

Adolescent Prosocial and Antisocial Behaviours: Simultaneous Effects of Self-control, Attitudes of Parents and Teachers

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ABSTRACT

This study investigates the complex relationships between parental attitudes, teacher attitudes, and self-control and their associations with prosocial and antisocial behaviour among adolescents in Bali, Indonesia. The research utilises a correlational research design with structural equation modelling (SEM) analysis to examine the relationships among variables comprehensively. A sample of 260 high school students aged 14 to 16 in Bali, Indonesia, was selected using a multi-stage cluster random sampling technique with 104 male and 156 female. The standard deviation of age is 0.49. Data were collected using adapted instruments to measure prosocial behaviour, antisocial behaviour, parents' attitudes, teachers' attitudes, and self-control. The study found positive correlations between parental attitudes, teacher attitudes, self-control, and prosocial behaviour and negative correlations with antisocial behaviour. The SEM analysis produced a predictive model for adolescent prosocial and antisocial behaviour, demonstrating strong compatibility with the model. The results indicated that parents' attitudes, teachers' attitudes, and self-control contributed

significantly to prosocial behaviour among adolescents. However, while teachers' attitudes and self-control were significantly related to antisocial behaviour, no significant relationship was found between parents' attitudes and antisocial behaviour. The findings provide valuable insights into the role of parent-child relationships and highlight the potential for fostering positive

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behavioural outcomes. The study's contribution lies in its focus on multiple dimensions of relationships and its exploration of the impact of parental difficulties. Ultimately, this research deepens the understanding of prosocial and antisocial behaviour and its underlying mechanisms, shedding new light on the field of prosocial.

Keywords: Antisocial, prosocial, parents' attitude, teachers' attitudes, self-control

INTRODUCTION

Prosocial and antisocial behaviours affect mental health and social relationships (Kaur, 2019). Studies indicate that the two constructs are closely related, i.e., individuals with low levels of prosocial habits and a low tolerance for others tend to be more aggressive (Joosten et al., 2015). Prosocial behaviour is voluntary behaviour that is inclined towards helping others. Individuals with such behaviour are caring and like to share what they have (Manesi et al., 2017). Numerous studies on prosocial and antisocial behaviours suggest that these behaviours can help individuals make a smooth or problematic transition from childhood to adulthood regarding social relationships (Hernandez et al., 2014). Prosocial habits can act as a deterrent to difficult behaviour in adolescents (Caprara et al., 2014). Prosocial behaviour facilitates social relations and mitigates undesirable behaviour while encouraging well-being and social adjustment, which, in turn, leads to positive development (Akers et al., 2011). Individuals who often identify and respond to requests for assistance develop compassion and appreciation for others. Adolescents with prosocial behaviour enjoy popularity among peers; they are confident of their abilities and have positive emotions.

According to Putri and Noviekayati (2015), teens with prosocial behaviour possess certain traits such as being cooperative, helpful, generous, and charitable; they tend to share their possessions as well as make donations.

On the other hand, antisocial behaviour has been described as a type of behaviour directed negatively toward other people. Individuals with such behaviour tend to violate social rules (Castano, 2012). This type of behaviour takes different forms (with varying severity), such as deception, unsafe sexual actions, rule-breaking, illicit drug use, and criminal activity, such as robbery, damage, fraud, attack (either physical or verbal), and vandalism (Morgado, 2017). This spectrum of behaviour shows that its magnitude and frequency can be very concerning (Hofmann & Müller, 2018). It is typically retained through puberty and adulthood in persons with behavioural difficulties since childhood (Marcone et al., 2018). The development of this form of behaviour is attributed to various factors, including the family environment and association with antisocial peers. According to Rahayu (2018), antisocial behaviour deviates from the standards existing in the social structure of society, i.e., screaming, hitting, intimidating, losing a temper,

complaining, lying, and being unwilling to queue. Santoso et al. (2017) are of the view that people with anti-social personalities before the age of 15 display behaviours such as ditching, running away, inclination towards physical combat, using guns, pressuring someone to participate in sexual activity, inflicting physical cruelty on people or animals, intentionally damaging or setting fire to buildings, lying, stealing, or robbing (Coelho et al., 2020).

