

THE ROLE OF PARENTS: A CASE STUDY ON SELF-ESTEEM DEVELOPMENT AMONG CHILDREN IN PESHAWAR

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ABSTRACT

This study investigated the relationship between parental involvement and self-esteem among secondary school students in Peshawar City. It aimed to understand how parental involvement specifically in terms of autonomy, competence, and relatedness affects the development of self-esteem in students. A questionnaire was employed for data collection, gathering responses from 472 students across various schools and colleges. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS Version 26) with both descriptive and inferential statistics, including independent samples t-tests and Pearson's correlation, to explore the relationship between Parental involvement and self-esteem. The findings result indicated that Parents in Peshawar City were actively engaged in their children's lives, and the students demonstrated high levels of self-esteem. Furthermore, a significant relationship was identified between self-esteem and parental involvement. This study suggests that educational stakeholders should acknowledge and address the psychological needs of students. Additionally, it recommends further research to examine how parental involvement varies and to investigate the potential for teaching effective parental engagement through workshops.

Keywords: Parental Involvement, Self-esteem, Educational Stakeholders, Family Dynamics, Independent Samples t-test, Pearson's Correlation, and Pie charts..

INTRODUCTION

Self-esteem refers to how much you like, respect, and value yourself as a person. It encompasses your perception of your abilities, qualities, and achievements. When you have high self-esteem, you feel confident in your self-worth and have a positive view of yourself. Conversely, low self-esteem involves self-doubt and a negative outlook on your personal value. As a complex psychological concept, self-esteem is tied to how we perceive our identity and assess our worth in relation to others. It reflects how competent and valuable we feel in the world.

People with high self-esteem tend to maintain a confident and optimistic attitude, which helps them approach challenges with resilience.

They trust in their abilities, making them more willing to take risks and pursue their goals, even when faced with difficulties or setbacks. Global self-esteem reflects an individual's overall sense of self-worth, while situational self-esteem pertains to how a person assesses their competence and value in particular situations or contexts. Global self-esteem is generally shaped during childhood and

adolescence, influenced by factors like parental behavior, social comparisons, and experiences of success or failure. Positive interactions with supportive adults and peers can strengthen self-worth, while negative experiences, such as criticism or rejection, can harm it. Situational self-esteem, however, varies depending on the context. For instance, someone might feel confident at work but anxious in social settings. This type of self-esteem can improve through skill development, building supportive relationships, and practicing positive self-talk. Healthy self-esteem is vital for success in relationships, work, and personal growth. People with high self-esteem are generally more resilient, assertive, and willing to take risks in pursuit of their goals. They tend to build positive relationships based on mutual respect and understanding because they communicate their needs and boundaries effectively. In contrast, low self-esteem can lead to issues like depression, anxiety, and unhealthy behaviors. Individuals with low self-esteem may struggle to cope with stress and are more vulnerable to negative influences. To build healthy self-esteem, one can challenge negative self-talk, develop skills in areas of interest, seek supportive relationships, and practice self-care, such as exercise, meditation, and therapy. Strengthening self-esteem helps individuals live more fulfilling lives and make positive contributions to the world. Parents can nurture their children's self-esteem by offering unconditional love and support, encouraging success, emphasizing their strengths, and setting an example of healthy self-esteem. They can also help children learn valuable lessons from failures and setbacks.

