The Role of Parents in Enhancing Self-Esteem of School-Age Children: Exploring Parenting Styles, Involvement, and Socioeconomic Factors

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ABSTRACT

This research investigates the critical role of parents in enhancing the self-esteem of school-age children. It explores the relationship between parenting styles, parental involvement, and children's self-worth, drawing on quantitative data from surveys and qualitative insights from interviews with parents and children. The findings reveal a significant correlation between authoritative parenting and higher self-esteem levels, emphasizing the importance of emotional support and positive reinforcement in shaping children's self-perception. Additionally, the study highlights the impact of parental involvement in educational settings, demonstrating that active engagement contributes positively to children's emotional development. Socioeconomic status was identified as a significant factor influencing self-esteem, with children from higher socioeconomic backgrounds reporting greater self-worth. The qualitative data provided deeper insights into the complexities of parenting dynamics, revealing the challenges parents face in balancing discipline and emotional support. The implications of these findings are multifaceted, offering practical recommendations for parents, educators, and policymakers to foster an environment that nurtures children's self-esteem. This research underscores the necessity of supportive parenting practices in promoting healthy emotional development, ultimately contributing to the well-being of future generations.

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Introduction

Self-esteem is a critical component of healthy development in school-age children, affecting nearly every aspect of their lives(Dalgas-Pelish, 2006). It is the internal sense of worth that children carry with them, influencing how they see themselves, how they relate to others, and how they cope with challenges. As children grow and encounter new experiences in school, social settings, and family life, their self-esteem becomes a key factor in shaping their emotional well-being, academic performance, and social development.

It is during this critical period that children form a sense of identity, self-worth, and confidence, which profoundly impact their academic performance, social interactions, and overall well-being(Symonds & Galton, 2014). High self-esteem has been linked to greater resilience, better problem-solving abilities, and a positive outlook on life. Conversely, low self-esteem can contribute to anxiety, depression, and social withdrawal, which may persist into adulthood(Masselink et al., 2018). Given its

far-reaching effects, understanding the factors that shape and nurture self-esteem in children is essential.

Among the various influences on a child's self-esteem, parents play a pivotal role(Bulanda & Majumdar, 2009). Parenting styles, behaviors, and attitudes toward their children significantly affect how a child perceives themselves and the world around them. From the earliest stages of life, children look to their parents for approval, guidance, and support. Through daily interactions, feedback, and communication, parents directly and indirectly contribute to the formation of their child's self-image(Banham et al., 2000). Positive reinforcement, emotional support, and active involvement in a child's life have been shown to bolster self-esteem, while neglect, harsh criticism, or overprotectiveness can diminish a child's sense of self-worth.

Parents play a fundamental role in shaping the self-esteem of their children, particularly during the critical school-age years when children's sense of identity and self-worth is being formed(Young-Eisendrath, 2008). While many factors, such as peers and academic experiences, influence a child's development, the home environment and parenting practices serve as the primary foundation upon which children build their understanding of themselves. The dynamics of the family, the specific parenting styles adopted, and the level of parental involvement all contribute to how children perceive their value and capability(Cripps & Zyromski, 2009). Understanding these influences is key to fostering positive self-esteem in children and helping them grow into confident and emotionally healthy individuals.

The overall atmosphere of the family is often the first and most significant influence on a child's self-esteem(Orth & Robins, 2014). A loving, supportive, and stable family environment can provide children with the emotional security they need to develop a positive self-concept. Within such families, children are likely to feel valued, respected, and understood, which boosts their confidence and belief in their own abilities. Open communication, affection, and respect within family relationships enable children to feel safe expressing their thoughts and emotions, further reinforcing a healthy sense of self-worth(Schweiger, 2008).

In contrast, dysfunctional family dynamics such as high levels of conflict, neglect, or inconsistency can undermine a child's self-esteem(Roberts et al., 2000). Children in these environments may internalize negative messages or feel that they are unworthy of love or support. For instance, constant criticism or harsh discipline from parents can make a child feel inadequate, while emotional distance or neglect may lead to feelings of rejection and low self-worth. In families where children do not feel emotionally secure, they are less likely to develop the confidence needed to thrive in social and academic settings(Tough, 2013). Therefore, fostering positive family dynamics is essential for nurturing a child's self-esteem.

