

FILIAL SELF-EFFICACY BASED ON QUALITY OF RELATIONSHIP WITH PARENTS AND GENDER

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Abstract

The belief of adolescents to fulfill their role as a child in the family known as filial self-efficacy that assumed to provide a feeling of being able to organize events in carrying out their life as part of the family. The purpose of this study was to empirically examine the relationship between the quality of the adolescent's relationship with parents and filial self-efficacy, and differences in filial self-efficacy based on gender. Research participants were 93 students of the Faculty of Psychology Universitas Diponegoro, who were in the late adolescence age range (18-22 years), consisting of 28 boys (30%) and 65 girls (70%). The data were obtained using the Filial Self-Efficacy Scale based on Bandura's perspective and the Adolescent-Parent Relationships Scale based on the Grotevant and Cooper perspective. The analysis technique used is product moment analysis and *t-test*. The results showed that there was a significant positive relationship between the quality of the relationship between adolescents and their parents and filial self-efficacy as indicated by a correlation coefficient of .783 ($p > .01$). This means that the more positive the quality of the relationships that exist between adolescents and their parents, the higher the filial self-efficacy. Conversely, the more negative the quality of the relationship between adolescents and their parents, the lower the filial self-efficacy. According to the research, there was no significant difference in filial self-efficacy between boys and girls, with a *t*-count of -0.029 and a significance value of .977 ($p > .05$).

Keywords: adolescents; filial self-efficacy; gender; parents; relationship quality

INTRODUCTION

Family as a social system greatly influences human development. On the other hand, the development of family members can also affect the family. Adolescents as part of a family can provide transformation and reorganization caused by changes in adolescents themselves from childhood (Steinberg, 2016). Qonitatin et al. (2020) have concluded from a literature review that shows that the changes experienced during adolescence are often associated with behavioral adjustment problems and temporary increases in the conflict in family relationships. In their development period, adolescents will face various demands and challenges that come with their role as a part of a family system.

Different roles in the family will provide opportunities, constraints, rights, and obligations that are different from each other in accordance with these roles. Adolescents need an individual belief that they are able to

do the tasks that come with these roles, which is known as self-efficacy. Self-efficacy is essential because it creates the impression that someone can produce and organize the events in their life (Cutrona & Troutman, 1986; Maddux, 2012), including an assessment of the capabilities and competence of doing the task and face the challenges (Baron & Byrne, 2012). Self-efficacy is central to understanding individual's transactions with their environment, which use to reflect on themselves and to regulate their behavior to suit personal goals and standards (Abdullah, 2019).

Abdullah (2019) investigated Bandura's ideas from Social Cognitive Theory and discovered four psychological processes that occur when self-efficacy affects human functions that are used to achieve goals that individuals value. The four processes are cognitive process, motivational process, affective process, and selection process. The cognitive process shows that individual behavior is governed by thoughts to realize valuable goals. Self-

thoughts about one's capacity and commitment to these goals influence goal setting. The motivational process describes how individuals direct their anticipation of action through self-motivation by setting goals and determining the amount of effort put forth, as well as persistence in the face of difficulties or failures that interfere with goal achievement. The affective process is concerned with the individual's ability to deal with problems that impact stress levels and emotional management. Finally, the selection process involves the individual's choice of the type of activity and environment.

Each role in family will represent an aspect of life where self-efficacy will provide effective arrangements in fulfilling roles that can be critical for the function of the family and the individuals in it (Caprara et al., 2005). The roles in the family itself are quite diverse, there are roles as parents, as partners, as well as children. Naturally, belief in the duties associated with the role in the family will not be separated from their status in the family. One of them is self-efficacy related to the role of children who have different functions from parents. Bandura et al. then developed other self-efficacy in the context of the family system, one of which is filial self-efficacy (Caprara et al., 2005).

There are no many references regarding filial self-efficacy, so this concept is still in the process of being developed. Latin is the source of the word filial in its linguistic sense, namely "*filius*" which means boy and "*filia*" which means girl. From this meaning, filial self-efficacy could be interpreted as the beliefs perceived by individuals in carrying out their duties as a child. Many other meanings can be found from various online dictionaries, such as filial piety, something that is given from a child to a parent; or being a child in relation to their parents. Filial self-efficacy is defined by Caprara et al. (2005) as the perception of the ability to train the development of the child's role in the individual-parent relationship. Perceived filial self-efficacy is

key to understanding a person's capacity to integrate into their family, manage negative emotions toward their parents, and encourage their parents to form favorable perceptions about them (Tommasi et al., 2018). Filial self-efficacy can play an important role in promoting open communication between teens and their parents, prevent conflict, develop the ability to cost-effective monitoring, and carrying on the satisfaction of family life (Caprara et al., 2005; Llorca et al., 2017).

