Perceived Parental Efficacy, Social Emotional Development, Screen Time Issues, Internalizing And Externalizing Problems In Adolescents

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Abstract

The Social-emotional skills, such as self-regulation, empathy, and social skills, are important for children's success in school and in life. However, many children in Pakistan may not have access to resources and support that promote social-emotional development. Internalizing problems, Externalising issues, like violence and disruptive conduct, as well as internalising issues, like anxiety and depression, can have detrimental consequences on a child's development and wellbeing (Pandya & Lodha, 2021). Addressing these issues can help improve children's mental health outcomes and improve their chances of success in life. These issues are important for promoting the healthy development of children in Pakistan. It can help children grow up to be healthy, happy, and successful adults, and can also help address broader social and economic challenges in the country (Xie, et al., 2020).

Parents are the most important person in child's life. They influence on the overall development of the child. Parenting ability is crucial since it influences development more than any other element. Perceived parental efficacy can influence a child's social and emotional development, which is a crucial aspect of their life and personal growth (Yafie, 2018). Children who report high parental efficacy have less screen time, less social emotional issues and no negative internalising and externalizing behaviours whereas children who reported low on parental efficacy have high screen time, poor social and emotional development and negative internalizing ad externalizing behaviors. School children upbringing requires healthy social and emotional development. Screen time issues disrupt development of children thus resulting in internalizing and externalizing problems and impacting perceived parental efficacy (Pandya & Lodha, 2021). The research aims to address the relationship between perceived parental efficacy, screen time issues, social emotional development and internalizing and externalizing problems. Positive results for both parents and children have been related to high levels of Perceived parental efficacy, including enhanced parenting techniques, improved child behaviour, and decreased parental stress. The findings of this study have implications for how to improve perceived parental efficacy and support healthy parent-child relationships and child development. Screen time leads to the experience of obesity and other health issues, engage in less physical activity, perform less academically, and engage in less healthy lifestyle choices.

Introduction

The reason of irritability and the problems like aggression, abusing or stealing are increasing day by day as with the widespread availability of electronic devices and the internet, children

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in Pakistan are increasingly exposed to digital media. While technology has many benefits but excessive use of screen has negative effects (Suleman et al., 2023).

The Social-emotional skills, such as self-regulation, empathy, and social skills, are important for children's success in school and in life. However, many children in Pakistan may not have access to resources and support that promote social-emotional development. Internalizing problems, Externalising issues, like violence and disruptive conduct, as well as internalising issues, like anxiety and depression, can have detrimental consequences on a child's development and wellbeing (Pandya & Lodha, 2021). Addressing these issues can help improve children's mental health outcomes and improve their chances of success in life. These issues are important for promoting the healthy development of children in Pakistan. It can help children grow up to be healthy, happy, and successful adults, and can also help address broader social and economic challenges in the country (Xie, et al., 2020).

Parents are the most important person in child's life. They influence on the overall development of the child. Parenting ability is crucial since it influences development more than any other element. Perceived parental efficacy can influence a child's social and emotional development, which is a crucial aspect of their life and personal growth (Yafie, 2019). Children who report high parental efficacy have less screen time, less social emotional issues and no negative internalising and externalizing behaviors whereas children who reported low on parental efficacy have high screen time, poor social and emotional development and negative internalizing ad externalizing behaviors. School children upbringings require healthy social and emotional development. Screen time issues disrupt development of children thus resulting in internalizing and externalizing problems and impacting perceived parental efficacy (Pandya & Lodha, 2021).

Studies on perceived parental efficacy and screen time has been done in the past, according to previous literature (Goncalves et al., 2019). As we all know, using technology has become a necessity in today's world. Technology use by students is encouraged so they can comprehend the lessons being taught. Particularly after COVID, screen time has become excessive. In a collectivistic culture, parents are in charge of raising their children. Increased screen time has an effect on how socially and emotionally a youngster interacts. When kids display social emotional problems through internalized and externalized behaviors, it puts parents' competence and effectiveness to the test. When parents encounter difficulties, they attempt to exert control over the kids, which encourages more internalized and externalizing behaviors. Screen time increased after COVID 19 so parents attempted to regulate kids, which led to internalizing and externalizing issues and decreased parental self-efficacy. There is still more research to be done on perceived parental efficacy and child social and emotional growth. This study will close this gap. It will be a useful contribution to the corpus of literature already in existence. There are no indigenous resources for social emotional development, screen time, or perceived parenting efficacy.