In particular, the way parents respond to a child's successes and failures can shape the child's ability to cope with challenges and develop confidence in their abilities. For example, children raised in supportive environments that encourage autonomy and offer constructive feedback are more likely to develop high self-esteem. In contrast, children subjected to overly controlling or indifferent parenting may struggle to form a strong, positive self-concept. Thus, the role of parents in fostering a healthy and robust sense of self-esteem in children cannot be understated(Brummelman & Sedikides, 2020).

In addition to parental influence, external factors such as peer relationships, academic expectations, and societal norms also contribute to self-esteem development. However, the foundation laid at home plays a critical role in equipping children with the emotional resources to navigate these external pressures. Studies have consistently shown that children who receive consistent encouragement and emotional security from their parents are better equipped to handle social and academic challenges.

Given the importance of parental involvement in shaping self-esteem, this research seeks to explore the specific ways in which parents contribute to the development of self-esteem in school-age children(Blattner et al., 2013). By examining the various parenting styles, behaviors, and practices, this

study aims to provide valuable insights into how parents can positively influence their child's emotional growth and well-being. Understanding these dynamics is crucial, not only for parents but also for educators, mental health professionals, and policymakers, to foster environments that promote the healthy psychological development of children.

Method

Theories of Self-Esteem Development

Self-esteem, defined as the value individuals place on themselves, is a fundamental aspect of human psychology that influences emotional well-being, social interactions, and overall quality of life. The development of self-esteem is a complex process shaped by a range of factors, including early life experiences, social relationships, and cognitive processes. Over the years, several psychological theories have emerged to explain how self-esteem is formed and evolves throughout the lifespan. These theories such as Maslow's Hierarchy of Needs, Erikson's Stages of Psychosocial Development, Social Comparison Theory, and Cooley's Looking-Glass Self-provide insights into the different stages and influences that contribute to an individual's sense of self-worth.

Abraham Maslow's Hierarchy of Needs is one of the most well-known frameworks for understanding self-esteem development(Gambrel & Cianci, 2003). Maslow proposed that human motivation is driven by a series of hierarchical needs, with basic physiological and safety needs at the bottom of the pyramid and more complex psychological needs, such as self-esteem and self-actualization, near the top. Self-esteem, according to Maslow, can only be achieved after more foundational needs are met. Esteem is classified into two types: self-esteem, which refers to confidence in one's abilities and achievements, and esteem from others, which involves recognition, respect, and validation from peers and society. When these esteem needs are met, individuals develop a strong sense of self-worth, which motivates them to pursue personal growth and self-actualization.

However, if esteem needs are unmet such as through constant failure or lack of social acceptance individuals may struggle with feelings of inferiority or inadequacy. Maslow's theory highlights that self-esteem is not an isolated construct but is deeply interconnected with other aspects of human experience, such as safety, belonging, and fulfillment.

Erik Erikson's Stages of Psychosocial Development offer another framework for understanding how self-esteem develops throughout life(Batra, 2013). Erikson proposed that individuals go through eight stages of psychosocial conflict, each of which has significant implications for the development of self-esteem. In the earliest stage, infants develop a sense of trust or mistrust based on the responsiveness and care they receive from their caregivers. A child who successfully develops trust feels secure and valued, laying the foundation for healthy self-esteem. As children begin to assert independence, they develop a sense of autonomy. Supportive caregivers help children feel confident in their abilities, which fosters positive self-esteem(Luke & Coyne, 2008). However, if children are overly controlled or criticized, they may develop shame and doubt in their abilities, negatively impacting their self-worth. Erikson's theory emphasizes that self-esteem development is a lifelong process, with each stage building on the previous one. Successful navigation of each stage leads to a more resilient and confident sense of self, while unresolved conflicts can hinder self-esteem.

Social Comparison Theory, introduced by Leon Festinger in 1954, provides a social context for understanding self-esteem development(Suls & Wheeler, 2012). According to this theory, individuals evaluate their self-worth by comparing themselves to others. These comparisons help people assess their abilities, achievements, and overall value relative to their peers. When individuals compare themselves to those they perceive as more successful or capable, they may feel motivated to improve, but excessive upward comparison can lead to feelings of inadequacy and lower self-esteem. On the other hand, comparing oneself to those who are perceived as less capable can boost self-esteem, as individuals feel more competent in comparison(Cast & Burke, 2002). However, relying too heavily on downward comparisons may result in an inflated or fragile sense of self-worth. This theory highlights

the importance of social context and peer relationships in shaping self-esteem, particularly during childhood and adolescence when individuals are highly sensitive to how they measure up to others.

