

The Role of Parent-Child Relationship, Self-Esteem and Self-Concept in Academic Achievement

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ABSTRACT

Parent-child relationship is significant for the development of a child. Building self-esteem and self-concept depends upon the quality of parent-child relationship. The aim of the present study was to find if parent-child relationship predicted academic achievement through self-esteem and self-concept. The sample consisted of 150 students of age group 18 to 21 years. The instruments used to measure the variables were Parent-adult relationship questionnaire, Rosenberg self-esteem scale and Robson's Self-concept scale. The academic achievement was measured using the scores obtained by the participants in 12th standard. The results indicated that academic achievement was significantly positively correlated with self-esteem, self-concept and parent-child relationship. A simple path analysis was conducted to understand the moderating role of self-esteem and self-concept in relationship between parent-child relationship and academic achievement. It was found that parent-child relationship did not predict academic achievement with self-esteem and self-concept as the moderators.

Keywords: *Self-esteem, Self-concept, Parent-child Relationship, Academic Achievement.*

Parent-child relationship is the first social bond that child encounters after the birth. It plays a crucial role throughout the life. This relationship is a basis for formation of the personality, life choices and overall behavior of the child (Breiner, Ford & Gadsden, 2016). The development of the sense of self is mostly affected by the type of environment the child is in and their interaction with the people around them which mostly comprises of their primary care-givers. The rudimentary model of self is created by the interaction of a parent and child (Benoit, 2004).

The parent child relationship refers to the bond that the parent forms with his or her child and to the connection between parent and child and includes attributes such as closeness, influence, attachment, and investment. According to Greenfield and Suzaki (1998) parent child relationships are vital for the development of child along with that it plays a major role in the socialization process that leads, as they are considered by discipline. Discipline

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encompasses establishing standards that children often follow to lead their lives. Parent child relationship as considered is the about how the child perceives his/her relationship with their parents.

A crucial point in the parent-child relationship is the onset of early adolescence. Adolescence induces various changes like biological, emotional and cognitive changes that leads to sharp changes in parent-child relationship (Moretti, Marlene & Peled, Maya 2004). As children start to shoulder more and more responsibilities, they want parent's guidance and support but also the faith, independence and approval for whatever decisions they make. This is an important aspect in the development of the self-esteem (Montemayor & Eisen, 1977).

Self-esteem can be defined as an individual's attitude about him or herself, involving self-evaluation along a positive-negative dimension (Baron & Byrne, 1991). Most generally self-esteem refers to an individual's overall positive evaluation to the self (Rosenberg, 1990; Rosenberg, Carmi, & Carrie, 1995). Self-esteem plays a crucial role during the adolescence stage when teenagers start to notice changes. They begin to notice variations in their own surroundings and in the outside world. It leads to the period of confusion where teenagers contemplate if they want to be in their own world or to diverge to the outside world. Simply put, they on the levels of autonomy that they possess. This brings out one of the necessary part of the adolescence that is identity formation that is highly influenced by how the individuals cope with the above mentioned adaptations (Rubin, Coplan & Bowker, 2009).

A high self-esteem in adolescents often relates to positive values and principles. Positive self-esteem is most often associated with positive perception of parents. Also, potential interest in a child's welfare, often results in positive self-esteem. Sometimes a teen's success in school and academic ability, during high school, predicts high self-esteem (Masselink, Roekel & Oldehinkel, 2018).). The most important fact is self-esteem develops with time and experience. It is prominent in the development of a person's identity.

As the child grows, one of the critical stages in the development of self-esteem happens while they begin their school life. It has been observed that most of the children face difficulty in sustaining their self-esteem on higher levels as they constantly have to cope up with demands of the adults and peers in the new environment along with new rules that might prove as a challenge to the child. Self-esteem of the child in the early school period depends on the management of the child's performance in sports and learning tasks. Additionally, it also is influenced by the physical appearance, characteristics and their capability to initiate friendship with their peers. (Allen & Kelly, 2015).

A similar yet different concept in line with self-esteem is self-concept. The individual's belief about himself or herself, including the person's attributes and who and what the self is (Baumeister, 1999). Self-concept of a child is specific with regards to clear and easily apparent attributes like sex, hobbies, age and neighborhood. As the child develops, the changes in self-concept move from physical characteristics to more psychological aspects like feelings and thoughts and how other people perceive them (Hart & Damon, 1986; Livesley & Bromley, 1973; Montemayor & Eisen, 1977).

