

Emotional Maturity and Self Efficacy among Parents during Pandemic

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Abstract

The rapid spread of COVID-19 pandemic and the protective measures to mitigate its impact have drastically impacted the parents. Pandemic periods are significantly stressed by the many unexpected changes, losses, and uncertainties that kick parents out of their normal rhythm of life. To encounter this kind of situation there is a need to develop self-efficacy and emotional maturity which plays an important role to deal with such disasters. The objective of the study was to understand the relationship between emotional maturity and self-efficacy among parents during pandemic; to identify the prominent emotions among parents during pandemic; to understand the measures taken by parents to deal with pandemic and; to identify the suggestions given by parents to deal with emotions and social situations during pandemic. Results of Phase I shows that, there is a partial significant relationship between emotional maturity and self-efficacy. Thematic analysis of the study shows both positive and negative effects of pandemic. The positive side of it, brought families together, spend more quality time, increased the focus on physical as well as mental health, spending time evenly with relishing moments, taking part in all activities of their choices, learning new things and keep them updated. While the negative side of it speaks of the challenges faced by them every day, loss of loved ones, no human touch, sudden changes in life pattern, loss of job, taking care of the family, being cautious, managing various things at a time, psychological effects and financial crisis.

Keywords: Emotional maturity, self-efficacy, parents, pandemic.

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INTRODUCTION

The World Health Organization has classified the coronavirus disease 2019 (COVID-19) as a pandemic since March 2020. To slow the spread of COVID-19 pandemic, the government has taken drastic steps to reduce social interactions by closing public areas, stimulating people to keep a safe distance, staying at home and implementing "complete lockdown" in some countries. These social distancing steps created radical changes in daily life; various spheres such as family life, education, and work suddenly coincided, and people faced an unanticipated rise in hours spent together under the same roof. For some people, spending more time together during lockdown may bring them closer towards each other and foster a sense of well-being. However, several factors that are typical for the COVID-19 pandemic, such as financial insecurity, concerns about own and others' health, uncertainty about quarantine period, lack of social and physical activities, and boredom have all frequently been shown to negatively affect the mental well-being. These changes have wreaked havoc on the systems and structures that previously operated to both

support the mental health and well-being of people and mitigate the risks that contribute to health and social inequities.

The pandemic has drastically affected parents. During the pandemic, many parents have experienced increased pressures with implications for their mental health. Many parents expressed concerns about finances, social isolation, criticism from others, as well as emotional experiences of sadness and loneliness. The shutdown of schools and child-care centers around the world, as well as the lack of after-school programs, has increased parental pressure to manage obligations, including being the sole providers of supervision and education for their children, even while dealing with increased financial and emotional stress. However, these pressures disproportionately affect parents who experience health and social inequities, including fewer financial and social resources, crowded homes and limited technology. Added to conventional stressors of parenting, stressors caused by the threat or reality of parental unemployment, financial insecurity, low levels of social support, increased social isolation, lack of leisure time, lack of alone time characterizing

pandemic-related conditions, can amplify normative stress and trigger significant psychological distress (Brooke *et al.*, 2020; Parkes *et al.*, 2015; Sorkkila & Aunola, 2020). Similar research has shown that these quarantine-related causes may have significant and long-lasting effect on mental health outcomes like anxiety, depressive symptoms and Post Traumatic Stress Disorder (PTSD).

Therefore, Pandemic periods are significantly stressed by the many unexpected changes, losses, and uncertainties that kick parents out of their normal rhythm of life. Defending against a viral infection is a fight against an invisible attack era all times. To encounter this kind of situation there is a need to develop self-efficacy and emotional maturity that plays an important role during these tough times to deal with such disasters. Therefore, we focused on emotional maturity and self-efficacy of parents in our study.

According to Finley (1996), "Maturity is the capacity of mind to endure an ability to respond to uncertainty, circumstances or environment in an appropriate manner." Emotional maturity includes the ability to control one's emotions without overreacting in a given situation. According to Walter D. Smitson (1974), "Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personally."

Bandura (1986) defined self-efficacy as, "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances." Self-efficacy beliefs determine how people feel, think, behave and motivate themselves. Such beliefs produce these diverse effects through four major processes. These include cognitive, motivational, affective and selection processes.