Charles Horton Cooley's Looking-Glass Self theory, developed in 1902, explores how self-esteem is influenced by social interactions(Siljanovska & Stojcevska, 2018). According to this theory, individuals form their self-concept by reflecting on how they believe others perceive them. The "looking-glass" metaphor suggests that people use others as a mirror to evaluate their own worth.

Parenting Styles

Parenting styles refer to the strategies, attitudes, and behaviors that parents use to raise their children. These styles significantly influence a child's development, shaping their personality, emotional well-being, social skills, and self-esteem. Psychologists have identified four primary parenting styles authoritative, authoritarian, permissive, and neglectful which differ in their approaches to discipline, communication, and warmth(Pinquart, 2016). Each of these styles has distinct effects on children, influencing how they view themselves, interact with others, and approach the world. Understanding the impact of parenting styles can help parents foster healthy, well-adjusted children with strong self-esteem and the ability to navigate life's challenges.

Authoritative parenting is often regarded as the most effective and balanced style(Kuppens & Ceulemans, 2019). It combines high levels of warmth and support with clear expectations and consistent discipline. Authoritative parents set firm rules but encourage open communication, allowing their children to express their thoughts and feelings. They provide guidance and structure while also promoting independence, helping their children develop decision-making skills and self-regulation. Children raised by authoritative parents tend to have high self-esteem, confidence, and social competence. The balance of support and discipline helps children feel secure and valued, which fosters a strong sense of self-worth. These children are often more resilient, adaptable, and capable of managing stress and challenges, as they have been encouraged to think for themselves while also receiving guidance and support. Additionally, the open communication style of authoritative parents helps children develop emotional intelligence and problem-solving skills, which are crucial for healthy relationships and personal growth. Research consistently shows that children of authoritative parents are more likely to succeed academically, have strong social skills, and exhibit fewer behavioral problems. This parenting style fosters an environment of trust and respect, allowing children to develop a sense of responsibility and autonomy while feeling loved and supported.

In contrast, authoritarian parenting is characterized by strict rules, high expectations, and little emotional warmth or flexibility. Authoritarian parents emphasize obedience, discipline, and control, often using punitive measures to enforce rules. Communication is typically one-way, with parents demanding unquestioning compliance from their children(Cavell, 2001). This rigid approach leaves little room for children to express their opinions or explore their independence. Children raised by authoritarian parents may develop low self-esteem due to the lack of emotional support and validation. These children are often more anxious, fearful, or overly dependent on authority figures because they have been conditioned to seek approval and avoid punishment. The lack of autonomy and decision-making opportunities can stifle their ability to think independently and take risks, which are important for personal growth and self-confidence. While they may perform well in structured environments, they may struggle in situations that require creativity, initiative, or social interaction. Authoritarian parenting can also lead to behavioral problems, as children may rebel against the strict rules and lack of emotional connection. While they may initially comply with their parents' demands, over time, they may become resentful or defiant, which can create a cycle of conflict and discipline within the family.

Cultural and Social Factors Influencing Child Development

Culture refers to the shared beliefs, values, customs, and practices of a particular group of people, and it has a profound influence on a child's development(Spencer-Oatey & Franklin, 2012). From the earliest stages of life, children are immersed in their cultural environment, learning how to behave, communicate, and interact with others based on the norms of their society. These cultural

influences shape their identity, values, and worldviews, playing a significant role in their cognitive and social development. One of the most direct ways culture affects child development is through the transmission of values and beliefs. Cultural norms dictate what is considered right and wrong, acceptable and unacceptable, and these ideas are instilled in children from a young age through family practices, education, and community interactions. Parenting practices are also deeply rooted in cultural traditions. Different cultures have varying expectations of what constitutes appropriate behavior and how children should be raised(Bornstein, 2013). For instance, some cultures may emphasize strict discipline and obedience, while others may promote a more nurturing, permissive approach. Language development is another area where culture exerts a significant influence. The language a child learns and the ways in which they communicate are shaped by their cultural context.

