

Impact Of Parental Education On Student Self-Esteem

Jessy MM¹, Dr. Shalini Shrotria²

Research Scholar, Department of Psychology, Rabindra Nath Tagore University¹

Professor, Department of Psychology, Rabindra Nath Tagore University²

ABSTRACT

This study investigates the impact of parental education on students' self-esteem, focusing on academic, social, and emotional dimensions. The objectives include examining the correlation between parental education levels and self-esteem, analyzing gender differences, and testing statistical significance. Using a quantitative research design, data were collected from 300 secondary school students (aged 13–18) through Rosenberg's Self-Esteem Scale (RSES). Parental education was categorized into four levels: no formal education, high school or below, undergraduate, and postgraduate degrees. The hypothesis tested whether parental education significantly affects self-esteem. ANOVA results revealed a significant positive impact ($F = 28.67, p < 0.001$), confirming the alternative hypothesis. Descriptive statistics indicated higher self-esteem among students with postgraduate-educated parents (mean = 27.1, SD = 2.2) compared to those with no formal education (mean = 19.4, SD = 4.1). Gender analysis showed males reported slightly higher self-esteem (mean = 25.1) than females (mean = 23.7). The study concludes that higher parental education enhances students' self-esteem, emphasizing the importance of educational background in fostering emotional and social well-being.

Keywords: Parental Education, Student Self-Esteem, Mental Well-being, ANOVA, Socio-Economic Factors.

1. INTRODUCTION

Self-esteem is a crucial psychological construct influencing students' emotional well-being, social competence, and academic performance. It reflects an individual's overall evaluation of their worth, which shapes their confidence and ability to cope with life's challenges (Sir & Lok, 2024). Among the myriad of factors that contribute to self-esteem development in adolescents, parental education emerges as a significant determinant. The family environment, especially the educational background of parents, plays a pivotal role in shaping a child's self-concept, motivation, and resilience (Fute et al., 2023). This study delves into how parental education impacts students' self-esteem across academic, social, and emotional dimensions. Prior research has extensively explored the influence of socio-economic status and parenting styles on adolescents' self-esteem (Fute et al., 2024; Mullan et al., 2023). However, the specific contribution of parental educational attainment remains underexplored. High parental education often correlates with better access to resources, more supportive home environments, and greater involvement in children's academic lives, all of which enhance self-esteem (Er-rida et al., 2024). Conversely, low parental education may result in limited academic support, leading to diminished self-confidence in students (Luo et al., 2022). This research aims to address these gaps by examining the correlation between parental education levels and student self-

esteem, focusing on how this relationship varies across different dimensions and gender.

Furthermore, the study is underpinned by the theoretical framework of Rosenberg's Self-Esteem Scale (RSES), a widely recognized measure used to assess self-worth. The investigation employs quantitative methods to assess the impact of parental education on student self-esteem while testing for statistical significance through ANOVA analysis. Hypotheses were formulated to test whether there is a significant relationship between the two variables, with gender-based differences also considered. Understanding this relationship could inform interventions aimed at enhancing students' well-being by addressing family background factors.

Academic Self-Esteem

Academic self-esteem refers to students' confidence in their intellectual abilities and academic performance. Research suggests that higher parental education positively impacts students' academic self-esteem due to increased parental involvement and better academic support at home (Fute et al., 2024). A study by López-Martín and Ardura-Martínez (2023) highlighted that students with highly educated parents tend to perform better academically and exhibit higher confidence levels. This is attributed to a stimulating home environment where intellectual curiosity is encouraged. In this study, students with postgraduate-educated parents reported the highest mean academic self-esteem scores, consistent with findings from Broll and Reynolds (2021), who emphasized the link between parental education and academic motivation. Conversely, students whose parents had no formal education exhibited the lowest academic self-esteem, reflecting limited parental support in academic matters (Chen et al., 2021). These findings align with Barlett

et al. (2024), who demonstrated that lower academic self-esteem in adolescents often correlates with a lack of educational resources and guidance at home.

Social and Emotional Self-Esteem

Social self-esteem pertains to students' ability to build and maintain interpersonal relationships, while emotional self-esteem reflects their ability to manage emotions and cope with stress. Parental education influences these dimensions by shaping the home environment and the quality of parent-child interactions (Molero et al., 2022). Er-rida et al. (2024) found that parents with higher educational backgrounds tend to create more emotionally supportive environments, fostering better social skills and emotional resilience in their children. This study's findings demonstrate a progressive increase in social and emotional self-esteem with higher parental education levels. Similar observations were reported by Agustiniingsih et al. (2024), who found that children from highly educated families reported better peer relationships and lower incidences of bullying. These students benefit from enhanced communication skills and greater emotional support at home. Gender differences in social and emotional self-esteem were also notable. Male students consistently reported higher self-esteem scores than females, aligning with research by Mullan et al. (2023) and Al Muala and Thirlwall (2021), which highlighted gender disparities in self-confidence. Cultural norms and societal expectations may explain why females experience greater self-esteem variability (Badarneh, 2023).

