two factors, vicarious experience and observational learning (Froman & Owen, 1990; Leahy-Warren et al., 2012).

Gigy and Kelly (2008) have identified that the main reasons couples get divorced are emotional needs being unmet, couples growing apart, a great degree of conflict as well as being bored in the marriage.

Participant 7: *“Well, I don’t think most people go into marriage planning their divorce. So you always think it’s gonna have a happy ending.”*

Participant 6: *“Uhm, I believe that marriage is not an agreement it’s a covenant. And covenant is part of God’s plan, so I understood that in covenant you must be very careful before you break up a covenant. You have to stick to what you’ve promised, it’s a promise that you’ve made before God and before witnesses.”*

These, and various other factors, were all prevalent in some way or the other with the participants’ marriages before they eventually ended in divorce. Some of these include, lack of communication and intimacy, verbal and emotional abuse, to what was perceived as more serious issues such as infidelity and homosexuality (because of the strong religious viewpoint that were held by the participants, these issues were seen as unacceptable).

Consequences of the divorce

Consequences of the divorce refers to how the divorce affected various areas of participants’ lives. *Logistics and finances* refers to how participants living situation and finances had to change and how this was managed. Further, the subthemes *consequences on the children* and *consequences on the participant* explains how the divorce affected their lives from an emotional, social and behavioral point of view. After going through the divorce, participants were now faced with the task of adjusting to their new lives. Finances was one

of the main stressors and causes of worry as participants now had to raise their children on their own. Several lifestyle and living adjustments needed to be made, and pressure and strain were placed on the custodian parent at the beginning. In several cases participants went back to live with their parents until they were financially able to support themselves and their children. The effect that the divorce had on the participants' children varied mostly with regards to how the divorce was handled. In cases where the divorce process was handled well, with minimum issues and fighting between the parents, the children showed minimum negative effects in their lives.

Participant 8: *"I had to start from zero. The first few months we lived with my mom in Pretoria and she supported me and my son 100% financially, like she provided for everything. With him I think he only gave us about R1000 which is nothing and eventually when I got the job that's when I moved to Cape Town. I had to start with a teaspoon and as you can imagine it was very hard. Ya, I didn't manage it very well, but eventually."*

Alternatively, in the cases where the divorce was a long process, filled with tension, back and forth friction and arguing (and sometimes abuse) between parents, the parents would have more of a struggle with their children afterward in terms of their behavior, emotions and social interactions and academic performances. As the divorce had a significant effect on the children, it too had a significant effect on the parents' lives, its negative consequences most seen in three major areas of their lives: emotional, social, and behavioral.

Parenting after the divorce

This theme focuses on how participants parenting was affected and changed after the divorce. Focusing on subthemes ***negative and positive effects on parenting***. A further subtheme, ***open and honest communication*** was identified and explains how this became an important aspect in participants new parenting style. As was seen with the children, there were also several negative outcomes that the divorce had on the parents as well. Participants indicated that immediately after the divorce they were overwhelmed with loneliness and grief, as well as feeling some doubt as to whether getting a divorce was the right decision. They also began to doubt their parenting ability, indicating the direct effect that divorce had on their parental self-efficacy.

Participant 1: *"Uhm, so I did feel a great degree of insecurity. I especially felt insecure with uhm, with the way I was parenting my younger son . . . And uhm, I think, there are many examples, not just one area. I did feel quite insecure, I felt as if I was being assessed. Uhm, I was being question like I was being second guessed."*

The final subtheme *importance of discipline* highlighted the need to arise for participants to be disciplined as parents because of their situation. Participants also emphasized feeling extremely drained and sometimes overlooked because of the fact that all of their time, energy and resources were being expended on the well-being of their children that sometimes their own well-being was neglected. After a while, participants began to draw significant strength and confidence from seeing the positive results of their parenting on the behavior and lives of their children. The main positive effect that the divorce had on participants parenting was on their discipline and routine. Even though they mentioned that they became a parent as well as a friend to their children, this was not done without great emphasis being placed on having a set routine and being disciplined in following it, as participants realized that having a set routine is needed for children as well as the discipline needed to implement it.

