

Impact of Single Parent and Double Parent on Self Esteem, Academic Achievement Among Students

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ABSTRACT

The purpose of this essay is to investigate the effects of single parenting and dual parenting on students' academic success and feelings of self-worth. The sample consisted of 42 school students. For collection of data, Google form was used. The scales used; Self Esteem Scale and Academic Achievement Scale. For analyzing the data, Mean, Standard Deviation, t-test and regression method were used. The result revealed that majority of the participants(66.7%) lies in high Self Esteem Category. The study also revealed that majority of the participants (45.2) lies in the category of high achievement category. It also indicate that there is no significant effect of Self Esteem and Academic Achievement on Gender, Parent Type and Economic Status. It also argues that there is nothing noteworthy relationship between self Esteem and Gender. The study also revealed that there is no significant relationship between academic achievement and Gender. Parenting style and self-esteem have no meaningful correlation. The study emphasizes the strong beneficial association between parent type and academic achievement. Economic Status and Self Esteem do not significantly correlate. Significantly positive connections exist between academic achievement and Economic Status. Academic success and self-esteem have a positive association. Academic achievement is positively impacted by self-esteem.

INTRODUCTION

SELF ESTEEM

Self-esteem is your personal assessment of your entire value or worth. Similar to how self-respect does, it describes your level of self-confidence in your abilities and character qualities. Causey, S. T., and

Livingston, J. (2015), for example, examined the ideas of self-participation, social support, and racial socialization. Your perception of value can have an impact on your motivation, mentally sound, and general quality of life. Prior to having children, women are taught about societal and personal expectations and how these expectations may affect their sense of self-worth, unhappiness, and anxiety, according to Author Rossouw, P. J.; Lazarus, K. (2015). However, having a very high or low sense of one's own value could lead to problems. Possessing a greater understanding can help you locate the ideal balance for you.

The crucial elements of self-esteem are as follows:

Self-esteem is a term that is frequently used interchangeably with other concepts such as self-worth, self-regard, and self-respect as well as feelings of security and identity. Researchers like Khan I., Farhan S. (2015) demonstrated that, contrary to what the literature on the subject would have you believe, stress levels and self-esteem have less of an effect on students' academic performance at private universities. Similar to the happiness quotient, self-esteem typically starts off low in Before reaching a level that is comparatively steady and long-lasting, it rises during childhood, adolescence, and adulthood. Over time, personality traits remain constant. How Important Is Self-Esteem? All facts of life, including Self-esteem has an effect on relationships, emotional health, and general wellbeing. Furthermore, it has an impact on motivation since people with healthy, positive self-perceptions are aware of their potential.

Four key components make up a healthy self-esteem. Which are:

1. Having a solid grasp of one's abilities
2. The ability to have meaningful relationships with others requires having a good relationship with oneself. Strayhorn, T. L. (2010) gave parents of Black and Latino boys guidance on the need of talking to their sons about college and their college student poverty appropriate and realistic expectations for themselves.
3. The capacity for convey one's expectations and understanding of one's own requirements.
4. People with low self-esteem are less confidence in their abilities and more likely to doubt their judgment.

REASONS:

1. Illness
2. Physical strength
3. Socioeconomic status Numerous factors might have an impact on one's level of self-worth. Your poor self-esteem may result from:
 - a. Age Disabilities
 - b. Genetics, thought processes.

Negative effects of racism and discrimination have also been demonstrated on self-esteem. According to authors such as Allen J. Choi, G. Lim, H. Lee, and J. Lee (2021) the government should focus on disadvantaged houses in order to resolve family problems, with children among middle school children low self-esteem, and depression are common. Hereditary traits may also affect a person's personality, but life experiences are thought to be the predominant factor. In order to change their attitudes and practices, instructors should attend seminars on gender-sensitive teaching techniques, according to MWIIGI Jane Wangu's (2014) study. parental participation, teaching girls time management skills is crucial Government should support educational institutions in collecting necessary materials. Our overall sense of self-worth typically rests on the foundation of our experiences. For instance, too harsh or unfavourable evaluations from family and friends could be to blame for low self image. People who experience what Carl Rogers termed "unconditional positive regard" are more likely to feel good about themselves. Peer SES may be quite important, according to research by Van Ewijk, R., and Slegers, P. (2010).

How to Gain Self-Respect

Fortunately, there are things you can do to fix problems with your perspective of yourself and your confidence in your abilities. How does one boost their self-esteem? The actions listed below can help you feel better about yourself:

1. Be more aware of your pessimistic thoughts. Recognize the untrue assumptions that are lowering your sense of value.
2. Reframe negative mental patterns. When you notice yourself having negative ideas, try confronting them with positive ones that are more realistic and/or helpful.

3. Use good self-talk. Practice speaking positive affirmations to yourself.
4. Learn to have empathy for oneself. Practice embracing all of who you are and letting go of the past to move forward.

Examples of mental health issues that can either contribute to or be a symptom of poor self-esteem include anxiety and depression. It is the authors those are C. Martin-Soelch, P. Wilhelm, E. Nsabimana, and E. Rutembesa (2019). consequences of family living situations, institutionalization, as well as externalizing and internalizing problems in Rwanda on children's self-esteem

Academic achievement

Academic achievement or academic success refers the degree to which a student, educator, or organization has accomplished their immediate or long-term educational objectives. Academic success is the achievement of academic milestones such secondary school diplomas and bachelor's degrees. Flouri (2006) looked at parental locus of control, participation in their kids' education and later academic performance. There is disagreement on the best method of assessment and which elements—declarative knowledge like facts or procedural knowledge like skills—are most important. Exams or continuing assessments are routinely used to evaluate academic performance. [1] Because there is conflicting evidence regarding which specific components accurately predict When creating models of academic accomplishment, factors like exam anxiety, context, motivation, and emotions must be taken into consideration. Today, schools are mostly compensated based on student academic achievement of their students. E.Flouri (2006) demonstrated that mother-child cohesion, direct reciprocal relationships, and academic achievement all increased one another in turn. Self-esteem and academic achievement also helped one another in transactional ways.

A young person should aim for academic excellence for the following five reasons.

1. If the youngster achieves academic success, they will feel proud of themselves. One of its best qualities is the fulfillment one feels after receiving good scores. This could be a great method to motivate kids to work hard. Once they feel that their efforts are paying off, they'll be more inspired to keep putting in their best work. In a study conducted by Self-esteem, life satisfaction, and happiness were compared to parenting styles and friendship quality in Rabotag-Saric and Sakic's (2014) study.

