

# The Relationship of Parenting Self-Efficacy as A Predictor of Resilience to Parents of Children with Special Needs in Inclusive Schools

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**Abstract**— Parenting self-efficacy is one of the predictors of increasing resilience. Parents with good self-efficacy care show a high level of resilience. Hence, it can respond to and face any challenges or pressures they experience and are able to adapt to various situations. This study looked at the efficacy-drift relationship as a predictor of resilience in the parents of children with special needs. Tests to find a significant correlation of self-efficacy care and resilience have been made to parents with children with special needs in inclusive schools. A total of 50 parents participated in this test. Self-efficacy care was measured using a questionnaire referring to Self-Efficacy for Parenting Tasks Index (SEPTI). Meanwhile, resilience is measured using a measuring instrument referring to Connor-Davidson Resilience Scale (CD-RISC). The results show that a significant predictive result ( $p = 0.001$ ) and a correlation coefficient of 0.81 means there is a very strong correlation between parenting self-efficacy and resilience.

**Keywords**— parenting self-efficacy, resilience, parents of children with special need

## I. INTRODUCTION

Parents have great expectations for the child for the future, but sometimes different from the expectations of parents when in fact have children with special needs conditions. According to by Sumekar in [1] children with special needs are "children who suffer deviations, abnormalities or physical, mental, emotional and social abilities, or a combination of them in such a way that they require tailor-made, customized education services with their deviations, abnormalities, or omissions. Children categorized as children with special needs are children with mental retardation, learning disabilities or attention disorders, emotional or behavioral disorders, physical barriers, communication, autism, traumatic brain injury, hearing impairments, visual impairments, and children who have special talent. Children with special needs have a container to develop their competencies. Just as it seems that normal children are in school, special needs children have special schools called special schools or abbreviated as SLB.

According to Law no. 20 Year 2003 SLB is an educational institution dedicated to children with special needs so that education is also called special education which is an education for learners who have difficulty in following the learning process, because the physical, emotional, mental, social and have the potential of intelligence and special talent. Ministry of Religious Affairs of the Republic of

Indonesia [2]. In addition, educational containers for children with special needs can be through inclusive education. In accordance with the mandate of the 1945 Constitution article 31 paragraph 1 and Law No. 20 of 2003 on National Education System Chapter 2 IV Article 5 paragraph 1 Completing any person who has equal opportunity in quality education, in this case including is a child with special needs (ABK).

The Inclusive Education System provides learning opportunities for children with special needs with children in general, enabling them to adapt to real-life everyday. According to Tarmansyah in [3] inclusive education is the school should cover all children regardless of physical, intellectual, social, emotional, linguistic or other conditions. This should be covers children with disabilities, gifted. Street children and child laborers from change or move. Children from population, linguistic, or cultural origin and children from disadvantaged or marginalized areas or groups.

Result of population census according to BPS (Badan Pusat Statistik) in [4] that 237 million population of Indonesia, the number of children with special needs of school age (5-18 years) there are 355,859 children. Of that number, 74.6 percent have not received educational services. The percentage of persons with disabilities in Indonesia based on the result of Susenas in 2012 is 2,45%. The province with the second highest percentage of persons with disabilities is D.I.Y. Comparing Susenas 2003 to 2009 and Susenas 2006 with 2012 an increase in prevalence. Kanwal and Mustafa in [5] explain that prevalence and disability rates are a matter of considerable debate since 1998.

The birth of a child with special needs gives much impact, especially to parents. Because parents are the first place children get all the needs both physical and psychological. The future of the child is also determined by how parenting is provided so that adaptation and adaptation to the child is needed to build resilience. Few people realize how difficult it is to be a parent until they themselves become parents. It is even more difficult to do so as a parent of a child with special needs. Families with handicapped children want the same things as other families. They want to see their children reach their full potential, they want to be included and accepted by their community and they want to enjoy things together and have fun [6]. According to Lloyd and Hasting in [7], adaptation of parents to raise children with special needs is a complex process that has been studied from various

perspectives. Variables, including children (e.g., behavioral problems, severity of disabilities), family (e.g., old age, income, marital status), and environmental factors (e.g., social support, resilience) have been investigated explain variations in the psychological well-being of parents. Hence, many problems that arise when parents find their children born as children with special needs. Hence, parenting is the key to the future success of the child. By Coleman and Karraker in [8] says that parenting skills relate to parents' self-efficacy parenting, or parental perceptions of their abilities, positively influence their child's behavior and development. In general, parents with strong belief in parenting their own children are also associated with positive parenting behaviors. self-efficacy parenting plays an important role in particularly challenging parenting practices such as parenting with special needs children and presumed parents with good self-efficacy parenting will minimize adverse conditions and provide positive or resilient adaptation to the condition, which may be one of the factors that affect resilience of parents with special needs children.