Participant 5: *“I don’t know, just try and do everything in a fun way in a loving way without also the same sense, installing that discipline and the borderlines that they need to have in their life.”*

Emotional awareness and understanding

This theme was developed as it was clear that participants put a substantial amount of time and effort into their emotional awareness and understanding (themselves as well as their children). Participants put a great deal of emphasis and focus on their children’s developmental and emotional well-being after the divorce. One manner in which this was done was to *seek professional help*, a subtheme which highlights how participants went about doing this. Participants indicated that they had gone for several counseling sessions, sent their children for counseling, gone to parenting workshops and were constantly reading up on parenting skills in order to make sure that they could best understand their children, their needs, and how to best respond to them. As the following excerpt shows:

Participant 2: *“So I’ve gone on parenting workshops, and there’s my diploma (points at diploma) of completion. Uhm, so I try to do things to better myself in being the best mom I could possibly be for him, and support him on every level.”*

Emphasis was placed on the next subtheme, *knowing each child individually*, which mean learning about who they were as individuals. This meant giving them each the right amount of care and attention that they needed. Listening to their children, as was mentioned, was vital in being able to know exactly what were each child’s needs, wants, likes and dislikes. Participants put significant emphasis on actively *listening to their children*. The listening was

taken further in that it was mentioned that participants also actively practiced allowing their children to make their own decisions (within reason) and not simply dictating to them.

Participant 7: *“So, I’m a constant one for taking my kids out for a coffee or a burger. One on one, just one at a time not altogether. We have that too but I’m a believer in the one on one and then we just chat. We just chat, uhm, what’s happening, what’s going on, how was your day? Who’s your friends? What are they doing, what’s the things? Obviously not in a prying kind of manner, but you know how to have a conversation with each of your children to draw this information out so you can suss out where they are and where they just need to be guided.”*

Support structure

This theme highlights the various ways in which participants received support after the divorce as well as the impact that this support had. The main areas identified and thus subthemes created were **parents** who offered support through living arrangements and assisting in looking after and raising the children, **church** was a place of emotional and spiritual support for participants, **friends and colleagues, ex-partner** and children. Individuals who have a good deal of support after the divorce are found to adjust better to life after the divorce and show less negative outcomes than those who do not (Oygar, 2004). One of the main areas of support for participants came through their parents. Most of the participants moved back with their parents after the divorce, and all participants’ parents provided some form of emotional as well as financial support. The next major support factor came via the church. Participants indicated an increase in attending church services and activities, as well as attending support groups for what they had been and were going through. Once the participants had settled into their new lives, often in new residential areas, new friendships were formed with the people around them. This was often women who had been through similar circumstances. This proved to be very helpful to the participants in that they could share experiences, and learn and exchange parenting advice with each other. This reduced anxiety as the participants realized that they were not alone in their experiences. In cases where the ex-partner remained an active parent in the children’s lives, i.e. making financial payments on time, spending time with their children, being available to pick up and drop off children when needed, participants found the weight of single parenting to be lighter. An added benefit to the lives of both the participant and the children was having a friendly and amicable relationship between the adults. In most cases, this was discussed and decided upon for the sake of their children. Out of all these helpful and beneficial support structures, none proved to be more powerful and present than the children of the participants themselves. Participants

indicated that, even though they felt overwhelmed, confused, lonely and emotionally distraught, their children would provide them with the motivation and support needed to better themselves as parents. Their children inspired and motivated them to push through the most difficult of times. The children of the participants turned out to be the greatest source of emotional support.

Participant 2: “ . . . and definitely good friends that I could call on in times of need. Just to have conversations with, to breakaway those kinds of things . . . So I’ve had a good support structure, they still a good support to me and my son.”

Participant 8: “The first few months we lived with my mom in Pretoria and she supported me and my son 100% financially, like she provided for everything.”

Participant 2: “ . . . and then looking at my little girl growing up. I think she made me the strongest.”

Discussion

This study sought to understand and explore the roll that divorce plays with regards to parental self-efficacy of the parents. The study revealed when parents are provided with the right support structure, over time their parental self-efficacy began to increase as they began to trust themselves more and feed off of the positive feedback that they were getting with regards to their children’s behavior, their academics and their emotions. However, these increases were only prevalent as time went by and parents had gone through a very difficult and trying process of firstly grieving for the loss of the marriage and then adjusting to their new lives. Support proved to be one of the most important factors in the lives of the participants and, consequently, their children as well. All of the participants indicated that they felt strong and confident in their parenting after going through their adjustment period and one of the main reasons for this was the support that they received. A factor that was prevalent with all the participants was the effort and degree they went to in order to make sure that they were well equipped and supported to be able to parent their children well enough so that they would have a healthy and fulfilled upbringing. Participants further invested a lot of time and effort into understanding their children and being emotionally (as well as physically) aware and available for their children if and when this was needed. This took the form of seeking professional help, listening to and knowing each child individually, allowing them to make their own decisions, constantly learning and growing their parenting style and, lastly, child outcomes. This indicated that their parental-self efficacy was increasing and getting stronger which was the overall trend throughout the study.

