

Father-Child Attachment and Self-Confidence in Adolescents

Silvia Nova Reza¹, Anwar², Malida Fatimah^{3*}

¹Department of Psychology, Faculty of Psychology, Universitas Mercu Buana Yogyakarta, Indonesia

*malida@mercubuana-yogya.ac.id

ABSTRACT

Adolescence is a critical developmental stage characterized by significant changes in self-perception and social relationships. This study investigates the relationship between father-child attachment and self-confidence in adolescents. Utilizing a quantitative approach, data were collected from 90 adolescents through standardized scales measuring self-confidence and father-child attachment. Descriptive statistics revealed that the empirical mean score for self-confidence was 89.5 (SD = 12.2), while the mean score for father-child attachment was 80.2 (SD = 12.1). Correlation analysis demonstrated a significant positive relationship between father-child attachment and self-confidence ($r = 0.403$, $p < 0.001$), indicating that stronger attachments contribute to higher self-confidence. The coefficient of determination ($R^2 = 0.162$) suggests that father-child attachment accounts for 16.2% of the variance in self-confidence. These findings underscore the importance of fostering secure father-child relationships to enhance adolescent self-confidence.

Keywords : *Father-child attachment, Self-confidence, Adolescents*

Introduction

Adolescence is a critical developmental stage experienced by every individual. According to Harlock (1980), early adolescence begins around the ages of 13 to 16, extending to late adolescence between the ages of 16 to 18. During this period, adolescents undergo significant changes in terms of physical, cognitive, and social environments. Adolescence represents a transitional phase from childhood to adulthood, as explained by Santrock (2003). As they face many changes, adolescents begin to crave independence, but they often fear taking responsibility for their actions and doubt their ability to solve problems. This indicates that many adolescents lack confidence in their abilities, as outlined by Harlock (1980).

Self-confidence plays a crucial role during adolescence. Hakim (2002) states that self-confidence enables individuals to be more courageous in making decisions, expressing opinions, and better directing themselves toward positive endeavors. Confidence comes from life experiences and is one of the key aspects of an

individual's personality. Lauster (2015) explains that self-confidence involves desired behaviors, impartiality, optimism, tolerance, and responsibility. Gufron and Risnawita (2017) also add that self-confidence is the ability to evaluate oneself and the surrounding environment, making individuals feel capable of achieving things based on their own abilities. Fatimah (in Dani & Ifdil, 2016) describes self-confidence as a positive attitude that allows individuals to positively assess themselves and their surroundings. Ideally, every individual should have a sufficient level of self-confidence, as this enables them to actualize their full potential (Gufron & Risnawita, 2017). However, many adolescents, in reality, still suffer from low self-confidence.

Adolescents with low self-confidence tend to lose motivation in their lives, find it difficult to make decisions, and often remain passive in various situations (Fitri et al., 2016). Low self-confidence also leads individuals to rely on others for decision-making, as they lack initiative and prefer to wait for others to act (Mastuti & Aswi, in Fitri, Zola, & Ifdil, 2018). Research by Lungkutoy et al. (2015) reveals that approximately 53.3% of adolescents have low self-confidence. Similar findings were reported by Wiranatha and Supriyadi (2015), who found that 49% of students at SMAN Denpasar exhibited low self-confidence, with many students feeling dissatisfied with themselves. Additionally, a study by Bidjuni (2016) showed that 50% of new students at the Nursing Science Program of FK Unsrat Manado had low levels of self-confidence.

The researcher conducted interviews with several students and adolescents in Yogyakarta in December 2021, revealing that most of them had not yet met the aspects of self-confidence described by Lauster (2015). These aspects include confidence in one's abilities, optimism, objectivity, responsibility, and a rational and realistic attitude. From these interviews, it was found that many adolescents still doubted their abilities, tended to be pessimistic in facing situations, and often avoided responsibilities or decisions that involved risks. This suggests that these adolescents had not developed sufficient self-confidence based on the criteria outlined by Lauster (2015).

