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Parental support in nurturing self-efficacy: understanding youth expectations during early adolescence

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ABSTRACT

This research investigates the impact of youth expectations and parental support on the self-efficacy of early adolescents in Madiun City, amid growing concerns about students' struggles with self-confidence under academic pressures. Employing a quantitative approach, the study sampled 70 seventh-grade students from a broader demographic of over 8,000 across 14 junior high schools, a constraint imposed by the COVID-19 pandemic. Data were gathered through questionnaires and analyzed using multiple regression analysis. The findings underscore the profound effect of both adolescents' expectations and parental support on their self-efficacy, highlighting these as significant predictors of students' confidence in their ability to meet goals. This study's implications are far-reaching, suggesting that educational and parental strategies focusing on enhancing positive expectations and robust support systems can play a critical role in improving self-efficacy among early adolescents. By addressing these factors, educators and parents can significantly contribute to bolstering students' self-belief, potentially leading to improved academic outcomes and better psychological well-being.



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Introduction

Addressing the transition from elementary to junior high school presents a critical juncture in adolescent development, a period rife with challenges that can significantly impact students' self-efficacy and confidence (Cantin & Boivin, 2004) (Scott & Barona, 2011). The concept of self-efficacy, integral to an individual's ability to overcome adversity and achieve academic success, is influenced by a myriad of factors including the support systems available to young learners. Research by (Bandura, 2006) underscores the importance of self-efficacy as a determinant of how students perceive their capabilities and tackle challenges. Moreover, studies by (Zimmerman, 2000) (McGaughey et al., 2020) (Hardy et al., 2002) highlight that self-efficacy influences students' academic motivation, learning processes, and overall performance. Despite the wealth of knowledge on the subject, there remains a gap in understanding the specific contributions of parental support and adolescent expectations to self-efficacy during this pivotal transition period. Additionally, self-efficacy has been found to predict science achievement in middle school students (Britner & Pajares, 2006) and influence self-regulated learning and goal setting (Joo et al., 2000).

The significance of this research lies in its focus on these underexplored factors. While prior studies, such as those by (Ghufron & Rini, 2011), have observed the impact of educational transitions on students' confidence,

there is a pressing need for more targeted research. This study aims to bridge this gap by examining how expectations and support systems shape self-efficacy among adolescents in Madiun City, a demographic that mirrors broader trends but has not been extensively studied in this context. To ensure a seamless discussion, it's essential to note the existing literature's emphasis on the role of parental support. As articulated by (Graha, 2013) and supported by (Taylor, 2003) parental engagement is crucial for fostering an environment conducive to academic success and personal growth. However, the precise mechanisms through which this support influences adolescent self-efficacy, particularly in the context of educational transitions, require further investigation.

This research intends to contribute novel insights into the interplay between adolescent expectations, parental support, and self-efficacy. By focusing on the unique challenges faced by students in Madiun City during their transition to junior high school (Tsuzuki, 2012), this study seeks to uncover the specific ways in which these factors interact to influence self-efficacy. This investigation is not only timely but necessary, given the increasing awareness of the psychological challenges confronting adolescents and the pivotal role of self-efficacy in navigating these challenges successfully. In conclusion, the findings from this study are expected to shed light on the critical but underexplored influences of adolescent expectations and parental support on self-efficacy. This research will fill existing gaps by providing empirical evidence on (Guttmannova et al., 2018) the direct and indirect effects of these factors, offering a nuanced understanding that can inform targeted interventions to support students through challenging educational transitions. The novelty of this research lies in its specific focus on a key transitional phase within a distinct demographic, contributing to a deeper understanding of how to foster resilience and confidence among adolescents facing the complexities of growing up. (Chen et al., 2021).

