

## The Relationship Between Emotional Maturity and Coping Efficacy Mediated by Authoritative Parenting Styles In Adolescents

**Mohammad Habib Nur Fawaid**

Universitas Muhammadiyah Malang, Indonesia

Email: mhabibnurf115@gmail.com

### ABSTRACT

#### KEYWORDS

Emotional coping authoritative adolescents, analysis maturity, efficacy, parenting, mediation

This study aims to examine the relationship between emotional maturity and coping efficacy, with authoritative parenting style as a mediating variable among late adolescents. Using a quantitative correlational design, the research involved 15–17-year-old students selected through purposive sampling. Data were collected using the Emotional Maturity Scale (EMS), Coping Efficacy Questionnaire (CEQ-17), and Parental Authority Questionnaire (PAQ). Data analysis was performed using mediation analysis with PROCESS Hayes version 2.14. The results showed significant direct relationships between emotional maturity and coping efficacy, as well as between authoritative parenting style and coping efficacy. However, emotional maturity did not significantly predict authoritative parenting style. Furthermore, the mediation analysis revealed that authoritative parenting style did not serve as a mediator between emotional maturity and coping efficacy. These findings suggest that while emotional maturity and authoritative parenting independently contribute to adolescents' coping efficacy, authoritative parenting does not function as a mediating mechanism in this relationship. Future studies are recommended to include demographic and parenting-related variables for deeper analysis.

### INTRODUCTION

Adolescence is an unforgettable time in everyone's life. It is a period when adolescents focus on academic achievement and prepare themselves to step into adulthood (Gilleard & Higgs, 2016; John W. Santrock, 2018; Santrock, 2018). Therefore, coping efficacy—the ability of adolescents to manage stress—becomes essential during this time. Coping efficacy can be defined as an overall belief in one's ability to handle demands at hand and the emotions that a situation entails. Coping effectiveness involves the belief that a person has coped well with stressors in the past and will effectively cope with future stressors (Brooks, 2019; Sandler et al., 2000; Wenzel, 2017).

Bandura (1997) describes coping efficacy as a specific example of the broader self-efficacy construct applied to self-regulation of affective states in stressful situations. Bandura conceptualizes coping efficacy as the belief that a person can control potentially threatening events, including taking actions that reduce the likelihood of negative outcomes and managing one's thoughts and feelings regarding the situation. Coping efficacy is believed to influence children's coping efforts and the use of various coping strategies, with the two being interrelated. As shown by Sandler et al. (2000), if children's coping efforts are successful, their sense of efficacy increases, making them more likely to use such strategies in the future. However, if a child's efforts yield negative results, they are less likely to use the strategy again and may feel helpless and hopeless, which is linked to internalizing problems. In this context, adolescents' emotional maturity plays a key role in shaping coping efficacy.

Emotional maturity is the ability to accurately identify, understand, and control one's emotions. This includes controlling emotions in response to various circumstances and

empathizing with others (Singh & Khanam, 2023). Emotionally mature individuals grow out of childhood struggles with failure, disappointment, and heartache. A high IQ (intelligence quotient) does not necessarily foster emotional maturity; many people with average intelligence develop into mature adults who adjust well. Notably, emotional maturity is closely related to emotional intelligence, which emphasizes proficiency in handling and recognizing one's own and others' feelings. It involves taking responsibility for one's feelings without blaming others and maintaining self-control during stress, difficulty, and failure (Wagde & Ganaie, 2013).

Previous research indicates a significant relationship between coping efficacy and parenting (Camisasca et al., 2017; Ju et al., 2020). In particular, parental warmth provides opportunities for instruction and reinforcement of adaptive coping efforts, thereby enhancing coping efficacy (Camisasca et al., 2017). Research also links emotional maturity to parenting styles. Studies consistently show that authoritative parenting is associated with higher emotional maturity in children, including better emotion understanding, stronger regulation, and increased social competence and empathy (Laible et al., 2004; Shek, 1998). This stems from authoritative parents balancing affection and support with clear, consistent norms and expectations, fostering security, confidence, and autonomy in children (Singh & Khanam, 2023).