Several factors influence the level of self-confidence in adolescents. According to Santrock (2003), these factors include physical appearance, parental support, peer support, and academic achievement. Based on these factors, the researcher chose to focus on parental support as one of the key influences on adolescent self-confidence. This choice is supported by Wahyuni's (2018) study, which showed that parents provide the first educational environment for children, shaping either positive or negative relationships. The attitudes and habits of parents in providing support and care form an emotional bond, known as attachment. Dewi and Valentina (2013) also

explain that parental support plays a significant role in fostering emotional attachment in children, which, in turn, boosts self-confidence.

Bowlby and Ainsworth (in Baron & Byrne, 2005) define attachment as a strong emotional bond that develops through an individual's interactions with significant people in their life. Santrock (2012) adds that attachment is a close emotional relationship between two individuals. Attachment begins to form in infancy, based on a relationship that is comfortable and filled with trust. Armsden and Greenberg (in Dewi & Valentina, 2013) describe attachment as a long-lasting affectionate bond between a child and their parents. Papalia (2014) explains that attachment is a stable emotional bond between parents and children that serves to maintain the quality of their relationship. This attachment persists, even if not always evident in overt behaviors.

Ainsworth (in Papalia, Olds, & Feldman, 2013) classified attachment into three types: secure attachment, avoidant attachment, and anxious attachment. Children with secure attachment have parents who consistently respond to their needs and show affection. Children with avoidant attachment feel rejected by their parents, leading them to distrust their parents' availability in times of need. Children with anxious attachment feel angry or disappointed when their parents do not meet their expectations. Armsden and Greenberg (1987) also describe three dimensions of attachment: trust, communication, and alienation. Trust reflects a child's belief that their parents will fulfill their needs and desires. Communication reflects the child's perception of their parents' sensitivity to their emotional expressions. Alienation refers to feelings of anger, discomfort, and a desire to distance oneself from parents.

Purnama and Wahyuni (2017) explain that secure attachment between fathers and children is marked by trust and warm communication. Adolescents who experience secure attachment from their parents are more likely to adapt, feel confident in their actions, and have a positive self-assessment. On the other hand, adolescents lacking attachment with their parents often feel insecure, neglected, and deprived of adequate affection, leading to feelings of worthlessness (Maldini & Kustanti, 2016). In some cases, children may not receive attachment from both parents, as seen in children from single-parent families. Andani and Wahyuni (2020) explain that single-parent families may result from divorce, death, or other factors such as unplanned pregnancies.

Faizah and Zaini's (2021) research shows that there are differences in self-confidence levels between children raised by single parents and those raised by both parents. Many studies emphasize the important role of mothers in children's attachment, but fathers also play a significant role. Harris (in Santrock, 2003)

documented that fathers who are involved in child-rearing can help children cope with various challenges. Research by Tasaufi et al. (2021) indicates that fathers' involvement in child-rearing has long-term effects on children's lives, especially during adolescence. Support provided by fathers can enhance a child's positive feelings about themselves. Sarwono (2013) explains that fathers who provide attention and support make adolescents feel accepted, cared for, and confident. Rhomadona's (2018) research also shows that attachment between fathers and children has a significant relationship with children's self-confidence, with stronger attachment leading to higher levels of confidence.

Based on the discussion above, the question arises as to whether attachment between fathers and children has a significant relationship with the level of self-confidence in adolescents.

Methods

This study employs a quantitative approach to investigate the relationship between father-child attachment and self-esteem among adolescents. This approach allows for the collection of numerical data that can be analyzed statistically, providing insights into the dynamics between these two variables.

Research Subjects

The research involved 90 adolescents aged 13 to 18 years, selected through purposive sampling. This age group was chosen as it represents a critical developmental stage where issues related to self-esteem and attachment can significantly influence behavior and social interactions. Among the participants, 28 adolescents (31.11%) were aged 13 to 15 years, while 62 adolescents (68.89%) were aged 16 to 18 years. This diverse age distribution helps in understanding how varying stages of adolescence might impact the relationship between father-child attachment and self-esteem.