Method

This study adopts a quantitative research methodology, utilizing a survey design to explore the impact of adolescent expectations and parental support on self-efficacy among junior high school students (Salvador, 2016) (Han et al., 2022) (Mohajan, 2020). Conducted in Madiun City, the investigation covered a diverse range of educational environments by including all 14 state junior high schools (SMPN 1 to SMPN 14) in the region. This choice of methodology allows for the collection and analysis of numerical data to quantitatively assess the relationships between the variables in question. The sample consisted of 70 students, strategically selected to represent a wide array of experiences and backgrounds from the total student population across the chosen schools. Given the logistical challenges and restrictions posed by the COVID-19 pandemic, a purposive sampling technique was employed to select participants who were accessible within the constraints of time and safety protocols (Adriani, 2023; Sitio & Habeahan, 2023; Soebagyo et al., 2021). This method ensured a focused yet diverse group of respondents, whose insights could provide meaningful contributions to the study's objectives.

In terms of measurement, the study relied on a Likert scale to gauge levels of self-efficacy, expectations, and parental support, drawing on Bandura's (Long, 2014; Molina-Azorin et al., 2018) self-efficacy theory as the foundational conceptual framework. This scale, developed by the renowned psychologist Albert Bandura, offers a robust theoretical basis for understanding the nuances of self-efficacy and its determinants. Data were processed and analyzed using SPSS (Statistical Package for the Social Sciences), employing multiple regression analysis to examine the relationships between adolescent expectations, parental support, and self-efficacy (Faulks et al., 2021; Onesmus et al., 2020; Supartini et al., 2020). This analytical approach was chosen for its ability to handle multiple predictors simultaneously (Alasmari, 2021; Ishak et al., 2018; Tafahomi, 2022), offering insights into the unique contribution of each factor to the variance in self-efficacy scores. Consistent with standard statistical notation, all numerical values in the analysis were delineated using dots as decimal markers to ensure clarity and precision in the presentation of findings.

Results and Discussions

Analysis

This research, grounded in a quantitative approach and employing a survey design, scrutinized the roles of adolescent expectations and parental support in shaping early adolescent self-efficacy within Madiun City's educational landscape. The inclusion of 70 participants from a cross-section of junior high schools, despite pandemic-induced constraints, facilitated a nuanced exploration of these dynamics. The reliability tests, underscored by Cronbach's Alpha, affirmed the robustness of the instruments used, with the adolescent expectation, parental support, and self-efficacy variables exhibiting high internal consistency. The results of the reliability test in this study are presented as follows:

Table 1. The results of the Reliability Test for the Adolescent Expectation Variable

Reliability Statistics Cronbach's		
Cronbach's Alpha	Alpha Based on Standardized Items	N of Items
.908	.911	12

Based on the table above, it can be seen that the calculation of the reliability test results for the students who became respondents in the study, with a total of 70 students from each school, there were several respondents as samples to collect data in this study, stated to be reliable because they have a Cronbach alpha value > 0.60 , which is 0.908. Further details can be found in the research appendix.

Tabel 2. The Results of the Reliability Test for the Parental Support Variable

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.979	.985	45

Based on the table above, it can be observed that the calculation of the reliability test results for the students who became respondents in the study, with a total of 70 students from each school, where several respondents served as samples to collect data, in this study, is declared reliable as it has a Cronbach alpha value > 0.60 , specifically with a value of 0.979.

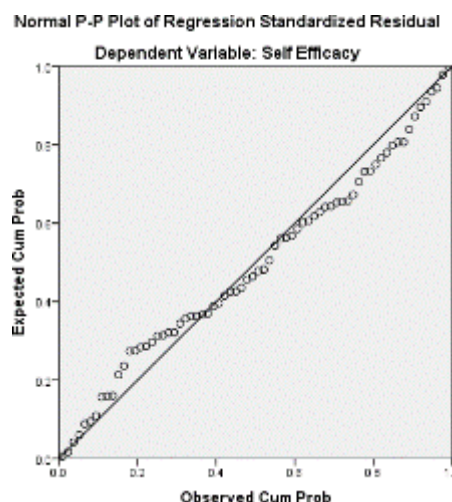
Tabel 3. The results of the Reliability Test for the Self-Efficacy Variable

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.968	.972	40

Based on the table above, it can be observed that the calculation of the reliability test results for the students who became respondents in the study, with a total of 70 students from each school, where several respondents served as samples to collect data, in this study, is declared reliable as it has a Cronbach alpha value > 0.60 , specifically with a value of 0.968. Further details can be found in the research appendix.