Parents have a crucial influence on their children's self-esteem, particularly during childhood and adolescence. The way children perceive themselves is largely shaped by the messages they receive from their parents, which can have a lasting effect on their self-worth and confidence. Parents can foster their children's self-esteem by offering opportunities for success and encouraging their efforts. When children experience competence and accomplishment, they are more likely to develop positive self-beliefs and confidence. This can be achieved by setting realistic goals, recognizing their efforts, and giving constructive, positive feedback. Positive self-esteem means having a healthy and confident view of oneself, including recognizing one's abilities,

qualities, and Negative self-esteem occurs when a person has a poor view of themselves and their abilities, often feeling unworthy of respect or love. This mindset is typically accompanied by self-critical thoughts, which can undermine confidence and make it challenging to handle everyday situations. Over time, this can negatively impact mental health, contributing to feelings of sadness, anxiety, and hopelessness. overall value as a person. It involves trusting in one's decisions, feeling comfortable with who you are, and believing you deserve respect and love. Fortunately, negative self-esteem can be addressed through various strategies. Therapy and counseling can help individuals recognize and challenge harmful thought patterns, develop better coping skills, and improve self-esteem. Personal efforts, such as practicing self-compassion, replacing negative self-talk with positive affirmations, and focusing on strengths and achievements, can also make a difference.

Literature

Wairimu et al. (2016) conducted a study titled Analysis of Parental Involvement and Self-Esteem on Secondary School Students in Kieni West Sub-County, Nyeri County, Kenya. The research examined the relationship between parental involvement and self-esteem among adolescents in secondary schools within the Kieni West District of Nyeri County. The study focused on Form Three students in the secondary schools of this region. Data collection instruments included questionnaires and unstructured interviews. The data was analyzed using the Statistical Package for Social Sciences (SPSS) Version 21, with both t-tests and correlation coefficients employed to examine relationships between the variables. The results indicated a significant relationship between parental involvement and adolescent self-esteem.

Krauss et al. (2019) conducted a study titled Family Environment and Self-Esteem Development: A Longitudinal Study from Age 10 to 16. The research explored how family environment impacts self-esteem development from late childhood (age 10) through adolescence (age 16). The study found significant positive effects on children's self-esteem associated with warmth, parental monitoring, low maternal depression, economic stability (as opposed to hardship), and the presence of a father figure.

These effects were consistent across genders and did not vary significantly between the ages of 10 and 16. The results suggest that various aspects of the family environment play a critical role in shaping self-esteem during the transition from late childhood to adolescence.

Weina Li et al. (2022) conducted a study titled *Parents' Response to Children's Performance and Children's Self-Esteem: Parent-Child Relationship and Friendship Quality as Mediators*. The research examined how parents' reactions to their children's performance influence children's self-esteem. Specifically, success-oriented responses from parents were found to boost children's self-esteem, while failure-oriented responses negatively impacted it. The study utilized the deviation-corrected percentile Bootstrap method with 5000 samples to test the mediating effects of parent-child relationships and friendship quality. The findings suggest that reducing failure-oriented responses and increasing success-oriented responses can help foster self-esteem and support the development of children's social networks. Minghui Lu et al.

(2015) investigated *Self-Esteem, Social Support, and Life Satisfaction in Chinese Parents of Children with Autism Spectrum Disorder (ASD)*. This study focused on examining the relationship between self-esteem, social support. Using the Rosenberg Self-Esteem Scale (SES), Multidimensional Scale of Perceived Social Support (MSPSS), and Satisfaction with Life Scale (SWLS), the study included 118 parents of children with ASD and 122 parents of typically developing children. Results indicated that parents of children with ASD reported significantly lower levels of self-esteem, social support, and life satisfaction. Additionally,

Mulyadi et al. (2016) conducted a study titled *The Role of Parent-Child Relationship, Self-Esteem, and Academic Self-Efficacy on Academic Stress*. The research aimed to assess how the parent-child relationship, self-esteem, and academic self-efficacy impact academic stress among homeschooling students. Data analysis using Structural Equation Modeling showed that while the parent-child relationship did not have a direct effect on academic stress, it had an indirect effect through self-esteem. However, no indirect effect was found through academic self-efficacy. Yahaya et al. (2003) explored *Parents' Role in Developing Self-Esteem in*

Children, focusing on academic achievement among Year 10 students in secondary schools in Brunei. A pilot study ensured the reliability of the questionnaire, and data were collected from 300 randomly selected students. The analysis, using SPSS, multiple regression, and MANOVA, indicated that self-regulated learning, parental involvement, and homework had a significant impact on academic achievement ($R^2=0.047$, adjusted $R^2=0.046$; $F(3,220)=3.742$, $p=0.05$). The study also found that self-regulated learning significantly affected gender differences, while parental involvement did not.