Data Collection Method

Data were collected using structured questionnaires designed to assess both self-esteem and father-child attachment. The instruments included:

1. **Self-Esteem Scale:** This scale consisted of 40 items, divided into favorable and unfavorable statements. The scoring system was based on a Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

2. **Father-Child Attachment Scale:** This instrument contained 48 items focused on dimensions such as trust, communication, and alienation. Like the self-esteem scale, it utilized a similar Likert scale format.

Prior to administering the scales, a pilot test was conducted with 75 adolescents to refine the instruments and ensure clarity and relevance.

Data Analysis Method

The analysis of the data was conducted using product-moment correlation analysis to determine the relationship between father-child attachment and self-esteem. This statistical method was appropriate for examining the degree of association between the predictor and criterion variables.

The data analysis was facilitated through JAMOV software (version 2.2.5), enabling efficient handling of the statistical computations. The results aimed to reveal the extent to which father-child attachment correlates with self-esteem, thereby contributing to the understanding of these dynamics in adolescent development.

Reliability Testing

The reliability of the instruments was assessed using Cronbach's Alpha, ensuring that both scales provided consistent and dependable measures of the constructs they aimed to evaluate. The results indicated high reliability, with the self-esteem scale yielding an alpha coefficient of 0.932 and the father-child attachment scale yielding 0.884.

This robust methodological framework underscores the study's rigor and enhances the validity of the findings related to the interplay between father-child attachment and self-esteem among adolescents.

Results

The data analysis revealed descriptive statistics for both self-confidence and father-child attachment among the 90 adolescents studied. For self-confidence, the empirical mean score was 89.5 (SD = 12.2), with scores ranging from a minimum of 59 to a maximum of 117. Based on the categorization of self-confidence scores, 46.47% of participants fell into the high category (42 subjects), while 52.22% were categorized as medium (47 subjects). Only 1.11% (1 subject) were classified in the low category, indicating that the majority of adolescents exhibited moderate levels of self-confidence.

In terms of father-child attachment, the empirical mean score was 80.2 (SD = 12.1), with scores ranging from 56 to 113. The categorization of father-child

attachment revealed that 17.78% of participants were in the high category (16 subjects), while 77.78% fell into the medium category (70 subjects). A small percentage, 4.44% (4 subjects), were classified as having low attachment. These results suggest that most adolescents demonstrated a moderate level of attachment to their fathers.

Data analysis was performed using Pearson's product-moment correlation to test the hypothesis. Following the prerequisite tests, the hypothesis was tested using Pearson's product-moment correlation analysis (Sugiono, 2016). The results indicated a correlation coefficient (r_{xy}) of 0.403 ($p \leq 0.01$), demonstrating a significant positive relationship between father-child attachment and self-confidence among adolescents. This suggests that higher attachment correlates with higher self-confidence, supporting the initial hypothesis.

The coefficient of determination (R^2) was found to be 0.162, indicating that father-child attachment contributes 16.2% to self-confidence, while the remaining 83.8% is influenced by other factors not examined in this study.

Discussions

This study aimed to explore the relationship between father-child attachment and self-confidence in adolescents. The analysis revealed a significant positive correlation ($r_{xy} = 0.403$, $p < 0.001$) between the two variables, supporting the hypothesis that higher levels of father-child attachment are associated with greater self-confidence among adolescents.

The acceptance of this hypothesis suggests that father-child attachment serves as a crucial factor influencing self-confidence. This finding is consistent with prior research indicating a significant relationship between paternal attachment and self-confidence (Rhamadona, 2018). Specifically, dimensions of father-child attachment—including trust, communication, and alienation—contribute uniquely to the development of self-confidence in adolescents.

Trust encompasses the feeling of safety and assurance that the father can meet the child's needs (Armsden & Greenberg, 1987). This sense of security is fundamental for adolescents as they develop confidence in social interactions. Furthermore, effective communication between fathers and children fosters a supportive environment. Research suggests that nurturing communication enhances adolescents' feelings of worthiness, thereby increasing self-confidence (Hiasinta, 2016; Setianingsih, 2017).