To help adolescents develop prosocial behaviour and avoid antisocial behaviour, studies in this area must identify and investigate the factors associated with both behaviours. According to Mobarake et al. (2014), antisocial behaviour in adolescents could be attributed to their relationships with friends. Similarly, Hofmann and Müller (2018) also found that peers at school impacted students' prosocial and antisocial behaviour. However, Malonda et al. (2019) point out that parents, more than peers, influence the development of their children's identity. Llorca et al. (2017) stress the critical role of parents, pointing out that their attitudes have a bearing on their children's behaviour. In other words, a positive correlation exists between parents' attitudes and students' behaviour. It has been found that teachers' attitudes also impact their students' behaviour, either making them behave in a prosocial manner or antisocially and even violently. Hence, students could exhibit either outward prosocial behaviour or antisocial behaviour, depending on the attitudes of their parents and teachers. As stated by Liu and Li (2020), the individual's

self-control also impacts their inclination towards prosocial or antisocial behaviour. A low level of self-control often leads to antisocial and violent actions (Kemp et al., 2009). Self-control plays a vital role in forming good relationships with peers and others (Mobarake et al., 2014). With a high degree of self-control, one is more willing to forgive and condone the actions of others.

The roles of parents and teachers in the transmission of values and fostering prosocial and antisocial attitudes, as well as self-control of adolescents, have been examined in many studies (Álvarez-García et al., 2019; Kemp et al., 2009; Müller & Minger, 2013). Proper parental care is associated with helping children inculcate a sense of self-worth and security, psychological well-being, and other positive traits. Ethical compliance and self-regulation of adolescents may be primarily affected by the discipline implemented by parents. Laws and rules, which can act as pedagogical devices for group behaviour, are two aspects of regulations (Campbell et al., 2009). Moreover, there is evidence that positive attitudes of both parents and teachers help adolescents become more empathetic, helpful, and kind (Attar-Schwartz & Huri, 2019; Kochanska & Kim, 2020; Ribeiro, 2018). Research by Hosokawa et al. (2017) showed that adolescents were affected by the attitudes of parents and teachers from childhood, which significantly impacted them, even when they reached adulthood. In particular, adolescents with positive recollections of their parent's and teachers' attitudes and self-control reported greater

psychological well-being. Based on these precedents, we hypothesised that parents' and teachers' attitudes and self-control impacted the social behaviour of adolescents.

The foundational theoretical framework underpinning this research is the Social Learning Theory (Bandura, 1969). The Social Learning Theory posits that individuals acquire and learn behaviours through observation, imitation, and reinforcement. By observing the behaviour of others, individuals internalise and adopt these behaviours, which are further reinforced through various mechanisms. It suggests that social interactions, behaviour modelling, and the consequences experienced influence behaviour, including prosocial and antisocial actions. Social Learning Theory emphasises the role of observational learning and the impact of rewards and punishments in shaping behaviour. The Social Learning Theory (Bandura, 1969) supports using predictors in this context, emphasising the role of observational learning and the impact of rewards and punishments in shaping behaviour. This theory posits that individuals acquire behaviours through observation, imitation, and reinforcement, highlighting the influence of social interactions and behaviour modelling on prosocial and antisocial actions (Álvarez-García et al., 2019).

The decision to use or predict certain factors associated with prosocial and antisocial behaviours in adolescents is crucial for understanding and addressing these behaviours (Shadiqi, 2018). Prosocial behaviours, characterised by voluntary actions aimed at helping others, have been

linked to positive social relationships, well-being, and social adjustment (Moffitt, 1993). On the other hand, antisocial behaviours, which involve negative actions directed towards others, have been associated with various adverse outcomes, including criminal activities and behavioural difficulties (Li & Wei-de, 2022). Given the significant impact of these behaviours on adolescents' development, it is essential to identify and investigate the factors associated with both prosocial and antisocial behaviours.

Several studies have examined the influence of various factors on prosocial and antisocial behaviours in adolescents. For instance, research has highlighted the impact of parental attitudes, peer relationships, and self-control on these behaviours (Crocetti et al., 2016; Arief et al., 2022; Wolters et al., 2013). Empathy, family environment, and social influence contribute to prosocial and antisocial behaviours (Gardner et al., 2007; Tompsett & Toro, 2010; Lai et al., 2015).

Furthermore, longitudinal studies have shown that prosocial behaviour increases gradually over adolescence and is closely linked to the development of moral reasoning and regulation of personal distress (Monahan et al., 2009a). Conversely, coercive family processes have been found to contribute to antisocial behaviour in adolescents (Nikmah, 2019).

The use of predictors in this research is also supported by the need to understand the developmental pathways of antisocial behaviour and the factors that contribute to its stability over time (Mesurado et al., 2014; Gregory et al., 2008). Additionally,

the influence of peers, family, and social norms on prosocial and antisocial behaviours underscores the importance of investigating these factors to develop effective interventions and support systems for adolescents (Nugent et al., 1998; Monahan et al., 2009b; Feng et al., 2023).