In Self-Efficacy Theory of Bandura (Hendricks, 2015), four sources of self-efficacy are closely related to social factors. Experiences from others and verbal persuasion in particular, are influenced directly by interaction and social support. Experiences from others is a type of physical support where support provides assistance through modeling an effective behavior (e.g., carrying out household tasks). Verbal persuasion includes aspects of social support, both informational and relational functions. For example, a support provider might provide parental advice (informational support) or empathy (relational support). In addition, members of a support network can influence perceptions of completion or performance achievement if they emphasize the importance of past parental success. The reciprocity that occurs between the environment and the belief in one's ability will certainly affect his belief in carrying out the inherent roles of an individual.

Caprara et al. (2005) saw filial self-efficacy as a belief in the ability of children to discuss with their parent's personal problems even when in difficult conditions, express positive feelings, and regulate negative emotional reactions to parents, making parents look at the child's point of view on the topic of debate, manage stress arising from marital conflict, and to constructively influence parents' social attitudes and behavior. High self-confidence in carrying out roles will support individuals to effectively complete

tasks (Baron & Byrne, 2012). Berg's (2019) findings show that adolescents with high filial self-efficacy have lower depressive symptoms. Self-mastery of the environment is also improving.

Grotevant and Cooper (Wibowo, 2014) discussed the relationship between parents and children in the context of developing adolescent individuation, namely how the process of forming adolescents to become individuals that takes place in the family. The basic idea is that in every relationship between individuals, there will be two qualities, namely The Quality of Individuality and The Quality of Relationship. Both individuality and connectivity are represented by two components each. Self-assertion, or the capacity to articulately convey one's point of view, and separateness, or the capacity to describe how one is distinct from others, are examples of elements of individuality. Permeability, which is the manifestation of openness or receptivity to the perspectives of others, and mutuality, which is the display of sensitivity to or respect for the ideas of others, are indicators of connectedness.

Through this exchange of individuality and relationship qualities, as long as adolescents relate to their parents, adolescents can develop their understanding of their own thoughts, points of view, feelings, or expectations and develop their understanding of the thoughts, points of view, feelings, and expectations of other partners in their relationships, in this is they parents. The exchange of individuality and relationship qualities and the degree of security that accompanies the relationship between parents and adolescents will lead late adolescents to become adult individuals. The quality of the relationship between parents and adolescents is crucial because the stability of the relationship can affect the psychological well-being of adolescents themselves (Drake, 2013) and can be a protection in adjusting to problems that occur in the stage of adolescent development (Coatsworth et al., 2010; Wang et al., 2013).

In fact, the poor quality of relationships between adolescents and parents can lead to a tendency to delinquent behavior in adolescents and other adolescent problems such as internalizing parental problems in children that arise in the form of depression and anxiety (Qonitatin et al., 2020).

The concept of the relationship between parents and children or adolescents is often the subject of research studies in psychology, but specifically those who see it in the context of its relationship with the beliefs formed in these relationships are still rarely found. Adolescents who are often identified as having difficult times in individual development, of course, need support from the environment and significant people around them. There are interested to see the relationship of filial self-efficacy teenagers with the quality of relationships with parents. Gender can also have an influence on adolescent's belief in his ability to complete his duties in the family. Several studies have shown slightly different references to the role of gender in self-efficacy. Several references indicate that boys are more motivated to learn and have higher self-confidence in completing tasks than girls (Kuperminc et al., 2009; Zamani, 2014). On the other hand, there are research results that show that girls have a higher level of self-confidence in fulfilling tasks compared to boys (Mansor, 2013). Referring to the problems above, the purpose of this study was to test empirically the relationship between filial self-efficacy and the quality of relationships with parents and to test differences in filial self-efficacy based on gender in adolescents. The first hypothesis put forward is that the higher the quality of the relationship with parents, the higher the filial self-efficacy in adolescents; vice versa. The second hypothesis is that there are differences in filial self-efficacy in boys and girls.

METHOD

This research used quantitative research methods with a correlational approach. The

population in this study were college students in the Faculty of Psychology, Universitas Diponegoro. The reason why the research subjects are college students because they can be classified as late adolescents (18-22 years) according to the opinions of Gouws et al. (2012). This study used a technique of convenience sampling, which selected available respondents who were willing to respond to the study (Shaughnessy et al., 2015). The research participants were 93 students of the Faculty of Psychology Universitas Diponegoro, consisting of 28 boys and 65 girls. Data analysis used product moment analysis techniques to determine the relationship between filial self-efficacy and the quality of relationships with parents. The *t-test* was utilized to investigate gender variations in filial self-efficacy.