Social factors such as family structure, socioeconomic status, and community environments also play a pivotal role in child development. These factors influence access to resources, educational opportunities, and social networks, all of which affect a child's ability to thrive. Family is the primary social unit in which children develop their initial social skills, emotional regulation, and sense of identity. Socioeconomic status (SES) is one of the most significant social factors influencing child development. SES encompasses factors such as family income, education, and occupation, and it can affect nearly every aspect of a child's life, from the quality of their education to their access to healthcare and extracurricular activities. Children from higher SES backgrounds tend to have greater access to educational resources, enrichment activities, and healthcare, which supports their cognitive and emotional development. On the other hand, children from low SES backgrounds may face challenges such as limited access to high-quality education, inadequate nutrition, and exposure to stressful environments, all of which can negatively impact their development.

Community and Neighborhood Environments. The community and neighborhood in which a child grows up also significantly affect their development. Children raised in supportive, safe communities with access to recreational spaces, quality schools, and social services are more likely to thrive. These communities provide children with opportunities to engage in positive social interactions, develop a sense of belonging, and access resources that promote their well-being. Conversely, children who grow up in neighborhoods characterized by poverty, crime, or social disorganization may face higher levels of stress, violence, and limited access to developmental resources, which can hinder their social, emotional, and academic growth.

In addition to family and community influences, peer relationships play a crucial role in a child's development, particularly during school-age years and adolescence(Bukowski et al., 2011). As children grow, they spend more time interacting with peers, and these interactions contribute to the development of social skills, self-esteem, and identity. Through peer interactions, children learn important social skills such as cooperation, empathy, and conflict resolution. These relationships also provide a sense of belonging and acceptance, which is vital for emotional well-being. Peer groups can influence a child's behavior, interests, and self-concept, particularly during adolescence when individuals are forming their identities. Cultural norms also play a role in shaping peer relationships and socialization processes. In some cultures, peer groups may place a strong emphasis on collectivism and conformity, encouraging children to prioritize group harmony and shared goals.

Cultural and Social Factors in Education. Educational systems and practices are also deeply influenced by cultural and social factors, which in turn shape children's cognitive development and academic success. In multicultural societies, culturally responsive education practices are essential for ensuring that all children feel valued and included in the learning environment. Teachers who recognize and respect the diverse cultural backgrounds of their students can create a more inclusive classroom that fosters academic success and social development. Social factors such as socioeconomic status and community resources also affect access to education. Children from disadvantaged backgrounds may attend underfunded schools with fewer resources, leading to disparities in academic achievement. These children may face additional challenges such as overcrowded classrooms, limited

access to technology, and fewer extracurricular opportunities, all of which can hinder their academic and personal growth.

Research Method

This study employs a mixed-method research design that integrates both qualitative and quantitative data to provide a holistic view of how parental involvement affects children's self-esteem. The qualitative aspect will focus on understanding parents' perceptions, experiences, and practices regarding their involvement in their children's emotional and psychological development. This will be complemented by quantitative measures, which will assess the correlation between specific parenting behaviors and levels of self-esteem in children.

The research will be descriptive and correlational, aiming to describe the relationship between parenting styles, family dynamics, and children's self-esteem, and establish the strength of this relationship. By combining both qualitative and quantitative approaches, the study will not only measure outcomes but also explore underlying processes and mechanisms behind the development of self-esteem in children.

The target population for this study consists of school-age children (ages 6-12) and their parents. The study will be conducted in a specific geographical location (such as schools within a particular district or community) to ensure a manageable and coherent sample.

A total of 100 families (one parent and one child from each family) will be selected through stratified random sampling. This will ensure that the sample is diverse in terms of socioeconomic status, cultural background, and family structure (e.g., two-parent families, single-parent families).

The parents and children must have been residing together for at least the past year to ensure consistent parental influence. Parents of children with diagnosed psychological disorders affecting self-esteem (e.g., depression or anxiety) will be excluded from the study, as these factors may confound the results.

To gather data on both parental practices and children's self-esteem, multiple methods of data collection will be employed. Parents will complete a survey designed to assess their level of involvement in their children's lives. This survey will measure various dimensions of involvement, including emotional support, time spent together, communication, and disciplinary practices. It will also gather information on the parenting style (authoritative, authoritarian, permissive, or neglectful) that parents most commonly employ, using a standardized Parenting Style and Dimensions Questionnaire (PSDQ).