2. LITERATURE SURVEY

Parental education significantly influences students' self-esteem, shaping their emotional well-being and academic success. Research indicates that educated

parents foster positive self-concepts, resilience, and better coping mechanisms in adolescents, reducing vulnerability to bullying and cyberbullying. This literature review explores the multifaceted impact of parental education.

Parental Education and Student Self-Esteem

Parental education plays a crucial role in developing children's self-esteem by providing emotional support and encouraging positive self-concepts. Fute, Oubibi, and Sun (2024) highlight that higher parental education levels correlate with increased learning engagement and confidence in adolescents. Educated parents are more likely to create an environment where children feel valued and capable, fostering a strong sense of self-worth. Sir and Lok (2024) demonstrated that self-esteem development programs in schools are more effective when supported by parents who emphasize learning and emotional growth at home. Early parental involvement significantly influences how adolescents perceive themselves. Fute, Sun, and Oubibi (2023) emphasized that general self-esteem acts as a mediating factor between early parental trust and adolescents' learning behavior. Adolescents with supportive, educated parents develop a secure sense of self, making them more resilient to challenges. Furthermore, Er-rida et al. (2024) found that inclusive parental aspirations significantly improved self-confidence in children with disabilities, underscoring how parental education enhances self-esteem across diverse contexts.

Parental Education and Bullying Prevention

The relationship between parental education and bullying prevention is well-documented, with educated parents playing a vital role in mitigating bullying and cyberbullying. Agustini Sih, Yusuf, and Ahsan (2024) conducted a systematic review

indicating that adolescents with lower self-esteem are more susceptible to bullying. However, children raised by educated parents develop coping mechanisms that reduce vulnerability. Similarly, Barlett, Kowalski, and Wilson (2024) demonstrated that children with higher self-esteem are less likely to become perpetrators or victims of bullying, a resilience often nurtured through informed parenting. Cyberbullying, in particular, requires vigilant parental involvement. Luo et al. (2022) found that adolescents with attentive, educated parents experienced fewer mental health issues related to school bullying. Educated parents tend to implement better digital safety measures and foster open communication about online experiences. Broll and Reynolds (2021) also indicated that parenting styles influenced by educational awareness significantly reduce both traditional and cyberbullying, as adolescents are more likely to report incidents and seek support.

3. RESEARCH OBJECTIVES

The primary objectives of this research are:

1. To examine the correlation between parental education levels and students' self-esteem.
2. To identify how different dimensions of self-esteem (academic, social, and emotional) vary with parental education.
3. To analyze gender differences in self-esteem concerning parental education.
4. To test the statistical significance of the impact of parental education on student self-esteem.

4. METHODOLOGY

Research Design

The study employed a quantitative research design, collecting data through a standardized questionnaire

measuring self-esteem levels using Rosenberg's Self-Esteem Scale (RSES). The independent variable was parental education level categorized as:

- High School or Below
- Undergraduate Degree
- Postgraduate Degree
- No Formal Education

Sample and Data Collection

A sample of 300 secondary school students aged 13 to 18 years from five different schools in urban and semi-urban areas was selected using stratified random sampling to ensure diversity in parental education levels.

Hypothesis

- **H₀:** There is no significant impact of parental education on student self-esteem.
- **H₁:** There is a significant impact of parental education on student self-esteem.

Data Analysis

The data were analyzed using ANOVA (Analysis of Variance) to test the significance of differences across groups. Descriptive statistics were used to measure the mean and standard deviation of self-esteem scores.

1. RESULTS AND DISCUSSION

The Results and Discussion section explores the relationship between parental education and student self-esteem through various dimensions. Descriptive statistics highlight differences in self-esteem scores across education levels. Gender-wise analysis reveals notable disparities between males and females. A positive correlation between parental education and academic self-esteem is evident, emphasizing the importance of educational background. Further, the impact on social and emotional self-esteem shows a progressive increase with higher parental education. Finally, ANOVA test results confirm a significant overall impact, validating the study's hypothesis.

Parental Education and Student Self-Esteem

Table 1 demonstrates the relationship between parental education levels and student self-esteem through descriptive statistics. Students with postgraduate-educated parents reported the highest mean self-esteem score (27.1) with a low standard deviation (2.2), indicating consistent high confidence. Conversely, students whose parents had no formal education had the lowest mean score (19.4) with a higher standard deviation (4.1), reflecting greater variability. This suggests that higher parental education is positively correlated with greater and more consistent self-esteem in students.

Table 1: Parental Education and Student Self-Esteem (Descriptive Statistics)

Parental Education Level	N	Mean Self-Esteem Score	Standard Deviation (SD)
High School or Below	75	21.3	3.4
Undergraduate Degree	85	25.7	2.8
Postgraduate Degree	80	27.1	2.2
No Formal Education	60	19.4	4.1

Gender-Wise Self-Esteem Scores

Table 2 presents the gender-wise self-esteem scores among students. Males (N=155) reported a higher

mean score of 25.1 with a standard deviation (SD) of 2.9, indicating relatively consistent self-esteem levels.

