

The Relationship between Perception of Parenting and Peer Social Support, and Prosocial Behavior

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Abstract

Decreasing prosocial behavior shown by students is one of the problems associated with perceptions of parenting and peer social support. The purpose of this study was to reveal the relationship between perceptions of parenting and peer social support, and prosocial behavior. This study uses a correlational method and data was collected from a sample of 239 students, who were found using a purposive sampling technique. Data was collected using a scale of perception on parenting (37 valid items = 0.944), peer social support scale (31 valid items = 0.934) and prosocial behavior scale (45 valid items = 0.935). Data were then analyzed by multiple regression. The results show a correlation coefficient $r = 0.173$ and $p = 0.00$ ($p > 0.05$), which shows that there is a positive and significant relationship between perceptions of parenting and peer social support together with prosocial behavior.

Keywords: Perception of Parenting, Peer Social Support, Prosocial Behavior

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Introduction

Psychologically, high school students (SMA) have entered the developmental stage of adolescence, which is a short and difficult period in the development of human life. Chaplin (2004) reported that adolescence is the period between puberty and maturity, which is estimated to be around the ages of 12 to 21 for females, and 13 to 22 for males. The explanation of changes that occur in adolescence cannot be separated from the role of the school. The transition from junior high school (SMP) to high school (SMA) provides a normative experience that requires a process of adaptation or adjustment for adolescents.

Research conducted by Nufus (2012) shows that the low prosocial behavior of students in the Pesantren Nurul Ummah Kotagede Yogyakarta is increasingly individualistic. Some of the cases include RU (20 years old) who was forced to self-medicate when ill because no friend was willing to take him to the doctor. Another case, AZ (16 years old), admitted that he tends to help a roommate with him, if there are other friends sick, sometimes he didn't know it by reason of not being too close to the person. The Niva study (2016) conducted on 50 students at the Bosowa International School in Makassar, showed low prosocial behavior. Out of the 50 students in class VIII, 34 students (68%) had low prosocial behavior. Helpful behavior in psychological terms is known as prosocial behavior. Dayakisni (2009) suggests that prosocial behavior is any form of behavior that has consequences for the recipient, either material, physical or psychological, but does not have a clear advantage for the owner.

Desmita (2009) suggests several socialization factors that can influence the development of prosocial behavior, such as: (1) parents, who use three techniques to teach their children altruistic behavior: reinforcement, modeling, and induction; (2) the teacher, who facilitates the development of helping behavior by using several techniques, such as role-playing techniques and using story contents; (3) peers and social groups, who can be the main source of information acquisition, including desired behavior. Individuals can facilitate the development of behavior through the use of reinforcement, modeling and direction; and (4) television, by watching television programs, children can also learn the appropriate behavior to exhibit in

certain situations. Research by Hyson and Taylor (2011) shows that the family is the first social environment for children to study, and is the first influence of prosocial behavior.

In Daharnis research, Sukmawati and Azhar (2013) reported that perceptions are judgments given by a person to certain objects or events. In Firman's research, Sano and Purwanti (2013) described perception as a process of observation, organizing, interpreting, and evaluating the stimulus received by an object. A study by Altay and Gure (2012) found that parents and teachers perceived that female students tend to show behaviors that are more social compared to male students. Also, students whose parents have an authoritative parenting style show more prosocial behavior than students whose parents have a permissive parenting style. Dooley and Stewart (2006) mention that there are several aspects involved in parenting, for example: (1) positive feelings; (2) friendship with their children; (3) consistency with applicable rules; and (4) awarding. Social behavior, when described as behavior that benefits others, is inseparable from the role of parenting. The family is a primary group for adolescents, and they have an important role in the formation and direction of adolescent behavior. This means that the methods used in nurturing and guiding adolescents depends on the attitudes, personality, and abilities possessed by parents. Baumrind (in Santrock, 2007) suggests that parenting is the attitude of parents towards their children, by developing rules and devoting love to their offspring.

Parents provide the basis for the formation of behavior, character, morals, and education for their children. The experience of interaction in the family will determine the child's behavior towards others in the community. Parents are the first influence for children's social relations, and are the most important thing for children's social development. Parents have various functions, one of which is caring for their children, which can be influenced by differing culture in their environment, meaning that parents from different cultures can have contrasting methods of parenting. Another factor that also influences prosocial behavior in adolescents is peer social support. Prosocial actions are supported by positive appreciation from teachers, reciprocal friendship, religious involvement, and parenting (Barry & Wentzel, 2006; Chang, Liu, Wen, Fung, Wang, & Xu, 2004; Chen, Dong, & Zhou, 1997; French, Eisenberg, Vaughan, Purwono, & Suryanti, 2008; Wentzel, Filisetti, & Looney, 2004). Adolescents whose good friends show prosocial behavior also tend to reciprocate this behavior (Barry, & Wentzel, 2006).