Normally Test

The results of the normality test conducted on each analysis group were performed using SPSS 21 for Windows with a significance level of 5% or 0.05. The normality test results can be seen in the diagram below

**Figure 1.** Normality Test

Tabel 4. Kolmogorov-Smirnov Test

			Unstandardized Residual
N			70
			.0000000
Normal Parameters ^{a,b}	Mean		8.87553942
	Std. Deviation		.099
Most Extreme Differences	Absolute		.084
Kolmogorov-Smirnov Z	Positive		-.099
Asymp. Sig. (2-tailed)	Negative		.832
			.494

Based on the statistical analysis of the normality test conducted using the Kolmogorov-Smirnov test, for all data on adolescent expectations and parental support towards early adolescent self-efficacy in Madiun City, it was found that the significance value of $p > 0.05$, specifically $0.494 > 0.05$, which means that the data is normally distributed.

Linearity Test

This testing was assisted by the SPSS Statistics 21 for Windows program using the Test for Linearity with a significance level of 0.05. Two variables are said to have a linear relationship if the significance is < 0.05 . The results of the linearity test are presented in the table below:

Table 5. Linearity Test for Expectations and Self-Efficacy ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Self Efficacy * Harapan	Between Groups	(Combined)	10682.148	16	667.634	4.294	.000
		Linearity	7331.581	1	7331.581	47.158	.000
		Deviation from Linearity	3350.566	15	223.371	1.437	.165
	Within Groups		8239.795	53	155.468		
	Total		18921.943	69			

In all data of adolescent expectations and parental support towards early adolescent self-efficacy in Madiun City, it was found from the linearity test that the significant value of deviation from linearity is $0.165 > 0.05$. Therefore, it can be concluded that there is a linear relationship between Expectations and Self-Efficacy.

Table 6. Linearity Test for Parental Support and Self-Efficacy

			Sum of Squares	df	Mean Square	F	Sig.
Self Efficacy * Dukungan Orangtua	Between Groups	(Combined)	16183.243	36	449.535	5.417	.000
		Linearity	11941.539	1	11941.539	143.890	.000
		Deviation from Linearity	4241.704	35	121.192	1.460	.139
	Within Groups		2738.700	33	82.991		
	Total		18921.943	69			

In all data of adolescent expectations and parental support towards early adolescent self-efficacy in Madiun City, it was found from the linearity test that the significant value of deviation from linearity is $0.139 > 0.05$. Therefore, it can be concluded that there is a linear relationship between Parental Support and Self-Efficacy.

Multicollinearity Test

The results of the data in this study can indicate that if the Tolerance value is > 0.10 and the VIF value is < 10 , then the data is free from multicollinearity symptoms. Below, the researchers present Table 4.5, the results of the SPSS 21 for Windows multicollinearity test.

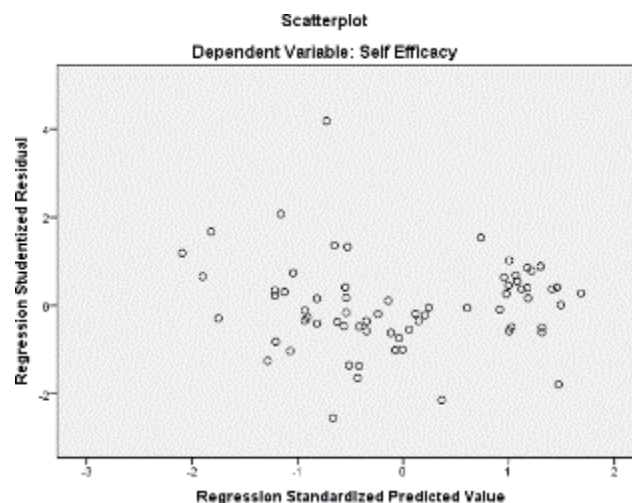
Table 7. Results of Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	-24.322	12.412		-1.960	.054		
Hope	1.248	.286	.323	4.364	.000	.784	1.276
Support Parents	.672	.077	.644	8.710	.000	.784	1.276

