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Parents-child Bondings, Social Support and Self-esteem among High School Students at Bogor City, Indonesia

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Abstract:

This study aims to analyze the effect of child characteristics, family characteristics, parent-child bonding, social support, and self-esteem. The study used cross sectional design. The selection of research sites was chosen purposively in Bogor City. The location of the study was conducted in five high schools. Sample of this research is adolescents aged 14-19 years who have complete parents. The selection of samples was performed using a census sampling technique in adolescents. Respondents in this study were adolescent with a total of 861 people. Data were collected through self-report using questionnaire. The findings found parent-child bonding, social support, and self-esteem included in the middle category. The results of the correlation test indicate that the age of the father, the mother's age, the length of the father's education, the length of maternal education, family member, income, and parent-child bonding are positively significant with social support. The effect test results indicate that parent-child bonding and social support have a significant positive effect on self-esteem.

Keyword: Adolescent, parents-child bonding, social support, self-esteem

1. Introduction

Self-esteem is an overall emotional evaluation of the positive or negative attitude towards oneself (Rosenberg, 1979). Low self-esteem that occur during childhood and then increased in adolescence and young adulthood and did not differ between male and female (Orth et al, 2015; Trzesniewski et al., 2003). Self-esteem is influenced by various factors, ranging from the experience of normative childhood in relation to parenting parents, to the personal standards of the ideal self individuals, which may also be influenced by the culture (Duffy and Atwater, 2002) . Through these various factors, Frey and Carlock (1987) asserts that self-esteem is developed through individual interaction with the environment, if the environment provides something fun then self-esteem will increase, but if the environment provides something that does not please the self-esteem will decrease. Despite the strong influence of the environment that affect the self-esteem of individuals. Mruk (2006) explains that self-esteem are still associated with the self-assessment (self-evaluation) will be the competence itself in areas that are important to the individual. Therefore, when the environment provides a positive assessment of itself, there is the possibility that individual self-esteem remains high. James (1890) competency model referred to Gentile et al. (2009) found that self-esteem can be described of achievement in a particular area. Competency model (and the theory of self-efficacy) predicts that female are better in terms of performance in an area as compared to male. This can happen through two mechanisms. First, the average female tend to perform better in an area, so that the self-esteem of female is higher than male (eg, academic achievement). Secondly, female were aware that his performance is better than male in the area, but it can be destructive to the mechanism of self-esteem when not compared to other areas (Gentile et al., 2009).

Parent-child first relationship is associated with various aspects of behavior and development (Cassidy and Shaver, 2008). Characteristics of a good parenting type is the ability of parents to meet the needs of children such as physical needs (food, clothing, protection, medicine), education (school, special training needs), and emotional or psychological (love, affection, nurturing,) (Karim and Begum, 2017). Parents tend to have an important role in the child's life as a teacher, playmate, caregiver and disciplinary. Bonding owned by the parents of a child have a major impact on the personality and well-being of children (Indumanthy and Ashwini 2017). One of the most significant role in the socio-emotional functioning of children is the quality of care provided from attachment figures, namely parents (Moreira et al. 2014). Research conducted by experts found that children who come from a caring, warm and

harmonious family have the ability to adapt and socialize well in the surrounding environment (Hurlock 1980). Parent-child bonding process refers to the attachment that develops between parents and children, bonding is characterized by emotions such as love and trust (Jayalakshmi and Ilango 2014). The lack of closeness or bonding between parent and child is able to generate behaviors aggressiveness is high (Kobayashi et al. 1995), anxiety (Coelho et al. 2014), depression (Bahreini 2012; Coelho et al. 2014), suicidal behavior (Coelho et al 2014) and delinquency behavior (Cheng and Cheng 2015). More female have an optimal bond to the mother than male, while more male have no control bond with the mother (Canetti et al. 1997). Differences in adolescent perceptions do not show different attitudes of mothers to children, so female tend to have an attitude of interest in something and male are more controlling and disturbing.