Ellis and Zarbatany (2007) show that when entering adolescence, a child's social relationship extends from just the family to include peers outside the home, and through socialization with them prosocial behavior can develop. This means that parenting and peer social support together play an important role in improving students' prosocial behavior. Vallentina (2007) shows that there is a relationship between family harmony and peer social support with prosocial behavior. A harmonious family will support positive student social development, meaning that a family providing warmth and confidence will help the individual to have broader relationships in future. Peer social support has a major role in the lives of adolescents because they consider their friends as more able to understand their desires, and positive peer social support will provide examples of highly prosocial behavior to adolescents.

The depletion of prosocial behavior in adolescents can be seen from the low level of helping behavior in adolescents. Based on researcher observations made on January 9th 2017, at SMA 2 Kisaran, the following phenomena have been found: (1) there are students who do not care about the surrounding environment (for example, students are indifferent when friends get sick in class); (2) there are students who laugh at the theme when they fall or are plugged in; (3) there are students who lack care for others and the environment (for example, showing less care for those who have difficulties); (4) some students do not want to lend notes to someone who is not a close friend; (5) there are students who do not volunteer when a friend needs assistance; (6) there are students who are reluctant to cooperate in helping; (7) there are students who conduct themselves in a way which shows they are well-behaved by using prosocial behavior.

Based on interviews with students on January 10th 2017, at SMA 2 Kisaran, the following information was obtained: (1) some parents often pinch students if they make mistakes; (2) students say that their parents let them play to their heart's content; and (3) students say that their parents rarely ask about their homework. If the above phenomena are not overcome, it could lead to student indifference towards others who may later influence them to have higher individual traits and become more helpful.

The objectives of this study are as follows:

- 1). Describe the prosocial behavior of students in SMA 2 Kisaran.
- 2). Describe the perception of parenting of students in SMA 2 Kisaran.
- 3). Describe peer social support for students in SMA 2 Kisaran.
- 4). Test the relationship between perceptions of parenting and prosocial behavior of students in SMA 2 Kisaran.
- 5). Test the relationship between peer social support and prosocial behavior of students in SMA 2 Kisaran.

- 6). Test the relationship between perceptions of parenting and peer social support with prosocial behavior of students in SMA 2 Kisaran.

Method

This study uses a correlational method and data was collected from a sample of 239 students, who were found using a purposive sampling technique. The instruments used for the study were the Prosocial Behavior Scale (45 valid item, $\alpha = 0.935$), the Scale Perceptions of Parenting (37 valid items $\alpha = 0.944$), and the Scale of Peer Social Support (31 valid items $\alpha = 0.934$). Data were collected and analyzed by multiple regression using the SPSS version 20.0.

Results and Discussion

The relationship between perceptions of parenting and peer social support with prosocial behavior, both partially and simultaneously, was found to be significant and positive.

The results of the regression coefficient between perception for parenting and peer social support, individually and collectively, and prosocial behavior are summarized in Figure 1. The highest relationship found was between perceptions of parenting and peer social support with prosocial behavior.

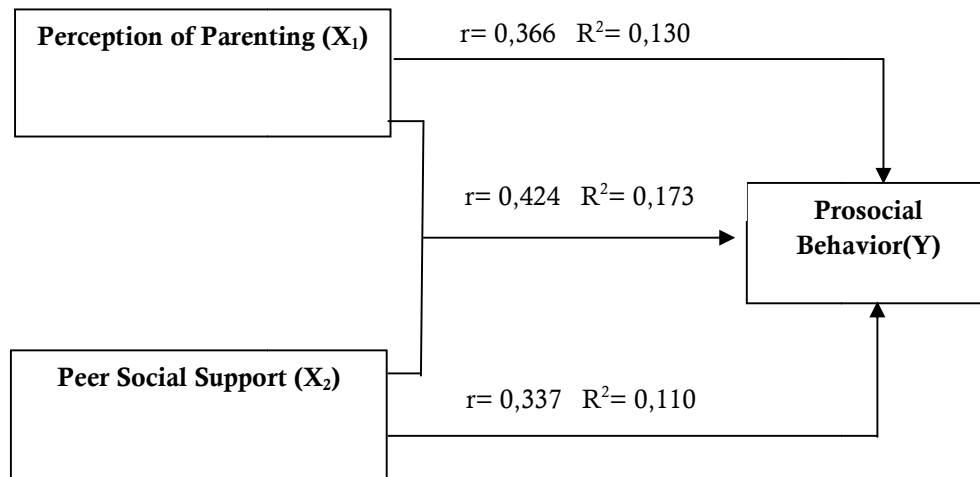


Figure 1: The Relationship Between X_1 and X_2 with Y

Description:

r : regression coefficient

R^2 : the influence/contribution

Figure 1 shows that the value of each correlation coefficient for X_1 (perceptions of parenting) or X_2 (peer social support) with prosocial behavior is 0.366 and 0.337, respectively. Furthermore, the relationship between perceptions of parenting and peer social support with prosocial behavior has a correlation coefficient of 0.424. This result determines that perception of parenting is a greater contributor towards prosocial behavior (13%) compared to the contribution of peer social support (11%). Together, the two independent variables (perceptions of parenting and peer social support) provide a 17.3% contribution to the dependent variable prosocial behavior, while the remaining 82.7% can be explained by other variables.

