

The influence of parent-child attachment on child's servant leadership -focused on mediator effect of self-efficacy-

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Abstract The purpose of this study is to examine the mediator effect of child self-efficacy in the influence of parent-child attachment on child's servant leadership. The study subjects were 260 parents and teachers attending child education institution Ulsan. The survey was conducted from 1st July 2016 to 29th July 2016. As a result, first, parent-child attachment did not have influence on servant leadership, but it did have influence on child-s self-efficacy. Second, in relationship between parent-child attachment and servant leadership, child's self-efficacy showed to play mediator role. This study will be the fundamental material for improving parent-child attachment and child's servant leadership.

Key Words : Attachment, Child, Child self-efficacy, Child's servant leadership, Parents.

1. INTRODUCTION

1.1 Necessity of Study

Childhood is a very important period in which a child plays with parent in real life and grows to form basic capability for social adoption. In this period, within relationship with parent, a child develops understanding towards others and perspective-taking ability.

Furthermore, through reciprocal relationship and play with peers, relationship with others expands, experiencing social development.

In other words, a child first makes personal relationship with others in family after one's birth, and makes further relationship with peers in child education institution, from where the child's social context expands.

Especially, a child's the first dualistic relationship starts with parents. Attachment

theory, an important theory about relationship with parents, illustrated that parent-child's dualistic relationship plays an important role in child's development and adaptation [1]. Hence, the study on parent-child attachment relationship started.

Attachment formed in childhood not only allows a child to form right relationship with the attaching peer, but also continuously gives direct and indirect influence throughout the child's life. Stable attachment influences forming personal relationship so that a child can become confident and have self-competence, enhancing self-efficacy. Likewise, attachment, as the main factor allowing one to have amicable personal relationship, plays an important role throughout human being's life.

On the other hands, leadership is the concept based on human being's relationship.

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Therefore, it is the technique that one leads not only others but oneself, adapting well in current society, solving confronted problem, and preparing for the future, thus developing social role[2].

Childhood, especially, is a very important period where a child, through pro-social behavior, forms amicable social relation and healthy self-concept. Hence, in order to develop into change-driven leader as future's able social person, it is important to understand self-ability and role, control behavior, and cultivate leadership[3].

In childhood, especially along with leadership, it is important to help a child to develop the ability to understand and care for others, enhancing the serving qualification, or education for servant leadership.

A child, who receives enough support from social offeror, is more likely to form positive self-image, self-efficacy, and acquire social ability and relationship than do that child who doesn't have enough support[4]. This explains that parent affection has influence on child's servant leadership, and estimates that child's self-efficacy is an important factor for child's servant leadership.

Leadership first goes through development in family, the foremost social atmosphere a child has access to. Parent, especially, helps a child to form social technique and expectation through nurture and reciprocal relationship. This also has an influence in forming relationship with peers, thus the parent's role is very important[5]. Hence, studying the servant leadership from child's affection of parent is very important in child's growth development.

And the study on parent-child affection

factor is actively being proceeded. Therefore, in this study, previous study on parent-child affection, child's servant leadership, and self-efficacy was considered.

A child with high self-efficacy has higher satisfaction level, thus improving academic and social ability. And a child, thus, shows more pro-social behavior. However, a child with low self-efficacy is not confident, is daunted, and passive, having more worry and anxiety in working a given assignment, thus not perfectly implementing the given assignment[6].

Furthermore, a child with high self-efficacy is not afraid of problematic situation, does not avoid the situation, but rather is active in taking challenge with patience and hard-work, eventually enhancing self-ability. So, self-efficacy is an important factor influencing servant leadership[7].

As so, recently, many studies on relationship between child leadership program and other factors are on-going. Yet, studies on child's servant leadership are still lacking. Hence, in this study, with parent-child attachment as independent variable, child's servant leadership as dependent variable, and self-efficacy as mediator variable, studies the influence of parent-child attachment on child's servant leadership and mediator effect of self-efficacy.

1.2 Introduction

Study Questions for this study are as follows.

1. How is the influence of parent-child attachment on child's servant leadership?
2. How is the influence of parent-child attachment on child's self-efficacy?
3. What role does child's self-efficacy play in mediator effect for relationship between

parent-child attachment and child's servant leadership?

2. Study Method

2.1 Study Subject

In this research, the study subjects were 260 parent and teachers in child education institution in Ulsan. Study questions were conducted for them in self-reported basis from 1st July 2016 to 29th July 2016. For the sample size for study subjects, examination analysis program G*Power 3.1 were used based on Cohen's sample extract equation, and 5% significance level, 90% examination level, 0.15 was set for medium number in effect size. As a result of analysis, the minimum sample size was calculated to be 123 persons. 250 surveys, excluding unanswered surveys, were used for analysis data.

