

## The Role of Parents, Teachers, and Self-Esteem in Shaping Adolescents' Premarital Sexual Behaviour

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### ABSTRACT

Premarital sexual behaviour refers to intimate actions between two individuals who are emotionally attached but not legally married. Such behaviour is influenced by internal factors, including self-esteem and depression, as well as external factors such as the roles of parents and teachers. Understanding these determinants is essential for developing effective adolescent reproductive-health interventions. This study aimed to determine the relationship between parental roles, teacher roles, and self-esteem with premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda. This research employed an observational analytic design with a cross-sectional approach. The study involved 183 male and female students selected through stratified random sampling. Data were collected using structured questionnaires, and statistical analysis was performed using the chi-square test to assess associations between variables. The findings showed no significant relationship between parental roles and premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda ( $p = 0.461$ ). Similarly, no significant association was found between teacher roles and premarital sexual behaviour ( $p = 0.341$ ). Self-esteem was also not significantly associated with premarital sexual behaviour ( $p = 0.913$ ). The study concludes that parental roles, teacher roles, and self-esteem are not significantly associated with premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda. These results suggest that other factors may play a more substantial role in influencing adolescent premarital sexual behaviour and should be explored in future research.

**Keywords:** parents; teachers; self-esteem; premarital sexual behaviour

### INTRODUCTION

Premarital sexual behaviour refers to intimate actions occurring between two individuals who share mutual affection but are not bound by marriage. Among adolescents, premarital sexual activity has become a prominent social issue and a growing public health concern, as this behaviour increasingly appears within community settings, particularly among youth populations [1]. Data compiled by the World Health Organization across ten countries in Latin America, the Caribbean, Europe, and Nepal indicate that adolescent boys report engaging in sexual intercourse more frequently than adolescent girls, with a prevalence of 24% [2]. In Indonesia, findings from the 2021 Indonesian Adolescent Reproductive Health Survey (SKRRI) reveal that 29.5% of male adolescents and 6.5% of female adolescents have engaged in touching or stimulating their partners; 48.1% of male adolescents and 71.6% of female adolescents have kissed their partners; and 79.6% of male adolescents and 71.6% of female adolescents have held hands with their partners. These forms of physical intimacy may increase the likelihood of adolescents progressing toward sexual intercourse [3]. In East Kalimantan, data from the National Population and Family Planning Agency (BKKBN) show that 2.8% of unmarried male adolescents aged 10–24 years and 0.8% of unmarried female adolescents in the same age group have engaged in premarital sexual intercourse [4].

Adolescent sexual behaviour is shaped by a combination of internal and external determinants. Internal factors influencing sexual behaviour include knowledge, attitudes, self-efficacy, self-esteem, and depression, while external factors encompass parental roles, teacher roles, peer influence, social environment, and exposure to social media [5]. Parents, as core members of the family unit consisting of a legally married father and mother, hold essential responsibilities in nurturing, raising, guiding, and instilling social norms and values in their children [6]. Their roles extend to functioning as educators, motivators, role models, facilitators, supervisors, and counsellors in supporting adolescent development [7]. Teachers, as professional educators, are responsible for teaching, guiding, directing, training, assessing, and evaluating students within formal educational settings [8]. They play a crucial role in shaping students' understanding of reproductive health and sexual behaviour [9], and they carry significant responsibility in character formation and knowledge dissemination within the school environment [10].

Self-esteem represents an individual's self-evaluation shaped by attitudes, interpersonal interactions, recognition, and acceptance from others. Each individual possesses varying levels of self-esteem, which influence their sense of autonomy, confidence in personal abilities, and capacity to make decisions and solve problems effectively [11]. Low self-esteem may increase vulnerability to risky behaviours, including premarital sexual activity, as adolescents with diminished self-worth may struggle to assert boundaries or resist external pressures.

A preliminary study conducted by the researchers at SMP Negeri 26 Samarinda involving ten respondents revealed that limited communication between parents and adolescents regarding sexuality significantly influences adolescent sexual behaviour. Some students reported that strict parental rules—such as curfews and open discussions about sexuality—played an important role in reducing risky sexual behaviours. In addition, teachers were identified as important sources of information regarding sexual behaviour and its consequences, particularly through reproductive-health education and the creation of a supportive school environment for prevention efforts. However, several students noted that many teachers were not actively involved in providing such guidance. Furthermore, some students demonstrated low self-esteem, making them more susceptible to engaging in risky behaviours, including accessing pornographic images or content, which may further encourage premarital sexual activity.

Based on the issues described above, this study is expected to contribute scientific insights and broaden understanding regarding adolescent sexual behaviour and the factors influencing it. Therefore, the purpose of this research is to examine the relationship between parental roles, teacher roles, and self-esteem with premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda.