Discussion

1. Description of Prosocial Behavior

Overall, it was found that using the sample of 239 students, most prosocial behavior was found to be in the high category. Researchers found that, of the prosocial behavior exhibited, 12.97% is in the very high category, 60.25% in the high category, 26.36% is in the medium category, and 0.41% is in the low category. This shows that the majority of students have high prosocial behavior, with 73% of students fitting either the high or very high category. The results of this study indicate a different phenomenon than that explained in the background of the study, with previous research indicating that prosocial behavior is suspected to be low. The higher levels of prosocial behavior found in this research is suspected to be because students already have prosocial behavior, and outside influences can affect the levels of this

behavior. Students who have moderate and low prosocial behavior are those who do not learn to behave prosocially from their parents and peers.

Research by Hart and Kritsonis (2006) states that in addition to prosocial behavior, learning from parenting and peer social support can also be a model. This model does not have to be presented directly but can be through the media, such as television, computers, music videos, video games, and internet sites. Therefore, this method is effective as students can learn by themselves about how to behave in a prosocial manner. Furthermore, according to Desmita (2009), it is also suggested that teachers can also affect prosocial behavior. Teachers play an important role in fostering prosocial behavior in students through role-playing techniques to assist with developing sensitivity to the needs of others and adding abilities, such as role-taking and empathy.

Research by Yoon-Mi and Rushton (2007) found that prosocial behavior was influenced by genetic factors by 55%, and due to environmental factors by 45%.

It can be concluded that adolescent prosocial behavior in SMA 2 Kisaranis generally in the high category (73% of students). Students who have moderate and low prosocial behavior will be given material to inform them about how to empathize with others.

2. Description of Perception of Parenting

Overall, it was found that using the sample of 239 students, most perceptions of parenting were in the positive category. Researchers found that 21.33% of the perception of parenting style was in the very positive category, 70.71% was in the positive category, and 7.95% was in the quite positive category. This means that most students (92%) have a positive or very positive perception of parenting.

This result is supported by Lestari (2013), who suggested that family is the first place children learn about prosocial behavior, and that mothers have an important role in developing prosocial behavior in children. A study by Kokkinos and Hatzinikolaou (2011) shows that the relationship between adolescents and their parents plays an important role in developing self-perception. Research by Carlo et al. (2007) found that when children feel comfortable being with their parents and have sympathy, it is easier for parents to provide guidance and teach prosocial behavior.

It can be seen from the results above that most students have a positive perception of parenting. This is because parents show positive feelings towards children, are friendly to children, consistent with the applicable rules, and give awards.

3. Descriptions of Peer Friend Social Support

Overall, it was found that using the sample of 239 students, most of the peer social support was found to be in the high category. Researchers found that 24.26% of social support from peers was in the very high category, 61.50% was in the high category, and 14.22% was in the moderate category. This means that most students get high social support from peers (78%).

Research by Zastrow and Ashman (2007) suggests that adolescents with friends give each other emotional support and provide important information which can be used when comparing their beliefs, values, attitudes, and abilities with other adolescents. One of the important functions of peers is to provide various forms of positive social support, which can help individuals to achieve prosocial behavior. Furthermore, Vineland, Whittle, Garland, Hicks, and Schaffer (1991) show that 72% of students report that if they have emotional or personal problems they will talk or share the problem with their friends. They assume that instead of asking for help from adults, they will jointly try to help their own friends. In conclusion, the results of these studies indicate that peers play a significant role in social support, which has been found to be significant in achieving highly prosocial behavior.

It can be seen from the results above that most students have high peer social support (78%), and that most students get positive social support from their peers.

4. Relationship between Perceptions of Parenting and Prosocial Behavior

The results showed that perceptions of parenting were positively and significantly correlated with prosocial behavior variables. Researchers found that the relationship between perceptions of parenting and prosocial behavior was in the high category (i.e. positive perception of parenting was associated with higher prosocial behavior). Furthermore, 13% of perceptions of parenting contributed to prosocial behavior, the rest of which was contributed by other variables.