Based on the discussed research, the hypothesis posits that coping efficacy is directly influenced by emotional maturity and authoritative parenting, with emotional maturity affecting coping efficacy through authoritative parenting. This study aims to analyze the relationship between emotional maturity and coping efficacy in adolescents, mediated by authoritative parenting styles. It seeks to enrich developmental and family psychology by elucidating the psychological mechanisms linking emotional maturity, authoritative parenting, and coping efficacy in adolescents.

## METHOD

This study used a quantitative approach and uses a type of correlational research. This study aims to determine the influence of Emotional Maturity on Coping Efficacy mediated by Authoritative Parenting. The subjects of the study were late adolescents aged 15-17 years. The sampling technique in this study is the purposive sampling technique, which is based on certain criteria, namely SMAN 1 Pandaan students.

Emotional maturity was measured using the Emotional Maturity Scale (EMS) compiled by Singh & Bhargava which has been adapted to Indonesian. The aspects to be used are the aspect of emotional immaturity to see the emotional maturity in the subject. The aspects are as follows; 1). Emotional instability, 2). Emotional regression, 3). Social maladjustment and 4). Lack of independence (Widaputri, 2020). This scale has Cronbach's Alpha of 0.915.

In the Coping Efficacy variable in this study, the Coping Efficacy Questionnaire (CEQ-17; ( Tong, 2005). CEQ-17 has 17 items with 3 dimensions: Competency "I can turn stress into motivation" (9 items), Cognition "I think that problem is a friend" (5 items), and Confidence "I'm worried that I can't solve this problem (reverse item)" (3 items). Participants will be asked "When things are not in your favor or when you have a problem, have you ever experienced something like this?" then, participants will be instructed to rate it with 4 points on a Likert scale ranging from 1=strongly disagree to 4=strongly agree. This scale has a cronbach's alpha of 0.86.

In the Variables of Authoritative Parenting in this study, the Parental Authority Questionnaire (PAQ) (Buri, 1991) was used. Where in this study will only use the authoritative dimension (8 items). In the authoritative dimension, this scale has Cronbach's alpha of 0.78 for mothers and 0.92 for fathers. The initial data analysis in this study was carried out by instrument tests, especially in reliability testing, carried out through a comparison of the alpha Cronbach value ( $\alpha > 0.6$ ) so that it is said that the instrument is reliable.

The researcher conducts a classical assumption test before conducting a hypothesis test as one of the requirements in parametric testing. The classical assumption test in this study was carried out including: 1.) The normality test using Kolmogrov Smirnov through a probability of more than 0.05 so that it can be said that the data is normally distributed and the assumption test is accepted; 2.) multicollinearity test with VIF (variance inflation factor) value where the assumption test can be accepted when there is no multicollinearity through a VIF value of less than 10; and 3.) The heterokesdasticity test through a scatter plot is shown to be between 0 values and does not show a certain pattern, so it is said that heterokesdasticity does not occur so that the assumption test is acceptable.

This study conducted the main data analysis in the form of mediation analysis through PROCESS Hayes version 2.14 (Hayes, 2022). The purpose of hypothesis testing in this study is to find out whether or not there is a role of the proposed mediation variable in connecting independent variables and dependent variables. In this study, the mediator variable proposed is authoritative parenting, in order to connect between independent variables which are emotional maturity and dependent variables in the form of coping efficacy.

## RESULT AND DISCUSSION

### Data Description

**Table 1. Descriptive data of research variables**

Variable	M	SD	Emotional Maturity	Coping Efficacy	Authoritative Parenting
Emotional Maturity	68.8962	13.66325	1		
Coping Efficacy	17.2830	5.40503	.249*	1	
Authoritative Parenting	35.6226	9.22363	.009	.630**	1

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

In this study, it was found that the most varied distribution of data was found in the emotional maturity variable ( $M=68.8962$ ,  $SD=13.66325$ ); then coping efficacy ( $M=17.2830$ ,  $SD=5.40503$ ); last on the variables of authoritative parenting ( $M=35.6226$ ,  $SD=9.22363$ ). The results in this study also provide an overview of the relationship between the variables studied. Table 1 shows that the relationship between emotional maturity and coping efficacy includes having low strength  $r = .249$   $p < .05$ , based on this value it can also be said that the relationship between the two is significant. The results on the relationship between the coping efficacy variable and authoritative parenting were also significant with great strength  $r = .630$   $p < .01$ . However, the relationship between the variables of emotional maturity and authoritative parenting showed different results, namely insignificant  $r = .009$   $p > .05$ .