2.2 Study Tool

For the study tool, survey questionnaires were composed total of 61 questions. The questions were composed of 5 social-demographic question, 25 child servant leadership question, 6 child parent attachment question, and 25 child self-efficacy questions. Specific variable criterion, factor analysis, and reliability analysis results are as follow in [Table 1].

2.2.1 Child's servant leadership

For child's servant leadership criterion, the criterion invented by Choi Nam-rye(2006) and improved by Lim Gyeong-im(2012) was used, and it was consisted total of 25 questions[8, 9]. Originally 4-level criterion was modified into 5-level criterion. And through factor

analysis per question, the criterion was unified with other tools before usage. For measuring method, it was composed of Likert method 5-level criterion, including 1 for 'never,' and 5 for 'always.' The higher the score, higher the child's servant leadership.

Table 1. Variable criterion, analysis, and reliability

Variable	Factor	Measuring Question	Factor loading value	Characteristic Value	Reliability
Servant Leadership	Vision suggestion	3	.713	8.247	.826
	Respecting persons	11	.622	40.664	.885
	Growth support	4	.642	9.542	.831
Parent attachment	Affection and Interest	2	.532	35.643	.620
	Conversation and Communication	2	.667	17.060	.645
Self-efficacy	Cognitive	4	.590	15.369	.879
	Physical	5	.674	36.774	.787
	Social, emotional	7	.608	8.439	.757

2.2.2 Parent-child attachment

For parent-child attachment criterion, the criterion invented by Armsden and Greenberg (1987), originally the inventory of Parent and Peer Attachment and amended IPAA-R, and modified by Lee Jae-gyeong(2011) in Korean standardization was used.

The questions were total of 6 questions[10, 11]. For measuring method, it was Likert way 5-level criterion, including 1 for 'never' and

5 for 'always.' The higher the score, higher the parent-child attachment.

2.2.3 Child self-efficacy

For child self-efficacy criterion, the criterion invented by Jeon In-ok(1996) and practiced in Lee Seon-kyeong (2015)'s study was used. There were total of 25 questions[12]. For measuring method, it was consisted of Likert way 5-level criterion, including 1 for 'never' and 5 for 'always.' The higher the score, higher the child's self-efficacy.

2.3 Data processing and Analysis method

The data was examined within 5% significance level, and SPSS 18.0 statistics package was used for analysis and statistical processing. First, to study the sample's general characteristic, frequency analysis was implemented. To study reliability on study tool, reliability test was conducted. To categorize validity, parent-child attachment, child self- efficacy, child servant leadership, factors analysis was implemented. In addition, in relationship between parent- child attachment and child servant leadership, to study mediator effect of child self-efficacy, Amos 18.0 statistics program was applied for structural equation analysis.

3. Study Result and Interpretation

3.1 Group Average and Standard Deviation

In this study, average, standard deviation, and technical statistical analysis were conducted for all variables' sum including independent and dependent variables.

First, for child's servant leadership, analysis on

average and standard deviation was conducted. The results were vision suggestion(M=10.826), respecting others (M=29.322), and growth support(M=30.410). For parent attachment's subordinate factor, there were affection attention(M=8.436), and conversation and communication (M=2.096). For subordinate factors of child's self-efficacy, there were physical (M=18.176), cognitive(M=15.378), and social emotional(M=21.470) factors.

Table 2. Descriptive statistics on variable (N=250)

Variable and factor		N	Minimum Value	Maximum Value	Mean	Standard Deviation	skewness	kurtosis
Parent Attachment	Affection and interest	250	2.00	10.00	8.436	1.515	-.907	.596
	Conversation and Communication	250	2.00	10.00	7.362	2.096	-.538	-.493
Self efficacy	Physical	250	7.00	25.00	18.176	4.064	-.362	-.368
	Cognitive	250	7.00	20.00	15.378	2.760	-.552	-.069
	Social Emotional	250	10.00	30.00	21.470	3.816	-.226	-.190
Servant Leadership	Vision Suggestion	250	3.00	15.00	10.826	2.367	-.490	-.221
	Respecting person	250	13.00	40.00	29.822	5.453	-.444	-.315
	Growth support	250	16.00	40.00	30.410	4.6823	-.406	-.087

Furthermore, as the result of structural equation model on observational variables, multi-variate normal distribution was satisfied

after composition of normal distribution. The result for and analysis of multi-variate normal distribution is as follows in [Table 2] Skewness for child's servant leadership, parent-child attachment, child self-efficacy were all in between .017 and .810, below 3. And for kurtosis, the range was within -.069~.706 with the examination result of below 7 for the satisfaction of normal distribution hypothesis.

3.2 Correlational Analysis of Variable

To analyze the relationship among measuring variables, Pearson correlation was used that is most widely used among covariance calculation of variables. The result for correlational relationship analysis is as follows in [Table 3].