Aunola et al. (2008) conducted a study titled *The Role of Parents' Self-Esteem, Mastery-Orientation, and Social Background in Their Parenting Styles*. The research aimed to explore how parents' education levels, financial resources, self-esteem, and mastery-orientation versus task-avoidance relate to their parenting styles and levels of parental stress. The study analyzed data from two groups: in Study I, parents of 105 six- to seven-year-old children completed scales measuring parenting styles, parental stress, mastery-orientation, financial resources. The findings indicated that the effect of parents' self-esteem on authoritative parenting and parental stress was partially mediated by their use of a mastery-oriented approach.

Kurman et al. (2015) conducted a study titled *How Good Am I? Implicit and Explicit Self-Esteem as a Function of Perceived Parenting Styles Among Children With ADHD*. The research aimed to investigate both implicit and explicit self-esteem, as well as academic self-assessment, in children with ADHD, in relation to perceived parenting styles specifically authoritarian, authoritative, and permissive parenting. Reese et al. (2007) conducted a study titled *Children's Self-Esteem and Moral Self: Links to Parent Child Conversations Regarding Emotion*. The study aimed to investigate (1) the associations between the emotional content of parent-child conversations about past events and two aspects of children's self-concept—moral self and self-esteem, and (2) the extent to which conversations about past events are uniquely related to children's self-concept compared to discussions about ongoing vents and situations. The findings suggested that when parents referred to Siu-ming et al. (2018) explored *Parental Self-Esteem, Parent-Child Relationships, and Authoritative Parenting*

Among Chinese Migrant Parents of Left-Behind Children.

The hypothesis of our study are as follow;

Ho: There is no significant difference in the relationship between parental autonomy support and self-esteem in children.

H1: There is a significant difference in the relationship between parental autonomy support and self-esteem in children.

Ho: There is no significant relationship between parental competence support and self-esteem in children

H1: There is a significant relationship between parental competence support and self-esteem in children.

Ho: There is no significant relationship between parental relatedness support and self-esteem in children.

H1: There is a significant relationship between parental relatedness support and self-esteem in children.

Ho: There is no significant relationship between parental academic support and self-esteem in children.

H1: There is a significant relationship between parental academic support and self-esteem in children.

Objectives of the study

1. To analyze the relationship between parental behaviors and the development of self-esteem in children.
2. To identify the positive and negative impacts of various parenting styles on the formation of self-esteem in children.

Materials and Methods

Data

In study we utilized primary data collected through a structured questionnaire. A detailed questionnaire was created for this purpose, consisting of forty-two (42) questions with various response options.

Population of the study

The study's population consists of Peshawar citizens as the target population, with various school and college students selected as the sample population.

Sample size

The sample size for this research study is 472, determined using the following formula:

$$n = \frac{N}{1 + Ne^2}$$

Sampling Methods

This study employed a convenience sampling technique to select respondents. A total of 472 individuals were chosen from various schools and colleges in Peshawar, comprising 107 males and 365 females.

Statistical Tolls

For the statistical evaluation of the data, several techniques were employed, including Descriptive statistics, Pearson's correlation, independent samples t-test, and analysis using the Likert scale. . The questionnaire responses were coded, organized, and analyzed using the Statistical Package for the Social Sciences (SPSS) version 26.