### Classic Assumption Test

This study conducted a classical assumption test as a prerequisite before conducting a hypothesis test.

### 1. Normality

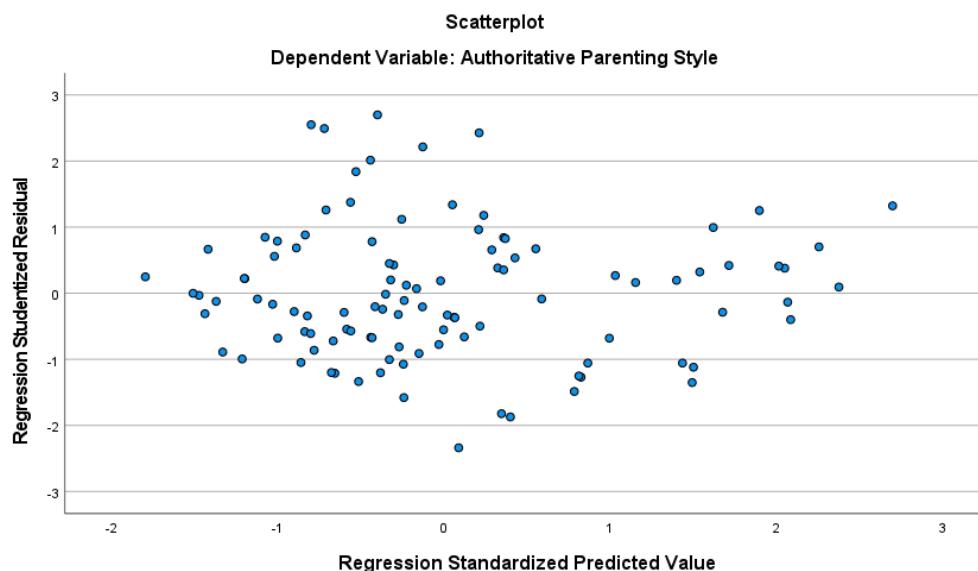
This study used kolmogrov smirnov to conduct a normality test with a comparison at a significant value of .05. Based on the results of the tests carried out, it shows that the normality value of residual in this study is .681. This value is known that all variables have met the assumption test in the form of normality. Furthermore, it can be said that the data obtained in this study has a normal distribution so that it can be carried out in the next assumption test and the hypothesis test at the end.

### 2. Multikolinearitas

This study used a multicollinearity test to determine the relationship between variables and comparisons using a VIF value of less than 10 and a tolerance value of more than .10. The results of the multicollinearity test that have been carried out show a VIF value of 1.066 which means it is less than 10. The tolerance value shown is .938 so it is greater than .10. Therefore, it can be said that the assumption test in the form of multicollinearity in this study is accepted. This means that there are no symptoms of multicollinearity among each of the variables studied, namely service quality, customer loyalty, and customer satisfaction.

### 3. Heterokesdasticity

Heterokesdasticity testing in this study was used to determine the variance of the data obtained and its relationship in each variable. The results shown refer to the output image value in scatterplots with several conditions so that it can be said that there are no symptoms of heterokesdasticity. These provisions include that the data points are spread above and below or around the number 0, the dots do not accumulate only above or below, and the distribution of data points is not patterned. The results of the heteroskesdasticity test obtained in this study are known as follows:



**Pict 1.** heteroskesdasticity

Based on the image above, it is known that the data points obtained in this study are spread both above and below the number 0 and do not show a specific pattern. Therefore, it can be said that the assumption test in the form of heteroskedasticity in this study has been accepted.