In this study, exploratory factor analysis, reliability, and correlational analysis were conducted to evaluate concept validity and reliability on measuring item. As a result, all measuring item's focused validity and internal consistency was established. Furthermore, differentiation validity and law validity was established, thus, excluding eliminated item, this study's measuring item had enough concept validity and reliability.

As a result of analyzing parent-child attachment, child's self-efficacy, and child's servant leadership, affection attention, subordinate variable of parent attachment, did not have correlation. Conversation and communication had only positive correlation with vision suggestion($r=.106, p<.05$). Such illustrates that a child who has much conversation or has smooth communication with parents has higher servant leadership. For subordinate variables of child's physical self-efficacy, vision suggestion($r=.367, p<.01$), respect person($r=.236, p<.01$), growth

Table 3. Correlational analysis of variable

Category	Parent Affection	Self-efficacy			Servant Leadership				
	Affection and Interest	Conversation and Communication	Physical	Cognitive	Social emotional	Vision Suggestion	Respect Person	Growth Support	
Parent affection	Affection and Interest	1	.241**	.099*	.109*	.013	.060	.057	.085
	Conversation and Communication		1	.043	.163**	.084	.106*	.085	.084
Self-efficacy	Physical			1	.354**	.399**	.367**	.236**	.221**
	Cognitive				1	.643**	.607**	.666**	.573**
	Social emotional					1	.513**	.688**	.644**
Servant Leadership	Vision Suggestion					1	.564**	.501**	
	Respect Person						1	.703**	
	Growth Support							1	

support($r=.221, p<.01$) had positive correlation in order. For cognition, there was positive correlation in order of vision suggestion($r=.607, p<.01$), respect persons($r=.666, p<.01$), and growth support($r=.573, p<.01$), from the highest to the lowest. In social and emotional category, there was relatively high positive correlation in order of respect person($r=.638, p<.01$), growth support($r=.644, p<.01$), and vision suggestion($r=.513, p<.01$). Such illustrates that a child with high self-efficacy also has high servant leadership

3.3 Hypothesis Verification

Through study model suitability verification

and estimated path-coefficient, study's hypothesis was verified.

Hypothesis 1 saying that parent-child attachment will influence child's servant leadership was dismissed ($\beta = -.058, p > .05$). So, it is acknowledgeable that parent-child attachment does not influence child's servant leadership.

Hypothesis 2 saying that parent-child attachment will influence child's self- efficacy was adopted ($\beta = .962, p < .05$). This means that the higher the parent attachment, higher the child's self- efficacy.

Hypothesis 3 saying that child's self- efficacy will influence child's servant leadership was adopted ($\beta = .587, p > .001$). Therefore, it means that the higher the child's self-efficacy, higher the child's servant leadership, and it also illustrates that child's self-efficacy has influence on child's servant leadership. Matter of adoption for study hypothesis and final model's path results are as follow in [Table 4].

Table 4. Study hypothesis matter of adoption

Hypothesis		Standardization path coefficient	Standard Error	t	Hypothesis matter of adoption
Parent Affection	-> Child Servant Leadership	-.058	.159	-.362	dismissal
Parent Affection	-> Child Self-efficacy	.962	.446	2.155*	adopted
Child Self-efficacy	-> Child Servant leadership	.587	.042	13.956***	adopted

* p < .05, *** p < .001

3.4 Direct/ Indirect disintegration

The result for the examination of statistical

significance through disintegrating direct/indirect disintegration of final model's overall effect is as follows in [Table 5].

Table 5. Direct / Indirect effect examination result among predictors of outcome

Path	direct effect	indirect effect	overall effect
Parent affection → servant leadership	-.02		
parent affection → child self-efficacy → servant leadership	.19	.207 (.19 × 1.09)**	.397 (.19 + .207)**

* p < .05, ** p < .01, *** p < .001

As a result of analyzing direct/indirect effect in factor variable of servant leadership, parent attachment ($\beta = -.02$) showed to have directly negative influence on child's servant leadership. Hence, it was shown that parent-child attachment does not have influence on child's servant leadership. However, the higher the child's self-efficacy ($\beta = .50$), then higher the servant leadership. Path model for factor variable affecting servant leadership is as follows in < Figure 1>.