Based on the table above, the multicollinearity test can be described as follows: if the Variance Inflation Factor (VIF) is below or < 10 and the Tolerance Value is above > 0.1 , then there is no multicollinearity. Based on Table 4.3, it is known that the VIF for the expectation variable (X1) and parental support variable (X2) is $1.276 < 10$, and the Tolerance value is $0.784 > 0.1$. Therefore, there is no multicollinearity among the independent variables in the regression model.

Heteroskedasticity

The way to determine whether heteroskedasticity occurs or not is by examining the plot between the predicted values of the dependent variable, namely ZPRED, and its residuals, SRESID. From the Park test results with a 5% probability, it is indicated that heteroskedasticity occurs in the variables. Below is Table 4.4, the results of

**Figure 1.** Results of Heteroscedasticity Test

The heteroskedasticity test. Based on the above image, it can be observed that there is no clear pattern such as points scattered above and below the 0 on the Y-axis. Therefore, it can be stated that there is no heteroskedasticity occurring.

Multiple Linear Regression

Linear regression testing with two or more independent variables is conducted using the SPSS 21 for Windows application. The results of multiple linear regression testing are as follows:

Table 8. The results of multiple regression analysis.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-24.322	12.412		-1.960	.054
1 Harapan	1.248	.286	.323	4.364	.000
Dukungan Orangtua	.672	.077	.644	8.710	.000

Dependent Variable: Self Efficacy

In the table above, we can see the general equation of multiple regression with 2 independent variables as follows:

$$Y = a + b_1X_1 + b_2X_2$$

Therefore, we can determine that with the constant value of -24.322, the correlation coefficient of expectation (X1) is 1.248, and the coefficient of parental support (X2) is 0.672, resulting in the formed regression equation: $Y = -24.322 + 1.248 X_1 + 0.367 X_2$. This indicates that expectations have a positive influence on self-efficacy, and likewise, parental support has a positive influence on self-efficacy.

Coefficient of Determination (R^2)

Table 9. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.844 ^a	.713	.704	9.00704

In the table above, the most important aspect to observe is the coefficient of determination (R Square) value, which is 0.713. This means that the influence of expectations and parental support on early adolescent self-efficacy is 71.3%.

Partial Test (t-test)

In the table above, we can observe that the t-value for X1 with respect to Y is 4.364, and its significance value is $0.000 < 0.05$. Therefore, the conclusion is to reject the null hypothesis (H_0), indicating that there is a partial relationship between variable X1 and Y. The t-value for X2 with respect to Y is 8.710, and its significance value is $0.000 < 0.05$. Therefore, the conclusion is to reject the null hypothesis (H_0), indicating that there is a partial relationship between variable X2 and Y.

Simultaneous Test (F-Statistic)

Table 10. Simultaneous Test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13486.454	2	6743.227	83.120	.000 ^b
	Residual	5435.489	67	81.127		
	Total	18921.943	69			

Predictors: (Constant), Parental Support, Hope

In drawing conclusions regarding the problem statement, if there is a simultaneous (together) effect between X1 and X2 on Y, we can observe the calculated F-value of 83.120 and the significance value of $0.00 < 0.05$. This indicates the rejection of the null hypothesis (H_0), which means there is a significant effect between X1 and X2 simultaneously or together on Y.