## Hypothesis Test

**Table 2. Hypothesis test results**

Hypothesis	B	p
Emotional Maturity → Coping Efficacy (c')	.1644	.0011
Emotional Maturity → Authoritative Parenting (a)	.0035	.9288
Authoritative Parenting → Coping Efficacy (b)	1.0719	.0000
Emotional Maturity → Authoritative Parenting → Coping Efficacy (c)	.1681	.0100

1. H1 : There is a direct influence of Emotional Maturity on Coping Efficacy

The first hypothesis in this study was accepted, which was known based on the significant value obtained, which was .0011 ( $p < .05$ ). The influence given by Emotional Maturity on Coping Efficacy is also known to be quite qualified, which is .1644

2. H2 : There is a direct influence of Emotional Maturity on Authoritative Parenting

The second hypothesis in this study was rejected with a significance value of .9288 ( $p < .05$ ). The influence given is .0035 so it can be said that there is no effect from the relationship of Emotional Maturity to Authoritative Parenting.

3. H3 : There is a direct influence of Authoritative Parenting on Coping Efficacy

The third hypothesis in this study was accepted with a magnitude of influence of 1.0719 and a significant value of .0000 ( $p < .05$ ). Therefore, it can be said that Authoritative Parenting can have an influence on Coping Efficacy.

4. H4 : There is an indirect influence of Emotional Maturity on Coping Efficacy with mediation by Authoritative Parenting

The fourth hypothesis in this study is rejected in detail in the form of indirect influences that through Authoritative Parenting do not affect the relationship between Emotional Maturity and Coping Efficacy. A significant value of .1681 ( $p < .05$ ) indicates that Emotional Maturity in Coping Efficacy has a direct relationship. Furthermore, the mediating effect shown in this hypothesis is non-existent because the indirect effect has a value of BootLLCI = -.0769 and BootULCI = .0996 (Value exceeds the number (0) zero). This shows that Authoritative Parenting does not have an effect in linking Emotional Maturity to Coping Efficacy.

The results of this study show that there is a positive and significant relationship between emotional maturity and coping efficacy. This means that the higher the emotional maturity you have, the higher the coping efficacy. The results of this study are in line with research conducted (Hampel & Petermann, 2006) that emotional maturity can affect coping strategies in adolescents. In addition, emotional maturity is able to influence coping efficacy, which supports research (Keefe et al., 1997) where patients can show their coping efficacy when the patient's emotions are stable and controlled, where.

Therefore, it is important to have high emotional maturity so that you can overcome problems and set strategies to overcome problems well. Kim and Lee (2022) provide a supporting explanation where higher service quality is positively related to higher customer satisfaction. The emphasis is more on the importance of providing a good buying experience

to customers in an e-commerce environment. The higher the quality of service provided, the higher it can significantly increase customer satisfaction.

In this study, it is also known that emotional maturity does not have a significant relationship with authoritative parenting. This has different results from the research conducted by (Laible et al., 2004; Shek, 1998; Singh & Khanam, 2023) where it was found that parents with authoritative parenting can help children to have higher emotional maturity.

Authoritative parenting and Coping efficacy are positively and significantly related, where the results of this study support a lot of research that has been conducted previously in various fields. The research conducted by has the results that (Camisasca et al., 2017; Ju et al., 2020) parental warmth most likely includes opportunities to provide instruction and reinforcement in an effort to adapt, which in turn can improve coping efficacy. The role of authoritative parenting cannot be shown as a variable to mediate between emotional maturity and coping efficacy, as shown in this study.

## CONCLUSION

This study on the relationship between emotional maturity and coping efficacy, mediated by authoritative parenting among high school and vocational school adolescents in Pandaan District, Pasuruan Regency, utilized Hayes PROCESS mediation analysis and yielded mixed results: emotional maturity significantly predicted coping efficacy ( $r = 0.1644, p < 0.05$ ), supporting H1; no significant link emerged between emotional maturity and authoritative parenting ( $r = 0.0035, p > 0.05$ ), rejecting H2; authoritative parenting significantly predicted coping efficacy ( $r = 1.0719, p < 0.05$ ), accepting H3; however, authoritative parenting did not significantly mediate the relationship, as the indirect effect confidence interval (Boot LLCI = -0.0769 to Boot ULCI = 0.0996) included zero. For future research, investigators could incorporate parental gender as a moderator in parenting styles or examine positive versus negative parenting styles to better capture mediating dynamics.