In short, deciding to use or predict factors associated with prosocial and antisocial behaviours in adolescents is essential for understanding these behaviours' underlying mechanisms and influences. By identifying and investigating these factors, researchers can contribute to developing targeted interventions and support systems to promote prosocial behaviours and mitigate antisocial behaviours in adolescents. Specifically, the research objectives are as follows:

- 1) To examine the influence of the relationships between parents' attitudes, teachers' attitudes, and self-control on adolescents' prosocial behaviour in Bali, Indonesia.
- 2) To examine the influence of the relationships between parents' attitudes, teachers' attitudes, and self-control on adolescents' antisocial behaviour in Bali, Indonesia.
- 3) To develop a predictive model of the influence of the relationships of parents' attitudes, teachers' attitudes, and self-control on prosocial behaviour among adolescents in Bali, Indonesia.

Six hypotheses were formulated to answer the objectives, as follows:

H1: A significant relationship exists between parents' and adolescents' prosocial attitudes.

H2: A significant relationship exists between teachers' attitudes and adolescent prosocial behaviour.

H3: There is a significant relationship between self-control and adolescent prosocial.

H4: There is a significant relationship between parents' attitudes and adolescent antisocial behaviour.

H5: There is a significant relationship between teachers' attitudes and adolescent antisocial behaviour.

H6: There is a significant relationship between self-control and adolescent antisocial behaviour.

However, they were only enumerated in the result due to the limitation of this article. The findings of this study are expected to provide valuable insights into the factors influencing adolescent prosocial and antisocial behaviours. By identifying the role of self-control and the attitudes of parents and teachers, this research contributes to a deeper understanding of the social dynamics that shape the behaviour of adolescents. These findings' implications significantly impact parents, teachers, and mental health professionals, highlighting the importance of fostering positive attitudes, promoting self-control, and creating supportive environments for adolescent development.

MATERIALS AND METHODS

Research Design

This study utilised a correlational research design with structural equation modelling (SEM) analysis to examine the complex relationships and associations among variables comprehensively. Collecting self-report data from 260 adolescents in Bali, Indonesia, the researcher assessed the statistical relationships between the studied variables without manipulation. Through SEM, researchers developed a model based on Bandura's theory and tested its predictive power in explaining the observed associations. This approach sheds light on the intricate relationships, potential causal pathways, and significant predictors related to pro-social and antisocial behaviours, enhancing the understanding of their underlying mechanisms and dynamics.

Population and Sample

The population of this study is high school students in the Province of Bali. Considering the 2022 total population size of Bali is 4.32 million, an estimated adolescent age between 14 and 19 years old is 352 thousand (Badan Pusat Statistik). This study focuses on high school students aged 14 to 19, with a standard deviation of 0.49 in the Province of Bali from the public schools. Ensuring that the sample represents the diversity within this demographic group is important. All respondents (104 male and 156 female), whether under or over 18, were asked to fill out a consent form referring to their parents as guardians. All respondents

were given a consent form to participate in the study and agreed voluntarily. Before participation, informed consent were obtained from the adolescents and their parents or legal guardians. The consent form was clearly outline the purpose of the study, the voluntary nature of participation, and the procedures involved.

Respondents were given a token when participating in this study. A sample of 260 high school students aged 14 to 16 in Bali, Indonesia, was selected using a multi-stage cluster random sampling technique. Respondents were given a token (a pencil and a notebook) for each of them when participating in this study. This research project has received ethical clearance from the Research Ethics Committee (KEP) Universitas Pendidikan Ganesha, by their guidelines (Grant Reference Number: 18.7.2020).

To determine the sample size $n=260$ of the study sample, we employed a published sample sizes table using the Cochran formula. A multi-stage cluster random sampling technique was used, and the sampling procedure was carried out in the following steps. It is represented in Figure 1. Firstly, the province of Bali was divided into four regions: North Bali, South Bali, East Bali, and West Bali. North Bali consisted of Buleleng Regency, South Bali consisted of Badung Regency and Denpasar City, West Bali consisted of Tabanan Regency and Jembrana Regency, and East Bali consisted of Karangasem, Gianyar, Klungkung, and Bangli Regencies. Each region randomly selected one school (middle or high school,

