

THE DOMINANT ROLE OF PARENTS IN FOSTERING STUDENT DEVELOPMENT

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Abstract

Parental support plays an important role in developing various aspects of a child's growth and skills. However, it is essential to note that the support provided by parents must be appropriate and accurate so that it can truly contribute positively to the child's self-development. The purpose of this study is to identify the dominant type of parental support experienced or perceived by university students. This research employed a quantitative approach with a descriptive quantitative design. The study sample consisted of 191 students from four universities in Indonesia. Data were collected using a parental support instrument. Data analysis was conducted through categorization, frequency, percentage, and diagram analysis using SPSS and Microsoft Excel. The findings revealed that the dominant type of parental support lies in the aspect of instrumental support, and most categories of parental support were still at a moderate level. The implications of this study for guidance and counseling services can serve as initial data for designing programs and follow-up actions needed to optimize parental support for their children.

Keywords: Adolescent Development, Parenting, Parental Support



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INTRODUCTION

Parents are generally regarded as the primary actors who have a significant influence in shaping a child's personality during childhood (Conger et al., 2021; Smith & Skrbiš, 2017). Parental support plays one of the most crucial roles in child-rearing and is a key aspect of personality development (Aguar et al., 2021; Perez-Gramaje et al., 2019). Personality has consistently been linked to various important life outcomes, such as educational attainment (Mammadov, 2022), mortality rates (Roberts et al., 2007), and social connectedness (Laakasuo et al., 2017).

There are various models of personality; however, the Big Five model is widely recognized as one of the most researched, respected, and broadly accepted theoretical frameworks. This model consists of five major personality traits: (1) Openness to experience, which reflects a willingness to engage in new experiences and to be changed by them; (2) Conscientiousness, which reflects a tendency to be disciplined, responsible, and thoughtful; (3) Extraversion, which reflects a tendency to seek social interaction with others; (4) Agreeableness, which reflects a tendency to be friendly and maintain harmony in interpersonal relationships; and (5) Emotional stability, which describes the tendency to remain calm and moderate in facing challenges (Azucar et al., 2018; Foley et al., 2025).

This study identifies several factors that contribute to the development of positive character in adolescents, including parental support, active participation in sports activities, easy access to sports facilities, positive peer influence, and a high level of self-confidence. In this context, the role of parents is essential, particularly in helping children cope with peer pressure. Parents can provide positive reinforcement and serve as good role models for their children (Yi et al., 2024). Furthermore, parents play an important role in implementing various methods and techniques to foster higher-order thinking skills in children (Bilgiç & Kandir, 2020; Özkan Kunduracı et al., 2024).

Although previous studies have examined the role of parental support separately, more detailed explanations regarding the specific roles and dimensions of parental support are still needed (Fute et al., 2023; Karababa, 2022). Therefore, this study aims to identify the level of parental support as well as the aspects and indicators of parental support that are most dominant.

RESEARCH METHOD

The research method uses a quantitative approach with a quantitative descriptive type. The research sample was 191 students consisting of four universities in Indonesia. Data collection used a parental support instrument. The parental support instrument consists of 4 aspects: emotional support (9 items), assessment support (6 items), informational support (9 items), and instrumental support (6 items), so the total items of the parental support instrument are 30 items. Each aspect has indicators with descriptions: aspect 1 consists of 3 indicators, aspect 2 consists of 2 indicators, aspect 3 consists of 3 indicators and aspect 4 consists of 2 indicators, each indicator consists of 3 statement items (more details can be seen in tables 1 and 2). Data analysis by categorization, frequency, percentage, and diagrams with the help of excel and SPSS applications.