## REFERENCES

Brooks, R. (2019). *The psychological effects of divorce on children*. Attorney at Law Magazine.

Buri, J. R. (1991). Parental authority questionnaire. *Journal of Personality Assessment*, 57(1), 110–119. [https://doi.org/10.1207/s15327752jpa5701\\_13](https://doi.org/10.1207/s15327752jpa5701_13)

Camisasca, E., Miragoli, S., Di Blasio, P., & Grych, J. (2017). Children's coping strategies to inter-parental conflict: The moderating role of attachment. *Journal of Child and Family Studies*, 26(4), 1099–1111. <https://doi.org/10.1007/s10826-016-0645-9>

Gilleard, C., & Higgs, P. (2016). Connecting life span development with the sociology of the life course: A new direction. *Sociology*, 50(2), 301–316. <https://doi.org/10.1177/0038038515577906>

Hampel, P., & Petermann, F. (2006). Perceived stress, coping, and adjustment in adolescents. *Journal of Adolescent Health*, 38(4), 409–415. <https://doi.org/10.1016/j.jadohealth.2005.02.014>

Ju, C., Wu, R., Zhang, B., You, X., & Luo, Y. (2020). Parenting style, coping efficacy, and risk-taking behavior in Chinese young adults. *Journal of Pacific Rim Psychology*, 14, e3. <https://doi.org/10.1017/prp.2019.24>

Keefe, F. J., Affleck, G., Lefebvre, J. C., Starr, K., Caldwell, D. S., & Tennen, H. (1997). Pain coping strategies and coping efficacy in rheumatoid arthritis: A daily process analysis. *Pain*, 69(1–2), 35–42. [https://doi.org/10.1016/S0304-3959\(96\)03246-0](https://doi.org/10.1016/S0304-3959(96)03246-0)

Laible, D. J., Carlo, G., & Roesch, S. C. (2004). Pathways to self-esteem in late adolescence: The role of parent and peer attachment, empathy, and social behaviours. *Journal of Adolescence*, 27(6), 703–716. <https://doi.org/10.1016/j.adolescence.2004.05.005>

Sandler, I. N., Tein, J. Y., Mehta, P., Wolchik, S., & Ayers, T. (2000). Coping efficacy and psychological problems of children of divorce. *Child Development*, 71(4), 1099–1118. <https://doi.org/10.1111/1467-8624.00212>

Santrock, J. W. (2018). *Life-span development* (17th ed.). McGraw-Hill Education.

Santrock, J. W. (2018). *A topical approach to life-span development*. McGraw-Hill Education.

Shek, D. T. L. (1998). Adolescents' perceptions of paternal and maternal parenting styles in a Chinese context. *The Journal of Psychology*, 132(5), 527–537. <https://doi.org/10.1080/00223989809599285>

Singh, M., & Khanam, A. (2023). A study of impact of perceived parenting style on emotional maturity in young adults. *International Journal of Research and Analytical Reviews*, 11(5), 1–8.

Tong, H. (2005). Coping efficacy: Establishment questionnaire and theoretical models' construction. *Acta Psychologica Sinica*, 37(3), 413–419. (Dalam bahasa Tionghoa)

Wagde, A. D., & Ganaie, S. A. (2013). Study on emotional maturity and coping strategies among the students pursuing rehabilitation studies. *International Journal of Science and Research*, 2(8), 168–171.

Wenzel, A. (2017). Divorce: Psychological effects on children. Dalam *The SAGE encyclopedia of abnormal and clinical psychology*. SAGE Publications. <https://doi.org/10.4135/9781483365817.n466>

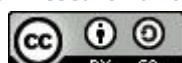
Widaputri, M. C. (2020). *Hardiness sebagai variabel mediasi antara kematangan emosi dengan self-efficacy pada guru pengabdian Gontor Putri* (Skripsi). Universitas Islam Negeri Maulana Malik Ibrahim.

Copyright holders:

Mohammad Habib Nur Fawaid (2026)

First publication right:

Devotion - Journal of Research and Community Service



This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International](https://creativecommons.org/licenses/by-sa/4.0/)