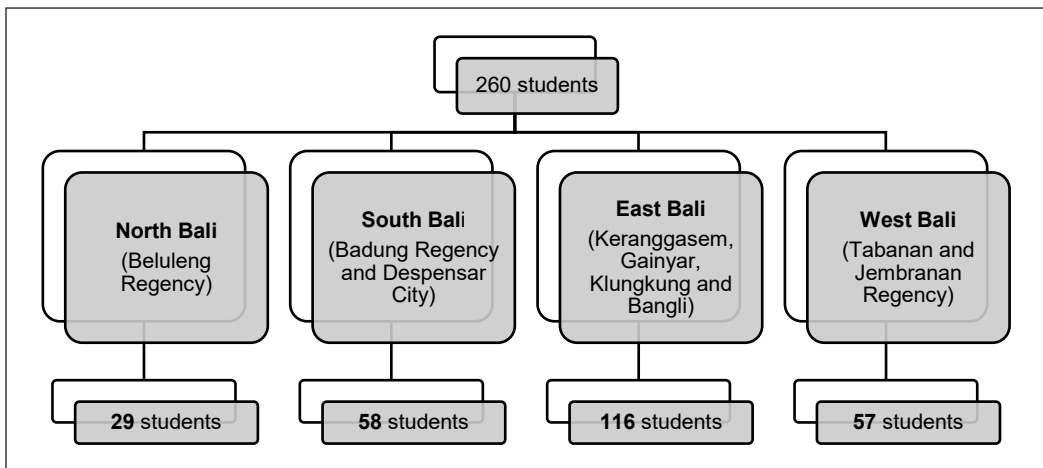


Figure 1. A Multi-stage cluster random sampling technique

public or private). Thus, the total number of schools was 9, and students in each school were considered population members. Three classes as clusters in each school were randomly chosen to represent the school as the study sample.

Data Collections and Instruments

The data collected in this study using the following adapted instruments: (1) prosocial behaviour (Carlo & Randall, 2002), (2) antisocial behaviour (Bendixen & Olweus, 1999), (3) parents' attitudes (Liss et al., 2013), (4) teachers' attitudes (Leung et al., 2003), and (5) self-control (Lindner et al., 2015). The instrument used a 1 to 5 point Likert scale to measure starting from 1=Strongly Agree, 2= Agree, 3=Somehow Agree, 4=Disagree and 5=Strongly Disagree. A pilot study (n=30) was conducted to test the internal consistency of the instruments, and alpha Cronbach ranged from .676-.806 in the indicated ability of the measures. The Cronbach Alpha value of ≤ 0.60 is

considered unreliable in assessing the reliability of this report's analysis. However, more than ≥ 0.70 suggests that it is highly appropriate. The instruments were used in the original English version. A detailed description of each item is provided in Appendix 1.

Reliability and Validity of the Instruments

According to Fornell and Lacker (1981), for construct validity, the average variance explained (AVE) is $> .50$, and construct reliability (CR) is $> .82$, which is considered good. The CFA analysis for each variable was developed based on the dimensions identified. Next, a modification process was carried out to ensure that each CFA model would achieve model-matching accuracy. As shown in Table 1, construct validity assessments were also performed to ensure all the loaded items had convergent validity. The three indicators used were factor weighting value (λ) > 0.50 (Hair et.,

Table 1
Reliability analysis of construct validity

Constructs	Number of Items	Alpha Cronbach	Average Variance Explain (AVE)	Construct Reliability (CR)
Prosocial	8	0.701	0.512	0.879
Antisocial	10	0.785	0.505	0.909
Parents' Attitude	9	0.851	0.507	0.879
Teachers' Attitude	10	0.800	0.572	0.839
Self-Control	7	0.784	0.513	0.862

2010), Extracted Average value (AVE) ≥ 0.50 (Byrne, 2010; Anderson & Gerbing, 1988), and domain reliability value > 0.60 (Hair et al., 2010).

RESULTS

Objectives 1 and 2: To examine the effects of the relationships between parents' attitudes, teachers' attitudes, and self-control on the prosocial and antisocial behaviour of adolescents in Bali, Indonesia

Table 2 presented a correlation matrix between parents' attitudes, teachers' attitudes, self-control, and prosocial and antisocial behaviour. The three independent variables were positively and significantly correlated with prosocial behaviour and negatively correlated with antisocial behaviour. It indicates that the better the

parents' attitude toward adolescents, the attitude of teachers towards adolescents, and the adolescents' self-control, the better the prosocial behaviour. These results indicate that the data for the next steps should be analysed. The data were analysed through SEM analysis by AMOS to test the hypotheses.

Objective 3: To develop a predictive model of the effects of the relationships of parents' attitudes, teachers' attitudes, and self-control on prosocial behaviour among adolescents in Bali, Indonesia

Structural Equation Modelling (SEM).