Adolescent need support from the surrounding environment. Social support adolescent receive from the environment, whether in the form of encouragement, appreciation, affection, help and encouragement makes adolescent think that they feel loved, cared, and appreciated by others (Kumalasari and Ahyani, 2012). Johnson and Johnson (1991) mentions that there are four social support benefits: social support in relation to work will increase productivity, improve psychological well-being and adapt self-respect, reduce self-esteem, increase self-esteem and reduce stress, improve and maintain physical health and management of stress and pressure. Individuals who feel themselves positively accepted and appreciated will tend to develop positive attitudes toward themselves and receive and tolerate themselves more. Adolescents are able to live independently in the community in harmony. Procidano and Heller (1983) argue that social support from the family is more related to stress and psychopathology than with support from friends, while peer support is more closely related to social status and mood swings. Colarossi (2001) suggests that adolescent female are more socially oriented for social support than male, and female are more satisfied with the support they get from friends.

Based on the background and the formulation of the problems that have been outlined, the objectives of this study were (1) to identify child and family characteristics, parent-child bonding, social support, and self-esteem, (2) analyze the differences parent-childbonding, social support and self-esteem of children in both male and female, (3) analyze the effect of the characteristics of children, characteristic of the family, parent-childbonding, social support on self-esteem.

2. Methodology

This study used cross sectional design using a survey conducted in five high schools in Bogor City. The location of the study was selected with consideration of the strategic location close to the capital city of DKI Jakarta which brought the effect of behavior on the students. The population of this study are adolescents aged 14 to 19 years. Examples of this study are adolescents who enter the study population criteria and attend school in selected State High School and have a complete parent. The sample selection is done by using the census sampling technique on the learner. The study involved 601 male students and 260 female students so the total participants in the study were 861 students.

Primary data in this study consisted of family characteristics (father's age, mother's age, father's education, mother's education, and family size); Characteristics of the child (age of child and gender); parent-child bonding (care and overprotection), social support (friends and family), and self-esteem (positive and negative). The primary data obtained through self-report questionnaire with tools. Parents and children bonding were measured using a questionnaire form which refers to the scale of the scale of the instrument Parental Bonding Instrument drafted by Parker, Tupling, and Brown (1979) and modified by the researcher. Parent-child bonding consists of two dimensions: care and overprotection. Data Parental Bonding Instrument as a whole amounted to 50 the questions that are distinguished above 25 points for the mother and 25 points for father, then researchers modifications to 24 of the questions for parents (father and mother), which consists of two dimensions, namely care (12 items) and overprotection (12 grains). Each question is given a scale and a value with the following conditions: strongly agree to be given a score of 1, agree to be given a score of 2, not agree to score 3, and strongly not agree to score 4, so the total score is 24-96. Instrument modification has a value of Cronbach's alpha of 0.744.

Social support was measured using a questionnaire form which refers to the scale of scale Perceived Social Support from Friends (PSS-Fr) and from Family (PSS-Fa) of Procidano and Heller (1983) and modified by the researcher. Data Perceived Social Support from Friends (PSS-Fr) and from Family (PSS-Fa) as a whole amounted to 40 rounds of questions (20 items to a friend and 20 items for the family), then researchers modifications to 31 of the questions (15 items friends and 16 items family). Each question is given a scale and a value with the following conditions: strongly agree to be given a score of 1, agree to be given a score of 2, not agree to score 3, and strongly disagree given score 4, so the total score 31-124. Instrument modification has a value of Cronbach's alpha of 0.854.

Self-esteem was measured using a questionnaire form which refers to the scale of the scale Rosenberg Self-Esteem Scale developed by Rosenberg (1965) and adapted by researchers. Data The Rosenberg Self-Esteem scale were 10 of the questions. Each question is given a scale and a value with the following conditions: agree to score 1, simply agree score 2, less agree given score 3, and do not agree to score 4, so the total score is 10-40. Instrumalet modification has a value of Cronbach's alpha of 0.520.

At the time of the variable data processing parent-child bonding, social support and self-esteem along with subvariabel converted into a ratio by summing each answer so get a composite score. After getting the score of each variable, then the score is changed into index and grouped. Index score of variable parental bonding, social support and self-esteem are grouped into three categories, namely low (an index from 0 to 50.0), medium (50.1 to 75.0) and high (75.1-100.0). Data analysis used in this research include descriptive and inferential analysis. Relationships between variables are known by descriptive method, cross tabulation is used. Meanwhile, inferential analysis used different t-test and multiple linear.