2. Academic achievement can help a youngster get into a respected university. A child can open numerous doors, including those leading to reputable colleges, by getting outstanding marks. This time is essential to ensuring the child's success in the future.

3. Education, due to the fact that success causes employers to frequently hire new employees, success might lead to more employment. It carefully takes academic success into account. The child must thus do their best in school if they are to land a successful job when they are older.

4. A youngster can benefit from acquiring important life skills through academic accomplishment. Connections between two aspects and the emotional content of parent-child past event dialogues were highlighted by Reese, E., Bird, & Tripp (2007). A child can develop important life skills like organization and time management by getting good grades. These skills will be useful to them later in life in both their personal and professional lives. The child must acquire these skills at a young age in order to use them later in life.

5. Future income increases may be a result of academic accomplishment.

RELATIONSHIP BETWEEN PARENTS AND CHILDREN FOR SCHOLARSHIP

Studies show a correlation between greater academic achievement and a later propensity to earn more money. Teenagers from single-parent homes outperformed adolescents from intact families, according to research by GargR, Melanson s, and LevinE (2007). Parents should help their children discover their interests, abilities, and talents as well as their strengths and flaws. Causey, S. T., Livingston, J., and High (2015) examined the ideas in terms of parental participation, self-esteem, and racial indoctrination. Parents might encourage their children to consider their options for employment or school rather than pressing them to follow what is socially or monetarily acceptable. Instead of making these decisions for them, assist them in making wise judgments about their employability, potential for progress in their careers, etc. Continue supplying resources and give encouragement to assist your kids in achieving any objectives you have for them. According to the study's findings, Steven L.M.P. (2007) found that Hispanic teenage females living in Compared to single parent households, dual parent households showed greater overall and general self-esteem.. Additionally, parents must be more self-aware and active, possess the critical listening skills necessary to support and encourage their children without being overbearing, and offer guidance rather than making decisions for them. Everything is managed by the parents. Mother-child cohesiveness was demonstrated by researchers like STian Wang

Y. (2021) effects of gender stereotypes on secondary school students' academic performance and self-concept.

Self-Esteem and Academic success

Numerous studies have backed the claims) a positive self-concept is preferred for children's personal development (Branden 1994), that ability levels may influence depressive symptoms and levels of self-esteem (Humphrey, Charlton, and Newton 2004), and that high levels of self-esteem are associated to academic success (Marsh, Byrne, and Yeung 1999). Although the findings are inconsistent across studies and less well-documented than the evidence demonstrating the reciprocal relationship between academic achievement and self-concept in particular domains, some researchers have discovered evidence linking self-esteem and teenage academic achievement. For instance, a study conducted in America with 838 secondary students discovered a strong link between academic success and self-esteem. Alves-Martins and others in 2002. Using a sizable sample of seventh-graders from both East and West Germany, Trautwein and colleagues undertook a comprehensive longitudinal examination of the links link academic success and self-esteem, self-concept. They learned that earlier self-perception was positively connected with self-esteem.

a strong correlation between earlier and later success despite the fact that Trautwein et al. (2006) showed no connection between academic success and self-esteem, significantly predicted later mathematical self-concept.

Although there is evidence that self-esteem and success are related, certain studies have been unable to find this relationship in particular populations. In a research Tashakkori (1993) conducted a study of 643 white and African American teenagers in the rural south shown that self-beliefs about connections and social standing were more significant determinants of self-esteem than self-beliefs about academic success. According to Ross and Broh's (2000) analysis of data from the National Educational Longitudinal Study in the United States, while self-esteem has no bearing on future academic achievement, a sense of personal control does.

Self-efficacy has been linked to personal responsibility, which suggests that self-efficacy requires a certain number of flattering opinions of oneself be maintained (Schunk 1995; Pajares 1996). Despite the fact that self-esteem and self-efficacy are frequently found to be related, there is no direct link between

the two and academic performance Among the expanding collection of studies on students' capacity for academic achievement (Ross and Broh 2000).

However, research on self-esteem indicators usually highlights the important part that teachers play the growth of a confident self-image which is influenced by attitudes (Helm 2007) and school climate (Scott 1999). This is due to the perception that having a positive self-image is a quality that kids find appealing. e. Studies have shown the value of a teacher assistance for middle school students, particularly in urban institutions. Due of their involvement in their academic work, students' use of this aid has an effect on their self-perception in academic settings (Garcia-Reid, Reid, and Peterson 2005).

Prior studies have revealed that the peers and teachers at these schools have the greatest effects on students' attitudes toward learning, just like the sample of North American and British students included in this study (Booth and Sheehan 2008). More longitudinal research is necessary because it is still unknown how directly self-esteem affects academic success.

RATIONALE OF THE STUDY:

Parents involvement is very much necessary for better growth of child. As some children who lives with their single parent whether its mother or father, somewhere they suffer a lot with their emotions, their value, academic, social and in their personal life. As we know that double parents provide better quality of life because both the parents devide their responsibilities, focusses on their child properly and provide every basic need to the child. This research helps other future researcher to explore more. So this is the main reason to contribute in this research.

METHODOLOGY

PROBLEM: To asses the impact of single parent and double parent impacts pupils who are enrolled in school's self-esteem and academic success.

OBJECTIVES:

The prime focus of this research is to explore the impact of single parent and double parents on Self - Esteem and Academic Achievement among school going students. The specific objectives are

1. To asses the impact of single and dual parenting on academic success and self-esteem.

2. To examine the relationship between single parenting and self-esteem.

HYPOTHESES:

1. There is a significant effect of single Parent and double Parents on self esteem of students.
2. There is a significant effect of single Parents and double parents on academic achievements of student.
3. Self-esteem and being a single parent are significantly correlated.
4. There is a strong connection between double parents and academic achievement.
5. There is impact of single parent on self esteem and academic achievement.

SAMPLE:

The sample would be selected through convenient sampling method. Total sample of 50 school students would be selected for collection of data. The age range of school students would be 15-18 years .All the students (boys and girls) belong to urban and rural area.

TOOLS:

Self Esteem: This tool is developed by Rosenberg in 1965. This scale helps to measure the level of Self Esteem among individuals. The scale contains 10 statements with 4 alternative options(strong agreement, strong agreement, strong disagreement). There are some items (2,5,6,8,9) which are negatively scored or in other words, these items are reverse scored.