As discussed above, the variables self-efficacy and emotional maturity do play a vital role in efficiently handling the new 'normal' through this pandemic. People in India and elsewhere, of all age groups do face a sense of aridity and a feeling of voidness as they are forced to adapt themselves to this self-confining living. The present study is focused on parents to see how effectively they are able to manage their self-efficacy and emotional maturity.

REVIEW OF LITERATURE

The extensive review of related literature suggests dearth of research done using self-efficacy and emotional maturity. People are struggling to sustain healthy mental and social health in the face of the COVID-19 pandemic. The following are few studies which helps to understand the variables in greater detail.

Spinelli *et al.* (2020) conducted a study to explore the effect of risk factors associated with the COVID-19 outbreak experience on parents' and children's well-being. Results showed that the perception of the difficulty of quarantine is a crucial factor that undermines both parents' and children's well-being. Quarantine's impact on children's behavioural and emotional problems is mediated by parent's individual and dyadic stress, with a stronger effect from the latter. Parents who reported more difficulties in dealing with quarantine show more stress.

A national survey was conducted by Stephen *et al.* (2020) to determine how the pandemic and mitigation efforts affected the physical and emotional well-being of parents and children. Results suggested that since March 2020, 27% of parents reported worsening mental health for themselves, and 14% reported worsening behavioral health for their children. The proportion of families with moderate or severe financial insecurity increased from 6% to 8%, employer-sponsored insurance coverage of children decreased from 63% to 60%, and 24% of parents reported a loss of regular child care. Worsening mental health for parents occurred alongside worsening behavioral health for children in nearly 1 in 10 families, among whom 48% reported loss of regular child care, 16% reported change in insurance status, and 11% reported worsening food security.

A study conducted by Ganie A.H., & Mahreen M. (2020) investigated the relationship between Emotional Maturity and Self-efficacy among Hostellers of Kashmir University. For the purpose of data collection General Self-efficacy Scale (Schwarzer and Jerusalem, 1995) and Emotional Maturity Scale (Singh and Bhargava, 1971) were used. The result revealed that there exists significant negative correlation between self-efficacy and emotional immaturity, emotional instability, emotional regression, personality disintegration and lack of independence whereas insignificant correlation was found between self-efficacy and social maladjustment. Further the results revealed that there was insignificant difference between self-efficacy and emotional instability, emotional regression, personality disintegration, social maladjustment and immaturity whereas significant difference was found between self-efficacy and independence.

A study conducted in India, by Joseph and Varma (2017) stated that emotional stability of the parents has become an increasingly serious societal issue but unfortunately, it is not given importance within the Indian context. To help address this problem, the study attempted to investigate the influence of perceived parental emotional stability on adolescents' psychosocial adjustment being mediated by parental bond, family relationship, and parental self-efficacy.

The results of the study found that the higher the participants' perception of their parental emotional stability, the more positive the perception of their family relationship, the higher the perception of their parental self-efficacy and subsequently, the higher is their reported level of psychosocial adjustment. It also found that the higher the participants' perception of their parental emotional stability, the lower the perception of their parental bonding, the higher the perception of their parental self-efficacy and subsequently, the higher is their reported level of psychosocial adjustment. Understanding parents' and children's reactions and emotions, and identifying risk and protective factors, is essential to properly address their needs to tailor present and future intervention programs (Sprang and Silman, 2013).

METHOD

The present study was executed using mixed method research design.

Research questions

Phase I:

- What is the relationship between emotional maturity and self-efficacy among parents during pandemic?

Phase II:

- What are the prominent emotions identified among parents during pandemic?
- What are measures taken by parents to deal with pandemic?
- What are the suggestions given by parents to deal with emotions and social situations during pandemic?

OBJECTIVES

Phase I:

- To study the relationship between emotional maturity and self-efficacy among parents during pandemic.

Phase II:

- To identify the prominent emotions among parents during pandemic.
- To understand the measures taken by parents to deal with pandemic.
- To identify the suggestions given by parents to deal with emotions and social situations during pandemic.

Hypothesis

Phase I:

H0: "There is no significant relationship between Emotional Maturity and Self efficacy among Parents during Pandemic".