Research conducted over the last 20 years shows that resilience is an individual's ability to deal with difficulty or suffering conditions, and resilience is a multidimensional characteristic that varies in context, time, age, gender, and culture [9]. The success or failure of individuals to adapt or overcome difficulties in their lives is greatly influenced by the adaptation process in the face of previous difficulties. Adverse circumstances in the past may cause individuals to flourish; where the resilience will increase and the adaptation process becomes better. another impact is, the individual recovers; but feel lost, or cause maladaptive behavior [9]. Research, by Payne, *et al.* in [10] parental resilience is defined as the capacity of parents to provide a competent and qualified way of parenting to their children despite the bad circumstances. The characteristics of parents who have high resilience are highly motivated so that it requires support from the immediate environment, if parents can accept, adapt, and get used to their disabled child, the parent will be 'involved in their education children and play greater role in the education of their children because they know their children better '. This means that parents who are able to accept the situation will motivate them to provide care to their children because they have confidence that their involvement will have an impact on their children [11]. Based on the preliminary survey of parents with special needs children, not all parents have good parenting self-efficacy so that parents are difficult to adapt in every circumstance, this is thought to affect the resilience of parents who have children with special needs. Thus, the question has arisen, is there a parenting relationship of self-efficacy as a predictor of resilience in the parents of children with special needs in inclusion schools?

The rest of this paper is organized as follow: Section II describes the literature review. Section III describes the data used and proposed methodology. Section IV presents the obtained results and following by discussion. Finally, section V concludes this work.

## II. LITERATURE REVIEW

Based on recent research and articles, continuous problems are found in parents who have children with special needs. According to research conducted by Ishartiwi in [12] there are still many problems that happened to ABK in Special Lesson School of Special Region of Yogyakarta, still lack of cooperation and family involvement (parent) in service of ABK, lack of understanding of parent about ABK intervention, to the school in the implementation of its child intervention program. Another fact is found in the parents of ABK in SLB Kecamatan Pleret Bantul, shows that most parents are confused guiding ABK at home, parents also question why their child (ABK) is very difficult to study at home, and parents often feel desperate to face crew at home, so let it. In Larete's *et al.* in [13] looked at parenting patterns of children with autism spectrum disorders in specialist schools of autism, special schools and specialist children's therapy sites in Manado and Tomohon cities, the results showed from 30 respondents obtained parents who apply authoritarian parenting as much as 56.7%, parents who apply democratic parenting as much as 33.3%, and parents who apply permissive parenting as much as 10%. Authoritarian parenting is a parenting that affirms the power of parents in educating their children. Parents apply strict rules with sanctions, and children are obliged to obey. In this parenting pattern the child is not given a chance to get his rights.

Several studies have also shown that self-efficacy care is a predictor in positive parenting performance. Parents with high self-efficacy parenting will display positive parenting behaviors by building a healthy and fun nurturing environment, by Coleman and Karraker in [8]. This strong relationship between resiliency and self-efficacy is supported also by research conducted by Chen and Kovacs in [14] which states that "less in known about the strength and potential of protective mechanisms that help promote resilience for this population". That is, self-confidence can increase resilience in the parents when having children who have special needs. Further on page 9, it is written that mutual support, communication, and adaptation to children with special needs is the process of adopting resilience. High resilience of parents, it can provide effective parenting to prevent behavioral and academic problems of children in school by way of parental involvement in parenting.

## III. MATERIAL & METHODOLOGY

This section presents the data used and the proposed methodology.

### A. Data

Participants from this study consisted of 50 parents of children with special needs selected from each inclusion school using Purposive Random Sampling involved in the parent community of children with special needs in inclusive schools. Data collection techniques in this study using an online questionnaire and a direct questionnaire. This research instrument uses self-efficacy scale by modifying the instrument based on the Self-Efficacy for Parenting Tasks Index (SEPTI) instrument and resilience

scale by modifying the CD-RISC instrument (Connor-Davidson Resilience Scale).