Academic Achievement Scale: This scale developed by Oppenherm in 1992. This scale helps to measure the level of Academic Achievement among students. The scale contains 30 statements with 5 alternative options(from likely to unlikely)

RESULT AND DISCUSSIONS

Table no 1: shows the demographic variable among participants

Serial No	Variables	Sub Variables	N	Percentage
1.	Gender	Male	10	23.8%
		Female	32	76.2%
2.	Parent Type	Single Parent	8	19%

		Double Parent	34	81%
3.	Economic status	Middle Class	39	92.9%
		Low Class	3	7.1%

From above table ,it shows that among 42 participants ,10 (23.8%)participants belongs to Male Category of Gender and 32(76.2%) participants belongs to Female category of Gender. There are 8 (19%)participants belongs to single Parent Family and 34(81%)participants belong to Double Parent Family.At last, in Economic status 39(92.9%) participants lies in Middle class category and 3(7.1%) participants lies in Low class Category.

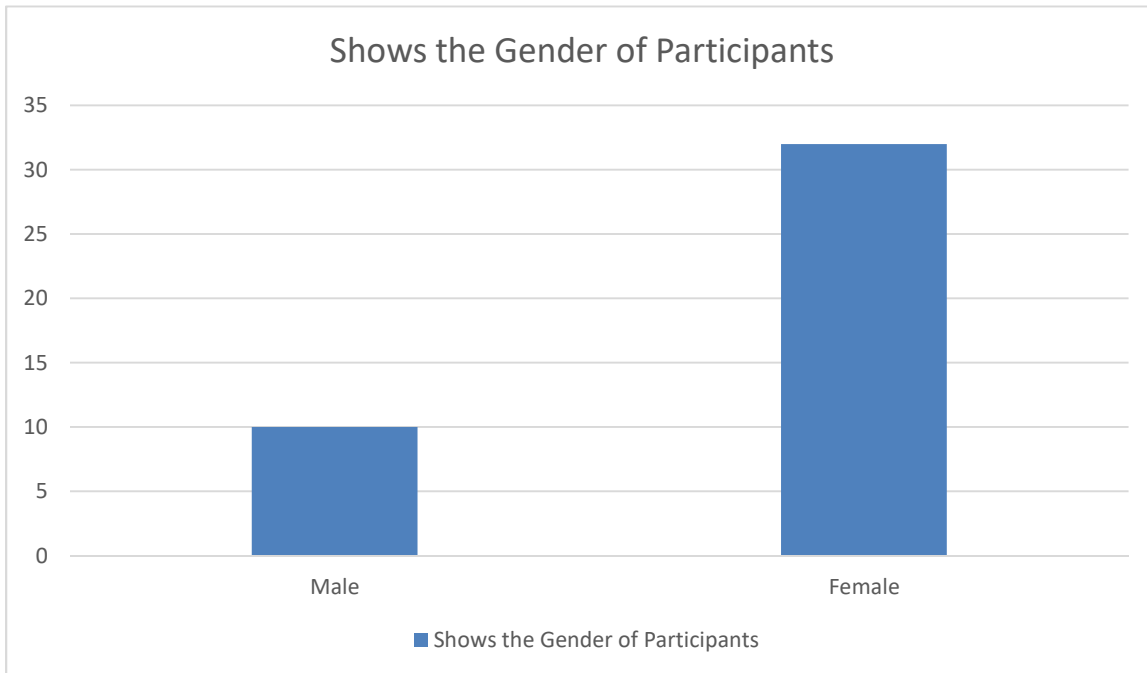


Figure No1.1 :Shows the Gender of Participants.

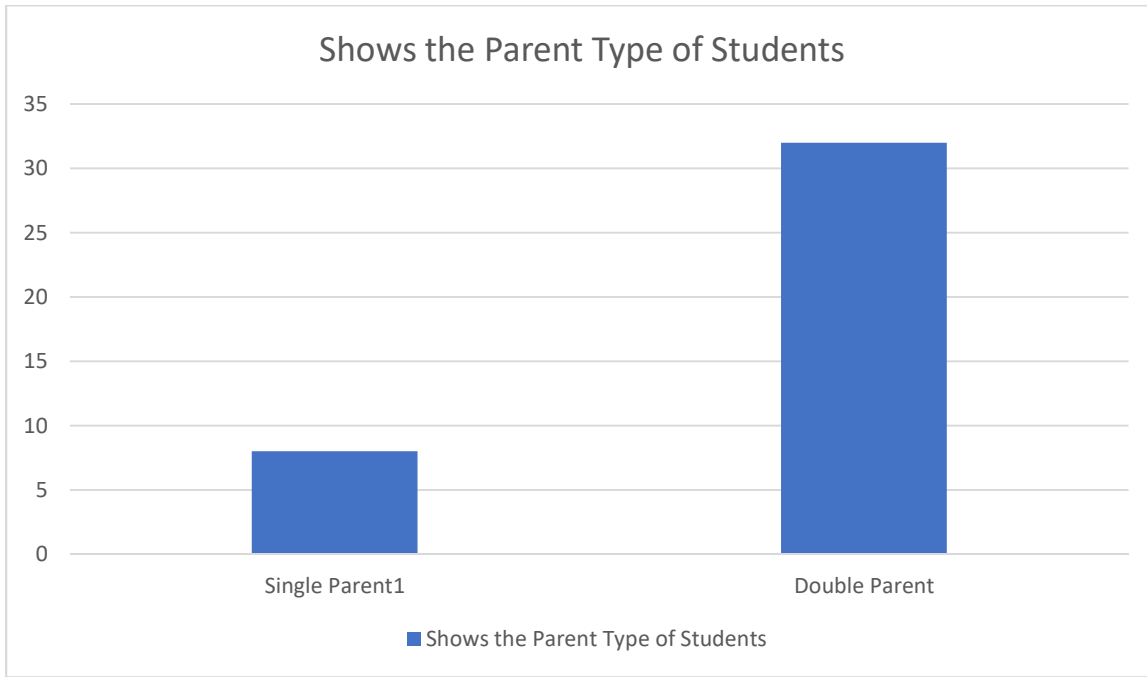


Figure 1.2: Shows the Parent Type of Students.