Operational Definitions

- **Self-efficacy:** Self-efficacy can be defined as a confidence to perform a particular action means capabilities to organize and execute the course of action.
- **Emotional Maturity:** Emotional Maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and interpersonally.
- **Pandemic:** Pandemic is an epidemic occurring worldwide or over a very wide area crossing international boundaries and usually affecting a large number of people.
- **Mixed study:** mixed methods research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon.

Inclusion criteria

- Parents with single child, two or more children.
- Parents residing in Andhra Pradesh, Bengaluru, Delhi and Kerala are considered for the study.

Exclusion criteria

- Parents, who are divorced, separated or single parents are excluded.

Sampling Technique

- Convenient and random sampling technique was followed for the study.

Sample

Phase I: Sample between the ages 20-60 years (N=134).

Phase II: Parents from Phase I would be selected for Phase II Interview (N=10).

Tools for the Assessment

Phase I

- **Emotional Maturity Scale:** It was developed by Roma Pal (1988) with an aim to measure emotional maturity. The scale contains 40 items. The maximum possible score is 200 and minimum is 40. Scoring pattern shows that more score indicates less emotional maturity. The reliability of the adjustment inventory was established by using split-half method, which was found to be 0.83. The investigator also ensured the validity of the tool by using content validity. The author of the tool also found the construct validity.
- **General Self-Efficacy Scale:** It is a 10-item psychometric scale that is designed to assess optimistic self-beliefs to cope with a variety of difficult demands in life. It was developed by Schwarzer and Jerusalem in 1981. Internal reliability for GSE was measured by Cronbach alpha and its value ranged between .76 and .90.

The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

Phase II

- Open ended semi-structured interview questions developed by research scholars under the guidance and scrutiny of the experts.

Procedure

The study was conducted in II Phases.

Phase I: Consent was taken from the samples to be part of the study. Emotional Maturity and Self-Efficacy Scales were administered on parents. The collected data was scored according to the norms for further analysis.

Phase II: Consent was taken from the samples to be part of the study and also record the interview. The interview was felicitated by the research scholars among samples. Thematic and content analysis was executed for the recorded responses.

ANALYSIS OF RESULTS

- Phase 1: Descriptive statistics and inferential statistics was used to analyze.

- Phase II: Thematic and content analysis was executed.

RESULTS & ANALYSIS

The COVID-19 outbreak might increase parents' psychological difficulties, particularly stress both at the individual and the dyadic level, with a consequent negative impact on children's emotional and behavioral well-being (Dalton *et al.*, 2020). Since the onset of the pandemic in early 2020, almost all families have experienced a disruption in work and/or school schedules resulting from the pandemic and ensuing school, day care and afterschool program closures; the inability to work; job loss; and/or, shifts to remote learning and work (Gromada *et al.*, 2020). Parents who were able to work from home also face new challenges around establishing a new work routine and creating a workspace conducive to productivity while balancing child-care duties and online schooling. Parents now at home unable to work or having lost their jobs found themselves struggling to address new financial concerns and economic stressors related to their inability to work and/or job loss (Alonzo *et al.*, 2021). As a result, these restrictions could lead to increased tension, irritability, family disputes, and, in the worst-case scenario, domestic violence or child abuse. These challenges are further aggravated by anxiety around virus exposure during work and while travelling to reach their offices.

Phase I Quantitative Analysis

Table-1: Showing descriptive statistics of Self-Efficacy and Emotional Maturity

	N	Mean	Std. Deviation
Self-Efficacy	134	31.37	5.014
Emotional Instability	134	24.16	4.416
Emotional Regression	134	22.07	5.320
Faulty social adjustment	134	19.81	5.715
Lack of independency	134	22.24	4.715
Flexibility and Adaptability	134	23.81	4.189

Table I shows the descriptive statistics of samples on self-efficacy and five sub scales of emotional maturity. For this sample (N=134), self-efficacy (M=31.37, SD=5.01), Emotional Instability (M=24.16, SD=4.41), Emotional Regression (M=22.07,

SD=5.32), Faulty Social Adjustment (M=19.81, SD=5.71), Lack of Independency (M=22, 24, SD=4.71), and Flexibility and Adaptability (M=23.81, SD=4.18).

