



Self-regulation and Resilience in Adolescents in Divorced Families

Eka Aryani^(✉), Abdul Hadi, Ruly Ningsih, Nur Sholehah Dian Saputri,
Palasara Brahmani Laras, and Anifa Tuzzuhroh Nurbaiti

Universitas Mercu Buana Yogyakarta, Yogyakarta, Indonesia
{eka,hadi,ruly,nur.sholehah,palasara,
anifa.t}@mercubuana-yogya.ac.id

Abstract. The purpose of this study was to examine the relationship between resilience and self-regulation in teenage members of split families. The proposed hypothesis is that self-regulation and resilience have a beneficial relationship. Fifty teenagers with divorced parents served as the study's participants. A scale of self-regulation and a scale of resilience is used in the data-gathering method. This study employed Spearman Rho SPSS version 22 for Windows as its analysis tool. With $p = 0.000$ ($p < 0.05$), the Spearman Rho correlation provides a $r = 0.446$. In order to accept the presented hypothesis, it must be concluded that self-regulation and resilience in adolescents from divorced homes have a favorable association.

Keywords: divorced families · self-regulation · youth · resilience

1 Introduction

The family has a major role in influencing the lives of adolescents. Adolescents from intact families know the direction of their lives and are not easily influenced by bad associations [1]. This is supported by Minuchin, who says that the integrity of parents in one family is very much needed by teenagers so that the influence, direction, guidance, and value system that is realized by parents is always respected by children [2]. In addition, a sense of love and a sense of belonging in the family will form a healthy personality, so harmony within a family is very important in forming the personality of adolescents [1]. Adolescents who come from warm families tend to be resilient in traumatic events [3].

The condition of parents who are not harmonious will harm adolescents. According to Sung, the negative effects of divorce on mental health occur when individuals are 16 years old. [4] The greater parental conflict, the lower teenagers' psychological well-being [5]. Matthew states that adolescents from divorced families have lower self-esteem, anxiety, loneliness, more depressed moods, have suicidal ideas and attempts than adolescents from intact families [6]. Zhang adds that adolescents from divorced families have more social adjustment problems [7]. In addition, according to Lavadera, adolescents in divorced families have more behavioral, internal, social, and academic problems. [8].

Matthijs also explains the existence of adolescent problems in aspects of withdrawal and unfriendly behavior with their families and concludes that the impact of the divorce will continue to have an effect up to 10 or 15 years later [9]. This is supported by Matthew's statement that teenagers will feel unhappy and filled with inner conflict from their parent's divorce. Adolescence is a stage of development where self-conditions become more vulnerable to transitional events in their lives. Psychosocial adjustment in young adults is easier than in early adolescence in divorced families [1]. Young adults are more competent in solving problems or misfortunes than early and middle adolescents [7]. In addition, preschool and adolescent children are the most affected by their parent's divorce [8]. Furthermore, Matthijs also said that children entering their teenage years will find it more difficult to accept the real situation that their families have divorced than those who are entering adulthood. [9].

Low resilience can make teenagers feel down and tend to fall into negative behavior. This is reinforced by research conducted by Altundağ, which explains that adolescents with low resilience tend to have a downturn due to the divorce of their parents. In addition, adolescents with low resilience will always feel down and tend to fall into negative things, for example, often fighting, taking illegal drugs, and falling into promiscuity, all of which can result in failure towards a bright future. [10].

According to Reivich and Shatte, resilience is a person's ability to face and respond to problems or trauma in a productive and healthy way that affects stress in daily life [11]. Ideally, adolescent victims of divorce have the resilience to be better able to adapt to the conditions that occur in their lives and to be able to survive in difficult conditions. This is in line with Coronado-Hijón that adolescents who have high levels of resilience will have higher self-esteem and are more resilient than adolescents who do not have resilience because they will be more vulnerable in dealing with problems. [12]. Resilience can reduce mental health problems in adolescents. In addition, resilience is very relevant for the life satisfaction of troubled adolescents because the influence of academic success, social competence, and avoidance of risky behavior can help encourage the desired life program [13]. Resilience is needed to deal with stress and adverse circumstances [14]. This was added by Hiew (2004) that it is important to have high resilience because it will affect how a person responds positively to problems that occur in his life [15]. In addition, resilience is an important factor for adolescents from divorced families to be able to deal with difficult situations.