3. Results

3.1. Characteristics of Adolescents and Family

The study included 861 adolescent children consisting of 601 male and 260 female. In general, the average age of children is 16.03 years, the average age of male is 16.09 years and the average age of female is 15.91. Minimum age of children in this study is 14 years up to 19 years.

The results showed that more than half of father's age (79.3%) and mother (59.0%) were in the middle adult (Papalia and Olds, 1986). In general, the average age of the father is 47.31 years and the average age of the mother is 43.06 years. Viewed by gender, father's age (81.4%) and mother (74.6%) in male were in the middle age group with an average father age of 47.49 years and mother 46.90 years. Less than half of father's education (48.7%) and mother (42.0%) are equivalent to high school graduates. The average length of education of the father is 11.06 years and the length of the mother's education is 10.17 years. The average length of education for males' fathers is 10.95 years and the average length of education of fathers of female is 11.32 years. The average length of mother education for male is 10.09 years and the length of education for female mothers is 10.35 years.

More than half of the families are in moderate family groups, with an average family size of 5. Approximately 57.4 per cent of male and female (61.5%) were in medium-sized families, with an average family size of five male and female. The big picture of the family shows that the family is in the middle family category (Hurlock 1980). The results showed that there was no difference in father's age, mother's age, father's education, mother education, and large families of male and female.

Variables	Male (n = 601)	Female (n = 260)	Total (n = 861)
	%	%	%
Gender	69.8	30.2	100.0
Adolescent Age (Years)			
14	0.0	0.4	0.1
15	12.0	15.0	12.9
16	70.2	78.5	72.7
17	15.1	5.4	12.2
18	2.5	0.8	2.0
19	0.2	0.0	0.1
Min-Max (0-100)	15-19	14-18	14-19
Mean ± Std (0-100)	16.09 ± 0.616	15.91 ± 0.493	16.03 ± 0.59
P-value	0.000 ***		
Father's Age			
Early Adult (30-40 years)	15.1	20.4	16.7
Middle Adult (41-60 Years)	81.4	74.6	79.3
Late Adult (> 60 years)	3.5	5.0	3.9
Min-Max (Year)	30-80	31-65	30-80
Mean ± Std (Years)	47.49 ± 6.70	46.90 ± 7.05	47.31 ± 6.81
P-value	0.244		
Mother Age			
Early Adult (30-40 years)	38.4	45.0	40.4
Middle Adult (41-60 Years)	60.7	55.0	59.0
Late Adult (> 60 years)	0.8	0.0	0.6
Min-Max (Year)	30-70	30-59	30-70
Mean ± Std (Years)	43.25 ± 6.33	42.61 ± 5.85	43.06 ± 6.19
P-value	0.165		
Father Education			
0-6 Years	19.6	21.5	20.2
7-9 Years	15.3	11.2	14.1
10-12 Years	50.2	45.0	48.7
≥ 13 Years	14.8	22.3	17.1
Min-Max (Year)	4-23	6-23	4-23
Mean ± Std (Years)	10.95 ± 3.221	11.32 ± 3.618	11.06 ± 3.35
P-value	0.134		
Mother Education			
0-6 Years	28.8	25.4	27.8
7-9 Years	18.0	20.0	18.6
10-12 Years	42.4	41.2	42.0
≥ 13 Years	10.0	13.5	11.6
Min-Max (Year)	0-21	6-18	0-21
Mean ± Std (Years)	10.09 ± 3.23	10.35 ± 3.18	10.17 ± 3.21
P-value	0.266		
Family Size			
A small (≤ 4)	37.3	35.0	36.6
Medium family (5-7 people)	57.4	61.5	58.7
Large families (> 8 people)	5.3	3.5	4.8
Min-Max (People)	1-13	2-12	1-13
Mean ± Std (People)	5 ± 1.46	5 ± 1.34	5 ± 1.42
P-value	0.636		

Table 1: Distribution of gender groups based on characteristic categories of children and families

Description: **) significance of 0.01; *) Significance of 0.05

Parental bonding is defined as the quality of emotional relationship and parental behavior towards the child as a child evaluation in young adulthood (Hall, Peden, and Rayens 2004). The average score parent and child bonding index as a whole amounted to 56.43, it indicates that the bonding between parents and children in the study were in the moderate category. Neither male nor female have a very significant difference. That is, the female students (56.81) and male students (56.27) has the same good bonding with parents.