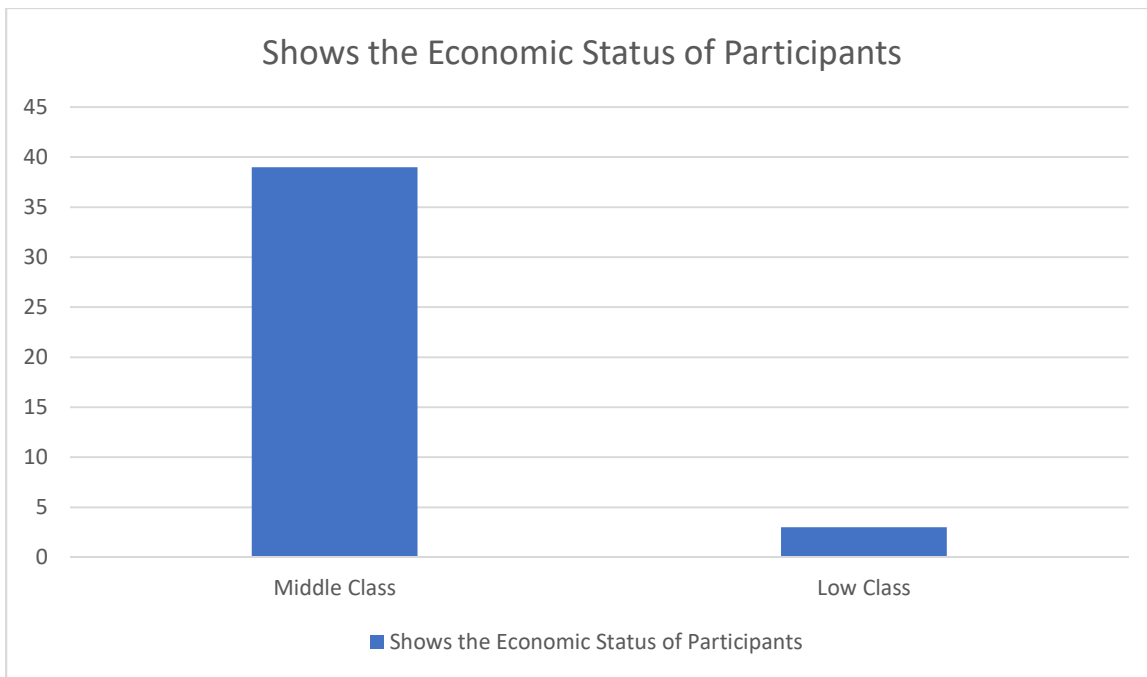


Figure 1.3: Shows the Economic Status of Participants.

Table No 2: Shows the Frequency level of Self Esteem among students.

Level	Score	N	Percentage
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Low Self Esteem	0-20	14	33.3%
High Self Esteem	21-40	28	66.7%

From above table, it shows that 14(33.3%) participants lie in the Low self Esteem and 28(66.7%) participants lie in High Self Esteem category.

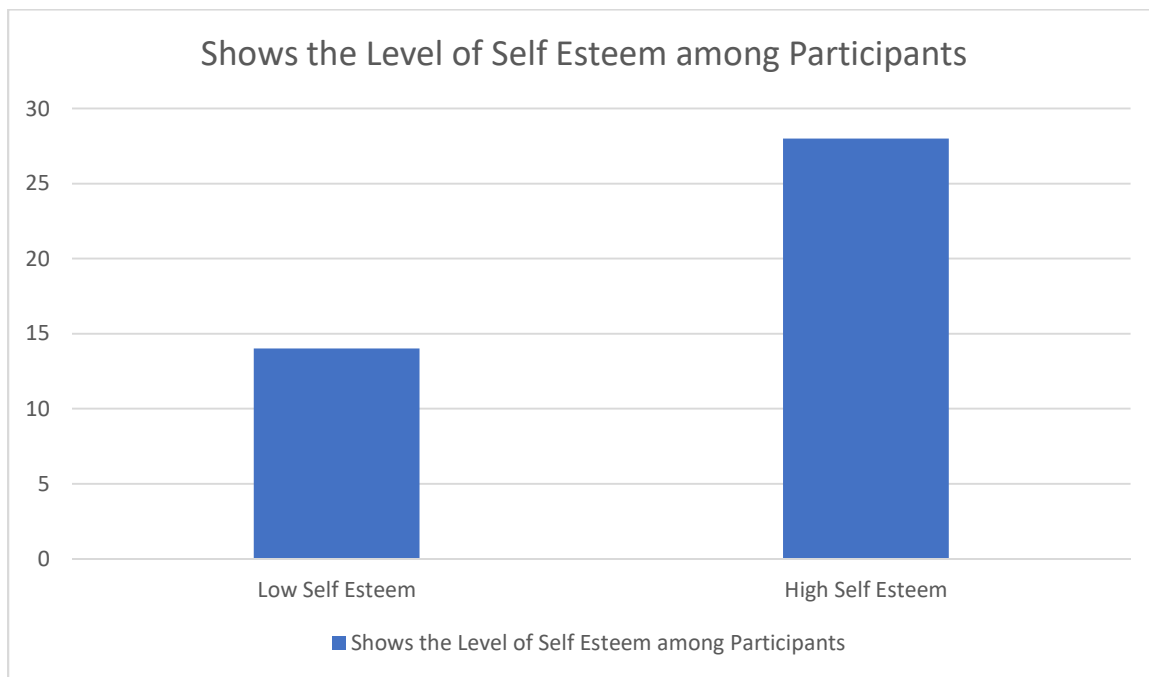


Figure 2.1 :Shows the Level of Self Esteem among Participants.

Table No 3: Shows the level of Academic Achievement among participants

Level	Scores	N	%
Low Academic Achievement	0-60	23	54.7%
High Academic Achievement	61-120	19	45.2%

From above table, it shows that there are 23(54.7%) participants lie in the category of low Academic Achievement and 19(45.2%) participants lie in the category of High Academic Achievement.