Table-2: Showing correlation between emotional maturity and self-efficacy

		Self-Efficacy	Emotional Instability	Emotional Regression	Faulty social adjustment	Lack of independency	Flexibility and Adaptability
Self-Efficacy	Pearson Correlation	1	.114	.342**	.308**	.138	.064
	Sig. (2-tailed)		.191	.000	.000	.113	.460
Emotional Instability	Pearson Correlation	.114	1	.616**	.617**	.534**	.458**
	Sig. (2-tailed)	.191		.000	.000	.000	.000
Emotional Regression	Pearson Correlation	.342**	.616**	1	.750**	.554**	.434**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
Faulty social adjustment	Pearson Correlation	.308**	.617**	.750**	1	.551**	.455**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
Lack of independency	Pearson Correlation	.138	.534**	.554**	.551**	1	.215*
	Sig. (2-tailed)	.113	.000	.000	.000		.013
Flexibility and Adaptability	Pearson Correlation	.064	.458**	.434**	.455**	.215*	1
	Sig. (2-tailed)	.460	.000	.000	.000	.013	

***. Correlation is significant at the 0.01 level (2-tailed).*

**. Correlation is significant at the 0.05 level (2-tailed).*

Table 2 shows the Pearson's correlation analysis of the study. Correlation analysis has been executed to know the relationship between self-efficacy and five sub scales of emotional maturity.

Self-efficacy with emotional instability ($r = 0.11$, $p > 0.05$), with emotional regression ($r = 0.34$, $p < 0.01$), with faulty social adjustment ($r = 0.30$, $p < 0.01$), with lack of independency ($r = 0.13$, $p > 0.01$), with flexibility and adaptability ($r = 0.64$, $p > 0.01$).

Emotional Instability with self-efficacy ($r = 0.11$, $p > 0.05$), with emotional regression ($r = 0.61$, $p < 0.01$), with faulty social adjustment ($r = 0.61$, $p < 0.01$), with lack of independency ($r = 0.53$, $p < 0.01$), with flexibility and adaptability ($r = 0.48$, $p < 0.01$).

Emotional Regression with self-efficacy ($r = 0.34$, $r < 0.01$), with emotional instability ($r = 0.61$, $p < 0.01$), with faulty social adjustment ($r = 0.75$, $p < 0.01$), with lack of independency ($r = 0.55$, $p < 0.01$), with flexibility and adaptability ($r = 0.43$, $p < 0.01$).

Faulty Social Adjustment with self-efficacy ($r = 0.30$, $p < 0.01$), with emotional instability ($r = 0.61$, $p < 0.01$), emotional regression ($r = 0.75$, $p < 0.01$), with lack of independency ($r = 0.55$, $p < 0.01$), with flexibility and adaptability ($r = 0.45$, $p < 0.01$).

Lack of Independency with self-efficacy ($r = 0.13$, $p > 0.05$), with emotional instability ($r = 0.53$, $p < 0.01$), emotional regression ($r = 0.55$, $p < 0.01$), with faulty social adjustment ($r = 0.55$, $p < 0.01$), with flexibility and adaptability ($r = 0.21$, $p < 0.01$).

Flexibility and Adaptability with self-efficacy ($r = 0.06$, $p > 0.05$), with emotional instability ($r = 0.45$, $p < 0.01$), emotional regression ($r = 0.43$, $p < 0.01$), with faulty social adjustment ($r = 0.45$, $p < 0.01$), with lack of independency ($r = 0.21$, $p < 0.05$).

Results of the study of Phase I shows that self-efficacy has shown relationship with emotional regression and faulty social adjustment. Whereas emotional instability, lack of independency and flexibility and adaptability do not show any correlation with self-efficacy. Inter-correlation shows that, sub scales of emotional maturity are significantly correlated with other. Hence the *null hypothesis is partially rejected and partially accepts the alternative hypothesis* stating "There is significant relationship between Emotional Maturity and Self efficacy among Parents during Pandemic".

Phase II Qualitative Analysis

The thematic analysis of Interview executed with parents explains the prominent emotions experienced by parents, measures taken by parents and suggestions given by parents to deal with emotions and social situations during pandemic. Four themes have been derived out of the responses given by the parents. Themes and analysis have been given below.