Bonding parent-child dimension	Total (%)			Average \pm Std		P-value
	Low	Medium	High	Male	Female	
Care	9.8	51.6	38.7	70.18 \pm 14.29	74.27 \pm 16.22	0,000 **
Overprotection	77.6	21.3	1,2	41.86 \pm 12.19	44.02 \pm 12.82	0,019 *
Total parent-child bonding	22.9	75.4	1.7	56.27 \pm 8.66	56.81 \pm 8.29	0.403

Table 2: Distribution of group gender by a parent-child bonding category (percent)
Description: **) significance of 0.01; *) Significance of 0.05

The results of this study found that the bonding of parents and children in middle category with the average score of 56.43. Both male and female students are in the moderate category with an average score of 56.27 and 56.81. The discovery is based on per dimalesion shows that the dimalesions of parental care are at the medium and dimensions of parental overprotection that are in the low category. Based on the male and female on the dimensions of parental care found that female students at the high category compared to male. The finding of no difference between students of female and male in the parent-child bonding as a whole, but when viewed per dimensions of care and overprotection found a highly significant difference between male students and female. More female students have parental care and overprotection by parents compared with male students.

3.2. Social Support

Social support is an important factor in the survival of human maletal health (Rich et al. 2007). More than half of the students (74.3%) had social support in the middle category. The average social support score is 64.47. Significant differences can be seen in both female and male in obtaining social support. The results show that more female get social support than male ($p = 0.031$). The most widely accepted social support by the sample comes from support from friends (59.12) compared to social support received from families (57.38). The majority of male students (81.7%) and female students (57.3%) had social support scores in general being in the moderate category. The average social support score for male students is 63.92 and female students 65.74. Social support in this study differs markedly between male and female students. The average female social support index score is higher than that of male students. This shows that female get more support than male.

Social Support dimension	Total (%)			Average \pm Std		P-value
	Low	Medium	High	Male	Female	
Friend	9.6	67.2	23.1	65.50 \pm 13.32	67.75 \pm 12.22	0.020 *
Family	13.8	67.6	18.6	63.54 \pm 13.15	103.97 \pm 65.21	0.095
Total Soial Support	8.6	74.3	17.1	63.92 \pm 11.75	65.74 \pm 10.39	0.031 *

Table 3: Distribution of gender groups by social support category (percent)
Description: **) significance of 0.01; *) Significance of 0.05

3.3. Self-esteem

Self-esteem is an important indicator of the ability to cope with stress (Lazarus and Folkman 1984). In this study, self-esteem is divided into positive and negative diensions. Children who have self-esteem with the high category, among others, were satisfied with themselves, have good quality, able to do things like others, find it to be an individual value (in a plan with another person), take a positive attitude towards him own. Children with low self-esteem that is thought he was not good at all, do not have anything to be proud of, feel useless, hoping to better appreciate themselves, feeling like a failure. Different test results show that there is a difference in the positive dimensions of the male and female students. Positive self-esteem in the student earned more male than female. This shows that male are more satisfied, have good qualities, become valuable individuals, and are positive than female.

The results showed that the overall self-esteem in the medium category (63.3%) with an average score of 62.19. The average index score for male and female students was 62.47 and 61.55. More than half of the male students (64.1%) and female students (61.5%) were in the moderate category. There were no differences in self-esteem between male students and female.