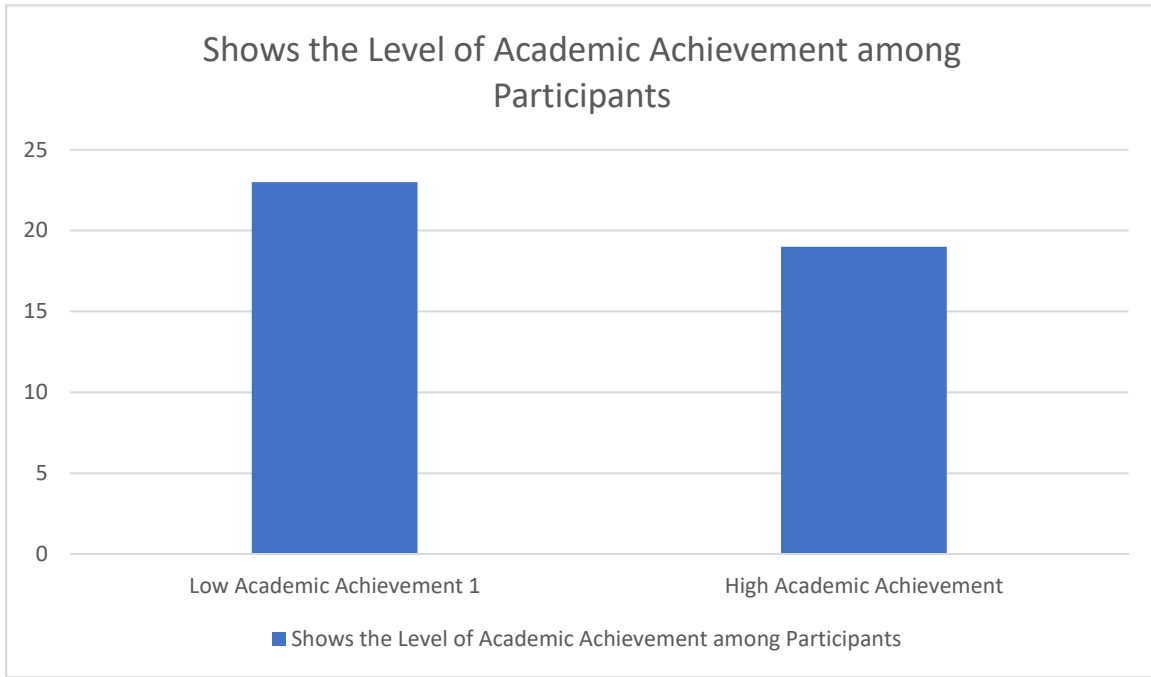


Figure 3.1: Shows the Level of Academic Achievement among Participants

Table NO 4, shows the mean,standard deviation,t-test and p-value.P-value of Self Esteem among participants.

Sl No	Variable	Sub Variable	N	Mean	Standard Deviation	t-value	p-value
1.	Gender	Male	10	20.50	1.08	-2.581	.014
		Female	32	21.93	2.48		
2.	Parent Type	Single Parent	8	53.75	2.35	-.629	.543
		Double Parent	34	59.94	2.31		
3.	Economic Status	Middle Class	39	21.61	2.36	.294	.789
		Lower Class	3	21.33	1.52		

In above table,it shows the mean,standard deviation,t-test,p-value of Self Esteem with respect to demographic variables.

Self Esteem and Gender:

According to the above table it shows the average of Male and Female participant is 20.50 and 21.93.The non-significant p-value(.014) shows that there is no significant difference in Self Esteem with respect to Gender.

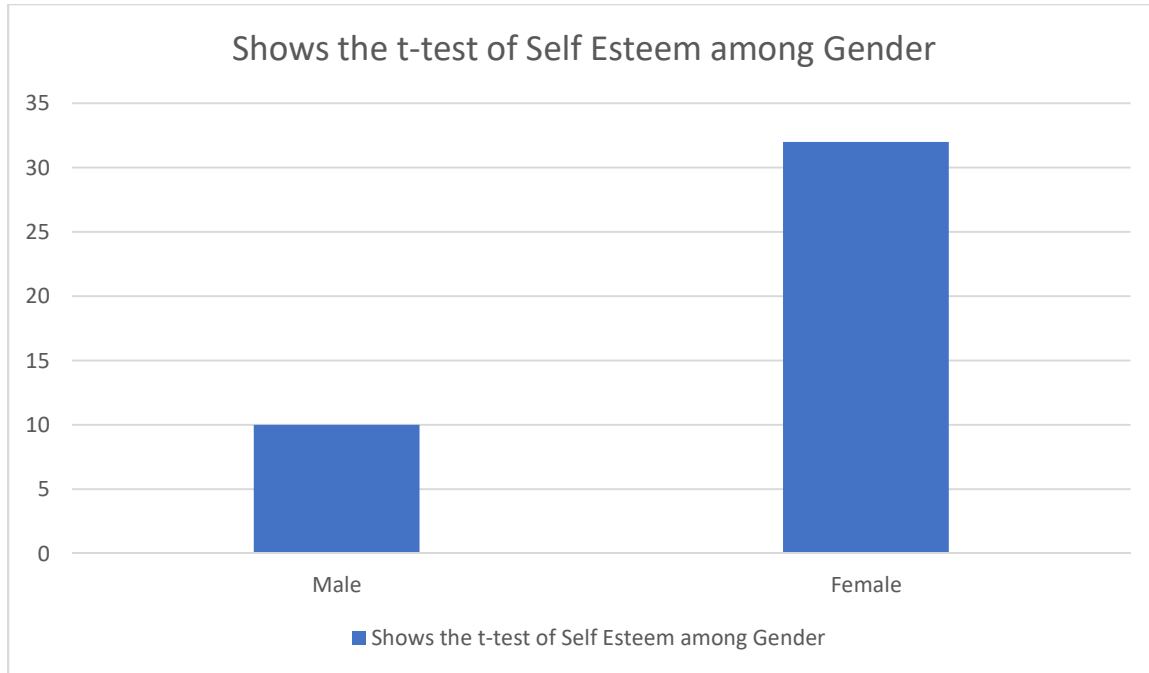


Figure 4.1: Shows the t-test of Self Esteem among Gender

Self Esteem and Parent Type:

According to the above table it shows the average of Parent Type of Single type family and Double type family .The non-significant p-value (.543) shows that there is no significant difference in Self Esteem with respect to Parent type.