Table 1. Parental support instrument interval (viewed from aspects, indicators and overall)

Category	3 Items	6 Items	9 Items	30 Items
Very High	14–15	26–30	39–45	127–150
High	11–13	21–25	32–38	103–126
Moderate	9–10	17–20	24–31	79–102
Low	6–8	12–16	17–23	55–78
Very Low	3–5	6–11	9–16	30–54

Table 2. Parental support instrument grid

Variable	Aspect	Indicator
Parental Support	Emotional Support	Having emotional closeness
		Love and affection
		Caring
	Appraisal Support	Appreciation or positive evaluation
		Providing support and positive perspectives on others' successes
	Informational Support	Giving advice
		Providing a variety of information
Instrumental Support	Offering suggestions for problem-solving	
	Providing time and effort	
		Providing financial assistance or gifts

RESULTS AND DISCUSSION

The description of the research results will be described based on the analysis of overall parental support, reviewed based on aspects of parental support, and indicators of parental support.

Table 3. Classification of parental support (n=191)

Category	f	%
Very High	0	0
High	56	29
Moderate	119	62
Low	15	8
Very Low	1	1
Total	191	100

Based on the table above, it can be seen that the dominant parental support is in the moderate category of 62% (119 parents). This condition needs to be improved, so that students get optimal parental support in going through the process of their life journey, especially in the education process.

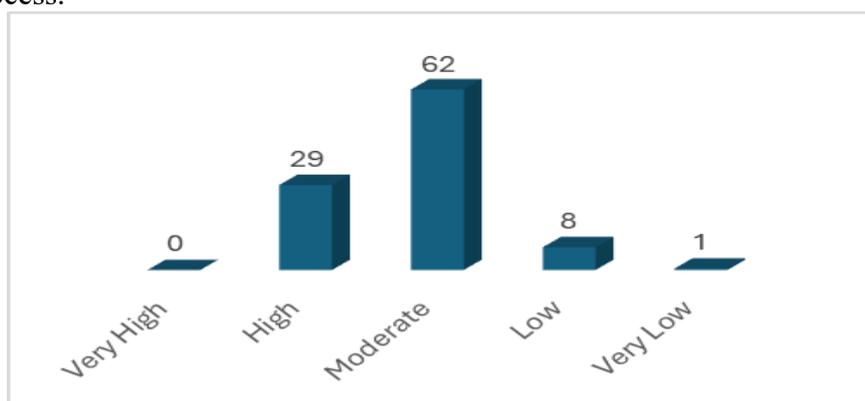


Figure 1. Percentage frequency of description of parental support

Based on the figure above, if sorted from the highest to the lowest frequency categories can be described as follows. The frequency of the medium category is 62%, high 29%, low 8%, very low 1% and very high 0%. This condition shows that parental support in the very high category is non-existent and parental support in the high category is less than 50%. Of course, this condition needs our attention because students who are still in the process of finding their identity and developing themselves certainly need support from their parents to overcome the various obstacles and challenges they face.

Table 4. Classification of parental support in terms of aspects

Category	Aspect I		Aspect II		Aspect III		Aspect IV	
	f	%	f	%	f	%	f	%
Very High	0	0	0	0	0	0	0	0
High	66	35	58	30	47	25	51	27
Moderate	110	58	96	50	125	65	105	55
Low	14	7	33	17	19	10	30	16
Very Low	1	1	4	2	0	0	5	3
Total	191	100	191	100	191	100	191	100

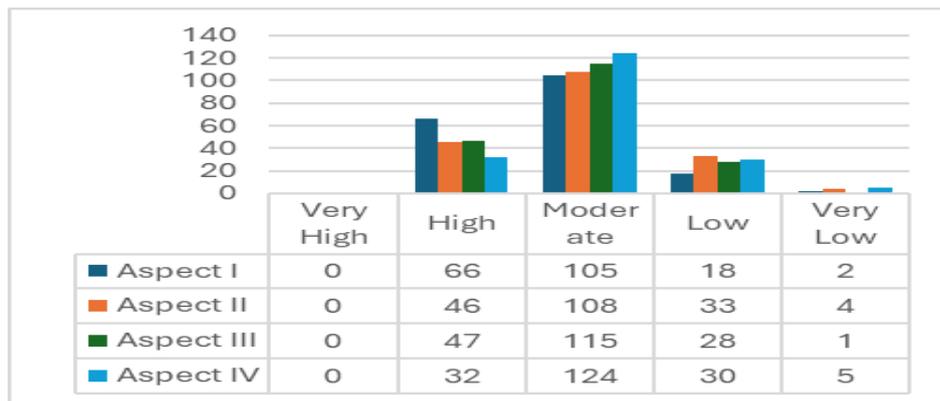


Figure 2. Overview of frequency of parental support reviewed from aspects (N 191)