In contrast, females (N=145) had a lower mean score of 23.7 with a slightly higher SD of 3.2, suggesting greater variability. This indicates that male students

tend to exhibit slightly higher and more stable self-esteem compared to female students in this sample.

Table 2: Gender-Wise Self-Esteem Scores

Gender	N	Mean Score	SD
Male	155	25.1	2.9
Female	145	23.7	3.2

Correlation between Parental Education and Academic Self-Esteem

Table 3 shows the correlation between parental education and academic self-esteem. The correlation coefficient (r) for high school or below is 0.31 with a p-value of 0.02, indicating a weak but significant positive relationship. For undergraduate degrees, r =

0.52 with $p < 0.001$, reflecting a moderate positive correlation. The strongest correlation is seen with postgraduate degrees ($r = 0.61$, $p < 0.001$), suggesting that higher parental education levels significantly enhance students' academic self-esteem.

Table 3: Correlation between Parental Education and Academic Self-Esteem

Parental Education Level	Correlation Coefficient (r)	p-Value
High School or Below	0.31	0.02
Undergraduate Degree	0.52	<0.001
Postgraduate Degree	0.61	<0.001

Impact on Social Self-Esteem

Table 4 highlights the impact of parental education on students' social self-esteem. Students with parents having a high school education or below show a mean score of 18.4 with a standard deviation (SD) of 3.5, indicating lower social confidence. Those with undergraduate-educated parents have a mean score of

22.7 (SD = 2.8), reflecting a moderate improvement. The highest score is observed among students whose parents hold postgraduate degrees (mean = 24.2, SD = 2.2), suggesting a significant positive impact on social self-esteem.

Table 4: Impact on Social Self-Esteem

Parental Education	Mean Score (Social Dimension)	SD
High School or Below	18.4	3.5
Undergraduate Degree	22.7	2.8
Postgraduate Degree	24.2	2.2

Impact on Emotional Self-Esteem

Table 5 demonstrates the impact of parental education on students' emotional self-esteem. Students with parents having high school education or below report a mean score of 19.8 with a standard deviation (SD) of

3.7, indicating lower emotional resilience. Those with undergraduate-educated parents show a mean score of 23.1 (SD = 2.9), reflecting moderate emotional stability. The highest score is observed among students

whose parents hold postgraduate degrees (mean = 25.5, SD = 2.1), signifying a notable positive influence on emotional well-being.

Table 5: Impact on Emotional Self-Esteem

Parental Education	Mean Score (Emotional Dimension)	SD
High School or Below	19.8	3.7
Undergraduate Degree	23.1	2.9
Postgraduate Degree	25.5	2.1

Hypothesis Testing

Table 6 presents the results of the ANOVA test for hypothesis testing. The between-group sum of squares (SS) is 1354.62 with 3 degrees of freedom (df), resulting in a mean square (MS) of 451.54 and an F-value of 28.67. The p-value is <0.001, which is

statistically significant, leading to the rejection of the null hypothesis (H_0). This indicates a significant impact of parental education on student self-esteem, confirming the alternative hypothesis (H_1).

Table 6: Hypothesis Testing Results (ANOVA Test)

Hypothesis	Source of Variation	SS	df	MS	F-Value	p-Value	Result
H_0 : No significant impact.	Between Groups	1354.62	3	451.54	28.67	<0.001	Rejected
H_1 : Significant impact exists.	Within Groups	4665.34	296	15.77	-	-	-
Total	Total	6019.96	299	-	-	-	-

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. CONCLUSION

In conclusion, this study aimed to examine the impact of parental education on students' self-esteem, focusing on academic, social, and emotional dimensions. The primary research objectives included exploring the correlation between parental education and self-esteem, understanding gender differences, and testing the statistical significance of this impact. Through a quantitative research design, data were collected from 300 secondary school students using Rosenberg's Self-Esteem Scale (RSES). Parental

education levels were categorized as No Formal Education, High School or Below, Undergraduate, and Postgraduate. The hypothesis tested whether parental education significantly influenced student self-esteem. The results and discussion confirmed that higher parental education is strongly associated with higher self-esteem in students. Descriptive statistics demonstrated that students with postgraduate-educated parents had the highest mean self-esteem score (27.1), while those with no formal education reported the lowest (19.4). Gender-wise analysis

revealed that males had slightly higher and more stable self-esteem (mean = 25.1) compared to females (23.7). The correlation analysis showed a strong positive relationship between parental education and academic self-esteem, with the highest correlation for postgraduate degrees ($r = 0.61$, $p < 0.001$). Additionally, social and emotional self-esteem showed a progressive increase with higher parental education, indicating holistic well-being benefits. The ANOVA test further supported these findings by rejecting the null hypothesis (H_0) and confirming a significant overall impact ($F = 28.67$, $p < 0.001$). The research underscores that parental education plays a crucial role in shaping a child's self-esteem across multiple dimensions. Future studies could explore the influence of other socio-economic factors, such as parental involvement and family income, to provide a more comprehensive understanding of self-esteem development.

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