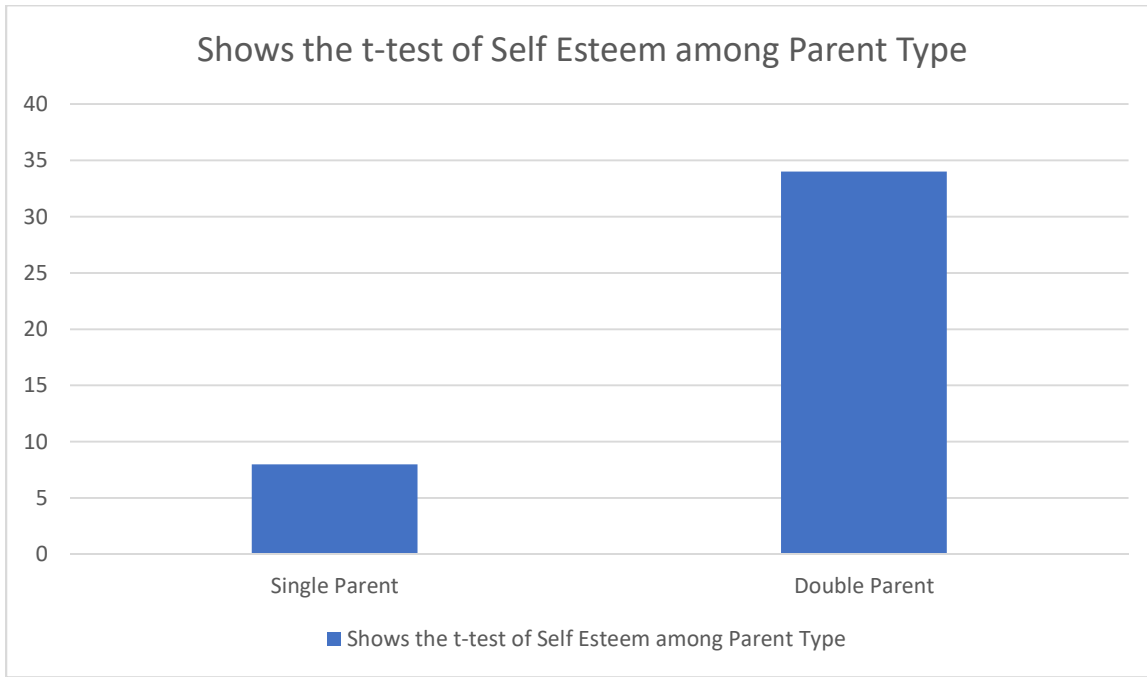


Figure 4.2: Shows the t-test of Self Esteem among Parent Type.

Self Esteem and Economic Status:

According to the above table it shows the Economic status of Middle class and Lower class Family. The non-significant p-value(.789) of Self Esteem shows that there is no significant difference in Self Esteem with respect to Economic status among participants.

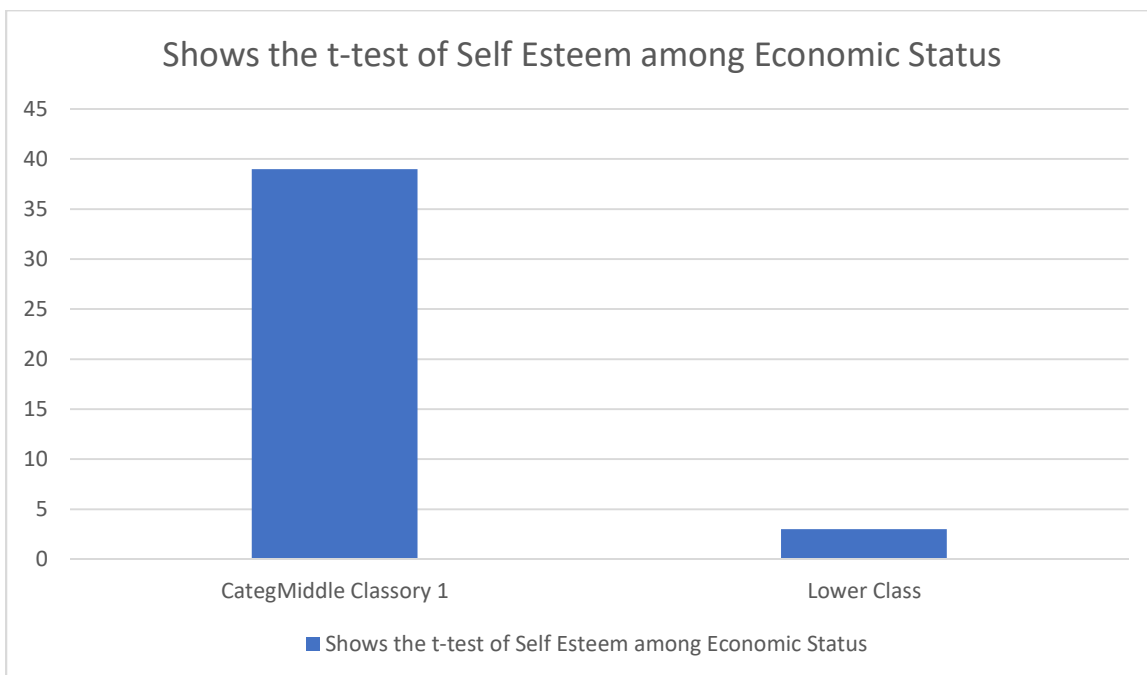


Figure 4.3: Shows the t-test of Self Esteem among Economic Status.

Table No 5, shows the mean, Standard deviation, t-test and p-value of Academic Achievement among participants.

Sl No	Variable	Sub Variable	N	Mean	Standard Deviation	t-value	p-value
1.	Gender	Male	10	56.60	6.39	-1.146	.266
		Female	32	59.43	8.06		
2.	Parent Type	Single Parent	8	53.75	6.77	-2.27	.043
		Double Parent	34	59.94	7.53		
3.	Economic Status	Middle Class	39	58.74	7.95	-.087	.936
		Lower Class	3	59.00	4.58		

Academic Achievement and Gender.

In above table it shows the average of participants among Male and Female participant is 56.60 and 59.43. The non significant p-value (.266) shows that there is no significant difference in Academic Achievement with respect to Gender.