Results and Discussion

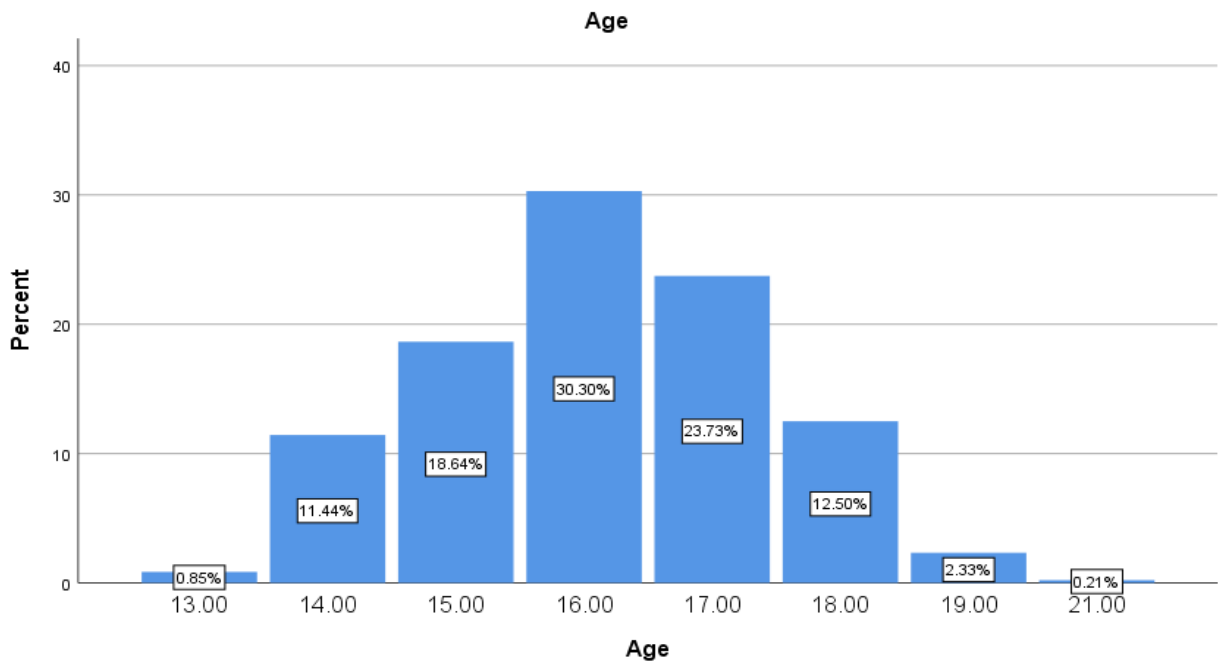


Figure 1: age of the respondents

Figure 1 illustrates the ages of the respondents. It indicates that 0.85% are 13 years old, 11.44% are 14, 18.64% are 15, 30.30% are 16, 23.73% are 17, 12.50% are 18, 2.33% are 19, and 0.21% are 21 years old. The minimum age of respondents is 13 years, while the maximum age is 21 year.

Table :1 Area of the Respondents

	Frequency	Percent
Urban	398	81.4
Rural	74	15.4
Total	472	96.5

Table:2 Pearson’s Correlations for the Parental Competence Support and Self esteem

Parental Competence		Parental Competence	Percent
	Pearson’s Correlation	1	0.2843
	Sig (two tailed)		0.0000
	N	472	472

Table:3 Pearson’s Correlations for the Parental Autonomy Support and Self esteem

Parental Autonomy		Parental Autonomy	Percent
	Pearson’s Correlation	1	0.150
	Sig (two tailed)		0.000
	N	472	472

Table:4 Pearson’s Correlations for the Parental Relatedness Support and Self esteem

Parental Relatedness		Parental Relatedness	Percent
	Pearson’s Correlation	1	0.269
	Sig (two tailed)		0.000
	N	472	472

Table:5 Pearson’s Correlations for the Parental Academic Support and Self esteem

Parental Academic		Parental Academic	Percent
	Pearson’s Correlation	1	0.214
	Sig (two tailed)		0.000
	N	472	472

Table 1 illustrates that a substantial majority, specifically 81.4%, of the participants reside in urban settings, while a smaller portion, 15.1%, comes from rural backgrounds. This distribution highlights the urban-centric nature of the sample, which may have implications for understanding the broader social context of the findings.

