

Correlational Analysis between Perception of Parenting Patterns and Resilience in Final Year Students at Syiah Kuala University

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ABSTRACT

The phenomenon of students' delays in completing their theses is a common issue in higher education, where most students need more time than the ideal study period to graduate. Difficulties in managing academic and psychological pressures during the thesis writing process demonstrate the importance of resilience as an individual's ability to rise above challenges. One factor believed to contribute to resilience is parental parenting patterns perceived by individuals from early development. This study aims to determine the relationship between perceptions of parental parenting patterns and resilience in final year students at Syiah Kuala University. The research method used was a quantitative approach with a correlational design. The instruments used in this study were the Perceived Parenting Style Scale by Divya and Manikandan (2013) for perceived parenting style and the Connor-Davidson resilience Scale by Connor and Davidson (2003) for resilience. A total of 372 final year students participated as respondents through an accidental sampling technique. The instruments used were the Connor-Davidson Resilience Scale (CD-RISC) and the Perceived Parenting Style Scale, which measure three dimensions of parenting patterns: authoritative, authoritarian, and permissive. The results of the analysis showed that authoritative parenting had a significant positive relationship with resilience ($r = 0.846$; $p < 0.001$; $R^2 = 0.716$), while authoritarian parenting ($r = -0.796$; $p < 0.001$; $R^2 = 0.633$) and permissive parenting ($r = -0.827$; $p < 0.001$; $R^2 = 0.684$) showed a significant negative relationship. These R^2 values indicate that perceptions of parenting styles explain between 63% to 71% of the variance in student resilience. This study revealed the importance of supportive parenting, especially authoritative parenting, in developing students' psychological resilience so they can complete their studies more effectively.

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1. Introduction

Undergraduate students in Indonesia are required to complete a thesis as a graduation requirement (Soemanto, 2008). However, some students encounter various obstacles in completing their thesis, preventing them from graduating on time (Nur, 2023). This phenomenon occurred at Syiah Kuala University, a university in Aceh, where only around 39.5% of students were able to graduate on time during the February-April 2024 graduation period (Syiah Kuala University, 2024). Obstacles in completing a thesis can be influenced by internal obstacles such as low self-regulation and self-efficacy (Barus, 2021). In addition to internal obstacles, external obstacles such as social pressure, including an inability to adapt and meet the expectations of supervisors, and limited family support can also hinder the completion of a thesis (Kusuma & Indrawati, 2013). Furthermore, Barus (2021) stated that in completing a thesis, students are required to have literacy skills, the ability to analyze critical ideas, and the ability to write ideas in the form of scientific papers. In addition, students are also required to maintain stamina, focus, and perseverance to facilitate the completion of their thesis (Rudaniel, 2023). This can trigger stress, academic procrastination, and mental health issues, resulting in delayed graduation and missed career opportunities (Adlina & Amna, 2016; Ahmad & Ruslan, 2021).

Various factors contribute to resolving this phenomenon, one of which is resilience, a crucial factor in facing the challenges encountered in completing a thesis (Dhovier & Maryam, 2024). Resilience is an individual's ability to recover from adversity, maintain balance, and adapt to various life pressures (Connor & Davidson, 2003; Southwick et al., 2014). Students with high resilience tend to be able to think positively, manage their emotions, and complete academic assignments even under difficult circumstances (Muslimin, 2021; Sujadi, 2021).

The development of resilience is influenced by various factors, one of which is the parenting style received by individuals from early development (Mutmainnah, 2019). Parenting style is the attitude of parents in educating children about ethics and behavior, as well as determining standards and regulations that children must follow (Rezazadeh et al., 2020). There are three types of parenting styles: authoritative, authoritarian, and permissive (Baumrind, 1971). Authoritative parenting is characterized by warmth, open communication, and setting clear boundaries for children; authoritarian parenting emphasizes strict control and punishment; while permissive parenting provides freedom without clear boundaries (Baumrind, 1971; Rezazadeh et al., 2020).

Several previous studies have shown varying results regarding the relationship between each type of parenting style and resilience. Mishra and Sethi (2024) found that authoritative parenting was positively associated with resilience, while authoritarian and permissive parenting were negatively associated. Similar results were also demonstrated by Permata and Listyandini (2015), who found that authoritative parenting positively contributed to student resilience. However, research by Gera and Kaur (2015) and Nadkarni and Vyas (2023) showed no significant relationship between parenting styles and resilience. These discrepancies indicate a research gap, particularly in the context of final-year college students in Indonesia.

However, these inconsistencies show that the influence of parenting styles on resilience is not yet well-established across different populations. More importantly, most existing studies were conducted on adolescents or general university students, not on final-year students who are facing a distinct and intense form of academic pressure during the thesis-writing period. This population is critical because the thesis stage requires higher levels of psychological resilience than regular coursework. Yet, empirical evidence about how parenting shapes resilience specifically in this group is still scarce (Manan, 2015; 2021). Furthermore, research in the Indonesian context-particularly in Aceh-is extremely limited, even though cultural values strongly influence family dynamics and children's perceptions of parenting. Without understanding parenting styles within this cultural framework, the generalizability of previous findings remains questionable. Accordingly, there is a clear conceptual and contextual gap regarding how perceived parenting styles relate to resilience among final-year students in Aceh. This study seeks to fill that gap by focusing on students at Syiah Kuala University who are currently completing their theses.