The SEM analysis produced a predictive model for adolescent prosocial and antisocial behaviour. The analysis demonstrated strong compatibility with the model, with the following fit indices values: RMSEA=0.059,

Table 2
Correlation coefficient analysis of adolescent prosocial, antisocial behaviour, parents' attitude, teacher's attitude, and self-control

Variables	Adolescent Prosocial	Antisocial Behaviour	Parents' Attitude	Teachers' Attitude
Adolescent Prosocial				
Antisocial Behaviour	-0.456**			
Parents' Attitude	0.346**	-.467**		
Teachers' Attitude	0.322**	-.419**	0.389**	
Self-Control	0.206**	-.373**	0.337**	0.319**

GFI=0.903, CFI=0.920, TLI=0.901, and Chisq/df=1.876. Figure 2 shows the results of the predictive model from the analysis. The results show that a good compatibility value was achieved and empirically proved that parents' attitudes, teachers' attitudes, and self-control had contributed 25% of variance toward prosocial behaviour among adolescents in Bali, Indonesia. Meanwhile, about 30% of the variance value was contributed by these factors to antisocial behaviour among adolescents. From the three dimensions studied, teachers'

attitudes showed the highest contribution with β value=0.32 compared to the parents' attitude and self-control toward adolescent prosocial. The results mean teachers played an important role in encouraging prosocial behaviour among adolescents in Bali, Indonesia. Meanwhile, self-control showed the highest contribution with β value= -0.41 compared to the teachers' and parents' attitudes toward antisocial behaviour. Teachers' attitude, β value= -0.29 for the second factor, and the last one is parent's attitude with β value= -0.12.

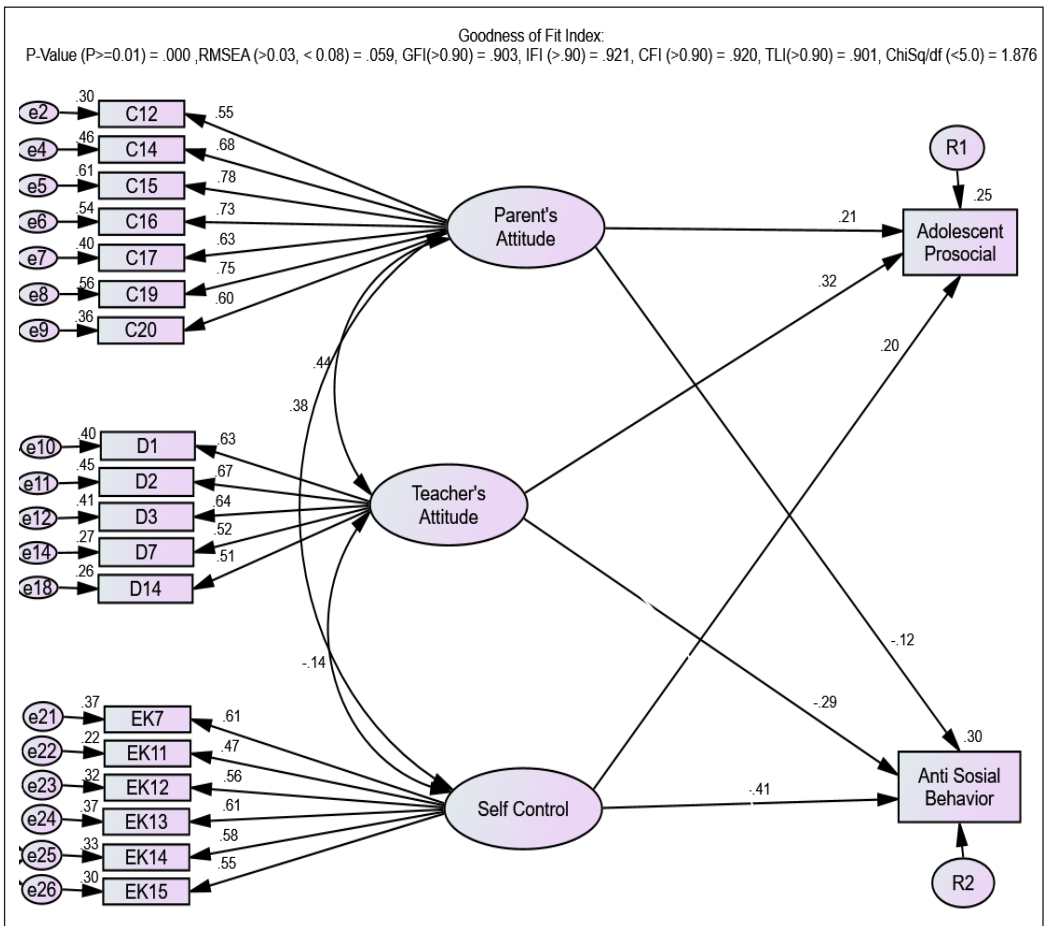


Figure 2. The predictive model of the relationship between parents' attitudes, teachers' attitudes, and self-control with adolescents' prosocial and antisocial behaviour

Table 3 presents significant findings regarding the relationship between parents' attitudes and adolescent prosocial behaviour ($\beta=0.206$, $p=0.000$), supporting H1. Similarly, a significant relationship exists between teachers' attitudes and adolescent prosocial behaviour ($\beta=0.318$, $p=0.000$), suggesting that positive teacher-student interactions promote prosocial behaviour, thus supporting H2. Additionally, self-control is significantly related to adolescent prosocial behaviour ($\beta=0.202$, $p=0.000$), indicating that better self-control leads to enhanced prosocial behaviour, supporting H3.