Low levels of alienation indicate a secure attachment, where adolescents feel understood and valued by their fathers. This secure base promotes higher self-esteem and resilience in adolescents (Putri, 2018). The findings underscore that enhancing father-child attachment may promote self-confidence in adolescents, emphasizing the importance of supportive paternal relationships.

The study also indicated that most participants exhibited medium levels of both self-confidence and father-child attachment, highlighting an area for potential intervention. In conclusion, the research confirms a significant positive relationship between father-child attachment and self-confidence among adolescents. Strengthening this attachment can facilitate the development of self-confidence, which is crucial for healthy adolescent development.

Conclusion

This study affirms the significant positive relationship between father-child attachment and self-confidence in adolescents. Strengthening these attachments can facilitate the development of self-confidence, which is crucial for healthy adolescent development. Interventions aimed at improving communication and trust within father-child relationships may prove beneficial in fostering self-confidence in this vulnerable population.

Acknowledgement

The authors would like to express their gratitude to the participants of this study and to the institutions that supported this research. Special thanks to the research assistants for their invaluable contributions and to the reviewers for their constructive feedback, which greatly improved the quality of this article.

References

- Armsden, G. C., & Greenberg, M. T. (1987). The Inventory of Parent and Peer Attachment: Individual differences and their links to psychological well-being in adolescence. *Journal of Youth and Adolescence*, 16(5), 427-454. <https://doi.org/10.1007/BF02214594>
- Azwar, S. (2015). *Penyusunan Skala Psikologi Edisi 2 Cetakan VII*. Yogyakarta: Pustaka Pelajar.
- Azwar, S. (2016). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Baron, R. A., & Byrne, D. (2005). Psikologi sosial. Ciracas, Jakarta: Erlangga.

- Bidjuni, H. (2016). Hubungan Kepercayaan Diri Dengan Penyesuaian Diri Pada Mahasiswa Baru Di Program Studi Ilmu Keperawatan Fakultas Kedokteran Universitas Sam Ratulangi Manado. *Jurnal Keperawatan*, 4(2). <https://doi.org/10.35790/jkp.v4i2.17612>
- Dewi, A. A. A dan Valentina, T. D. (2013). Hubungan Kelekatan Orangtua-Remaja dengan Kemandirian. *Jurnal Psikologi Udayana*, 1(1). <https://doi.org/10.24843/JPU.2013.v01.i01.p18>.
- Deni, A. U. & Ifdil. (2016). Konsep Kepercayaan Diri Remaja Putri. *Jurnal Pendidikan*, 2 (2), 43-52. <https://doi.org/10.29210/12016272>
- Faizah, I., & Zaini, A. A. (2021). Pola Asuh Orang Tua Tunggal (Sigle Parent) dalam Membentuk Perkembangan Kepribadian Remaja di Desa Banyutengah Panceng Gresik. *Journal of Broadcasting and Islamic Communication Studies*, 2(2). 83-91. <https://doi.org/10.55352/kpi.v2i2.222>
- Fitri, E., Zola, N., Ifdil. (2018). Profil Kepercayaan Diri Remaja serta Faktor-Faktor yang Mempengaruhi. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 4 (1), 1-5. <https://doi.org/10.29210/02017182>
- Ghozali, I. (2016). *Aplikasi analisis multivariate dengan program IBM SPSS 23*. Semarang: Badan Penerbit Universitas Diponegoro.
- Gufron, A., & Risnawita, L. (2017). *Teori-teori Psikologi*. Yogyakarta: Ar-Ruzz Media.
- Hakim, T. (2002). *Mengatasi Rasa Tidak Percaya Diri*. Jakarta: Purwasuara.
- Hadi, S. (2015). *Metodologi Riset*. Yogyakarta: Pustaka Pelajar.
- Hiasinta, Y. (2016). Pengaruh Pola Komunikasi Orang Tua terhadap Kepercayaan Diri Siswa Kelas V SD Tarakanita Bumijo Yogyakarta tahun Pelajaran 2015-2016. *Skripsi*. Fakultas Ilmu Keguruan dan Ilmu Pendidikan. Universitas Sanata Dharma.
- Hurlock, Elizabeth B. 1980. Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan. Jakarta : Gramedia.
- Lauster, P. (2015). Tes kepribadian. Jakarta: Bumi Aksara
- Linawati, Wijaya, Y. D., Safitri. (2020). Gambaran Kelekatan Terhadap Ayah pada Remaja Laki-laki Pecandu Games Online. *JCA Psikologi*, 1(1). 59-65.