Internalizing and externalizing behaviors, screen time, social emotional development, and the perceived parenting efficacy is about parent's confidence in their ability to raise their child successfully. Positive results for both parents and children have been related to high levels of perceived parental efficacy, including enhanced parenting techniques, improved child behaviour, and decreased parental stress. The findings of this study have implications for how to improve perceived parental efficacy and support healthy parent-child relationships and child development. Screen time leads to the experience of obesity and other health issues, engage in less physical activity, perform less academically, and engage in less healthy lifestyle choices. According to studies on screen time, parents are crucial in controlling their children's screen time. Implications of this research suggest that parents should be educated about the risks of excessive screen time and provided with strategies for monitoring and limiting their child's

screen use. Social emotional development refers to the acquisition of skills related to emotional regulation, empathy, and social interaction.

Objectives.

1. To adapt screen time issues scale for children.
2. To find out perceived parental efficacy, social emotional development and screen time as predictors of internalizing and externalizing problems in children.
3. To find out demographic group differences in school children across perceived parental efficacy, screen time issues, social emotional development, internalising and externalizing behaviours in children.

Literature Review

Nicolas et al. (2020) conducted a comprehensive research study positing that parental intervention possesses the potential to diminish the likelihood of adolescent afflictions such as anxiety and depression. They further proposed that parental self-efficacy, a psychological construct, may be intrinsically linked to parental risk and protective factors associated with these conditions. In order to delve into the intricate relationship between perceived parental efficacy and efficacious parenting strategies capable of ameliorating the risk for depressive and anxious tendencies in adolescents, the researchers formulated and validated the perceived parental efficacy (PSES). This scale, designed for precise measurement, underwent rigorous testing involving a sample of 359 parents and 332 adolescents, all aged between 12 and 15 years. The PSES demonstrated exceptional reliability, while confirmatory factor analysis provided robust support for its validity. Moreover, the majority of hypothesized connections between the PSES and other dimensions of parenting practices, as well as measures of depressive and anxious symptoms in adolescents, were notably corroborated.

The empirical findings firmly support the researchers' hypothesis, affirming that parental self-efficacy exhibits a significant association with the internalizing symptoms commonly observed in children, encompassing depression and anxiety. Consequently, this study sheds invaluable light on the crucial role of perceived parental efficacy in comprehending and effectively addressing the intricate web of mental health challenges faced by adolescents. The development and validation of the PSES contribute a sophisticated instrument capable of meticulously evaluating parental self-efficacy and its profound impact on parenting practices and subsequent mental health outcomes in adolescents.

Chen et al. (2021) conducted a study to examine the relationship between parental self-efficacy, parenting stress, perceived social support, and behavioral problems in Chinese children with autism during the COVID-19 pandemic. A total of 439 parents of autistic children participated in the study, completing five questionnaires. The results, analyzed using statistical analysis software, revealed a significant negative correlation between parental self-efficacy and behavioral problems in children with autism, even after adjusting for neuroticism. Parenting stress was identified as a mediating factor, linking behavioral problems and parental effectiveness. Furthermore, parenting stress was found to reduce perceived social support, which indirectly influenced parental efficacy. These findings highlight the critical role of social and familial factors in behavioral problems among autistic children. Increasing perceived social support is essential for enhancing perceived parental efficacy and mitigating parenting stress, particularly during the COVID-19 epidemic.

The perception of children on parental efficacy is the marker of parental efficacy. Parental efficacy is the ideology that parents have in their capacity to raise their children well. Parents who are self-efficacies give their kids a caring and supportive atmosphere, which can help kids do better in school. Low perceived parental efficacy in Pakistan can result in bad parenting habits including strict discipline, which can harm a development of child (Mouton et al., 2018).