Conclusion

Research on divorce and parental self-efficacy together has been fairly limited in a South African context. This study looked at the contribution that divorce has to the parental self-efficacy of parents who have been through the divorce. While divorce is a traumatic and emotionally difficult time to navigate through, the common trend that was shown was that when participants had gone through their grieving and adjustment period and were provided with proper support, they were able to excel at their parenting, grow in their parenting styles and increase their parental self-efficacy.

Limitations

The sample size of this particular study was only ten, and these ten were all from a religious (Christian background), thus the results of this study cannot be generalized. Further, because the method of snowball sampling was used this meant that participants recruited other participants who had similar experiences and socio-economic statuses. It is recommended that this study be conducted with a larger sample size with a more varying group of participants when it comes to religious affiliations as well as socio-economic status.

Disclosure statement

No potential conflict of interest was reported by the author(s).

Funding

This work was supported by the National Research Foundation with grant numbers 118551, 118581, 115460 [n/a].

ORCID

Ramone Rix  <http://orcid.org/0000-0002-5919-8299>

References

- Amato, P. R. (2001). Children of divorce in the 1990's: An update of the Amato and Keith (1991) meta-analysis. *Journal of Family Psychology*, 15(3), 355–370. <https://doi.org/10.1037/0893-3200.15.3.355>
- Arnold, D. S., O'Leary, S. G., Wolff, L. S., & Acker, M. M. (1993). The Parenting Scale: A measure of dysfunctional parenting in discipline situations. *Psychological Assessment*, 5(2), 137–144. <https://doi.org/10.1037/1040-3590.5.2.137>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215. <https://doi.org/10.1037/0033-295X.84.2.191>

- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Chase-Lansdale, P. L., Cherlin, A. J., & Kiernan, K. E. (1995). The long-term effects of parental divorce on the mental health of young adults: A developmental perspective. *Child Development*, 66(6), 1614–1634. <https://doi.org/10.2307/1131900>
- Donald, M., Dower, J., Correa-Velez, I., & Jones, M. (2006). Risk and protective factors for medically serious suicide attempts: A comparison of hospital-based with population-based samples of young adults. *Australian and New Zealand Journal of Psychiatry*, 40, 87–96 No issue number and DOI .
- Feehan, M., McGee, R., Stanton, W. R., & Silva, P. A. (1991). Strict and inconsistent discipline in childhood: Consequences for adolescent mental health. *British Journal of Clinical Psychology*, 30(4), 325–331. <https://doi.org/10.1111/j.2044-8260.1991.tb00953.x>
- Fincham, F. D., & Beach, S. (1999). Conflict in marriage: Implications for working with couples. *Annual Review of Psychology*, 50(1), 47–77. <https://doi.org/10.1146/annurev.psych.50.1.47>
- Finlayson, T., Siefert, K., Ismail, A., & Sohn, W. (2007). Maternal self-efficacy and 1-5 year-old children's brushing habits. *Community Dentistry and Oral Epidemiology*, 35(4), 272–281. <https://doi.org/10.1111/j.1600-0528.2007.00313.x>
- Froman, R., & Owen, S. (1990). Mothers' and nurses' perceptions of infant care skills. *Research in Nursing and Health*, 13(4), 247–253. <https://doi.org/10.1002/nur.4770130407>
- Gigy, L., & Kelly, B. (2008). Reasons for divorce: Perspectives of divorcing men and women. *Journal of Divorce and Remarriage*, 18, 1–2 .
- Hall Moran, V., Dykes, F., Burt, S., & Shuck, C. (2006). Breastfeeding support for adolescent mothers: Similarities and differences in the approach of midwives and qualified breastfeeding supporters. *International Breastfeeding Journal*, 1(1), 23. <https://doi.org/10.1186/1746-4358-1-23>
- Holmbeck, G. N., Paikoff, R. L., & Brooks-Gunn, J. (1995). Parenting adolescents. *Handbook of Parenting: Children and Parenting*, 1, 91–118 .
- Huure, T., Junkkari, H., & Aro, H. (2006). Long-term psychological effects of parental divorce. *European Archives of Psychiatry & Clinical Neuroscience*, 256(4), 256–263. <https://doi.org/10.1007/s00406-006-0641-y>
- Lamborn, S. D., Mounts, N. S., Steinberg, L., & Dornbusch, S. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62(5), 1049–1065. <https://doi.org/10.2307/1131151>
- Leahy-Warren, P., McCarthy, G., & Corcoran, P. (2012). First-time mothers: Social support, maternal parental self-efficacy and postnatal depression. *Journal of Clinical Nursing*, 21(3–4), 1–10 doi:<https://doi.org/10.1111/j.1365-2702.2011.03701.x>.
- Lizardi, D., Thompson, R. G., Keyes, K., & Hasin, D. (2009). Parental divorce, parental depression, and gender differences in adult offspring suicide attempt. *The Journal of Nervous and Mental Disease*, 197(12), 899–904. <https://doi.org/10.1097/NMD.0b013e3181c299ac>
- Murdock, K. W. (2013). An examination of parental self-efficacy among mothers and fathers. *Psychology of Men & Masculinity*, 14(3), 314–323. <https://doi.org/10.1037/a0027009>
- Oygard, L. (2004). What is the role of the participants' personal capital regarding adjustment to divorce? *Journal of Divorce and Remarriage*, 40(3–4), 103–119. https://doi.org/10.1300/J087v40n03_07
- Pettit, G. S., & Bates, J. E. (1989). Family interaction patterns and children's behaviour problems from infancy to four years. *Developmental Psychology*, 25(3), 413–420. <https://doi.org/10.1037/0012-1649.25.3.413>