- Listiyani. (2019). Hubungan antara Dukungan Orang Tua dengan Kepercayaan Diri. *Journal for Lesson and Learning Studies*, 2(1). 10-20. <https://doi.org/10.23887/jlls.v2i1.17315>
- Longkutoy, N., Sinolungan, J., & Opod, H. (2015). Hubungan Pola Asuh Orang Tua dengan Kepercayaan Diri Siswa SMP Kristen Ranotongkor Kabupaten Minahasa. *Jurnal E-Biomedik*, 3(1). 93-99. <https://doi.org/10.35790/ebm.v3i1.6612>
- Maldini, O. P. (2017). HUBUNGAN ANTARA KELEKATAN AYAH DENGAN PENYESUAIAN SOSIAL REMAJA PUTRI ANAK TKW (TENAGA KERJA WANITA) DI KECAMATAN PATEBON KENDAL. *Jurnal EMPATI*, 5(4), 700-704. <https://doi.org/10.14710/empati.2016.15445>
- Panjaitan, F., Tiwa, T. M., Kapahang, G. (2021). Hubungan Komunikasi Orang Tua dengan Kepercayaan Diri Remaja Putri. *Psikopedia*. 2(1).
- Papalia, D. E., Feldman, R. D., Martorell, G. (2014). *Menyelami Perkembangan Manusia 'Experience Human Development'*. Jagakarsa, Jakarta Selatan: Salemba Humanika.
- Purnama, R. A. & Wahyuni, S. (2017). Kelekatan (Attachment) pada Ibu dan Ayah dengan Kompetensi Sosial pada Remaja. *Jurnal Psikologi*, 13 (1). 30-40. <http://dx.doi.org/10.24014/jp.v13i1.2762>
- Romadhona, L. (2018). Hubungan Kelekatan Terhadap Ayah dengan Kepercayaan Diri Remaja Tunarungu. *Skripsi*.
- Santrock, J. W. (2003). *Remaja*. Jakarta: Erlangga
- Santrock, J. W. (2007). *Adolescence: Perkembangan Remaja*. Jakarta: Erlangga.
- Setianingsih, F. (2017). Peran Komunikasi Ayah dalam Perkembangan Mental Anak: Studi atas Santri Putri Pondok Tahfidz Karanganyar. *Academica: Journal of Multidisciplinary Studies*, 1(2). 169-184.
- Soetjaningsih, C. H. (2012). *Perkembangan anak: sejak pembuahan sampai dengan Anak-anak Akhir*. Jakarta: Prenada Media Grup.
- Sugiyono. (2016). *Metode penelitian kuantitatif, kualitatif, dan r & d*. Bandung: Alfabeta

- Tasaufi., Anisa., Rahmi., & Isliko. (2021). Hubungan Kelekatan Ayah dan Kontrol Diri dengan Kesejahteraan Subjektif serta Kesejahteraan Psikologis sebagai Mediator pada Mahasiswa. *Psikologika*. 26(2). 397-412.
<https://doi.org/10.20885/psikologika.vol26.iss2.art11>
- Wahyuni, D.S. (2019). Urgensi Kelekatan Orangtua-Remaja Dalam Mencegah Perilaku Menyimpang Pada Remaja.
<https://www.semanticscholar.org/paper/URGENSEI-KELEKATAN-ORANGTUA-REMAJA-DALAM-MENCEGAH-Wahyuni/6ddb6216efb77393e1be8df9021dd5638e656ff7>
- Wiranatha, F. D., & Supriyadi, S. (2015). Hubungan Antara Citra Tubuh dengan Kepercayaan Diri pada Remaja Pelajar Puteri di Kota Denpasar. *Jurnal Psikologi Udayana*, 2(1). 38-47.