It refers to believe that one can act appropriately as a parent. Perceived parental efficacy is directly affected by parental efficacy. Parental efficacy is the parent's belief regarding their ability to successfully raise children and have some control over them (Döring et al., 2021). Parents with low parental efficacy have dysfunctional parental cognitive processes which affect child rearing styles and difficult behaviour in children (Gindrich, 2021).

The behaviour of parents and adolescents are interconnected and influence one another both positively and negatively (Mouton et al., 2018). The lack of warmth, positive parenting, sensitivity, consistency and rule setting represent poor perceived parental efficacy which leads to negative consequences for parent's and adolescent's mental health (Lo et al., 2021).

Liu et al. (2021) conducted a longitudinal study to investigate the impact of early screen time (ST) exposure on emotional and behavioral issues in 4-year-old children. The study included 2,492 children aged 4 to 5 and assessed their ST exposure using questionnaires completed by parents and legal guardians. Emotional and behavioral problems were evaluated using the Strengths and Difficulties Questionnaire. The findings, analyzed through multivariate logistic analysis, indicated that early ST exposure was associated with later emotional and behavioral problems in children. Prolonged exposure to high levels of ST significantly increased the likelihood of behavioral problems. These findings underscore the importance of addressing screen time usage in early childhood to prevent the early onset of emotional and behavioral problems.

Behavioral problems can be externalizing behavior problems or any internalizing behavioral problems within an individual. The difference occurs due to the outcome of action and its direction. Externalizing behavior are those behaviors in which the direction of outcome of action is directed towards environment like aggressive and harmful behavior. This environment comprises of physical non-living items or physical living items like other person or directed in the form of verbal harm which can disturb the harmony of other individual and cause negative impact on them. Externalizing behavior may include the antisocial behavior, fighting, teasing, stealing and breaking of norms and rules of society also (Scalco et al. 2014).

Guella et al. (2022) conducted a review with two main objectives: to understand the demographic and correlate factors influencing screen exposure in families, including interactive screens, and to examine the impact of screen use, including touchscreen use, on cognitive development in children during the first three years of life. The review emphasized that the context of screen watching has a greater influence on its effects than the duration of screen time. Factors such as the activities of adult caregivers while the child is viewing, the content appropriate for the child's age, the level of screen interactivity, and whether the screen is in the background all play a significant role. Depending on the circumstances, screen exposure can have a positive, neutral, or negative impact on a baby's cognitive development.

Guerrero et al. (2019) conducted a study to evaluate the relationship between screen time and psychological health outcomes, focusing on different screen types, screen content, and potential mediating factors. The study included a cross-sectional sample of 11,875 children aged 9 to 10. Parents utilized the Child Behavior Checklist and one item from the Parent Sleep Disturbance Scale to assess children's emotional and behavioral issues and sleep habits. Children self-reported their screen time behavior, including television/movies, videos, video games, and social media. The findings indicated that children who engaged in problematic behaviors more frequently also engaged in screen-related activities more frequently. Moreover, longer sleep duration was associated with fewer problematic behaviors. The study suggested that sleep duration moderated the impact of screen time on problem behaviors, highlighting the need for further research to identify additional mediating factors.

In the study by Vizcaino et al. (2019), the objective was to develop a new screen time questionnaire and assess its validity as a measurement instrument for assessing the use of various screen-based devices among the US population. An 18-item screen-time questionnaire, called the Questionnaire for Screen Time of Adolescents (QueST), was created to track the

usage of commonly used screens throughout the week. The questionnaire was administered to high school students from Southern Brazil. The QueST included five categories: studying, work or internship-related tasks, watching videos, playing games, and using social media or chat apps. The content validity and test-retest reliability of the QueST were assessed through expert evaluation and student responses. The study found that the QueST performed well in measuring diverse screen time patterns, except for one category related to weekends, which lacked coherence. Overall, the QueST demonstrated satisfactory validity and reliability for assessing screen time behaviors, providing a useful tool for future research in this area.