Dimensions of Self-esteem	Total (%)			Average \pm Std		P-value
	Low	Medium	High	Male	Female	
Positive	10.2	51.1	38.7	72.48 \pm 16.97	68.59 \pm 16.21	0.002 **
Negative	37.4	50.6	12.0	54.51 \pm 18.68	53.77 \pm 18.82	0.586
Total Self-esteem	20.2	63.3	16.5	62.47 \pm 12.90	61.55 \pm 13.39	0.341

Table 4: Distribution of group gender by category of self-esteem (percent)
Description: **) significance of 0.01; *) Significance of 0.05

3.4. Relationship Characteristics of Adolescent, Families, Parent-child bonding, social support and self-esteem

Pearson correlation analysis showed that father age ($r = 0.099$, $p < 0.01$), mother age ($r = 0.105$, $p < 0.01$), the old father's education ($r = 0.139$, $p < 0.01$), mother education ($r = 0.135$, $p < 0.01$), family size ($r = 0.085$, $p < 0.01$), income ($r = 0.170$, $p < 0.01$), and parent-child bonding ($r = 0.299$, $P < 0.01$) was positively associated with social support (Table 5). This suggests that family characteristics are closely related to the social support received by the child. This means that the more mature age of father and mother social support will be given to the better. Furthermore, the longer the education taken by the father and mother the social support provided will be better. Furthermore, the greater the number of existing families will provide good support, as well as income, the higher the income earned by the family the better the support will be. Furthermore, parent and child bonding that exists with both the support received by the child, the better.

Variables	Pearson correlation		
	Parent-childbonding	Social Support	Self-Esteem
Characteristics of Children			
Child Age (Year)	0.001	0.058	0.009
Family Characteristics			
Age of Father (Year)	-0.006	0.099 **	-0,032
Age of Mother (Year)	0.028	0.105 **	0.013
Education Father (Year)	0.066	0.139 **	-0.018
Mother's Education (Years)	0.020	0.135 **	0.007
Large Family (People)	0.043	0.085 *	0.032
Revenue (Rupiah)	0.017	0.170 **	0.039
Parent-child bonding (Index)	1	0.299 **	0.255 **
Social Support (Index)		1	0.262 **
Self-esteem (Index)			1

Table 5 : The relationship between the characteristics of the child, family, parent-child bonding, social support, and self-esteem
Description: **) significance of 0.01; *) Significance of 0.05

Table 2 shows a significantly positive relationship between parent-child bonding ($r = 0.255$, $p < 0.01$) with self-esteem, that is, the closer the parent relationship with the child increases the self-esteem ability of the child, the further or less close parent with the child will decrease the ability of self-esteem in the child. Social support ($r = 0.262$, $p < 0.01$) is positively significant with self-esteem, that is, the more social support the child receives to increase self-esteem in the child.

The results showed that the influence of the self-esteem variable has a coefficient of determination of 0.10. These results indicate that 10 percent of the effect of self-esteem in adolescent age children can be explained by changes in the existing variables in the model, while the remaining 90 percent influenced by other variables that are not in the model. The analysis finds that the parent-child bonding and social support had a significant influence on the self-esteem of adolescent. Parent-child bonding significant positive effect ($B = 0.296$, $p < 0.01$) on the self-esteem, that is, increasing the relationship between parent and child of one unit while the other variables constant, the child's ability to self-esteem will increase by 0,296. Meanwhile, social support significant positive effect ($B = 0.245$, $p < 0.01$) the ability of the child's self-esteem. That is, the more support to children of one unit, it will improve children's self-esteem by 0.245. The factor that has the greatest influence on self-esteem is social support (Table 6).

No	Variable Independent	Self-esteem			
		B	β	t	Sig
1	Constants	38,750		2,989	0.003
2	Gender (0 = Male, 1 = Female)	1.585	-0.056	-1,699	0.090
3	Adolescent Age (Year)	-0.386	-0.017	-0.514	0.607
4	Mother's age (Year)	-0.036	-0.017	-0,511	0.610
5	Mother education (Year)	-0.107	-0,026	-0.773	0.440
6	Large family (Person)	0.051	0.006	0.163	0.871
7	Parent-child bonding (Index)	0.296	0.194	5,703	0,000 **
8	Social Support (Index)	0.245	0.214	6,153	0,000 **
R ²		0.11			
Adj. R ²		0.10			
F		14.57			
Sig. Model		0.00			
Df		860			
N		861			

Table 6: Effect of the characteristics of children, family, parent-child bonding and social support on self-esteem
Description: **) significance of 0.01; *) Significance of 0.05

4. Discussion

The study found that the parent-child bonding, social support, and self-esteem in male and female showed good results. The results of this study indicate that individuals with high support will show an optimistic attitude, experience a bit of life pressure, have a high level of trust, and develop a sense of mastery in life (Ho & Chik 2010).