However, no significant relationship was found between parents' attitudes and adolescent antisocial behaviour ($\beta=-0.120$,

$p=0.184$), indicating that parental attitudes do not significantly impact antisocial behaviour among adolescents in Bali, Indonesia. Conversely, teachers' attitudes showed a significant relationship with adolescent antisocial behaviour ($\beta=-0.291$, $p=0.002$), emphasising the influential role of teacher concern in shaping antisocial behaviour, thus supporting H5. Furthermore, self-control demonstrated a significant relationship with adolescent antisocial behaviour ($\beta=-0.406$, $p=0.002$), suggesting that adolescents who exhibit self-control and display respectful behaviour tend to exhibit lower antisocial behaviour, supporting H6. Table 4 summarises the hypothesis testing results, indicating that H1, H2, H3, H5, and H6 were accepted, while H4 was rejected.

Table 3
Regression and standardised regression weights for each relationship

Dependent Variables		Independent Variables	Estimate	S.E.	C.R.	P
Adolescent Prosocial	<---	Parent's Attitude	0.206	0.201	6.230	***
Adolescent Prosocial	<---	Teacher's Attitude	0.318	0.536	4.197	***
Adolescent Prosocial	<---	Self-Control	0.202	0.299	5.745	***
Antisocial Behaviour	<---	Parents' Attitude	-0.120	0.779	-1.329	0.184
Antisocial Behaviour	<---	Teachers' Attitude	-0.291	1.176	-3.117	0.002
Antisocial Behaviour	<---	Self-Control	-.406	.804	-4.439	***

Table 4
Hypotheses testing for each variable

Hypothesis	Results
H1: A significant relationship exists between parents' and adolescents' prosocial attitudes.	Accepted
H2: There is a significant relationship between teachers' attitudes and adolescent prosocial	Accepted
H3: There is a significant relationship between self-control and adolescent prosocial.	Accepted
H4: There is a significant relationship between parents' attitudes and adolescent antisocial behaviour.	Rejected
H5: There is a significant relationship between teachers' attitudes and adolescent antisocial behaviour.	Accepted
H6: There is a significant relationship between self-control and adolescent antisocial behaviour.	Accepted

DISCUSSIONS

The present study investigates the intricate relationships between parental actions, teacher attitudes, adolescent self-control, and their associations with prosocial and antisocial behaviour. The impact of parental views on teenagers' prosocial and antisocial behaviours has been extensively researched (Carlo et al., 2011). Carlo et al. (2011) investigated the longitudinal relationships between parenting style variables, sympathy, prosocial moral reasoning, and prosocial behaviours, highlighting the association between parenting styles and prosocial behaviours in adolescents (Fatima et al., 2020). Furthermore, Padilla-Walker et al. (2016) investigated the impact of parental warmth and hostility on teenagers' prosocial behaviour towards diverse targets, providing insights into the unique impact of parental attitudes on adolescents' behaviour (Carlo et al., 2018).

The results demonstrate positive correlations between parental attitudes, teacher attitudes, self-control, and prosocial behaviour and negative correlations with antisocial behaviour. These findings support the hypothesis that the family environment, specifically parental attitudes towards adolescents, the educational system, particularly teacher attitudes towards adolescents, and self-control factors significantly impact prosocial and antisocial behaviour among adolescents (Lasota, 2018). Previous research has also indicated the positive influence of parental attitudes and self-control on teenage behaviour (Burns, 2018; Hosokawa et al., 2017;

Houts, 2020), highlighting the critical role of parental attitudes in promoting prosocial actions. These outcomes align with evidence suggesting that parental perspectives can shape positive emotional experiences, empowerment, and accountability in infants (Dollar et al., 2018), ultimately shielding children from developing antisocial behaviour.

Similarly, teachers' attitudes towards adolescents encompass various aspects, including concern for learning difficulties, affection, responsibility for fostering growth, acceptance of diversity, tolerance of irrelevant behaviours, and encouragement of youth creativity (Attar-Schwartz & Huri, 2019). The findings provide empirical evidence for the significant impact of the combined influence of parental and teacher attitudes on positive cognitive, emotional, and mental states (prosocial flow) and prosocial and antisocial behaviour among adolescents. These results are consistent with previous research demonstrating that parental attitudes towards adolescents indicate healthy psychological functioning, preventing mental disorders later in life (Álvarez-García et al., 2019). Positive parental attitudes create a friendlier and more receptive environment, enhancing children's sensitivity, empathy, and prosocial behaviour. Additionally, positive behaviour patterns acquired during adolescence are often replicated in family relationships and friendships.