Self-concept develops with the interaction of the child with the people around them. If we never interacted with other people, our own image would be a blur because we would not see ourselves as having selves distinct from other people. Over time, children internalize the

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attitudes and expectations of the generalized other, incorporating them into their self-concepts. But building up self-concepts involves more than accepting the reflected views of others. The views of ourselves that we perceive from others usually imply positive or negative evaluations (Lachowicz-Tabaczek, Kinga & Śniecińska, 2011).

This assessment of the individuals done by the other becomes an integral part of the self we construct. An individual develops a positive self-concept if the behavior of the person is judged favorably by the others. Contrastingly, an individual develops a negative self-concept if other people are critical of the behavior of the individual. An individual also creates self-evaluation while contemplating on the capacity of his/her role performances, that based on the evaluation of the standard set and the actual actions that the individual takes. The major areas of self-evaluation encompass mostly of our self-determination, competence, unity or moral worth. Self-evaluations also influence the ways we express our role identities (Gordon, 1976).

Adolescence is the period of heightened sensitivity for rapid learning and of critical acquisitions which determine the general style of adult life. Academic achievement during this period can be a stepping stone for the forthcoming year. Adolescence can be a time of high risk for children, where newfound freedoms can result in decisions that drastically open up or close off life opportunities (Pavithra, 2019). Adolescents with high academic achievement are considered to achieve their identity in the society, get good career opportunities, get acceptance from peer, parents and teachers, develop leadership qualities, and enhance their self-confidence and self-esteem. Academic achievement thus is an important determinant of self-esteem.

Previous research has shown that parental involvement positively or negatively affects adolescents' sense of psychological well-being, notably in regard to self-esteem and self-evaluation, peer relationships, and frequency of negative familial life events (Amato, 1994; Amato & Ochilree, 1986; Buri et al., 1987; Dekovic & Meeus, 1997; Dmitrieva et al, 2004; Flouri & Buchanan, 2003; Gecas, 1971; Gibson & Jefferson, 2006; Roberts & Bengtson, 1993; Wilkinson, 2004). Adolescents determine personal self-worth, self-efficacy, and self-esteem based on perceptions gained from parental involvement (Cripps & Zyromski, 2009). Likewise, the adolescents' identifications of self-worth, self-efficacy, and self-esteem were more closely associated with their thoughts pertaining to their parents' involvement rather than to their parents' assumptions of the degree of their parental involvement (Gecas & Schwalbe, 1986). Studies have also demonstrated that there is indirect effect from parent-child relationship to academic stress through self-esteem. Parent-child relationship only affects students' academic stress through self-esteem and not strong enough to affects academic stress through academic self-efficacy (Mulyadi, Rahardjo & Basuki, 2016).

High self-esteem has been found to be a vital aspect in reinforcing the estimating achievement in students (Aryana, 2010). Students with high self-esteem post the highest grades (Ogot, 2015). To sum up, self-esteem is acts as one of the crucial elements in influencing an individual's academic performance, more substantial than various contributing aspects like body image and stress (Rosli, Othman, Ishak, Lubis, Saat & Omar, 2011). It was found that certain psychological factors like self-concept plays a major role in determining the academic achievement of students. There was a significant relationship between self-concept and academic achievement (Yengimolki, Kalantarkousheh & Malekitabar, 2014; Agrawal & Teotia, 2015).

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Achievement is not only predicted by the intelligent quotient of the child. Other psychological and social factors also play a major role in determining academic success. Parent has a major influence on the child's cognitive, social, emotional and physical development. They are the role models from whom children imitate and learn about themselves, their family and the community they live in (Marion, 1999). One of the main aims of socialization is to help children develop a healthy self-concept. Another important aim is to ensure children are taught social skills-manners and technical skills-necessary for children to learn in order to function effectively as adults.

The parent child relationships undergo transformation during adolescence, the adjustment of adolescents depends in good measure on the quality of their relationship with their parents. The loving and accepting relationship with parents provides a healthy atmosphere for the child to develop his capabilities into proper channels and exercise his potential to the maximum (Wekerle & Wolfe, 1998).