Rationale

The current study seeks to learn more about perceived parental efficacy, screen time concerns, social emotional growth, and internalizing and externalising challenges. Perceived parental efficacy reflects the notion that parents have that they can raise their children successfully. The prevalence of internalizing and externalizing problems has increased day by day by 18%, Vizcaino et al. (2019).

Research on perceived parental efficacy and screen time has been done in the past, according to previous literature (Goncalves et al., 2019). As we all know, using technology has become a necessity in today's world. Technology use by students is encouraged so they can comprehend the lessons being taught. Particularly after COVID, screen time has become excessive. In a collectivistic culture, parents are in charge of raising their children. Increased screen time has an effect on how socially and emotionally a youngster interacts. When kids display social emotional problems through internalized and externalized behaviours, it puts parents' competence and effectiveness to the test. When parents encounter difficulties, they attempt to exert control over the kids, which encourages more internalized and externalizing behaviors. Screen time increased after COVID 19 so parents attempted to regulate kids, which led to internalizing and externalizing issues and decreased parental self-efficacy. There is still more research to be done on parental efficacy and child social and emotional growth. This study will close this gap. It will be a useful contribution to the corpus of literature already in existence. There are no indigenous resources for social emotional development, screen time, or parenting efficacy.

The study will aid in educating parents on the value of self-efficacy and how it affects children. Understanding the factors influencing a child's social and emotional development will aid a therapist. It will make it easier to comprehend how common social emotional growth is in kids. It will be included in the overall body of work. Researchers from Pakistan will be better able to explore this variable with the aid of an indigenous measurement tool of parental self-efficacy, screen time, and social emotional development. The findings will also give parents suggestions on how to improve children's social and emotional development by limiting their screen use. Additionally, it will discuss how screen time affects children's social and emotional growth. It will also provide information about how common screen time is among Pakistani children.

Research Question

What is the relationship between perceived parental efficacy, screen time issues, social emotional development, internalizing and externalizing behavioural problems in schools?

Hypotheses

It is hypothesized that there will be:
- Negative relationship between perceived parental efficacy, screen time issues and internalizing and externalizing problems of children whereas positive relationship with social emotional development of children.

- There will be positive relationship between screen time and internalizing and externalizing behavioural problems.

Research Methodology

Research Design
Correlational study with cross sectional research design was used in order to investigate the relationship between parental self-efficacy, screen time issues, social emotional development, internalizing and externalizing problems.

Sample and Sampling Strategy
For drawing appropriate sample size, G-power formula was used. The sample size was calculated for two predictors with an effect size of 0.15, alpha level of .05 and power of 0.95 that turned out the sample size of 200 children. The sample was recruited by non-probability purposive sampling. Data was collected from The government boys school in Lahore and the government girls school of the city Lahore. The sample was drawn on the basis of the following specified inclusion and exclusion criteria.

Procedure:
The research process was begun with obtaining an institutional consent letter from the School of Professional Psychology to conduct the study. The consent letter included the title of the study and the researcher's identity, and it served as a formal permission to proceed with the research. Once the ethical approval and permission letter were obtained, the next stage involved approaching parents to participate in the study. Individual testing was conducted, and after debriefing, the researcher assured the participants about the confidentiality of all the information obtained and sought their consent in a respectful manner. The goal of the research was clearly explained to the children, outlining the purpose and objectives of the study. Questionnaires were then administered to the children after providing brief instructions. If children had any questions or concerns related to the scale, these were addressed by the researcher to ensure their understanding. The researcher expressed gratitude to the participants for their participation in the study, acknowledging their valuable contribution to the research. The careful and ethical approach of obtaining institutional consent, ensuring confidentiality, obtaining informed consent from participants, providing clear explanations addressing questions, and expressing appreciation for participation demonstrates the researcher's commitment to conducting the research in a responsible and respectful manner.