Theme I: Feelings and Emotions among Parents during Pandemic

COVID-19 brought up negative emotions and feelings within people that caused stress because of uncertainty and helplessness. One of the samples expressed it as "mostly, I feel stressed. There is a lot of

tension due to this pandemic. The environment is full of tension, people are dying every day and we are helpless so because of this I feel a lot of stress.” Parents explained the cause of stress was due to increased work responsibilities, job insecurity, deaths happening around, helplessness, and uncertainty about things getting into normal. “We all are confined to walls, I need to take extra care towards my children and husband about their health, diet, their works and work from home and couldn’t escape from this even for some time from many days, I don’t know how long it is going to be, it is making me feel stressed” shared one of the parents. COVID-19 had got so much impact on people that they are subjected to many feelings and emotions like anxiety, frustration, helplessness and fear of death.

Other than negative emotions, positive emotions were also pointed out by parents. One of the samples expressed that, “I also feel positive about this that pandemic made all of us to stay at home and made me to do things which I wanted to do earlier like dancing and playing with my children and enjoying my cooking. During the regular times I couldn’t be able to do such things as we all rush to our works as soon as the day starts.” The pandemic situation made people to think about taking care of their physical health by improving their lifestyle, changing their habits and doing activities they were earlier unable to do.

Theme II: Effects and Challenges faced by Parents during Pandemic

Parents responded that COVID-19 had affected people in many aspects and they are confronted with many challenges. Parents expressed that there is no social gathering, travelling, and recreation for children. One of the samples expressed, “I am worried about my children, I feel like this is the most crucial time where children get exposed to social awareness and where the thought process develops from the environment but due to this they are caged and getting addicted to the gadgets as we cannot go out” and another one expressed that “I like travelling, knowing things, and talking to people. My job is also as such that I need to travel a lot; I want to take my children out and make them play but now we are restricted to walls and have fear to go out.” Parents felt that pandemic had brought fear in them. Sudden changes in lifestyle have affected them. The focus had to be on physical and mental health.

Another set of challenges faced by parents were; to discipline their children, boredom due to which there is increase in screen time, managing work and home, financial difficulties and emotional disturbances. One of the samples expressed that, “actually children don’t show that they are impacted by COVID but everyone knows we all are affected in some way or the other. One of my sons wanted to study abroad but couldn’t as he cannot travel”. Parents expressed it’s a tough time for them to handle work, home, children,

health of own and family, emotional and financial crunches. One of the parents expressed that it was too difficult in the first wave when compared to second wave. “We have kind of got used to the situation now, though the difficulties remain the same, we are getting used to it now” said one of the parents. Adaptability becomes tougher when it is new. Positive or negative effect, both requires adaptability. Though the difficulties experienced have remained same the intensity of it was seen more in first wave than the second wave. Once an individual can adapt to situations, they would be able to handle the situation. Parents in the study have expressed that COVID-19 has affected them.

Theme III: Coping Strategies during Pandemic

These days people have started to accept the pandemic situations and began to deal with it more effectively. Many of them were managing their negative emotions by engaging in their regular duties, spending time to enhance their passion in gardening, trying new delicious recipes and reading favorite books. One of the parents shared that, “I manage my emotions by spending my time on duty. It helps a lot to distract myself. When I come back, watching T.V, and listening to music helps me to relieve my stress.” Another response was, “Spending time with my family, is seriously the best remedy. We have spent quite a lot of time together during this pandemic. You know one thing good about this pandemic is, it has brought some families together. We now have a chance to be with, play with them. It really helps to grow good relations among us. After we play some games, I make some delicious food for them and that’s how the day ends. It’s nice, really nice.” Likewise, some of them deal with it through personal prayer, meditation, yoga and other physical activities. Parents have been facing huge financial crisis due to sudden changes but they have learned to tackle these problems with proper planning such as reducing and tracking the expenditure, modifying lifestyle pattern, making budget list, setting schedules, taking precautions and managing time.