However, not all adolescent victims of divorce have resilience. Results of interviews that have been conducted with the three subjects. The first subject said it was difficult to accept the condition of his family being divorced, which caused reactions of stress, anger, and feeling like he had no future and made him withdraw from the environment. This causes thoughts in a negative direction, such as hanging out in an environment that is not supposed to be. He is too lazy to go to school, rarely goes home, often skips school, and feels like he has no direction for the future. The subject thinks his parents don't care about him anymore, so he feels like giving up thinking about his future. The second subject gave information that he was sad and lonely. Subjects feel alone, stressed, more easily emotional, and quiet, tend to close themselves off, have difficulty concentrating, and are not interested in school work, so achievement in school tends to decrease. Not knowing control of his life. In addition, the subject feels surrendered to the situation. The

third subject felt disappointed, angry, left home as a form of protest against his parents, did not attend school, and alienated himself from the family environment. Based on the behavioral indicators above, the subject refers to conditions of low resilience, according to Connor and Davidson [16].

In reality, according to research conducted by Lakomy that in general, the resilience ability of adolescents who have divorced parents is on the lower average (31.66%) [17]. In addition, the results of Sautelle's research in 2015 show that resilience in adolescents is low (29%). [18] A resilient individual can be seen from his profile. Hiew (2004) said that resilient adolescents show themselves to have the ability to face, prevent, minimize and even eliminate the adverse effects of unpleasant conditions. On the other hand, Connor and Davidson (2003) say that resilient individuals have four general characteristics, namely: having the ability to elicit positive responses from others, having plans that make it easier to control themselves, having an awareness of one's own identity, and have an awareness of goals and have hope of a bright future. Adolescents whose parents are divorced must have sources of resilience within themselves and their environment [16]. The aspects of building resilience include: I Have, I Am, I [19].

Factors that can increase resilience in adolescents in divorced families can be seen from internal and external factors. According to Anghel, internal factors include cognitive abilities, self-concept, self-esteem, social competence, gender, and individual¹ interest in culture. [14] External factors include family and community. In addition, Coronado-Hijón explains that the factors that influence resilience are self-esteem, social support, spirituality, and positive emotions [12].

Another supporting factor for achieving resilience in adolescents in divorced families is self-regulation. Self-regulation is a process of adjustment that is self-correcting, which is needed to keep a person on track toward goals, and this adjustment comes from within oneself [13]. In self-regulation, a person will easily find a picture of his future so it is very important to be able to develop self-regulation in every task that involves self-understanding [20]. While Schunk revealed that self-regulation skills are thoughts, feelings and actions that are deliberately generated by an individual to set and achieve structured goals. [21] This is important in building resilience for adolescents whose parents are divorced.

Self-regulation can function as a construction of resilience in adolescents whose parents are divorced. This is reinforced in Ramdass' research that self-regulation variables are related to resilience as a protective factor for adolescent behavior problems [22]. This is supported by Baumeister that there is a statistically significant correlation between resilience factors (CD-RISK) and self-regulation. [23].

Based on this explanation, it can be concluded that self-regulation has a role in building resilience in adolescents whose parents are divorced. So researchers are interested and want to further examine how the relationship between self-regulation and resilience in adolescents in divorced families.

2 Ease of Use Methods

The research method uses quantitative research. The subjects in this study were 50 teenagers with the characteristics of teenagers whose families were divorced. The data

Table 1. Type Styles

Categorization	Resilience		Self-Regulation	
	<i>F</i>	%	<i>F</i>	%
Very low	9	17%	10	20%
Low	7	14%	9	17%
Currently	11	21%	11	23%
Tall	10	20%	10	20%
Very high	13	27%	10	20%

collection method used in this study was a questionnaire to obtain quantitative data types, namely using a self-regulation scale and a resilience scale. Methods of data analysis in this study using statistical methods. This research uses statistical correlation which aims to examine the relationship between two variables, namely self-regulation and resilience in adolescents in divorced families (Table 1).

3 Results and Discussion

Based on the research results, the data obtained is in the Table 2.

Based on the Table 2, it can be concluded that from the results of the categorization above, resilience and self-regulation in adolescents are at a very high level of 27% and a moderate 23%. The number of respondents in the very high (resilience) and moderate (self-regulation) categories is the highest when compared to respondents in the range of scores of other categories (Table 2).

3.1 Normality Test

The results of the normality test showed that the resilience variable had abnormal data distribution with a significance of $p = 0.007$ ($p > 0.05$), and the self-regulation variable had normal data distribution with a significance of $p = 0.158$ ($p > 0.05$).

3.2 Linearity Test

Based on the linearity test, the results showed that in this study, the resilience variable with self-regulation had a linear distribution of data with $F = 41,809$ and a significance of $p = 0.000$ ($p < 0.05$), which means that the data is linear.

3.3 Hypothesis Testing

The hypothesis test in this study aims to determine the correlation between self-regulation and resilience variables. The hypothesis is accepted if the p value is less than 0.05 ($p < 0.05$) or less than 0.01 ($p < 0.01$). The results of hypothesis testing can be seen in the following (Table 3).