Table 2 highlights a noteworthy positive correlation between parental competence and children's self-esteem, with a correlation coefficient of $r = 0.288$. This finding suggests that as parents exhibit greater competence in their roles such as providing emotional support, guidance, and effective parenting strategies—there tends to be a corresponding increase in their children's self-esteem. In essence, the data points to the importance of parental effectiveness in nurturing a positive self-image among children.

In Table 3, a modest positive correlation is observed between parental autonomy and children's self-esteem, represented by a correlation coefficient of $r = 0.154$. This suggests that when parents grant their children more autonomy allowing them to make choices and encouraging independence children often experience an uptick in self-esteem. This indicates that fostering independence may play a role in enhancing a child's self-worth.

Table 4 reveals a significant positive correlation between parental relatedness and children's self-esteem, with a correlation coefficient of $r = 0.269$. This suggests that when parents establish strong emotional connections and supportive relationships with their children, it tends to bolster the children's self-esteem. The findings imply that the quality of the parent-child relationship is crucial for fostering a healthy self-concept in children.

Table 5 demonstrates a significant positive correlation between parental academic support and children's self-esteem, with a correlation coefficient of $r = 0.214$. This finding indicates that when parents are actively involved in their children's academic endeavors through encouragement, assistance with schoolwork, and engagement in educational activities—children's self-esteem is likely to benefit. The results underscore the role of academic support in helping children develop confidence in their abilities and self-worth.

Table: 6 Relation Between Parental Autonomy Support And Self-Esteem Among Children

Paired Differences	Mean	Standard Deviation	Standard Error Mean	95% Confidence Interval of the Difference		t
				Lower	Upper	
Pair;1 I fell that my parents provide me with freedom to make my own decision	1.19703	1.20392	0.05541	1.08814	1.30592	21.601
Pair;2 I do my duties because I want did because my parents want me to. - I certainly feel useless at	-.83475	2.08885	0.09615	-1.02368	-0.64582	-8.672
Pair; 3 My parents encourage me to ask questions. - I have interests and talents to be proud of	.15042	1.06510	0.04903	0.05409	0.65432	3.0683
Pair; 4 My parents allow me to do leisure activities of my choice and interest. - I have interests and talents to be proud of me	.55297	1.26077	0.5803	0.43893	0.66700	.66700

Table; 7Relation Between Parental Competence Support And Self-Esteem Among Children

Paired Differences	Mean	Standard Deviation	Standard Error Mean	95% Confidence Interval of the Difference		t
				Lower	Upper	
Pair; 1 I feel my parents support me in mastering what I am good at. - I wish I could have respect from myself.	-0.48941	1.35122	0.06219	-0.61162	8.232	-0.36719
Pair; 2 My parents offer opportunities to gain a self of competence in relating with others	-1.1928	1.55129	0.07140	-1.33311	3.4353	1.0524
Pair;3 My parents feel I am able to achieve my goals my academics. On the whole, I am satisfied with my p	.15042	1.06510	0.04903	0.05409	0.65432	3.0683
Pair; 4 My parents feel I am able to solve my problems. - I feel I do not deserve respect from my parents.	0.55297	1.26077	0.5803	0.43893	0.66700	.66700

Table 6; examined the t-test results regarding the relationship between Parental Autonomy Support and Self-Esteem among children, as presented in Table 5, indicate that at a 5% significance level, the

null hypothesis was not rejected. This suggests that there is a significant effect of Parental Autonomy Support on Self-Esteem, with p-values indicating significance ($p < .05$). However, when examining the

association between parental support and academic achievement, the findings reveal no significant relationship. Therefore, the results demonstrate a meaningful link between Parental Autonomy Support and Self-Esteem.