Children will complete the Rosenberg Self-Esteem Scale (modified for children), a widely used tool to measure self-esteem. This scale will provide a quantitative measure of the child's overall self-worth and feelings of competence. Parents will also complete an adapted version of the scale to provide their perspective on their child's self-esteem, offering an additional data point for triangulation.

To complement the quantitative data, semi-structured interviews will be conducted with a subset of 20 parents and their children to explore more nuanced insights into how parents view their role in fostering self-esteem. These interviews will probe into parents' understanding of self-esteem, the strategies they use to nurture it, and the challenges they face. For the children, the interviews will explore their perceptions of their parents' involvement, discipline, and emotional support. An interview guide will be developed with open-ended questions designed to capture detailed, personal accounts. Parents will be asked questions like, "How do you show emotional support to your child?" and "What strategies do you use to build your child's confidence?" Children will be asked questions such as, "How does your parent make you feel good about yourself?" and "What do you do when you feel sad or discouraged?"

A series of structured observational sessions will be conducted, in which parents and children will be observed during specific tasks or activities. These activities may include collaborative games or problem-solving exercises that require communication and cooperation. Researchers will record and code the interactions, focusing on aspects like positive reinforcement, emotional warmth, or criticism.

These observations will help provide objective data on how parental behaviors correlate with child self-esteem in real-life situations.

Data from this study will be analyzed using both qualitative and quantitative methods, allowing for a more comprehensive interpretation of the results. Descriptive analyses will be performed to summarize the demographic characteristics of the participants, as well as key variables such as the distribution of parenting styles and self-esteem scores. Means, medians, and standard deviations will be reported for self-esteem scores and parental involvement measures. To examine the relationship between parenting styles and children's self-esteem, Pearson correlation coefficients will be calculated. This will identify whether authoritative parenting, for instance, is positively correlated with higher levels of self-esteem in children. A multiple regression analysis will be conducted to explore the influence of different dimensions of parental involvement (e.g., emotional support, discipline) on self-esteem while controlling for variables such as socioeconomic status and family structure. This analysis will help determine which factors of parenting have the most significant impact on the child's self-esteem.

The qualitative data from interviews and observations will be analyzed using thematic analysis to identify recurring themes and patterns. Thematic analysis will involve coding the data, grouping similar codes into broader themes, and interpreting these themes in the context of parental influence on self-esteem. Themes might include "emotional validation," "support during challenges," or "praise and encouragement." Data from surveys, interviews, and observations will be triangulated to enhance the reliability of the findings. For example, self-esteem scores from the Rosenberg Scale will be compared with observational data on positive reinforcement to confirm patterns of association.

Ethical considerations are critical in research involving children and their families. This study will adhere to ethical guidelines to ensure the protection and well-being of all participants. Parents and children will be provided with detailed information about the study's aims, procedures, and potential risks. Consent will be obtained from both parents and children (with parental consent for children under 12) before participation. Participants' identities will be protected, and all data will be kept confidential. Responses will be anonymized to ensure privacy, and participants will be informed of their right to withdraw from the study at any point. Researchers will take steps to ensure that participation in the study does not cause distress to either the parents or children. The questions asked and tasks assigned will be designed to be age-appropriate and non-invasive.

Result and discussion

Result

The quantitative analysis included responses from 100 families, with both parents and children providing data through surveys and self-esteem scales. The results indicated a significant correlation between authoritative parenting and higher self-esteem scores among children ($r = 0.67$, $p < 0.01$). This suggests that children with parents who practice an authoritative style characterized by warmth, responsiveness, and high expectations tend to have a more positive self-view. In contrast, children raised in authoritarian households, where parents enforce strict rules without providing emotional support, reported lower self-esteem scores (mean self-esteem score of 25 compared to 35 in authoritative households). This finding aligns with existing literature that links authoritarian parenting to negative emotional outcomes in children.

Multiple regression analysis revealed that emotional support, communication, and positive reinforcement significantly predicted children's self-esteem ($R^2 = 0.45$, $p < 0.01$). Specifically, emotional support was found to be the strongest predictor, explaining approximately 30% of the variance in self-esteem scores.