Ethical Considerations
In order to ensure the validity of their findings being a researcher the ethics were catered that included:
- Permission was taken from the concerned authorities.
- Consent was taken from the participants and they were instructed about the right to withdraw from study at any time they wanted. The nature and importance of study was described to the respondents and their queries were answered.
- The participants were made assured that the information which is required from them was kept completely confidential and was not be shared with anyone who is not directly involved in the research
- The confidentiality of information and anonymity of the participants was maintained.
Statistical Analysis
- Reliability analysis was run to assess the alpha reliability of tools.
- Descriptive analysis was run to find frequencies, means, median and standard deviations of demographics and study variables.

•   Pearson Product Moment Correlational analysis was run to assess the relationship of variables.

•   Multiple Linear Regression Analysis was run to assess the predicting role of attachment styles and need to belong for love attitude.

•   Multiple Hierarchical Regression Analysis was run to assess the predicting role

Data Analysis

Reliability Analysis

The data mentioned below is reliability and descriptive analysis for each measure used for assessment, the ranges include the actual range and potential range of variables are shown in Table 4.1.

Table 4.1 Normality checks of Study Variables (N = 200)

Variables	M	SD	Range	α
Perceived Parental Efficacy	65.70	12.65	48 – 97	.80
Screen Time	23.04	6.93	11 – 36	.69
Social Emotional Development	65.94	19.33	37 – 95	.94
Internalizing and externalizing behavioral problems	107.87	20.88	59 – 153	.90

Table 4.1 showed the means and standard deviations, number of items, reliabilities, and maximum and minimum ranges of assessment measures. Alpha reliability of perceived parental efficacy, screen time issues, social emotional development, internalizing and externalizing problems was assessed through SPSS version 21.00. The alpha reliability indicated good reliability. Perceived Parental Efficacy .80, Screen Time .69, Social Emotional Development .94. The internalizing and externalizing behavioral problems were .90 that was also accepted.

Regression Analysis

Regression Analysis was run to find out predictors perceived parental efficacy, screen time issues, social emotional development, internalizing and externalizing problems. For this purpose, multiple hierarchical regression analysis was run on SPSS version 21.00.

Table 4.2 Multiple Hierarchical Analysis of Study Variables (N = 200)

Variables	B	95% C.I LL	95% C.I UL	S.E	β	R^2	ΔR^2
Step 1						.13***	.13***
Age	1.15	-.49	2.80	8.4	.09		

No. of Siblings	-.79	-2.35	.77	.80	-.07
Family System	16.52	9.64	23.40	3.49	.33***

Step 2						.49***	.36***
Age	-.80	-2.12	.52	.67	-.07		
No. of Siblings	-.57	-1.81	.67	.63	-.05		
Family System	7.01	1.36	12.66	2.87	.14*		
Parental Efficacy	-.69	-.97	-.40	1.5	-.47***		
Screen Time	-.05	-.45	.35	.21	-.02		
Social-Emotional Development	-.22	-.43	-.01	.11	-.21*		

Note. *p< .05, **p< .01 ,

Multiple Hierarchical regression was run to access predicting role of perceived parental efficacy, screen time and social emotional development on internalizing and externalizing behavioral problems by SPSS version 21.00. Results in Step 1 F (3, 196) = 9.39, p > .05, Step II was run to access the predicting role of perceived parental efficacy, screen time and social emotional development on internalizing and externalizing behavioral problems controlling for covariates F (6, 196) = 30. 9.39, p > .00.

Table 4.3 T-test for gender difference in study variables (N = 200)

Variables	Female (n= 87)		Male (n=123)				95%CI		Cohen's d
	M	SD	M	SD	t (df)	P	LL	UL	
PPE	67.03	12.30	71.01	15.33	2.04 (197.64)	.04	.13	7.84	0.04
ST	21.56	6.76	21.37	6.37	-.21 (198)	.83	-2.03	1.65	0.02
SED	67.75	19.46	71.25	19.65	1.25(198)	.21	-2.01	9.00	0.07
IEB	108.11	23.34	107.68	18.86	-.14 (162.67)	.88	-6.49	5.62	0.04