2. Research Methods

This study used a quantitative approach with a correlational design to determine the relationship between perceptions of parenting patterns and resilience in final year college students. The study was conducted from January to March 2025 at Syiah Kuala University, Banda Aceh. This study had 3,769 final year college students at Syiah Kuala University who were completing their theses as the population. This study used an accidental sampling technique to obtain a sample of 372 respondents based on certain criteria, namely active college students aged 18-25 years who were completing their theses.

This study consists of two variables: perceived parenting style as the independent variable and resilience as the dependent variable. This study also uses two measuring instruments: the Connor-Davidson Resilience Scale (CD-RISC-25) by Connor and Davidson (2003) to measure resilience and the Perceived Parenting Style Scale by Divya and Manikandan (2013) to measure perceptions of parenting styles. The researchers translated the two instruments into Indonesian through an expert review process with three psychology lecturers with expertise in clinical, developmental, and industrial-organizational fields.

The measurement tool was pilot tested twice to assess its validity and reliability. The reliability of Perceived Parenting Style Scale by Divya and Manikandan (2013) demonstrated excellent internal consistency across dimensions, including the authoritative ($\alpha = 0.954$), authoritarian ($\alpha = 0.921$), and permissive ($\alpha = 0.908$). In addition, the resilience scale displayed strong internal consistency ($\alpha = 0.908$) further supporting the robustness of the measurement instruments used in this study. Data collection was conducted online using a Google Form distributed through social media platforms like WhatsApp, as well as in person at strategic locations such as libraries and cafes in Banda Aceh. Researchers displayed posters containing QR codes to potential respondents, who then completed the questionnaire independently. Throughout the data collection process, researchers ensured that respondents' participation was voluntary and met the criteria.

This study has obtained ethical approval from the Health Research Ethics Committee (KEPK) of the Faculty of Medicine, Syiah Kuala University, under letter number 024/EA/FK/2025. To minimize potential data bias, the researchers established clear inclusion criteria and conducted data quality checks prior to analysis.

Data analysis was performed using SPSS version 25.0. Assumption tests included normality tests with Kolmogorov–Smirnov, skewness-kurtosis analysis, and Q–Q plots. Although the Kolmogorov–Smirnov results showed an abnormal distribution, the data were considered normal based on the skewness and kurtosis results, which ranged from -2 to +2. Linearity tests were performed using scatterplots and ANOVA, which showed a linear relationship between each parenting dimension and resilience. Hypothesis testing was performed using parametric correlation techniques because the assumptions of normality and linearity were met.

3. Results and Discussion

This study involved 372 final-year undergraduate students at Syiah Kuala University who were writing their theses. All respondents met the predetermined inclusion criteria: active undergraduate students aged 18 to 25. No missing data was found during the data collection process, as the Google Form system requires all items to be completed before submission.

The results of the descriptive analysis show that most students have a high level of resilience, with an average score of 64 and a standard deviation of 21. In the perceived parenting style variable, the average score for the authoritative dimension is 27, authoritarian 34, and permissive 33. The parenting style most perceived by students is the authoritative parenting style.

The next step is the normality test. The Kolmogorov–Smirnov test showed that the data were not statistically normally distributed ($p < 0.05$), but the skewness and kurtosis results were within the acceptable range (-2 to +2), and this was supported by the Q–Q plot graph showing the data distribution following a diagonal line. Thus, the data were considered close to normal and could be analyzed using the Pearson correlation test.

The next step is the Linearity Test. In this study, the linearity test used a scatterplot graph and ANOVA. In the scatterplot graph, all data on the authoritative, authoritarian, and permissive dimensions showed plot points forming a straight line pattern, meaning the data showed a linear effect on the resilience variable. Furthermore, the linearity test was carried out using ANOVA and the results of the linearity test showed that the three dimensions of perceived parenting style had a significant linear relationship with resilience ($p < 0.05$). Therefore, the data concluded that there was a linear relationship between the two variables. Next, the hypothesis test was carried out using the Pearson correlation technique because the assumptions had been met.

Correlation analysis shows that there is a very strong positive relationship between authoritative parenting and resilience, with a Pearson correlation value of $r = 0.846$, which means $R^2 = 0.716$, so that 71.6% of the variation in resilience can be explained by the

perception of authoritative parenting. The 95% Confidence Interval value for this correlation is in the range [0.815 – 0.871]. In contrast, the relationship between authoritarian parenting and resilience shows a strong negative correlation, with a value of $r = -0.796$ ($R^2 = 0.633$) and a 95% Confidence Interval at (-0.832 – -0.752). A similar negative relationship was also found in permissive parenting with a value of $r = -0.827$ ($R^2 = 0.684$), with a 95% Confidence Interval at (-0.858 – -0.788).