The self-concept of adolescents is conceived to be a multidimensional construct that becomes increasingly differentiated as individual's progress from childhood to adulthood (Crain, 1996; Harter, 1999). Additionally, these young people desire support and structure from their parents, though they project an indifferent demeanour and challenge the supportive measures of their parents. The involvement of parents and their support for child in their school years can have a direct impact on the child's social development, personal development and their academic performance (Gecas & Schwalbe, 1986; Harris & Goodall, 2008; Jeynes, 2007). Therefore, the present study aims at understanding the role of parent-child relationship in academic achievement through self-esteem and self-concept.

METHODOLOGY

Sample

The sample consisted of 137 participants of age group 18–24 years. It comprised of 46 male participants and 91 female participants. The basic demographic details were obtained which included gender, age, educational qualification, socio-economic status, family structure and presence of any previous relationship. The exclusion criteria involved married individuals.

Instruments

Three measures were used in this study,

- 1. The Rosenberg Self-Esteem Scale:** The Rosenberg Self-Esteem Scale developed by Morris Rosenberg is a widely used self-report instrument for evaluating individual self-esteem, was investigated using item response theory. The scale consists of 10 items that assesses the global self-worth of an individual that includes negative and positive feelings about self. The scale is believed to be unidimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. The reliability of the scale was found to be 0.77 and minimum coefficient of reproducibility was at least 0.90 (Rosenberg, 1965).
- 2. Parent-child relationship questionnaire:** Parent-child relationship questionnaire was developed by C. Peisah, H. Brodaty, G. Luscombe, J. Kruk & K. Anstey. It consists of 26 items which includes 13 items for Parent child relationship with mother and 13 for parent child relationship with father. Internal consistency as measured by Cronbach's alphas was for the mother solution, 0.87 for the regard factor and 0.82 for the responsibility factor. The father solution yielded a Cronbach's alpha of 0.86 for the regard factor, 0.74 for the responsibility factor and 0.87 for the control factor.

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3. **Self-concept Questionnaire:** The self-concept scale was developed by Robson. The SCQ is a self-report scale measuring self-concept (Robson, 1989). It consists of 30 items (e.g., “I have control over my life,” “I feel emotionally mature,” “I can like myself even if others don’t”). It is an eight-point rating scale that ranges from completely disagree to completely agree. The SCQ has been proven to have good reliability (Cronbach’s α of .89) and good validity (clinical validity of 0.70) (Robson, 1989).

Procedure

The main aim of the research was to understand the determinants of relationship quality. For this purpose, the questionnaire was personally administered. All individuals from 18 years to 21 years were invited to participate, who were unmarried. Detailed study information was provided during the informed consent process. Participants received and signed consent forms prior to participation. All completed questionnaires were used only for the purpose of analysis.

RESULTS

Table No. 1 Correlations amongst academic achievement, self-esteem, self-concept and parent-child relationship

Combined Group			Healthy Group			Ill Group		
Physical	Psychological	Total	Physical	Psychological	Total	Physical	Psychological	Total
-.30**	-.13**	-.42*	-.19	-.26*	-.25*	-.36**	-.53**	-.54*

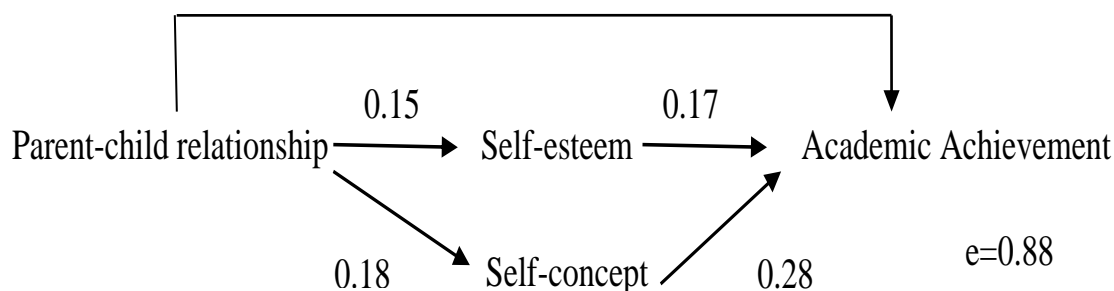
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Variables	Academic achievement	Self-esteem	Self-concept
Self-esteem	.424**	-	-
Self-concept	.386**	.691**	-
Parent-child relationship	.231*	.175	.150

Table No. 2 Multiple Regression for academic achievement

Source	B	SE B	B	T	P
Self-esteem	.842	.392	.281	2.149	.034
Self-concept	.093	.072	.168	1.288	.201
Parent-child relationship	.243	.148	.157	1.639	.105

Figure 1 showing the mediating relationship amongst the variables



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The results suggest that there was a significant correlation amongst the variables. Academic achievement was significantly correlated with self-esteem ($r = 0.424$, $p < 0.01$), self-concept ($r = 0.386$, $p < 0.01$) and parent-child relationship ($r = 0.231$, $p < 0.05$).