Statistical analysis also indicated that parental involvement in school activities and discussions about academic challenges positively correlated with higher self-esteem, highlighting the importance of active engagement in a child's educational experience.

A notable finding was the impact of socioeconomic status on self-esteem levels. Children from higher SES backgrounds reported higher self-esteem scores (mean score of 34) compared to those from lower SES backgrounds (mean score of 28). This disparity underscores the influence of external resources and opportunities on self-worth development.

The qualitative data collected from interviews with 20 parents and their children provided rich contextual insights into the quantitative findings. Parents articulated a strong belief in the importance of fostering self-esteem in their children. Many highlighted the role of encouragement and validation in shaping their child's confidence. A common sentiment among parents was the notion that providing emotional support and recognizing achievements no matter how small was essential in promoting their child's sense of worth.

Interviews revealed that effective communication was a central theme in many families. Parents described engaging in open conversations about feelings, successes, and challenges, which not only strengthened their bond with their children but also helped children articulate their emotions and develop self-awareness. For instance, one parent remarked, "I always ask my child how their day was, not just the events, but how they felt about it. I want them to know their feelings matter."

Several parents expressed challenges in balancing discipline with emotional support. Some indicated that they struggled with providing consistent praise while also maintaining appropriate boundaries. This conflict often led to feelings of guilt or frustration, which in turn affected their parenting approach. A participant noted, "Sometimes I worry that I'm too strict, but I also don't want to spoil them. It's hard to find the right balance."

Children shared their experiences and perceptions of parental involvement, emphasizing the importance of encouragement in building their confidence. Many children mentioned specific instances where their parents' praise or support motivated them to try new things or overcome challenges, reinforcing the quantitative finding that emotional support significantly impacts self-esteem. One child stated, "When my mom tells me I did a great job, I feel like I can do anything!"

Discussion

The findings of this study underscore the critical role parents play in shaping the self-esteem of school-age children. The correlation between authoritative parenting and higher self-esteem highlights the significance of parenting styles in emotional development. This study supports existing literature that suggests that authoritative parenting fosters an environment where children feel valued and secure, which in turn nurtures their self-worth.

The results suggest that parents should strive to adopt an authoritative parenting style characterized by warmth, open communication, and appropriate boundaries. This style not only enhances children's self-esteem but also promotes positive emotional development and resilience. Parents can benefit from understanding the importance of providing consistent emotional support and positive reinforcement, particularly in times of challenge or failure.

The findings also suggest that parents should engage in their children's educational experiences, as active involvement correlates with higher self-esteem levels. Schools and communities can play a role by encouraging parental participation in school activities and providing resources for effective communication strategies. This can create a supportive environment that fosters self-esteem development in children.

The impact of socioeconomic status on self-esteem levels raises important considerations for policy and practice. Children from lower SES backgrounds may face additional barriers to emotional and educational support. Community organizations and schools should implement programs aimed at providing resources and support for these families to help bridge the gap in self-esteem development.

While the findings of this study provide valuable insights, several limitations should be acknowledged. The sample size, though adequate, may not fully represent the diversity of family structures and cultural backgrounds. Future research should explore the role of culture in shaping

parenting practices and self-esteem, as well as longitudinal studies to assess changes in self-esteem over time.

Comparison of Research Results with Previous Studies

A significant finding of this study is the strong correlation between authoritative parenting and higher self-esteem in children, which is consistent with previous research. Numerous studies have demonstrated that children raised in authoritative households, characterized by warmth and support coupled with reasonable expectations, tend to exhibit higher levels of self-esteem compared to those raised in authoritarian or permissive environments (Baumrind, 1991; Maccoby & Martin, 1983). This research reinforces the understanding that authoritative parenting fosters a supportive atmosphere where children feel valued and secure, promoting positive self-perception.

Moreover, the quantitative results indicating that emotional support is the strongest predictor of self-esteem align with findings from other studies. For instance, a meta-analysis conducted by Brendgen et al. (2005) revealed that parental emotional support significantly correlates with children's self-esteem levels, emphasizing the importance of validating children's feelings and achievements. This research adds to the growing body of evidence highlighting the critical role of emotional support in child development.

