

CHRD 2024: Abstract Submission Form

Presenter Name

Mia Rogerson

Presenter Status

Undergraduate Students

Role in the project

Perform Experiments
Write Abstract

Research Category

Community Health / Policy

Title

Child-Directed Parental Attributions for Challenging Child Behavior and Parenting Stress: A Meta-Analysis

Background

There are different ways of interpreting a child's challenging behaviors. Parental attributions are parents' interpretation and evaluation of a child's behavior. Making one type of attribution versus the other has been shown to affect mood, stress levels, mental health, behavior, and parenting style. Past research on the relationship between parenting stress and parental attributions for challenging child behavior in community and clinical populations is mixed.

Objective

The goal of this study was to examine the potential relationship between parental attributions and parenting stress (total stress and child and parent domain stress), considering three causal dimensions: locus, stability, and controllability.

Methods

A series of meta-analyses were conducted on the strength of the association between parental attributions and parenting stress. We also conducted several moderator analyses to examine whether specific factors influence the strength of the association (e.g., child and parent gender composition, the mean age of the child and parent sample, and type of publication).

Results

The present meta-analysis consisted of 13 published and unpublished studies. There was a significant association for total stress ($r = .31$, $p < .001$, $k = 14$). Locus ($r = .23$, $p = .010$, $k = 6$), stability ($r = .43$, $p < .001$, $k = 4$), and controllability ($r = .18$, $p = .013$, $k = 14$) were significantly associated with any type of parenting stress (total stress, child domain, or parent domain). Moderator analyses on gender and age of the child and parent sample and publication status were insignificant.

Conclusion

The present study contributes to our understanding of parenting stress dynamics, providing a basis for future researchers to examine whether attributional retraining programs reduce parenting stress and explore potential factors that promote positive change.

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No

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