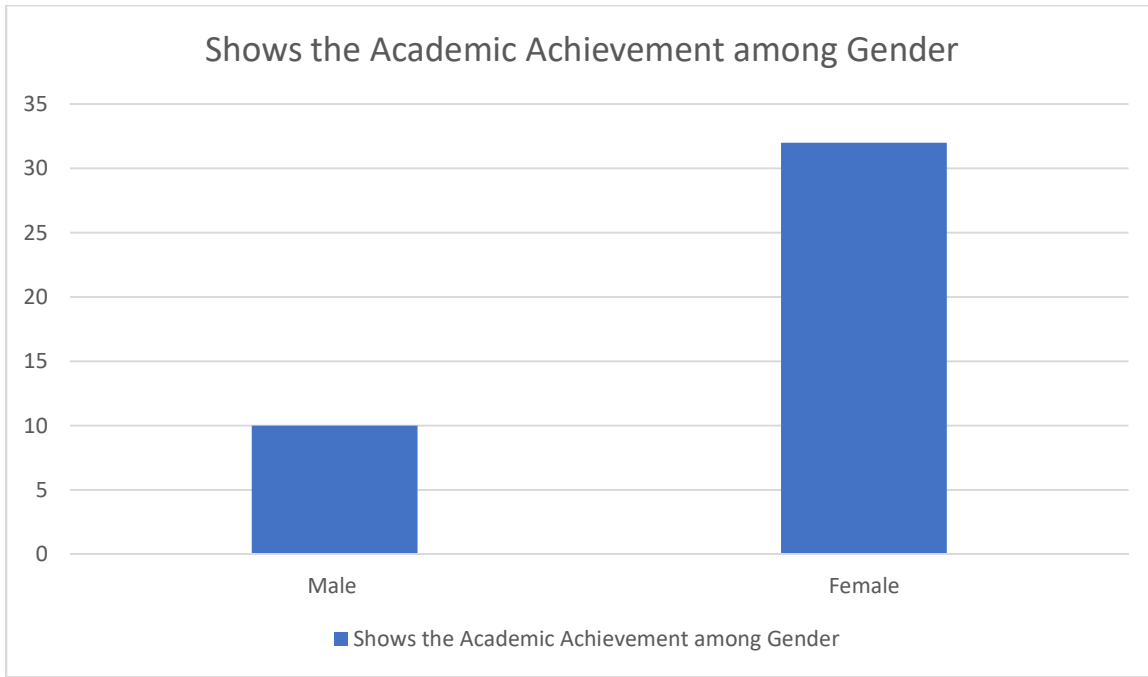


Figure 5.1: Shows the Academic Achievement among Gender.

Academic Achievement and Parent type :

In above table it shows the average of Single Parent Family and Double Parent Family is 53.75 and 59.94. The non significant p-value (.043) shows that there is no significant difference in Academic Achievement with respect to Parent Type.

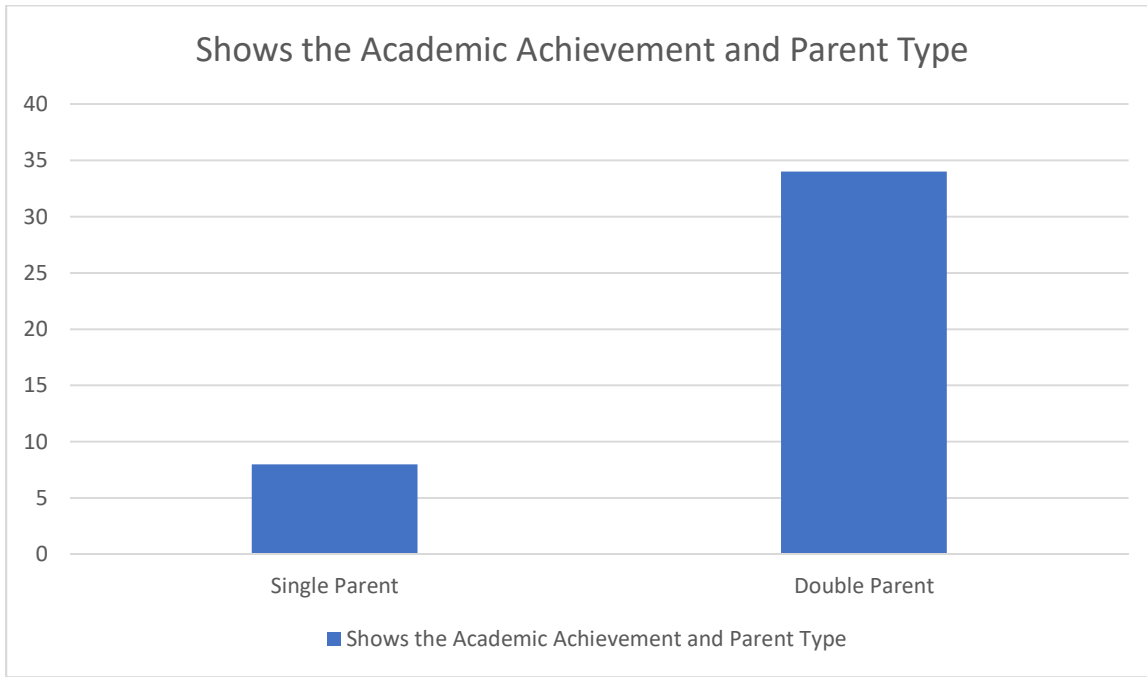


Figure 5.2: Shows the t-test of Academic Achievement and Parent Type among Participants

Academic Achievement and Economic Status:

In above table it shows the average of Middle Class and Lower Class is 58.74 and 59.00. The non significant p-value (.936) shows that there is no significant difference in Academic Achievement with respect to Economic Status.