- Reece, S. (1992). The parent expectations survey. *Clinical Nursing Research*, 1(4), 336–346. <https://doi.org/10.1177/105477389200100404>
- Sanders, M. R., & Woolley, M. L. (2004). The relationship between maternal self-efficacy and parenting practices: Implications for parent training. *Child Care, Health & Development*, 31(1), 65–73. <https://doi.org/10.1111/j.1365-2214.2005.00487.x>
- Stifter, C. A., & Bono, M. A. (1998). The effect of infant colic on maternal self-perceptions and mother-infant attachment. *Child Care, Health and Development*, 24(5), 339–351. <https://doi.org/10.1046/j.1365-2214.2002.00088.x>
- Teti, D. M., & Gelfand, D. M. (1991). Behavioural competence among mothers of infants in the first year: The mediational role of maternal self-efficacy. *Child Development*, 62(5), 918–929. <https://doi.org/10.2307/1131143>
- Thomas, E., & Magivly, J. K. (2011). Qualitative rigor or validity in qualitative research. *Journal for Specialist in Pediatric Nursing*, 16(2), 151–155. <https://doi.org/10.1111/j.1744-6155.2011.00283.x>
- Tucker, S., Gross, D., Fogg, L., Delaney, K., & Lapporte, R. (1998). The long-term efficacy of a behavioural parent training intervention for families with 2-year-olds. *Research in Nursing and Health*, 21(3), 199–210. [https://doi.org/10.1002/\(SICI\)1098-240X\(199806\)21:3<199::AID-NUR3>3.0.CO;2-C](https://doi.org/10.1002/(SICI)1098-240X(199806)21:3<199::AID-NUR3>3.0.CO;2-C)
- Wade, T., & Cairney, J. (2000). Major depressive disorder and marital transition among mothers: Results from a National Panel Study. *Journal of Nervous and Mental Disease*, 188(11), 741–750. <https://doi.org/10.1097/00005053-200011000-00004>
- Wilkins, C. (2006). A qualitative study exploring the support needs of first time mothers on their journey towards intuitive parenting. *Midwifery*, 22(2), 169–180. <https://doi.org/10.1016/j.midw.2005.07.001>
- Zill, N., Morrison, D., & Coiro, M. (1993). Long term effects of parental divorce on parent-child relationships, adjustment, and achievement in young adulthood. *Journal of Family Psychology*, 7(1), 91–103. <https://doi.org/10.1037/0893-3200.7.1.91>