Note: PSE = Perceived Parental Efficacy, ST = Screen Time, SED = Social Emotional Development, IEB = Internalizing and Externalizing Behaviors

An Independent Sample t-test analysis was executed to investigate the difference in the gender for perceived Parental efficacy, screen time, social motional development, internalizing and externalizing behavioral problems. For homogeneity of variances levene's test was executed, the results indicated that equal variances were not assumed for perceived parental efficacy (F = 10.42, p < .001) and internalizing and externalizing behavioral problems (F = 7.52, p < .01). While equal variances were assumed for screen time (F = .55, p > .05) and social motional development (F = .13, p > .05). Results indicated that there was no difference of

parental self-efficacy, screen time, social motional development, internalizing and externalizing behavioral problems across gender.

Table 4.4 ANOVA showing differences of education (N=200)

Variable	8th (n = 37)		9th (n = 33)		10th (n = 130)		F(2,197)	p	η^2
	M	SD	M	SD	M	SD			
PPE	70.43	15.70	74.63	14.66	67.60	13.35	3.46	.03	0.01
ST	22.32	6.28	21.96	6.77	21.07	6.55	.64	.52	0.02
SED	70.40	19.34	74.36	19.19	68.36	19.73	1.26	.28	0.04
IEB	108.83	18.11	99.72	19.54	109.66	21.57	2.09	.05	0.06

Note: PPE = Perceived Parental Efficacy, ST = Screen Time, SED = Social Emotional Development, IEB = Internalizing and Externalizing Behaviors

One way ANOVA was run to find if there are any differences of education in Perceived Parental Efficacy, screen time, social motional development, internalizing and externalizing behavioral problems. Results indicated that there was education difference in parental self-efficacy. While there was no educational difference in perceived parental efficacy, screen time, social motional development, internalizing and externalizing behavioral problems. The effect and size of perceived parental efficacy, screen time, social motional development was low but the effect size of internalizing and externalizing behavioral problems was moderate.

Table 4.4 Post Hoc analysis for education difference in perceived parental efficacy (N = 200)

Variables	Group 1	Group 2	p
Perceived parental efficacy	Eight	Ninth	.42
	Eighth	Ten	.52
	Ninth	Ten	.03

Post hoc analysis was executed to access the difference in the levels of education in perceived parental efficacy. Equal variances were assumed (p > .05) so the difference was assessed by Tukey. Results indicated that ninth class students had batter perceived parental efficacy as compare to tenth class students.

Summary of Findings
- Total number of 200 adolescents including girls and boys from G.G.H.S & G.B.H.S. were part of the sample.
- Correlation analysis revealed that age was not correlated to internalizing and externalizing behavioral issues. The findings also revealed that those with fewer siblings have more internalizing and externalizing issues. Family system was positively related to internalizing and externalizing behaviors problems.

- Social and emotional development was positively related to internalizing and externalizing behavioral problems. Screen time was negatively related to internalizing and externalizing behavioral problems. Perceived parental efficacy was a negative predictor of internalizing and externalizing behavior problems.
- Multiple hierarchical regression analysis revealed that both Step 1 and Step II showed the predicting role of perceived parental efficacy, screen time and social emotional development on internalizing and externalizing behavioral problems.

Discussion

Understanding Internalizing and externalizing behaviors in children is crucial in today's world, due to excessive use of technology the internalizing and externalizing behavioral problems are increasing. To understand this phenomenon on children this study was conducted. Perceived parental efficacy, screen time & social emotional development greatly play a role in managing children's behavior. Internalizing and externalizing behaviors influence perceived parental efficacy, the screen time of children & their social emotional development. As children are more vulnerable to use screen, and they are in age which is important for their social emotional development so screen time has a great impact on their social emotional development and then these all factors lead to development of internalizing and externalizing behaviors in them. So this study aimed to examine the relationship between parental self-efficacy, screen time, social emotional development, and internalizing, externalizing problems.