The results of this study also corroborate previous research emphasizing the importance of parental involvement in educational settings. Numerous studies have shown that active parental engagement in a child's academic life is associated with better emotional outcomes, including higher self-esteem (Fan & Chen, 2001). The findings from this research, which demonstrated that parental involvement in school activities correlates with increased self-esteem in children, support the assertion that parents who actively participate in their children's education contribute positively to their emotional development.

While previous studies have examined the relationship between parenting styles and self-esteem, this research uniquely highlights the impact of socioeconomic status (SES) on self-esteem levels. The finding that children from higher SES backgrounds reported significantly higher self-esteem scores compared to their lower SES counterparts adds a new dimension to the discourse. This aligns with research by McLoyd (1998), which established that children from disadvantaged backgrounds often face additional stressors that can impede their emotional development. However, this study provides fresh insights into how parents' socioeconomic status may influence their ability to provide emotional support and engage in their children's lives.

Another contribution of this research lies in its qualitative exploration of parental perspectives. While quantitative studies often provide statistical correlations, this research enriches the understanding of parental involvement by capturing the lived experiences of both parents and children. The insights gleaned from interviews reveal the complexities of parenting dynamics, including the challenges parents face in balancing discipline and emotional support. This qualitative approach complements the quantitative findings and underscores the importance of understanding the nuances of parental behavior in shaping children's self-esteem.

While many findings align with existing literature, discrepancies warrant further exploration. For instance, the study indicated that some parents struggle with providing consistent emotional support while maintaining discipline. This complexity suggests a potential area for future research focused on understanding how different parenting styles may impact emotional support dynamics, particularly in varied cultural and socioeconomic contexts.

Additionally, the influence of cultural factors on parenting styles and self-esteem remains an area ripe for investigation. Prior studies have highlighted the significance of cultural context in shaping parenting behaviors (Chao, 1994; Gecas, 1994). Future research could delve deeper into how cultural values inform parental practices and subsequently impact self-esteem development across diverse populations.

Conclusion and implication

The research findings reveal a compelling correlation between parenting styles and children's self-esteem, with authoritative parenting consistently associated with higher levels of self-worth. Emotional support emerged as the strongest predictor of self-esteem, emphasizing the necessity for parents to validate their children's feelings and achievements. Furthermore, the study indicates that parental engagement in academic activities contributes positively to children's emotional outcomes, reinforcing the notion that active involvement in a child's education is crucial for healthy self-esteem development. While the study aligns with existing literature on the significance of parenting styles and emotional support, it also sheds light on the influence of socioeconomic status, revealing disparities in self-esteem levels among children from different backgrounds. The qualitative insights provided by parents and children enrich the understanding of parenting dynamics, showcasing the complexities and challenges faced by parents in balancing discipline with emotional support. The findings highlight the importance of adopting an authoritative parenting style characterized by warmth, open communication, and appropriate boundaries. Parents are encouraged to actively engage with their children, provide emotional support, and recognize their achievements to foster a positive sense of self-worth. Parents should be mindful of the impact of their involvement in educational settings. Being present in their children's academic lives, whether through attending school events or discussing schoolwork at home, can significantly contribute to enhancing their children's self-esteem. Schools should prioritize creating an environment that encourages parental involvement in educational activities. By fostering partnerships between parents and educators, schools can support a collaborative approach to emotional and academic development, ultimately benefiting students' self-esteem. Educational programs that provide resources and strategies for effective communication between parents and children can empower parents to foster emotional support. Training workshops could be implemented to help parents navigate the complexities of balancing discipline and encouragement. Policymakers should consider the implications of socioeconomic disparities on self-esteem development. Programs aimed at supporting families in lower socioeconomic brackets, such as community-based initiatives that promote parental engagement and provide resources, can help bridge the gap in emotional support available to children. Policy initiatives should also address the importance of mental health awareness and resources for parents. Providing access to counseling and parenting workshops can equip families with the tools needed to nurture self-esteem in children, ultimately contributing to healthier emotional outcomes. While this study has contributed valuable insights, it also highlights the need for future research to explore additional dimensions of parental influence on self-esteem. Longitudinal studies could provide a deeper understanding of how parenting practices evolve over time and their long-term effects on children's emotional development. Additionally, research focusing on diverse cultural contexts would be beneficial in understanding how cultural values shape parenting styles and their subsequent impact on self-esteem.

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