**B. Method**

Basing on the purpose of this study, quantitative method with inferential technique was adopted. The research is more bent to ex-post facto. This study focuses more on the relationship between two variables. The average of parenting self-efficacy dan resilience based test results for community parents of students with special need education ,parenting self-efficacy was considered independent variable or predictor whereas the average of results resilience was considered dependent variable. The sample involved in this study are parents of students with special need education ; the average was calculated relying on them.

**C. Data Analysis**

For analyzing purpose, the relationship between variable was tested using linear correlation and linear regression. For the accuracy of the results, the researchers used SPSS 17.0 as updated packet. For the value of relationship (R-value), the significance will be checked on the value varying from -1 to 1. According to rule of thumb the following guidelines on strength of relationship are often useful (though many experts would somewhat disagree on the choice of boundaries). Regarding prediction, there are some important elements considered: significance value, prediction error, and best fit.

TABLE I: THE RULE OF THUMB BOUNDARIES AND RELATIONSHIP STRENGTH

Value of R	Strength of relationship
<.10	Trivial
.10 - .30	Small to medium
.30 - .50	Medium to large
>.50	Large to very large

*Cohen's table of effect size magnitudes for correlations*

From Table I, in general,  $r > 0$  indicates positive relationship;  $r < 0$  indicates negative relationship. While  $r = 0$  indicates no relationship (or that the variables are independent and not related). Here,  $r = +1, 0$  describes a perfect positive correlation (strong) and  $r = -1, 0$  describes a perfect negative correlation (none or very weak). Closer the coefficients are to +1.0 and -1.0 greater is the strength of the relationship between the variables. For prediction, the researchers chose the level of significant equals .05. Therefore, the prediction is significant if  $p$ -value  $< 0.05$

**IV. RESULTS AND DISCUSSION**

In the literature study phase, the researchers conducted a study of theories relating to self-efficacy self-care as a predictor of resilience in the parent community with children with special needs in inclusive schools. The study in this study by analyzing books and journals. Based on data from journals and other research results, obtained many problems that arise when parents find their children born as children with special needs. Hence, in this study researchers wanted to know the relationship of self-efficacy parenting as one predictor of resilience in the parent community who have children with special needs in inclusive schools. By

using questionnaires that are given online or directly to parents, who had previously tested the validity and reliabilities. Based on the results of statistical tests, it is known that the existence of self-efficacy relationship as a predictor of resilience in the parents of children with special needs. For clarification purposes the results of the study are presented in the Table II:

TABLE II. MODEL SUMMARY

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.810 <sup>a</sup>	.657	.650	4.036

Predictors: (Constant), Efikasidiri\_Pengasuhan

Based on the rule of thumb table and summary model, the correlation value of adjusted R square is 0.650. This can show that there is a very strong correlation between self-efficacy care with resilience.

Based on  $p$ -value significance value in Table III, it shows that self-efficacy care predicts resilience with value 0.000 ( $<0.05$ ). Clearly, they can be considered in the model.

TABLE III. COEFFICIENTS

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-24.892	11.939		-	0.042
	Efikasidiri_Pengasuhan	1.42	0.148	0.81	9.586	0

TABLE IV. ERROR OF PREDICTION ESTIMATE AVERAGE

No	X (Parenting Self-Efficacy)	Y (Resilience)	Y'	Y-Y'	(Y-Y') <sup>2</sup>
1	80.52	89.42	65.221 2	24.198 8	585.5819

Based on the Table IV, the well-known model of regression is expressed in the following formula:

$$y = m x + b \text{ (Unstandardized )}$$

and

$$y = m x +0 \text{ (Standardized),}$$

Where  $m$  is the slope of the line, and  $b$  is the interception of the line with the  $y$ -axis.

**V. CONCLUSION**

Generally, the answer to question is that there is strong correlation or relationship between parenting self-efficacy and resilience. Parenting self-efficacy are good predictors of resilience for parent's special need student in inclusive education because  $p$ -values deserve to fit in the model of regression. Based on the results, it is strongly recommended to researchers, readers, parents, teachers, and educationalist in general to think of the following statement: for parents to be able to adapt and have good resilience one must have a good parenting self-efficacy, and next researcher should have more than one data for predicting better.

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