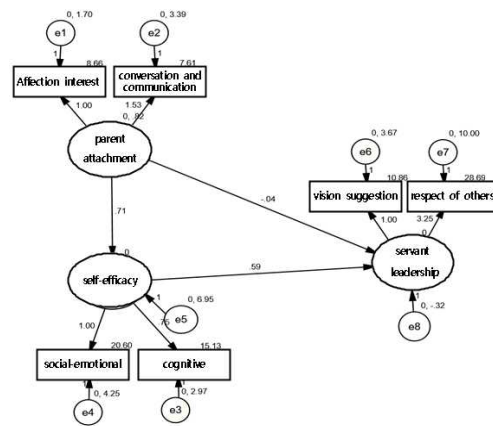


Fig. 1. Examination result for direct/indirect effect among predictors of outcome

4. Conclusion

4.1 Discussion

Based on the study result in this research, the implication and discussion on relationship among parent-child attachment, child servant leadership, and mediator role of child self-efficacy are as follow below.

First, the hypothesis 1 saying parent-child attachment will influence child's servant leadership was dismissed. Therefore, it is acknowledgeable that parent attachment does not influence child's servant leadership. This study result illustrates that leadership develops in family and home where a parent nurtures child and practices reciprocal behavior. The study is opposite to the study by Sin Sae-rom(2013) stating that parent helps a child to form social technique and expectation, and also has influence in a child forming peer relationship[5]. Furthermore, the study also shows opposite result to the study by Lim Kyeong-im(2012) who stated that parent support influences child's servant leadership[9]. Such result implies that most parents are not much acknowledged in child's servant leadership, and they believe that child is still young through their nurturing, thus not yet paying much attention on child servant leadership development. Childhood is a very important period where a child, through pro-social behavior, forms amicable social relationship and healthy self-concept. Therefore, in today where individualism and egoism are prevalent, what is important from child education period is teaching basic life habit, perspective-taking ability, and politeness for developing a child into right leader[13]. Based on such result, in

child education site, it is necessary to search for method to positively form parent-child attachment relationship, and inventing specific servant leadership program for child is required. Developing child's servant leadership enhancement program will be practical intervention plan for child education site.

Second, hypothesis 2 saying that parent-child attachment influences child self-efficacy was adopted. This means that higher the parent-child attachment, higher the self-efficacy. This study result supports the studies (by Lee Jae-in, etc, 2014 and Lee Ji-young, 2010) saying parent attachment form influences child self efficacy and parent attachment influences child's social competence[14, 15].

Furthermore, higher the attachment stability with parent, higher the self-worth. And this corresponds with the study by McCormick and Kennedy(1994) who illustrated the high correlation between attachment and self-concept[16]. This explains that parent-child attachment plays an important variable for illustrating child self-efficacy. Furthermore, childhood is the period where the psychological basis of self-efficacy is formed, thus it is necessary for a parent to pay much attention on child self-efficacy formation and development[17]. Furthermore, in order to enhance parent-child attachment and child's self-efficacy, it is necessary to form personal or linked education support system for both parent and a child. Such system formation will be helpful in child's self-efficacy enhancement.

Third, hypothesis 3 saying that there will be mediator effect of child's self-efficacy in relationship between parent-child attachment and child servant leadership was adopted. It

was revealed that child's self-efficacy plays mediator effect in relationship between parent-child attachment and child's servant leadership. Parent-child attachment and child's self-efficacy showed to have indirect effect in child's servant leadership. This, for child's servant leadership, rather than parent attachment's direct influence, has higher indirect influence through child's self-efficacy. Therefore, it was found that through enhancing child's self-efficacy, it is also possible to enhance child's servant leadership. While there is no previous study analyzing child self-efficacy's mediator effect in parent-child attachment, this study corresponds to Park Beom-gyu(2015) who stated self-efficacy played significant mediator effect between parent attachment and career maturity[18]. Furthermore, the study indirectly supports the study result by Son Hye-sook(2000) who reported that children with stable attachment with parents had higher pro-sociality[19]. Hence, there is necessity to pay more attention and work for parent-child attachment, enhancing self-efficacy. In attachment forming stage, specific parent education regarding parent's nurturing attitude is necessary, and further systematic training program is required.

4.2 Study Limitation and Suggestion for follow-up study

Based on study result and overall discussion, the followings are study limitation and suggested follow-up study.

First, for this study's study subjects were limited to partial parents of child education institution in Ulsan, it is hard to generalize the conclusion. Thus, further study complement regarding locality is needed so that generalized

can be done. Then further follow-up study should be conducted.

Second, in this study, there is limit that in measuring parent-child attachment, previous study criterion for elementary school students (Lee Jae-kyeong,2010) was used for children, the younger age[11]. Although, to overcome the difference in attachment behavior of elementary school students and children, enough pre-study and investigative factor and reliability analysis were conducted, there is a possibility of not well evaluating the child parent's attachment. Therefore, complementing such limitation and for further study on parent attachment, it will be much meaningful if follow-up study is conducted in more various perspectives.

Third, acknowledging that child's servant leadership has both direct and indirect influence on relationship between parent-child attachment and child self-efficacy, follow-up study with more variables as mediator factors is required.

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