Theme IV: Suggestions by Parents to handle Pandemic

COVID-19 pandemic has made humans to think and live in more effective manner. Through this study, parents were asked to give some valuable suggestions to handle the pandemic situations more carefully and productively. One of the suggestions given was, “I would like to suggest other parents to take this pandemic as an opportunity to spend time with their closed one who are staying with them. And even though pandemic has impacted us in lots of bad ways but there is positivity towards it. We can’t deny the negative part but we just need to accept it and move on with it. Try accepting the reality and think optimistically. Make your mind calm by listening to music, watching your favorite movie, cooking or anything else. Just stay

positive and whenever you buy something or travel just take all the precautions, wear mask, carry sanitizer, stay six feet away, take your shot of vaccination. I think if we follow all this, it can seriously help us fight this pandemic.” Some other suggestions were, stay connected to your family and friends, while spending time with children make them aware and build confidence in them, eat healthy and nutritious food, and be conscious and aware about the pandemic and try to provide mental support to others.

DISCUSSION

Under the situation of COVID -19 pandemic people are suffering to maintain good emotional as well as social wellbeing. Considering families, the importance of discussing the impact of this pandemic on the role of parents is tremendous. Studies show that pandemic situation puts parents at a higher risk of experiencing distress, potentially impairing their ability to be supportive caregivers (Spinelli *et al.*, 2020). In such scenario a healthy dose of emotional maturity and self-efficacy would likely provide resilience where otherwise parents could burnout very fast. Thus, the present study primarily assesses these constructs and attempts to comprehend them in greater depth.

This study explores the relationships between self-efficacy and emotional maturity. Results shows that self-efficacy has shown significant relationship with emotional regression and faulty social adjustment. Whereas emotional instability, lack of independency and flexibility and adaptability do not show any correlation with self-efficacy. Inter-correlation shows that, sub scales of emotional maturity are significantly correlated with other. Hence the null hypothesis is partially rejected and partially accepts the alternative hypothesis stating “There is significant relationship between Emotional Maturity and Self-Efficacy among Parents during Pandemic”.

In accordance with the thematic analysis, it was found that COVID-19 pandemic was related with changes in people’s lifestyle and there were worries regarding many aspects of life including financial issues, work life, psychological effects, social, physical and mental health. This concurs the findings of other studies that suggested worsening mental health, behavioral health, moderate or severe financial insecurity, and loss of regular child care (Wu M, *et al.*, 2020). The samples also gave valuable suggestions to handle the pandemic. These suggestions can help other parents to overcome the pandemic more effectively.

Although the present study is on parents but it also enables us to identify children who may require more help and support as a result of their parents’ impaired mental health. According to Eisenberg *et al.* (2005), parents’ positivity and warmth can promote effortful control in children, reducing their externalizing

behaviors. In fact, environmental aspects might also indirectly affect parents’ belief to be competent in managing parental tasks, and this could lead to less psychological well-being of the children (Jones and Prinz, 2005). For this reason, it is important that parents have a good parenting self-efficacy and emotional maturity in order to display positive parenting strategies that can foster adaptive functioning and emotion regulation in children (Stack *et al.*, 2010).

Furthermore, the current findings can be used to implement intervention strategies for parents in order to foster wellbeing among children. These intervention programs should be aimed at increasing parents’ regulatory emotional maturity and parenting self-efficacy, by uplifting their adaptive strategies and resources to deal with routine tasks and reinforcing their strengths. Intervention programmes should also teach parents how to communicate effectively with their children. Using the correct words is more probable when parents have high levels of parental self-efficacy and emotional regulation self-efficacy (Jones and Prinz, 2005b), and this could be extremely beneficial to both parents and children.

CONCLUSION

The present study shows that there is significant relationship of self-efficacy with emotional regression and faulty social adjustment. COVID-19 has affected people in many ways like socially, psychologically, emotionally and financially and brought up new challenges. It also shows that it gave positive effects like bringing families together and spending quality time, to be conscious about health, and also helped them to learn new things like improving their interests and getting updated with the digitalization in schools and work places. Parents being multi-tasking have helped them to deal with changes in life style during lockdown and covid-19 condition. As the effect was on entire family it required more strength, energy, skill, social and emotional balance to take care of them and family. The effects and challenges faced by them shows there is a need for parents to improve their emotional maturity and self-efficacy to handle covid-19 situation. Suggestions are given by parents for maintaining their physical and mental health based on their experiences in life, these suggestions would benefit people in dealing with covid-19 pandemic.

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