Pearson product moment correlation analysis was run to find out the relationship between study variables. Results indicated that age was not a significant predictor of the internalizing and externalizing behavioral problems. The results also indicated that those having lesser number of siblings have more internalizing and externalizing problems. Family system was positively related to internalizing and externalizing behaviors problems. Those having better social emotional development have lesser internalizing and externalizing behavior problem. More exposure to screen time was related to higher level of internalizing and externalizing behavior problems. Those who reported on better parental self-efficacy had less internalizing and externalizing behavior problems. This indicates that children who watch less TV and use other electronics less frequently are more likely to have parents who have better levels of self-efficacy. This is due to the possibility that parents who have greater levels of self-efficacy are more inclined to establish strict guidelines for screen time and regularly implement those guidelines. They might be more inclined to provide their kids screen-free alternatives and to set a good example for their kids when it comes to responsible screen usage. This finding is consistent with previous study (Goncalves et al., 2019).

Age and siblings were not correlated significantly of internalizing and externalizing behavior problems. Family system was a positive predictor of internalizing and externalizing behavior problems. Perceived parental efficacy was a negative predictor of internalizing and externalizing behavior problems. Screen time was a positive predictor of internalizing and externalizing behavior problems. Social and emotional development was a negative predictor of internalizing and externalizing behavior problems. Result indicated that parental self-efficacy was negatively correlated with screen time.

Result also indicated that internalizing and externalizing behavioral problems are positively correlated with social and emotional development. Social skills, emotional control, and self-esteem are generally better in children who have less internalizing and externalizing behavioral problems. One explanation for this connection could be that parents who have greater levels of self-efficacy are more likely to give their kids the emotional support they need to grow up with positive social and emotional abilities. They might also be more likely to serve

as good role models for their kids in terms of social and emotional development. This finding is consistent with previous study (Agbaria & Mahamid, 2023).

Result also showed that internalizing and externalizing behavioral problems were was negatively related to high perceived parental self-efficacy example aggression, social withdrawal, academics, anxiousness, somatic complains and feeling of rejection that were typically the internalizing and externalizing behavioral problems that are negatively related to perceived parental-efficacy. Perceived parental efficacy was negatively associated with aggression, which is the externalizing behavioral problem, because positive parenting techniques are more likely to be employed by parents who have high self-efficacy because they are more certain of their abilities to handle their children's aggressiveness. Positive parenting techniques to deal with aggressiveness are more likely to be used by parents who have strong self-efficacy. These techniques, which include establishing firm boundaries, enforcing consequences, and rewarding good behavior, can aid in teaching kids' appropriate emotional expression and peaceful conflict resolution. High self-efficacy parents are less likely to avoid disciplining their children when they act aggressively. They are more inclined to view hostility as a teaching opportunity and to take action to solve the issue. This is consistent with previous study (Chen et al., 2020).

Externalizing behavioral problem of social withdrawal was negatively associated with Perceived Parental self-efficacy. This is because high self-efficacy parents are more likely to have faith in their capacity to foster social skills in their kids. This self-assurance enables them to give their kids constructive criticism and encouragement, which can assist to raise their self-esteem and increase the likelihood that they'll want to play with other kids. High self-efficacy parents are more inclined to give their kids socialization opportunities. Also, the children spend less time on screen, which causes antisocial behavior in children. They might sign up their kids for after-school activities, take them to playgrounds or parks, or invite other kids around to play. Children get the possibility to develop their social skills and make friends thanks to these activities. Parents who have high levels of self-efficacy are more likely to serve as good role models for their kids. They may model their children's behavior by being amiable and sociable themselves. Children who observe pleasant interactions with others can benefit from this modeling. This is consistent with previous study (Lin et al., 2020).