Regression analysis was used to test if the parent-child relationship significantly predicted self-esteem. Parent-child relationship does not significantly predict self-esteem scores, $b = 0.90$, $t(92) = 1.682$, $p > 0.05$ and self-concept scores, $b = 0.416$, $t(92) = 1.434$, $p > 0.05$.

Regression analysis revealed that Parent-child relationship does not significantly predict academic achievement scores, $b = 0.243$, $t(92) = 1.639$, $p > 0.05$. Self-esteem significantly predicted academic achievement score $b = 0.842$, $t(92) = 2.149$, $p < 0.05$ whereas self-concept also does not significantly predict academic achievement scores, $b = 0.93$, $t(92) = 1.288$, $p > 0.05$.

It can be observed that the effect of parent-child relationship on self-esteem, self-concept and academic achievement is low and also the effect of self-esteem and self-concept on academic achievement is low but the overall effect was equal to 0.88 which shows through mediating variables effect of parent-child relationship has increased.

DISCUSSION

The purpose of the current study was to find if parent-child relationship predicted academic achievement through self-esteem and self-concept. The major findings of the study were that there was significant positive correlation between academic achievement and self-esteem, self-concept and parent-child relationship. Prior studies have demonstrated that there has been a significant relationship between self-esteem and academic achievement (Ogot, 2015; Aryana, 2010; Joshi & Srivastava, 2009). One possible explanation to this is the fact that students with positive self-esteem tend to value their academic endeavors and therefore work harder to achieve their academic dreams as compared to their counterparts with low self-esteem (Ogot, 2015). It was found that certain psychological factors like self-concept plays a major role in determining the academic achievement of students (Kumari & Chamundeswari, 2013). Marsh and Craven (1997) stated that academic self-concept and achievement are equally reinforcing concepts, each leading to improvements in the other. Therefore, there is a positive correlation between academic achievement and self-concept (Agrawal & Teotia, 2015).

The parent-child relationship was also found to significantly correlated with the academic achievement. different treatment. These results might be because, during the adolescent period appreciation and praise, symbolic and object rewards, protecting and loving behavior from parents build confidence, increases security, acceptance and motivates children to achieve goal whereas parental rejection, neglecting and indifferent behavior develop the feeling of insecurity, unwantedness and inferiority complex among them which results to poor academic achievement (Kamble, 2009).

The relationship with parents is an important part of the people's lives. The quality of relationship affects the behavioral, emotion and thought process. To a certain extent, it defines our ideas of who we are, how we look at ourselves and what we want in our life (Thomas, Liu & Umberson, 2017). The implications of the present study focus on the improving the relationship quality of parent-child relationship. Parents should provide a congenial environment to their children at home which can help them to perform better academically. Rather than directing on the failures of the child in the academic setting,

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parents can motivate their child to boost their esteem by emphasizing on their other achievements.

The programs seeking to raise academic achievement can target the self-esteem and self-concept of the children. This will help them to achieve goal of high performance in academics over a period of time. Schools can organize activities outside the textbook teaching like discussion among students which in turn enhances learning and therefore achievement. Similarly, provision of adequately trained teachers and a good learning environment on its own may not help improve a student performance if the students have a low self-esteem. Therefore, the low self-esteem could as well be dealt with while providing the physical facilities for optimal performance to be realized.

Social relationships and self-esteem are all psychological factors but there are many other non-psychological causes that may impede or enhance student success in academic work. These variables were not controlled in the study and might have an effect on the results. The participants came from intact families and good socioeconomic backgrounds. This study could be replicated with varied participant group. A unidimensional measure of self-esteem and self-concept was used.

The future research can use multi-dimensional measure of the instruments used for the present study. The other variables which can be identified and can have an effect on the academic achievement, these variables can be studied. A higher-level analysis could be done to identify the variables affecting academic achievement.

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Conflict of Interest

The author declared no conflict of interest.

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