The findings reveal a substantive impact of both adolescent expectations and parental support on self-efficacy, aligning with and expanding upon the theoretical propositions of (Bandura, 2006) on self-efficacy. Notably, this study's revelation that expectations and parental support collectively account for 71.3% of the variance in self-efficacy nuances our understanding of self-efficacy's multifaceted determinants. This correlation underscores the complex interplay between individual agency and external influences in the developmental trajectories of young adolescents. Interestingly, self-efficacy can have both positive and negative effects. While high self-efficacy is generally associated with better performance, individuals with high self-efficacy may persist with failed strategies (Vancouver et al., 2002). Moreover, self-efficacy can be domain-specific or generalized, with generalized self-efficacy being an aggregate of task-specific self-efficacies (Miyoshi, 2012).

Parental support plays a significant role in influencing parental self-efficacy, which, in turn, impacts various aspects of parenting behavior and child outcomes. Studies have shown that maternal self-efficacy acts as a mediator between social support and postnatal depression (Leahy-Warren et al., 2011). Additionally, maternal self-efficacy has been found to mediate relations between maternal competence and other psychosocial variables, affecting parenting behavior and infant psychosocial risk (Teti & Gelfand, 1991). Parenting self-efficacy beliefs have been identified as instrumental in linking parental factors, child characteristics, and situational factors with the quality of parenting (Coleman & Karraker, 2000). Furthermore, research indicates a clear relationship between parenting self-efficacy and parenting stress, where higher levels of self-efficacy are associated with lower stress levels (Bloomfield & Kendall, 2012). Parental self-efficacy has been shown to directly impact the quality

of care provided to children (Sanders & Woolley, 2005). Moreover, parental self-efficacy is a crucial predictor of parenting practices and child development (Gessulat et al., 2023).

Parental self-efficacy is not only important in regular circumstances but also during challenging times such as the COVID-19 pandemic. Studies have assessed parents' self-efficacy beliefs before and during the pandemic, showing that parenting self-efficacy for nurturance remained consistent across different periods (Vatou, 2022). Additionally, parental self-efficacy has been identified as a crucial cognitive mechanism supporting positive coping behaviors during crises (Chen et al., 2021). Comparatively, previous research has often delineated the singular effects of either parental support or personal expectations on adolescent outcomes. For instance, Zimmerman emphasized self-regulation's role in academic achievement, hinting at self-efficacy's mediating function without extensively probing into its external determinants. Our findings suggest a more interconnected model, where both external support and internal expectations synergistically bolster self-efficacy. This underscores a critical area for future interventions aimed at enhancing adolescent resilience and academic engagement.

However, the study is not without its limitations. The sampling method, necessitated by the pandemic, and the study's geographic specificity to Madiun City may limit the generalizability of the findings. Additionally, the reliance on self-reported measures introduces the potential for response biases, which future research could address through mixed-methods approaches or longitudinal designs. Given these insights, it is recommended that future research explores these dynamics across different cultural contexts and through varied methodological lenses. For practitioners, especially educators and counselors, fostering environments that nurture positive self-expectations and robust parental support emerges as a pivotal strategy in enhancing adolescent self-efficacy. This research lays the groundwork for further exploration into the intricate mechanisms by which adolescents navigate their developmental landscapes, offering a clarion call for targeted interventions that address both the internal aspirations and the external support systems of young learners.

Conclusions

Research on the self-efficacy of early adolescents in Madiun City found that parental expectations and support have a significant influence on their self-efficacy. With in-depth analysis, it was found that the interaction between adolescents' expectations and support from parents contributed significantly to increasing adolescents' confidence to achieve their goals. This result confirms the important role of parents in supporting their children's aspirations and provides a strong foundation for adolescents to build self-efficacy. The implications of these findings suggest that interventions aimed at improving adolescents' self-efficacy should consider parental expectations and support as key components. Schools and educational institutions are expected to design programmes that involve parents more actively in the learning and development process of their children. An important conclusion from this study is that strengthening the relationship between adolescents' positive expectations and parental support can be an effective strategy to improve adolescents' self-efficacy. Therefore, a key takeaway message is the importance of synergy between the expectations adolescents have and the support provided by their parents in forming a strong foundation for adolescents' self-efficacy. Further research is recommended to explore specific ways of implementing this support across different social and cultural contexts.

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