The Filial Self-Efficacy Scale in Indonesian language (38 items with a Cronbach's α of .927) was used to assess filial self-efficacy, which was developed by researchers based on aspects of self-efficacy proposed by Bandura, namely cognition, motivation, affection, and selection associated with individual beliefs as a child. Items such as "I can diffuse an unpleasant situation at home", "I can be patient with my parents' wishes", and "I'm not sure I can handle the tasks assigned at home" are examples. The total value obtained on the scale indicates the level of filial self-efficacy that is owned. The higher the total score, the greater the level of filial self-efficacy. The lower the overall score, the lower the filial self-efficacy.

Researchers developed the Quality of Relations with Parents Scale in Indonesian (31 items with a Cronbach's α of .912) based on the aspects proposed by Grotevant and Cooper (Wibowo, 2014), including the quality of individuality with the factors of self-assertion and separateness, as well as the quality of connectedness with the factors of permeability and mutuality. In the self-assertion factor such as "I don't talk about problems with my parents" while in the separateness factor such as "I get angry when

my parents don't agree with me". On the permeability factor such as "Parents are difficult to talk to", examples on the mutuality factor such as "I understand the feelings of parents". The higher the total score obtained on this scale, the better the quality of the relationship between adolescents and their parents, and vice versa.

RESULT AND DISCUSSION

The subjects of the study were 93 people consisting of 28 boys (30%) and 65 girls (70%), aged 18 to 22 years. The results of data analysis in hypothesis testing to see the relationship between filial self-efficacy and the quality of relationships with parents through the SPSS program showed the correlation coefficient of .783 with $p = .000$ ($p < .01$). These results indicate that there is a significant positive relationship between the quality of the adolescent-parent relationship with filial self-efficacy among college students of the Faculty of Psychology Universitas Diponegoro. This indicates that the more positive the quality of the relationships that exist between adolescents and their parents, the higher filial self-efficacy tends to be. Conversely, if the quality of the relationship between adolescents and parents is increasingly negative, the filial self-efficacy tends to be lower.

The results also showed that there was no difference in filial self-efficacy between boys and girls as indicated by the $t(92)$ count of -0.029 with a significance value of .977 ($p > .05$). These findings were found to be consistent with other studies that found a significant correlation between gender and self-efficacy, with no apparent gender differences in overall self-efficacy (Caprara et al., 2013; Caprara & Steca, 2006). However, Caprara et al. (2013) found specific differences in efficacy aspects, such as women having higher scores in expressing positive influences, and conversely men having higher scores in beliefs to manage negative effects. According to Choi et al.

(2012), there is a difference between mother-daughter and father-daughter relationships in terms of the quality of their relationship with their parents. The mother-daughter relationship has significantly higher filial self-efficacy than the father-daughter relationship. In light of these results, additional research can be done to examine disparities in filial

self-efficacy as well as how they connect to the different kinds of relationships within families.

Table 1 provides a summary of participant responses regarding filial self-efficacy and relationships with parents based on the respondent's data.

Table 1.

Overview of Research Variable Results Scores

Variable	Description	Hypothetical	Empirical
Filial Self-efficacy	Score Minimum	38	68
	Score Maximum	152	146
	<i>Mean</i>	95	115.01
	<i>Standard Deviation</i>	19	14.91
Quality of Relationship with Parents	Score Minimum	31	59
	Score Maximum	124	121
	<i>Mean</i>	77.5	98.17
	<i>Standard Deviation</i>	15.5	11.15

Table 2.

Score Categorization

Variable	Very Low	Low	High	Very High
Filial Self-efficacy	6 (6.5%)	40 (43%)	42 (45.2%)	5 (5.4%)
Quality of Relationship with Parents	5 (5.4%)	39 (41.9%)	43 (46.2%)	6 (6.5%)

From Table 1, a categorization is performed using the empirical score according to Azwar's norms (Azwar, 2012). Categorization is used to separate subjects into distinct groups, allowing subjects with predetermined categories to be captured.

Based on the filial self-efficacy categorization, it is known that the dominance of filial self-efficacy scores in participants is in the high category with a total of 42 participants (45.2%), which has a slight difference with the low category. The categorization of data on quality of relationship with parents revealed that the majority of the data, with a total of 43 participants (46.2%), was in the high category. According to the results of these two categorizations, the majority of participants had a fairly strong belief in their abilities as a child. Similarly, the majority of relationships with parents are of high quality.