Overall, the results of this study indicate that the more authoritative parenting styles perceived by students, the higher their resilience levels. Conversely, perceptions of authoritarian or permissive parenting styles tend to be associated with lower resilience levels. These findings emphasize the importance of supportive and communicative parenting styles in shaping students' psychological resilience when facing academic challenges such as writing a thesis. These results align with Baumrind's (1971) statement that authoritative parenting styles are characterized by open communication, emotional support, and clear boundaries, which can strengthen an individual's ability to cope with stress and challenges, including in the thesis writing process. Connor and Davidson's (2003) resilience theory also reinforces the idea that individuals who grow up in supportive environments tend to have greater psychological resilience.

Several other studies supporting this research include Mishra and Sethi (2024), who stated that the authoritative dimension has a positive relationship with resilience in college students in India. Permata and Listyandini (2015) also supported this finding by showing that authoritative parenting styles from both parents have a significant influence on college students' academic resilience. Meanwhile, research by Gera and Kaur (2015) and Nadkarni and Vyas (2023) found that parenting had no significant relationship with resilience, which contrasts with the results of this study. These differences may be caused by cultural differences, respondent characteristics, and the context of academic stress experienced by final year students in Indonesia, particularly at Syiah Kuala University.

The mechanism explaining these findings is that students raised with authoritative parenting styles learn to recognize boundaries while also having the space to discuss, express themselves, and solve problems independently. This fosters resilience, self-control, and self-confidence—the core of resilience. Authoritative parenting can also foster self-confidence, creativity, initiative, and adaptability in children because they are given space to explore while still receiving direction and input (Windayani & Putra, 2021). Meanwhile, students raised with authoritarian or permissive parenting styles may not have enough space to learn to cope with stress healthily, and therefore tend to have lower levels of resilience. Authoritarian parenting, characterized by strict control, can hinder children's cognitive development and diminish problem-solving skills, making them unable to face problems that should be resolved independently (Dina, 2025). This clearly contradicts the concept of resilience, which is the ability to adapt to challenges.

This study's strengths lie in its large sample size ($n=372$), the use of standardized instruments, and the application of several normality test methods to maintain the validity of the analysis. The study also involved students from various faculties, so the results reflect

the diversity of the subjects' characteristics. However, this study has limitations, such as the use of a non-probability sampling technique (accidental sampling), which may affect the generalizability of the results. Furthermore, the data were obtained based on respondents' subjective perceptions of parenting styles, thus potentially subject to recall or interpretation bias.

Although conducted at Syiah Kuala University, a similar approach has the potential to be applied to other universities where final-year students experience academic stress. These findings also open up opportunities for further research exploring mediating variables such as self-efficacy, academic stress, or social support to deepen our understanding of the relationship between parenting styles and resilience. Furthermore, resilience training-based interventions involving families could be developed as a preventative measure against academic and mental health problems in students.

The findings of this study carry important theoretical and practical implications. Theoretically, the results reinforce Baumrind's parenting framework by demonstrating that authoritative parenting continues to play a significant role in shaping resilience even in young adulthood. This study also contributes context-specific evidence from Aceh, where cultural norms and family dynamics may shape how parenting is perceived and internalized. Practically, the results highlight the need for universities to strengthen psychological support systems for final-year students, including resilience-building programs, counseling services, and stress-management training. For families, the findings emphasize that supportive and communicative parenting has long-term effects, as students who perceive their parents as warm and structured tend to have higher resilience during the thesis-writing period. These implications underscore the importance of collaboration between families and educational institutions in supporting students' academic and emotional readiness.

4. Conclusions

Based on the research results, it can be concluded that there is a significant relationship between perceptions of parenting styles and the level of resilience in final-year students at Syiah Kuala University. Authoritative parenting styles have a very strong positive relationship with resilience, while authoritarian and permissive parenting styles have a significant negative relationship. This indicates that students' perceptions of supportive, open, and assertive parenting styles tend to be related to their ability to face academic challenges, particularly in the thesis writing process.

As a recommendation, students are expected to recognize the influence of their parenting styles on their ability to cope with academic stress and develop adaptive coping strategies. Universities can use these findings to design resilience-building programs for final-year students, such as stress management training and counseling services. Furthermore, parents are expected to understand the importance of parenting styles that support children's independence and self-confidence as a foundation for navigating the developmental challenges of young adulthood.

In addition to these recommendations, universities at the institutional and faculty levels are encouraged to strengthen broader support policies for final-year students. This may include providing training for academic supervisors on effective and supportive communication, establishing peer-support or mentoring programs, and integrating resilience-building workshops into student development initiatives. Counseling units and student affairs departments can also collaborate with mental-health professionals to design preventive interventions aimed at reducing academic stress and promoting adaptive coping strategies on a wider scale. Strengthening these institutional policies will help create a more supportive environment for students navigating the pressures of thesis completion

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