Table 2. Normalization formula

<i>Self-Regulation</i>	<i>Categorization</i>	<i>Resilience</i>
$X < 165.40$	Very low	$X < 28$
$165.40 \leq X < 172.00$	Low	$28 \leq X < 30$
$172.00 \leq X \leq 182.60$	Currently	$30 \leq X < 32$
$182.60 \leq X \leq 190.80$	Tall	$32 \leq X \leq 34$
$X > 190.80$	Very high	$X > 34$

Table 3. Type Styles

Variabel	Correlation Coefficient	R Squared (r^2)	Significance (p)	Information
Self- Regulation Resilience	0.446	0.199	0.000	Significance

Based on the hypothesis testing conducted, the results obtained were that $r = 0.446$ with $p = 0.000$ ($p < 0.05$) which indicates a relationship or correlation between the variables of resilience and self-regulation in adolescents in divorced families, so the hypothesis is accepted and has an effective contribution value of 19.9%.

This study aims to determine the relationship between self-regulation and resilience in adolescents in divorced families. The calculation of data analysis shows that there is a positive relationship between self-regulation and resilience. This proves that the research hypothesis is accepted.

The correlation coefficient in data analysis using the SpearmanRho technique with the results showing that there is a positive relationship between self-regulation and resilience. This relationship means that the greater the level of self-regulation possessed by an individual, the higher the resilience of the individual to survive in achieving his life goals and vice versa. In general, self-regulation has an important role in supporting a person's resilience. According to Bandura, through self-regulation, a person will easily find a picture of his future, so it is very important to be able to develop self-regulation in every task that involves self-understanding [24]. Meanwhile, Shaul (2014) revealed that self-regulation skills are thoughts, feelings, and actions that are intentionally produced by an individual to set and achieve structured goals.

Adolescents whose parents are divorced have a level of self-regulation as a form of setting goals in life so that it is possible to have a resilient side within themselves. The individual will tend to accept what is experienced so as to avoid psychological problems. Research states that resilience is an individual's personal quality that allows him to deal with various pressures and difficulties (Connor & Davidson, 2003). Sautelle (2015) also added that resilience must be understood as the ability in which individuals are not only successful in adapting to risks but also have the ability to recover, be happy, and develop into stronger individuals. In addition, resilience is very relevant for the life satisfaction

of troubled adolescents because the influence of academic success, social competence, and avoidance of risky behavior can help in encouraging the desired life program [25]. Resilient adolescents will have higher self-esteem and be more resilient than adolescents who are not resilient because they will be more vulnerable in dealing with problems [9], and resilience can reduce mental health problems in adolescents [7].

Individuals who have clear life goals are able to survive in the toughest situations. This is reinforced in Hiew's research [15] that there is a significant relationship between resilience and self-regulation. Self-regulation variables are related to resilience as a protective factor for adolescent behavior problems [18]. This is supported by Baumeister that self-regulation plays a role as a factor in increasing resilience for individuals [23]. The same thing was conveyed by Gráinne that high self-regulation will affect a person's level of resilience [20]. In addition, Dias and Cadime also stated that self-regulation can be very relevant for understanding the level of individual resilience, as a form of creating a desired life [13].

The existence of a relationship between self-regulation and resilience in adolescents whose parents have divorced indicates that self-regulation is one of the things that can affect the level of individual resilience. Self-regulation makes an effective contribution to the resilience variable, as seen from the magnitude of the coefficient of determination (R Squared) which is equal to 0.199. That is, the self-regulation variable has an effective contribution of 19.9% to the resilience variable. While the other percentage, namely 80.1%, is another factor. Self-regulation is not the only thing that can affect the resilience of adolescents whose parents are divorced. According to Cooper, the main factors in increasing resilience are social support, cognitive skills, and psychological resources [26]. On the other hand, Shaul explained that factors that influence resilience include self-esteem, social support, spirituality, and positive emotions [27].

4 Conclusion

The results of this study indicate that the hypothesis states that there is a positive relationship between self-regulation and resilience in adolescents in divorced families. Based on the results of data analysis, the correlation coefficient was obtained $r = 0.446$ with $p = 0.000$ ($p < 0.01$), meaning that the higher the self-regulation possessed by adolescents whose parents divorced, the higher the resilience of the adolescent and vice versa, the lower the self-regulation of adolescents, the the lower the resilience. Thus, the hypothesis proposed in this study is accepted.

References

1. Goldenberg, H & Irene Goldenberg. (2010). *Family Therapy: An Overview*. Canada: Nelson Education.
2. Minuchin, Salvador. (2018). *Families and Family Therapy*. Cambridge: Harvard University Press.
3. Ronan, K., & Johnston, D. (2005). *Promoting community resilience in disasters: The role for schools, youth, and families*. Springer Science & Business Media.