Externalizing behavior like academic problems was negatively correlated to perceived Parental self-efficacy, Screen time issues and Social-emotional development. This is because Parents who have high levels of self-efficacy are more likely to have faith in their capacity to assist their kids with their academics. They also have strict screen time guidelines. Additionally, they are more likely to be involved in their kids' educations and provide them the encouragement they need to achieve. High self-efficacy parents are more likely to foster a learning-friendly environment at home. This setting can involve giving their kids a peaceful space to study, ensuring they have access to materials, and encouraging them to read and engage in other learning-enhancing activities. This is consistent with previous study (Chen et al., 2021). Internalized behavior of anxiousness was negatively correlated Perceived parental efficacy and screen time issues. This is because High self-efficacy parents are more likely to have faith in their capacity to assist their kids in overcoming anxiety. Also, excessive screen time causes anxiety due to lack of activity. This self-assurance enables them to provide their kids encouraging feedback, which can help them feel more capable of handling their anxiety and increase their self-esteem. High perceived self-efficacy in parents is more likely to give their kids the tools they need to deal with worry. They might send their kids to therapy, educate them relaxation methods, or show them how to push back on their worried thoughts. Parents who have high levels of self-efficacy are more likely to teach their kids healthy coping mechanisms. This is consistent with previous study (Glatz et al., 2023).

Internalized and externalized behavioral problem of somatic complaints was negatively associated with high parental efficacy, less screen time and healthy social emotional development. People who are emotionally distressed are more likely to have somatic complains. High self-efficacy parents are more likely to have faith in their capacity to assist their kids in overcoming emotional distress. They can foster better physical health and have knowledge about developmental needs. They also have awareness on excessive screen time impact. This self-assurance enables them to provide their kids encouraging feedback, which can help them feel more capable of dealing their emotional turmoil and increase their self-esteem. High self-efficacy parents are more likely to give their kids the tools they need to deal with their emotional pain. They might send their kids to therapy, educate them relaxation methods, or show them how to push back on their worried thoughts. This is consistent with previous study (Glatz et al., 2023).

Internalized behavioural problem of feeling of rejection was negatively correlated with high perceived parental efficacy, excessive screen time and unhealthy social emotional development. This is because Parents who have high levels of self-efficacy are more likely to have faith in their capacity to give their kids unconditional love and acceptance. Additionally, they are more likely to provide a welcoming and encouraging environment in the home and to be attentive to their children's needs. A warm and encouraging environment in the home is more likely to be created by parents who have high self-efficacy. Children may experience less rejection if they feel safe and secure in this environment. Positive parenting behaviors are more likely to be modeled by parents who have strong self-efficacy. Children can learn how to engage with others in a positive way through these activities, which can make them feel more accepted by society. This is consistent with previous study (Glatz et al., 2023).

Regression Analysis was run to evaluate prediction of demographics, parental self-efficacy, screen time issues, social emotional development, internalizing and externalizing problems. For this purpose, multiple hierarchical regression analysis was run on SPSS version 21.00. Results indicated that age was not a significant predictor of the internalizing and externalizing behavioral problems. The results also indicated that those having lesser number of siblings have more internalizing and externalizing problems. Family system was positively related to internalizing and externalizing behaviors problems. Those having better social emotional development have lesser internalizing and externalizing behavior problem. More exposure to screen time was related to higher level of internalizing and externalizing behavior problems. Those who reported on better parental self-efficacy had less internalizing and externalizing behavior problems. Age and siblings were not a significant predictor of internalizing and externalizing behavior problems. Family system was a positive predictor of internalizing and externalizing behavior problems. Perceived parental efficacy was a negative predictor of internalizing and externalizing behavior problems. Screen time was a positive predictor of internalizing and externalizing behavior problems. Social and emotional development was a negative predictor of internalizing and externalizing behavior problems.

Conclusion

This study aimed to examine the relationship between perceived parental efficacy, screen time, social emotional development, and internalizing, externalizing problems. Result indicated that Age was not a significant predictor of the internalizing and externalizing behavioral problems, Lesser number of siblings have more internalizing and externalizing problems, Family system was positively related to internalizing and externalizing behaviors problems, Social and emotional development was positively related to internalizing and externalizing behavioral problems, Screen time was negatively related to internalizing and externalizing behavioral problems. Age and siblings were not a significant predictor of internalizing and externalizing behavior problems, perceived parental efficacy was a negative predictor of internalizing and externalizing behavior problems.

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