Based on the results of the research obtained, it appears that as expressed by Caprara et al. (2005) which states that transactions between parents and children include reciprocal effects. The transactional model contains a continuous development of mutual influence between an individual change and a change in the environment, where the characteristics of the child are influenced by the behavior of the parents, which in turn, affects the behavior of the child, then again, affects the behavior of the parents. When the relationship between adolescents and their parents has a positive quality, it will have a relationship with the emergence of self-confidence in adolescents that they are capable and competent in fulfilling their duties as a member or children in the family. The findings of Fu et al. (2022) have highlighted the importance of parental psychological control to support children's self-efficacy, which will eventually increase their competence in other environments, such

as prosocial behavior. In line with these findings, Kanacri et al. (2014) reported that filial self-efficacy predicted an increase in the pattern of change in prosocial behavior between the ages of 16 and 17 years. The findings show that during the transition from childhood to adulthood, the development of adolescent beliefs about one's abilities occurs through negotiations with parents while maintaining autonomy. Positive parent-child interactions, which are the main factors influencing how children develop, may be a source of filial self-efficacy that works to buffer teenagers' depressed symptoms from the negative neighborhood social processes (Berg, 2019).

The Self-Efficacy Theory has linked social factors as the main source in the development of self-confidence in a person who is directly influenced by his interactions (Hendricks, 2015). The relationship formed with parents can provide support in providing behavioral modeling that can foster confidence in one's ability to carry out its role in the family. The interactions between the environment and cognitive states that affect one another determine how people act in specific situations (Abdullah, 2019). It is also supported by the Social Cognitive Theory which emphasize how individuals influence directly (as agents) and indirectly (as targets of other people's relationships and expectations) on the development of adolescents and the development of the family itself (Abdullah, 2019; Govindaraju, 2021). This direct and indirect influence will shape the behavior that is intertwined in the relationship. As stated by Abdullah (2019) noticed that the main focus of the relationships that exist between individuals is the things that encourage a person to carry out an activity that comes from oneself. The desire of this individual's internal will be formed when he knows and is sure of the role that needs to be done in carrying out the relationship.

The results of this study are also in line with

what was found by Lingyun (2010), where found that in the relationship between parents and adolescents, adaptations need to be made gradually, one of which is through the efforts of children trying to understand their parents as much as possible. This ability to understand makes children aware of what roles they need to play as a child by being aware of the demands and needs of their parents. According to the findings of Caprara et al. (2005), adolescents' feelings of filial self-efficacy are both directly and indirectly related to how happy they are in their families. In the future, during adolescence, this satisfaction will also persist. According to reports, open communication with parents, more acceptance of parental oversight of their activities, and a reduced propensity for conflict are all indicators that adolescents are feeling confident about their place in the family. Adolescents with high perceptions of filial self-efficacy are associated with higher family satisfaction, according to a study by Lee et al. (2022). Subsequent research has discovered that dyadic interactions between parents and adolescents influence adolescent self-efficacy, which is linked to family satisfaction via collective family efficacy.

Caprara et al. (2005) add their findings which show that adolescents who have strong self-competence in managing their relationships with their parents will have high family life satisfaction. This is also because competent parents will contribute to children's development, such as social relations, academic development, career development and preferences and positive emotional life (Bandura et al., 2011). This is in line with the study conducted by Hesse et al. (2014) which shows that the family is a variable that mediates the creation of communication, affection and family life satisfaction. Parental care plays a role fundamental in fostering communication open between teens and parents so as to prevent conflict, encourage supervision adequate, even promoting the setting and give direction to adult life satisfactorily in adolescents (Llorca et al., 2017).

CONCLUSION

The conclusion obtained from the results of this study is that there is a significant positive relationship between the quality of the adolescent-parent relationship with filial self-efficacy. There was no significant difference between boys and girls in their filial self-efficacy. Adolescence as a period of conflict that increases beyond childhood (Steinberg, 2016), will bring its own uniqueness to family life whose relationships follow the needs and traits inherent in adolescents. Adolescents' beliefs about their role in the family as children can change and develop depending on their meaning in the family environment, particularly the quality of their relationship with their parents. Filial self-efficacy contributes to family life satisfaction in adolescents by demonstrating open communication and fewer conflicts. The success of the relationship with parents may have an impact on perceptions of adolescent performance in dealing with other tasks in the future.

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