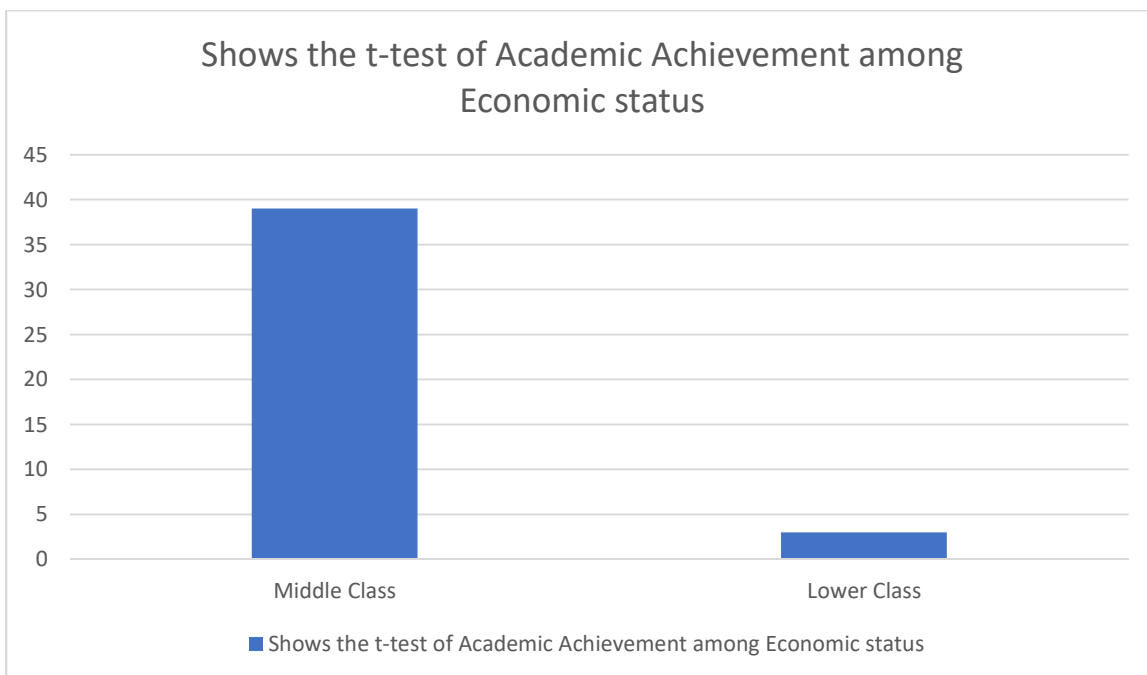


Figure 5.3: Shows the t-test of Academic Achievement among Economic Status.

Table no 6 shows the Correlation between Gender and self Esteem.

	Gender	Self Esteem
Gender	1	.085
Self Esteem	.085	1

According to above table, it shows the relationship between Gender and Self Esteem. The result shows that there is no relationship between Gender and Self Esteem.

Table No 7 shows the correlation between Gender and Academic Achievement.

	Gender	Academic Achievement
Gender	1	.316
Academic Achievement	.316	1

According to above table, it shows the relationship between Gender and Academic Achievement. The result shows that there is no relationship between Gender and Academic Achievement.

Table No 8 shows the correlation between Parent type and Self Esteem

	Parent Type	Self Esteem
Parent Type	1	.528
Self Esteem	.528	1

According to above table, it shows the relationship between Parent Type and Self Esteem. The result shows that there is no relationship between Parent Type and Self Esteem.

Table No 9 shows the correlation between Parent type and Academic Achievement.

	Parent Type	Academic Achievement
Parent Type	1	.319*
Academic Achievement	.319*	1

According to the above table, it shows the relationship between Parent Type and Academic Achievement. The result shows that there is significant positive relationship between Parent Type and Academic Achievement.

Table 10 shows the relationship between Economic status and Self Esteem.

	Economic Status	Self Esteem
Economic Status	1	-.032
Self Esteem	-.032	1

According to the above table, it shows the relationship between Economic Status and Self Esteem. The result shows that there is no significant relationship between Economic Status and Self Esteem.

Table 11 shows the relationship between Economic Status and Academic Achievement.

	Economic Status	Academic Achievement
Economic Status	1	.009*
Academic Achievement	.009*	1

According to the above table, it shows the relationship between Economic Status and Academic Achievement. The result shows that there is significant positive relationship between Economic Status and Academic Achievement.

Table No 12 shows the relationship between and Academic Achievement.

	Self Esteem	Academic Achievement
Self Esteem	1	.507**
Academic Achievement	.507**	1

According to the above table, it shows the relationship between Self Esteem and Academic Achievement. The result shows that there is significant positive relationship between Self Esteem and Academic Achievement.

Table 13: shows the impact of Self Esteem on Academic Achievement.

Independent Variable	Dependent	R	R ²	Adjusted R ²	B	Standard Error	Beta	t-value	p-value

	Variable								
Academic Achievement	Self Esteem	.507 ^a	.257	.238	.151	.041	.507	3.715	.001*

According to the above table, it shows the impact of Self Esteem on Academic Achievement. The result shows that there is a positive impact of self esteem on Academic Achievement.

Table No 14: Shows the impact of Gender on Self Esteem.

Independent Variable	Dependent Variable	R	R ²	Adjusted R ²	B	Standard Error	Beta	t-value	p-value
Self Esteem	Gender	.281 ^a	.079	.055	.053	.423	.281	1.82	.075

According to the above table there is no significant effect between Gender and Self Esteem.

Table No 15: Shows the impact of Parent Type and Self Esteem.

Independent Variable	Dependent Variable	R	R ²	Adjusted R ²	B	Standard Error	Beta	t-value	p-value
Self Esteem	Parent Type	.109 ^a	.012	-.013	.019	.404	.109	.687	.496

According to the above table there is no significant effect between Parent type and Self Esteem.

Table No:16 Shows the impact of Economic Status on Self Esteem

Independent Variable	Dependent Variable	R	R ²	Adjusted R ²	B	Standard Error	Beta	t-value	p-value
Self Esteem	Economic Status	.037 ^a	.001	-.024	-.004	.018	-.037	-.230	.819

According to the above table there is no significant effect between Economic Status and Self Esteem.

CONCLUSIONS:

1. Majority of the participants(66.7%) lies in high Self Esteem Category.
2. Majority of the participants (45.2) lies in the catagopry of high achievement category.
3. There is no significant effect of Self Esteem on Gender, Parent Type and Economic Status.
4. There is no significant effect of academic achievement on Gender, Parent Type and Economic Status.
5. There is no significant relationship between self Esteem and Gender.
6. There is no significant relationship between academic achievement and Gender.
7. There is no significant relationship between Self Esteem and Parent Type.
8. There is significant positive relationship between Academic Achievement and Parent Type.
9. There is no significant relationship between Self Esteem and Economic Status.
10. There is significant positive relationship between academic achievement and Economic Status.
11. There is Positive relationship between Self Esteem and Academic Achievement.
12. There is positive impact of Self Esteem on Academic Achievement.

LIMITATIONS:

1. Only 42 participants were included .
2. Only middle and lower class participants were included.

SUGGESTIONS:

- There should be one interaction class between parents and children in school premises.
2. There should monthly follow-up on performance level of students.
 3. There should be weekly conduction of Programmes related to enhancement of Self Esteem.

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