4. Sung H Shin, Heeseung Choi, Mi J Kim, Yoon H Kim. (2010). Comparing adolescents' adjustment and family resilience in divorced families depending on the types of primary caregiver. *Journal of Clinical Nursing*. Volume 19, Issue 11–12.
5. Timothy J. Biblarz, Greg Gottainer. (2004). Family Structure and Children's Success: A Comparison of Widowed and Divorced Single-Mother Families. *Journal of Marriage and Family*. Volume 62, Issue 2.
6. Matthew J. Sullivan, Peggine A. Ward, Robin M. Deutsch. (2010). Overcoming Barriers Family Camp: A Program For High-Conflict Divorced Families Where A Child Is Resisting Contact With A Parent. *Family Court Review*. Volume 48, Issue 1.
7. Zhang, Chunni. (2019). Are Children from Divorced Single-Parent Families Disadvantaged? New Evidence from the China Family Panel Studies. *Chinese Sociological Review*. Volume 52, 2020 - Issue 1.
8. Lavadera, Anna Lubrano. 2011. Assessing Family Coordination in Divorced Families. *The American Journal of Family Therapy*. Volume 39, 2011 - Issue 4.
9. Matthijs, Kalmijn. (2015). Family Disruption and Intergenerational Reproduction: Comparing the Influences of Married Parents, Divorced Parents, and Stepparents. *Research Article*. 52 (3)
10. Altundag, Y., & Bulut, S. (2014). Prediction of resilience of adolescents whose parents are divorced. *Psychology*, 5(10), 1215
11. Reivich, K. & Shatte, A. (2002). *The Resilience Factor; 7 Essential Skills For Overcoming Life's Inevitable Obstacles*. New York: Broadway Books
12. Coronado-Hijón, A. (2017). Academic resilience: a transcultural perspective. *Procedia-Social and Behavioral Sciences*, 237, 594- 598.
13. Dias, P. C., & Cadime, I. (2017). Protective factors and resilience in adolescents: The mediating role of self-regulation. *Psicología Educativa*, 23(1), 37-43.
14. Anghel, R. E. (2015). Psychological and educational resilience in high vs. low-risk Romanian adolescents. *Procedia-Social and Behavioral Sciences*, 203, 153-157..
15. Hiew, C., C. (2004). Resilience, self-regulation and letting go. In *International Congress of Psychology*, 1(1), 1-10
16. Connor, K. M., & Davidson, J. R. (2003). Development of a new resilience scale: The Connor-Davidson Resilience Scale (CD-RISC). *Depression and Anxiety*, 18(2), 76-82.
17. Lakomý, M., & Kafkova, M. P. (2017). Resilience as a Factor of Longevity and Gender Differences in Its Effects. *Sociologický časopis. Czech Sociological Review*, 53(3), 369-392.
18. Sautelle, E., Bowles, T., Hattie, J., & Arifin, D. N. (2015). Personality, resilience, self-regulation and cognitive ability relevant to teacher selection. *Australian Journal of Teacher Education*, 40(4), 4. doi : <https://doi.org/10.14221/ajte.2015v40n4>.
19. Grotberg, E. H. (1995). *A guide to promoting resilience in children: Strengthening the human spirit*. The Netherlands: Bernard van Leer foundation.
20. Gráinne M. Fitzsimons. (2010) Interpersonal Influences on Self-Regulation. *Current Directions in Psychological Science*. Volume 19, Issue 2.
21. Schunk, D. H., & Zimmerman, B. J. (2013). Self-regulation and learning. In W. M. Reynolds, G. E. Miller, & I. B. Weiner (Eds.), *Handbook of psychology: Educational psychology* (pp. 45–68). John Wiley & Sons, Inc.
22. Ramdass, Darshanand and Barry J. Zimmerman. (2011). Developing Self-Regulation Skills: The Important Role of Homework. *Journal of Advanced Academics*. Volume 22, Issue 2.
23. Baumeister, Roy F., Dianne M. Tice, and Kathleen D. Vohs. (2018). The Strength Model of Self-Regulation: Conclusions From the Second Decade of Willpower Research. *Perspectives on Psychological Science*. Volume 13, Issue 2.
24. Bandura, Albert. (2015). On Deconstructing Commentaries Regarding Alternative Theories of Self-Regulation. *Journal of Management*. Volume 41, Issue 4.

25. Buzzanell, Patrice M. & J. Brian Houston. (2018) Communication and resilience: multilevel applications and insights – A Journal of Applied Communication Research forum. Journal of Applied Communication Research Volume 46, 2018 - Issue 1.
26. Cooper, Cary L., Yipeng Liu & Shlomo Y. Tarba. (2015). Resilience, HRM practices and impact on organizational performance and employee well-being. International Journal of Human Resource Management. Volume 25, 2014 - Issue 17.
27. Shaul, Kimhi. (2014). Levels of resilience: Associations among individual, community, and national resilience. Journal of Health Psychology. Volume 21, Issue 2.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