Parent-child bonding in this study seen from the behavior and attitudes of parents towards their children. Bonding consists of two dimensions, ie the dimensions of care (care) and control (overprotecting). Scores care of parent-child bonding in female is higher than male. This is consistent with research conducted by Ngai (2015) in Hong Kong that the parental care score higher than male. This suggests that female are more likely to have a good relationship with their parents than male.

Social support from friends and family plays an important role in various aspects related to stress and coping (Lian & Geok 2014). Different test results show that female have higher social support compared to male. This is in line with research conducted by Lian and Geok (2014) who found that female received more social support than male. Similar results were also found by Cumsille & Epstein (1994) who stated that more female get support from their friends than male. The average female friend's support index score is higher than for male. Interaction between adolescents with parents and peers is very important, but peer support is more influential in female than male Gunnarsdottir (2014). This is in line with research conducted by Colarossi (2001) who found that female received more support from friends than male. Positive self-esteem score a tad higher than female. This is according to research Gunnarsdottir (2014) who found that male have self-esteem higher than female.

Humans as individuals in their lives are faced with various matters of interest, especially in the fulfillment of needs. Every individual needs help or help from others or sources of social support. Social support is not always available to oneself but must be obtained from others ie family (father and / or mother) or close friends. Social support is needed by everyone in life. The results showed that a significant positive correlation between mother age, mother age, father education, mother's education, family size, income, and parent-child bonding with social support. The aged father and mother age will give full support to her child. This is in line with research Prezza and Pacilli (2002), which examines the influence of age on the perceived support (perceived social support) suggests that, someone who is too young to be more likely to feel supported by friends and those around them (parents).

Increased mother and father education will increase acceptance of social support. Rambod and Raffi (2010) found that individuals with higher levels of education have a better understanding of social support. Increased levels of education can not only increase knowledge but also the bilateral nature of social support, social communication and social support (Ell 1996).

Research conducted by Cosden and Cortez-Ison (1999) found that the parental care done by fathers and mothers was associated with support, and had stickiness and provide guidance, while parental overprotection committed fathers and mothers Negatively associated with support, opportunities for parenting and guidance. Overall parental care and overprotection associated with social support. It proficiency level in accordance with the findings that the bonding of parents is positively associated with social support.

The study found that the bonding of parents of children and social support has a positive effect on self-esteem . This is according to research conducted by Gunnarsdottir (2014) which showed that support parents and friends influence on self-esteem in adolescence. Adolescents who received high support from parents and peers, will have self-esteem higher than adolescent who do not get support. Kokkinos & Hatzinikolau (2011) stated adolescents who have parents who are warm and attentive will experience more positive emotions and self-esteem were high compared to teens who have less warmth and attention from their parents.

5. Conclusion

This study found no difference between male and female on social support. Female are more widely felt the support compared with male. Based on the dimensions of social support, found that female were more support than male friends. However, no differences were found between male and female in the parent-child bonding and self-esteem in male and female. Based on the dimensions of bonding found that female are more widely felt the care and overprotection than male. In the self-esteem dimension, it is found that the positive self-esteem of male is higher than that of female.

The results showed that the parent-child bonding and social support, and a significant positive effect on self-esteem. Parents who spoke in a warm and friendly, understand the child's feelings, give love, often smile at children, as well as getting good support from friends and family then the child will feel satisfied with himself, has good quality, is able to do things like others feel valuable and positive attitudes towards him.

Based on the research can be suggested: first, there is still a lack of closeness between parents and children, then the parents need to do a gender responsive parenting, by understanding the needs of children according to gender, so as to improve the quality of bonding and support between parents and children. Second, for schools and government need for facilities such as the potential development of students' interests and talents of children, education, increased student motivation, entrepreneurship and also need to consider the area around the environment by means of cooperation with parents and the community around the school in order to improve the self-esteem of children both female and male.

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