Three possible hypotheses can be proposed regarding the absence of a connection between parental attitudes and

antisocial behaviour. Firstly, a successful relationship with one parent may lead individuals to develop a more optimistic perception of others, perceiving them as gentle and benevolent. It may result in a stronger influence of antisocial behaviour on teacher attitudes and self-control than parental attitudes. Secondly, parental and teacher attitudes and self-control traits may be influenced by the child's age and maturity when developing perceptions of personal actions. Additionally, a mindset of constructive challenge fostered by parents in young adults may encourage evaluating others' needs before helping. This research contributes by examining different dimensions of parent-child relationships, such as parental difficulties, as predictors of prosocial behaviour, which offers a novel perspective.

These findings underscore the importance of viewing prosocial and antisocial behaviour within the context of partnerships. Moreover, they reinforce previous research that emphasises the significance of understanding prosocial behaviour, undesirable development, and the role of relationships (Müller et al., 2016). The study highlights the relationship between the combined influence of parental and teacher attitudes and self-control. These outcomes align with studies by Burns (2018) and Mobarake et al. (2014), suggesting that a combination of encouragement and challenges contributes to increased enthusiasm and flow. The significance of these findings lies in their exploration beyond individualistic practices and their

correlation with hedonistic well-being, revealing the potential for self-centred motivation. The findings also resonate with Attar-Schwartz et al. (2019), who suggest a positive association between community engagement during college and well-being even years after graduation.

Additionally, the study establishes the flow experience of prosocial and antisocial activities as a significant predictor of prosocial and antisocial behaviour, offering new insights into the study of prosociality. When adolescents receive attention from parents and teachers contributing to their enjoyment, this experience provides constructive feedback that enhances internal motivation (Spivak & Farran, 2012). The subjective experience of engaging in prosocial and antisocial actions may play a crucial role in future research on prosocial behaviour. Parental warmth and commitment highlight their significant role in the behavioural dimensions of psychological development. Predictive perspectives indicate that compassion promotes both prosocial and antisocial behaviour among adolescents. Prosocial actions are essential for adolescents to lead peaceful and respectful lives, such as sharing, cooperating, giving, supporting, integrity, and kindness (Putri & Noviekayati, 2015). Conversely, antisocial behaviour deviates from societal values and social norms, potentially leading to hostility, emotional instability, and disregard for others' needs (Rahayu, 2018).

The research findings emphasise the interplay of various factors, including

parental and teacher attitudes and self-control, in shaping prosocial and antisocial behaviour among adolescents. These findings provide valuable insights into the role of parent-child relationships and highlight the investigation of positive behavioural outcomes. The study's contribution lies in its focus on multiple dimensions of relationships and its exploration of the impact of parental difficulties. Ultimately, this research deepens the understanding of prosocial and antisocial behaviour and its underlying mechanisms, shedding new light on prosociality.

Implication for Counselling Practices

The study draws from social learning theory to explore the combined influence of self-control, parental attitudes, and teacher attitudes on adolescent prosocial and antisocial behaviours (Omar et al., 2017). Therapists can assist adolescents in counselling by examining their parents' and teachers' attitudes and values. Therapists can support the development of prosocial behaviours by facilitating discussions on positive attitudes, empathy, and caring behaviours. Additionally, therapists can help adolescents navigate conflicting or negative attitudes to minimise the impact of antisocial behaviours.

The findings have practical implications for counselling practices aligned with social learning theory:

1. **Observational Learning:** Counsellors can help adolescents recognise and understand behaviours their parents and teachers exhibit. By exploring these

role models, counsellors can guide adolescents in identifying positive behaviours to emulate and negative behaviours to avoid. This understanding fosters the development of prosocial behaviours and discourages antisocial behaviours.

2. **Imitation:** Counsellors can assist adolescents in recognising and imitating positive prosocial behaviours demonstrated by influential individuals in their lives. Encouraging adolescents to seek out positive role models and learn from their behaviours promotes the acquisition of prosocial skills, empathy, and cooperation. Conversely, counsellors can raise awareness of negative behaviours exhibited by influential figures and discourage imitation of such behaviours.

3. **Reinforcement:** Counsellors can provide positive reinforcement when adolescents display prosocial behaviours. By acknowledging and praising their efforts, counsellors motivate adolescents to continue engaging in prosocial acts. Similarly, counsellors can address negative reinforcement by exploring the consequences of antisocial behaviours and encouraging the adoption of alternative, more positive behaviours.

Limitations and Suggestions for Future Studies

The study offers valuable insights into the effects of parental attitudes, teacher attitudes, and self-control on adolescent

prosocial and antisocial behaviour. However, it is important to acknowledge certain limitations:

1. **Limited Generalizability:** The findings may not apply universally as the study was conducted with a specific sample of high school students in Bali, Indonesia. Replicating the study with diverse populations is necessary to ensure the reliability and applicability of the results.