Table 7 provide result the paired t test. The t-test examining the relationship between parental competence support and self-esteem among children is detailed in Table 6. At a 5% significance level, the

null hypothesis was not rejected, suggesting a significant influence of parental competence support on self-esteem ($p < .05$). However, the analysis indicates that the association between parental support and academic achievement is not significant. Thus, the results highlight a meaningful relationship between parental competence support and self-esteem.

Table;08 Correlation for Parental Autonomy and Children’s Self-Esteem

		N	Correlation	Sig.
Pair; 1	My parents help me with my homework- I am good in academics.	472	-0.011	0.807
Pair; 2	My parents scheduled a conference with my teacher to discuss my reading progress. I have interests and talents that I’m proud of.	472	0.003	0.945
Pair; 3	parents go to educational activities for parents My at school- I certainly feel useless at time.	472	-0.027	0.551
Pair; 4	My parents always attend parent teacher meeting- I have interests and talents to be of.	472	0.069	0.133

Table;09 Correlation for Competence Support and Children’s Self-Esteem

		N	Correlation	Sig.
Pair; 1	I feel that my parents support me in developing my strengths. I wish I could have more self-respect.	472	0.128	0.005
Pair; 2	My parents offer opportunities to gain a self of competence in relating with others- I certainly feel useless at time	472	-0.09	0.837

Pair; 3	My parents believe that I can reach my academic goals. Overall, I am happy with their support.	472	0.245	0.000
Pair; 4	My parents believe I can handle my own challenges, but I feel I don't deserve their respect.	472	-0.34	0.457

Table 9 illustrates a significant and positive correlation between parental autonomy support and self-esteem among children. The correlation coefficients for parental autonomy in relation to students' self-esteem across the first, second, third, and fourth domains were all positively modest. These findings align with the interview responses from parents, indicating that those who reported higher levels of parental autonomy support also noted higher self-esteem in their children.

The results in Table 10 indicate a significant and positive correlation between parental competence support and self-esteem among secondary school children in Peshawar. The correlation coefficients for parental competence support and children's self-esteem in the first, third, and fifth domains were generally modestly positive, while the second and fourth items related to leisure showed a weaker correlation. Additionally, interview findings revealed that parents who reported high levels of competence support towards their adolescents were significantly associated with higher self-esteem in their children.

Conclusion

This study investigated the role of parents in fostering self-esteem among their children, specifically focusing on secondary school students in Peshawar. The main objective was to analyze the relationship between parental behavior and the development of self-esteem, while also examining the positive and negative impacts of various parenting styles. A total of 472 students from different educational institutions participated in the study, with 107 male and 365 female respondents selected through simple random sampling. Various statistical techniques were employed, including

Pearson's Correlation, independent sample t-tests, and graphical representations such as pie charts and bar graphs. The results indicated that the majority of respondents hailed from urban areas and identified their parenting style as permissive, with 84.11% expressing overall satisfaction with their parents. The findings support self-determination theory and Baumrind's parenting styles theory, emphasizing that parental support correlates with greater psychological health. Specifically, the study identified significant correlations between parental autonomy support, competence support, and relatedness support with positive self-esteem outcomes. Academic support also emerged as a significant factor in enhancing self-esteem. The research underscores the importance of meeting children's basic psychological needs for autonomy, competence, and relatedness. It highlights that parental support is a crucial component of the parent-child relationship and contributes significantly to positive child outcomes, including self-esteem. Additionally, the findings suggest that parents' beliefs about their children's ability to internalize support can greatly influence the effectiveness of their parenting strategies. In conclusion, the study illustrates that fostering an environment of parental support is essential for the healthy development of self-esteem in children, reinforcing the need for parents and mentors to be mindful of their interactions with children, especially those experiencing low self-esteem

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