Dalimunthe, Marjohan and Syahniar (2014) found that parenting has an important role in the development of a student's behavior when in school. This is by instilling character and exemplary attitudes that can allow students to become more emotionally intelligent, intellectually intelligent, and behaviorally intelligent. Positive parenting will support changes in a student's behavior at school, which can minimize problems with the social environment of school and allow the student to become more responsible when they are facing problems. Kokkinos and Hatzinikolaou's (2011) study shows that the

relationship between adolescents and their parents plays an important role in developing self-perception. McGinley, Hayes, Batenhort and Wilkinson (2007) found that when children feel comfortable being with their parents and have sympathy, it is easier for parents to provide guidance and teach prosocial behavior.

Furthermore, a study by Altay and Gure (2012) found that parents and teachers perceived that female students tend to show behaviors that are more social compared to male students. Also, students whose parents have an authoritative parenting style show more prosocial behavior than students whose parents have a permissive parenting style. Furthermore, Lestari's research (2013) suggested that family is the first place children learn about prosocial behavior, and that mothers have an important role in developing prosocial behavior in children.

In conclusion, a positive perception of parenting is one of the factors associated with highly prosocial behavior (and contributes to 13% of prosocial behavior).

5. Relationship between Peer Social Support and Prosocial Behavior

The results showed that peer social support was positively and significantly correlated with prosocial behavior variables. Researchers found that the relationship between peer social support and prosocial behavior was in the high category (i.e. positive peer social support was associated with higher prosocial behavior, and negative peer social support was related to low prosocial behavior). Furthermore, 11% of peer social support contributes to prosocial behavior, with the rest influenced by other variables.

Research by Zastrow and Ashman (2007) suggests that adolescents with friends give each other emotional support and provide important information which can be used when comparing their beliefs, values, attitudes, and abilities with other adolescents. One of these important functions of peers is to provide various forms of positive social support which helps to achieve prosocial behavior. Research by Ellis and Zabatany (2007) show that when entering adolescence, a child's social relationship extends from just the family to include peers outside the home, and through socialization with them prosocial behavior can develop. This can be supported with research by Astarini, Nirwana and Ahmad (2016) who found that positive perceptions of peer social support were because students received positive social support from peers. The peer social support helps an individual to feel warmth and familiarity in the social environment of their peer group. This means that adolescents will perceive the environment of their peers as a pleasant place and one which provides a sense of security, comfort, peace of mind, and feeling loved.

In conclusion, a positive peer social support is one of the factors associated with highly prosocial behavior (and contributes to 11% of prosocial behavior).

6. Relationship of Perception to Parenting and Peer Social Support with Prosocial Behavior.

The results showed that perceptions of parenting and peer social support together were positively and significantly related to prosocial behavior. Researchers found that the relationship between peer social support and prosocial behavior was in the high category (i.e. positive peer social support and positive perceptions of parenting were associated with higher prosocial behavior). Furthermore, perceptions of parenting and peer social support together contributed 17.3% to prosocial behavior, with the rest being influenced by other variables.

Research by Ellis and Zabatany (2007) show that when entering adolescence, a child's social relationship extends from just the family to include peers outside the home, and through socialization with them prosocial behavior can develop. This means that parenting and peer social support together play an important role in improving students' prosocial behavior. In the Hafiza study, Neviyarni and Syukur (2018) suggested that the emergence of a students' tendency towards high prosocial behavior can occur with peer influence, which makes students act and behave the same as their peers. However, findings of peer-based research shows that this influence only slightly affects student attitudes toward prosocial behavior.

Based on the results above, it can be interpreted that parenting and peer support together are positively and significantly correlated with prosocial behavior (and contribute to 17% of prosocial behavior).

Conclusion

Based on the results and discussion of this research, the following conclusions can be put forward:

1. Overall, the description of prosocial behavior of students in SMA 2 Kisaran is in the high category, with a percentage of 73%.
2. Overall, the description of perceptions of parenting of students in SMA 2 Kisaran is in the positive category, with a percentage of 77%.
3. Overall, the description of peer social support of students in SMA 2 Kisaran is in the high category, with a percentage of 78%.

4. Perceptions of parenting contributed to prosocial behavior with an r-value of 0.366 and R^2 of 0.130. These contributions amount to 13%, and there is a positive and significant relationship between perceptions of parenting and prosocial behavior (positive perceptions of parenting correlated with higher prosocial behavior).
5. Peer social support contributed to prosocial behavior with an r-value of 0.337 and R^2 of 0.110. These contributions amount to 11% and there is a positive and significant relationship between peer social support and prosocial behavior (positive peer social support correlated with higher prosocial behavior).
6. Perception of parenting and peer social support contributed to prosocial behavior with an r-value of 0.424 and R^2 of 0.173. These contributions amounted to 17.3%, and there is a positive and significant relationship between perceptions of parenting and peer social support together with prosocial behavior (positive perceptions of parenting and peer social support correlated with higher prosocial behavior).

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