### METHODS

This study was conducted using a quantitative approach with an analytical observational design, a type of research aimed at identifying relationships or potential influences between variables [12]. A cross-sectional method was employed, allowing all variables to be measured

simultaneously at a single point in time. The research was carried out in April 2025 at SMP Negeri 26 Samarinda, which served as the study site. The study population consisted of 262 students from grades VII and VIII, representing the total number of eligible adolescents enrolled at the school. From this population, a sample of 183 students was selected using a stratified random sampling technique. This sampling method involves dividing the population into homogeneous subgroups, each containing individuals with similar characteristics, followed by random selection within each subgroup to ensure proportional representation [13]. Sampling was conducted based on predetermined inclusion and exclusion criteria to ensure the relevance and accuracy of the data collected.

The independent variables in this study were parental roles, teacher roles, and self-esteem, while the dependent variable was premarital sexual behaviour. Data collection for all variables was conducted using structured questionnaires distributed to students through Google Forms. The use of digital questionnaires facilitated efficient data collection, ensured respondent anonymity, and minimized potential bias during the data-gathering process.

Data analysis was performed in two stages. First, descriptive analysis was used to summarize respondent characteristics and provide an overview of each research variable. This was followed by hypothesis testing using the chi-square test to determine the presence of statistically significant relationships between the independent variables and premarital sexual behaviour. The results of the analysis were presented in tabular form to enhance clarity and interpretability.

## RESULTS

Table 1 shows that the majority of respondents reported strong parental roles (109; 69%) and strong teacher roles (102; 64%). Most adolescents demonstrated normal levels of self-esteem (115; 72%). Premarital sexual behaviour was predominantly categorized as "at risk," with 108 students (68%) falling into this category.

Table 2 indicates that the association between parental roles and premarital sexual behaviour yielded a p-value of 0.461, which exceeds  $\alpha = 0.05$ . This finding demonstrates that parental roles are not significantly related to premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda.

Table 3 shows that the relationship between teacher roles and premarital sexual behaviour produced a p-value of 0.341, which is greater than  $\alpha = 0.05$ . Thus, teacher roles do not have a statistically significant association with premarital sexual behaviour among the adolescents studied.

Table 4 demonstrates that the relationship between self-esteem and premarital sexual behaviour resulted in a p-value of 0.913, which is substantially higher than  $\alpha = 0.05$ . This indicates that self-esteem is not significantly associated with premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda.

## DISCUSSION

Based on the findings regarding parental roles in relation to premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda, the majority of respondents reported that parental roles were categorized as strong. Parents are expected to establish clear rules and provide constructive disciplinary measures when adolescents violate established household norms. In addition, parents should be aware of their children's social circles, maintain consistent communication about where they are going, when they will return home, and what activities they engage in outside the household environment [14]. The researcher assumes that parents, as the individuals most familiar with the characteristics and developmental stages of their adolescents, must demonstrate firmness in setting boundaries and enforcing consequences when rules are violated. Strong parental involvement is therefore considered essential in shaping adolescent behaviour and preventing engagement in risky sexual activities.

Regarding teacher roles in relation to premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda, the majority of respondents also reported strong teacher involvement. Teachers are responsible for supervising students within the school environment. According to existing theory, teachers have an obligation to monitor students' peer interactions, attitudes, and behaviours to ensure that they do not engage in inappropriate social relationships. As educators, teachers play a crucial role in delivering sexuality education in schools, particularly in preventing premarital sexual activity and promoting healthy decision-making [15]. The researcher assumes that teachers function as "second parents" within the school setting. The school environment significantly influences adolescents' patterns of thinking and behaviour, and teachers are responsible for monitoring student conduct, providing guidance, offering educational support, and helping students address personal or social problems they may encounter.

Table 1. Distribution of parental roles, teacher roles, self-esteem, and premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda

Variable	Category	Frequency	Percentage
Parental role	Strong	109	69
	Weak	74	47
Teacher role	Strong	102	64
	Weak	81	51
Self-Eesteem	High	7	4
	Normal	115	72
	Low	61	38
Premarital sexual behaviour	At risk	108	68
	Not at risk	75	47

Table 2. Relationship between parental roles and premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda

Parental role	At risk		Not at risk		p-value
	Frequency	Percentage	Frequency	Percentage	
Strong	62	33.9	47	25.7	0.461
Weak	38	20.8	36	19.7	

Table 3. Relationship between teacher roles and premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda

Teacher role	At risk		Not at risk		p-value
	Frequency	Percentage	Frequency	Percentage	
Strong	52	28.4	49	26.8	0.341
Weak	48	26.2	34	18.6	

Table 4. Relationship between self-esteem and premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda

Self-esteem	At risk		Not at risk		p-value
	Frequency	Percentage	Frequency	Percentage	
High	4	2.2	3	1.6	0.913
Normal	64	35	51	27.9	
Low	32	17.5	29	15.8	

With respect to self-esteem and its relationship to premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda, the majority of respondents demonstrated normal levels of self-esteem. Self-esteem reflects an individual's self-evaluation and the way they perceive themselves, including their ability to accept or reject aspects of their identity, and the extent to which they believe in their own worth, competence, and personal power. High self-esteem generally has positive behavioural implications, whereas low self-esteem may lead to negative outcomes [16]. The researcher assumes that adolescents with high self-esteem tend to exhibit more positive behaviours, while those with low self-esteem may be more vulnerable to engaging in negative behaviours, including risky sexual activities.

Regarding premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda, the majority of respondents were categorized as being at risk. This may be attributed to the naturally high levels of curiosity characteristic of adolescence. Adolescents often seek new experiences and are inclined to explore unfamiliar situations [14]. Risky sexual behaviour typically begins during adolescence and may peak during early adulthood [17]. The researcher assumes that heightened curiosity drives adolescents to explore various forms of sexual expression, ranging from sexual abstinence, sexual fantasy, flirting, touching, hugging, and kissing, to more advanced behaviours such as oral sex, anal sex, and vaginal intercourse.

Based on the analytical results, it was interpreted that there is no significant relationship between parental roles and premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda. Factors contributing to adolescent sexual behaviour include permissive peer interactions, exposure to liberal social environments, and the increasing availability of sexually stimulating content through television, mobile phones, computers, and mass media—often provided by families without awareness of their potential impact [18]. According to Muzayyanah, the lack of parental and educator sensitivity to adolescent conditions may cause adolescents to engage in inappropriate sexual activities, as they often feel embarrassed or reluctant to seek guidance from appropriate adults, reinforcing their tendency to misuse their reproductive organs [19]. Another study [20] also found no relationship between parental roles and sexual behaviour. Parental involvement does not necessarily guarantee positive adolescent behaviour, as adolescents may feel uncomfortable discussing sexuality, romantic relationships, or personal issues with their parents. Furthermore, many parents still perceive sexuality as a taboo topic, making open communication difficult.

Similarly, the analysis indicated no significant relationship between teacher roles and premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda. Teachers play an essential role in guiding and educating students, and they interact with students more frequently than parents during school hours. Therefore, teachers are expected to serve as facilitators in shaping student behaviour [8]. Education is a critical component of human development, as it provides knowledge that enhances the quality of human resources and contributes to national progress. However, technological advancements have also influenced adolescent behaviour. Easy access to external information has encouraged many adolescents to adopt Westernized dating behaviours, which they perceive as modern or socially desirable [21]. According to research by Muhamad Wildan [22], premarital sexual behaviour among adolescents is influenced by teacher roles, as teachers act as secondary caregivers who facilitate, monitor, and guide adolescent behaviour in school. Adolescents who do not receive comprehensive reproductive-health education in formal settings are 28.9% more likely to engage in premarital sexual activity and are 1.58 times more likely to discontinue healthy sexual decision-making [22].

The analysis also showed no significant relationship between self-esteem and premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda. Adolescents with high self-esteem tend to value themselves and avoid behaviours that may harm their well-being. They are guided by internalized moral and religious values, which help them avoid risky sexual activities. Consequently, adolescents with high self-esteem are less likely to engage in advanced stages of sexual behaviour compared to those with low or moderate self-esteem [23]. According to another study [24], lower self-esteem is associated with a higher likelihood of engaging in sexual behaviour. The researcher assumes that self-esteem indirectly influences adolescent sexual behaviour; adolescents with low self-esteem are more easily influenced by their environment, whereas those with high self-esteem are more resilient. Research [24] further supports that self-esteem has a negative relationship with premarital sexual behaviour, as adolescents with high self-esteem tend to avoid behaviours that conflict with their personal values, morals, and religious beliefs.

## CONCLUSION

Based on the findings of this study, it can be concluded that there is no relationship between parental roles, teacher roles, and self-esteem with premarital sexual behaviour among adolescents at SMP Negeri 26 Samarinda. This indicates that the factors examined in this study are not the main or most influential determinants, as many other internal and external factors may also play a significant role in shaping adolescent sexual behaviour.

## Ethical consideration, competing interest and source of funding

-This study adhered to established ethical principles in health research. Ethical considerations included respect for human dignity, protection of participant privacy and confidentiality, and the application of fairness and equity throughout the research process. The potential benefits and risks of the study were carefully considered, and all procedures were designed to minimize harm while ensuring that participants' rights were upheld. Informed consent was obtained from all respondents prior to participation, and the research was conducted with full regard for ethical standards governing studies involving adolescent populations.

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