2. **Potential counselling use of self-report measures** introduces biases such as social desirability and response distortions, possibly affecting the accuracy of reported prosocial and antisocial behaviours and attitudes.

3. **Lack of Causality:** The correlational design does not establish causality, making it difficult to determine the direction of the relationships or exclude other influential factors.

The following suggestions are recommended for future research to gain a more comprehensive understanding of prosocial and antisocial behaviours among adolescents:

1. **Longitudinal Studies:** Conducting longitudinal research to investigate the long-term impacts of parental attitudes, teacher attitudes, and self-control on teenage behaviour is required. Longitudinal studies are critical for understanding developmental trajectories and how these behaviours change over time. Several references provide useful insights into longitudinal research investigating the impact of

parental attitudes, instructor attitudes, and self-control on teenage behaviour.

2. **Cultural Context:** Investigate the impact of cultural factors on prosocial and antisocial behaviour. Examining different cultural contexts can provide insights into how cultural values and socialisation practices shape these behaviours.

3. **Intervention Programs:** Develop and evaluate intervention programs that target parents, teachers, and adolescents to promote prosocial behaviour and reduce antisocial behaviour. These programs should enhance positive attitudes and self-control skills and create supportive environments.

CONCLUSION

In conclusion, this study highlights the significant role of parental attitudes, teacher attitudes and self-control in shaping adolescent prosocial and antisocial behaviours. Positive parental and teacher attitudes and strong self-control skills were associated with higher levels of prosocial behaviour in adolescents. Teacher attitudes emerged as particularly influential in fostering prosocial behaviour. Self-control was a crucial factor in predicting both prosocial and antisocial behaviour. While no significant relationship was found between parental attitudes and adolescent antisocial behaviour, teacher attitudes and self-control were significant predictors. These findings have important implications for counselling, highlighting the need to incorporate strategies that promote prosocial behaviour

and discourage antisocial behaviour. By emphasising observational learning, positive role modelling, and reinforcement of prosocial behaviours, counsellors can support the acquisition of prosocial skills and create a nurturing school environment for adolescents.

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APPENDIX 1

Supplementary table

Construct	Items	Indicators
		Factor Loadings
Prosocial Behaviour	A5 I am not reluctant to lend my motorbike to my friends.	0.58
	A9 I am not reluctant to help throw a surprise birthday party for my friends.	0.63
	A10 I put in effort to help friends who are in need.	0.75
	A13 I am ready to volunteer without being asked.	0.68
	A14 I am emotionally touched to see those who are less fortunate.	0.76
	A15 I am willing to share my pocket money with those in need.	0.78
	A20 I am willing to put other people's needs above mine.	0.8
	A21 I help resolve quarrels.	0.82
Antisocial Behaviour	B1 I like to listen to loud music and disregard-how others feel about it.	0.62
	B2 I enjoy doing things that go against the rules.	0.82
	B5 I am angry with the accidental nudge of my friends	0.67
	B7 I like to throw things around when I feel annoyed with someone.	0.58
	B8 I am angry with those who say I am wrong.	0.6
	B11 I choose to have fun instead of thinking of my future.	0.62
	B12 I stay alone in my room instead of interacting with others.	0.75
	B13 I stay away from those who are in need.	0.8
Parents' Attitude	B15 I feel rules and regulations restrict my activities.	0.81
	B19 I choose to have more money than more friends	0.78
	C12 My parents are not concerned about me.	0.65
	C14 My parents disregard my opinions.	0.68
	C15 My parents do not allow me to study in a group at my friend's house.	0.78
	C16 My parents do not allow me to bring my friends home.	0.73
	C17 My parents do not advise on my well-being.	0.63
Teachers' Attitude	C19 My parents are disinterested in matters related to my education.	0.75
	C20 My parents do not care if I come home late.	0.75
	D1 Teachers encourage students to ask for further clarification.	0.73
	D2 Teachers encourage students to give opinions.	0.77
	D3 Teachers help students to find additional study materials on difficult topics.	0.64
Self-Control	D7 Teachers remind students tirelessly to follow the rules.	0.72
	D14 Teachers only pay attention to intelligent students.	0.71
	E7 The end justifies the means as long as it benefits me.	0.71
	E11 I feel satisfied when I can hit something while I am angry.	0.77
	E12 I consider rules to be meant for breaking.	0.66
	E13 If I have a problem, it recurs in my dreams.	0.61
	E14 I do not avoid quarrelling over trivial matters.	0.78
	E15 I do not differentiate my manners towards my peers and the elderly.	0.75