Table 4 and figure 2 found that parental support reviewed from the aspect that parents are mostly in the medium category. In the medium category, the most parents are in aspect IV (instrumental support) as many as 124 people. Then in the high category group, the most parental support is in aspect I (emotional support) as many as 66 people. In the low category group, the most parental support is in aspect II (assessment support) as many as 33 people, and in the very low category group, the most parental support is in aspect IV (instrumental support) as many as 5 people.

Table 5. Classification of parental support in terms of indicators

Indicator	Category									
	Very High		High		Moderate		Low		Very Low	
	f	%	f	%	f	%	f	%	f	%
I1	0	0	58	30	93	49	39	20	1	1
I2	0	0	77	40	86	45	26	14	2	1
I3	0	0	71	37	88	46	28	15	4	2
I4	0	0	56	29	102	53	31	16	2	1
I5	0	0	48	25	99	52	40	21	4	2
I6	0	0	67	35	106	55	17	9	1	1
I7	0	0	42	22	86	45	60	31	3	2
I8	0	0	44	23	96	50	49	26	2	1
I9	0	0	30	16	106	55	47	25	8	4
I10	0	0	66	35	86	45	33	17	6	3

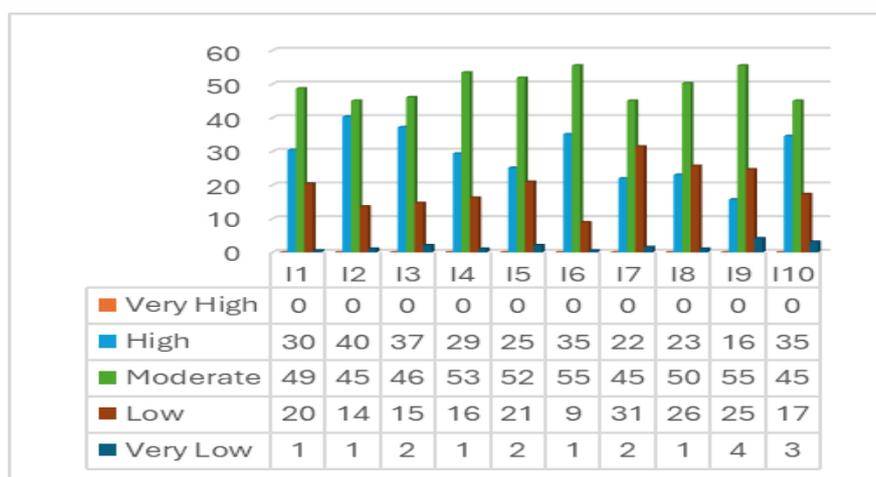


Figure 3. Percentage description of parental support viewed from indicators (N 191)

Table 5 and figure 3 show that when viewed from the indicators of parental support, most parental support is in the moderate category. If we sort the largest frequency above 50, then the most parental support is in indicators 6 and 9, indicator 4, and indicator 5. In indicator 6 (giving advice) and indicator 9 (giving time and energy) there are 55 people. In indicator 4 (positive appreciation or assessment) there are 53 people. Finally, in indicator 5 (Providing support and positive views on the success of people around) there are 52 people. When viewed as a whole, parental support is spread across all indicators that can be seen in table 3 and figure 3.

Table 6. Average level of parental support viewed from indicators

Indicator	Mean Sub-Indicator Score	%	Ideal Score	Category
I1	9.6	64	15	Moderate
I2	10.0	66	15	Moderate
I3	9.8	65	15	Moderate
I4	9.5	64	15	Moderate
I5	9.4	63	15	Moderate
I6	10.0	66	15	Moderate
I7	9.1	61	15	Moderate
I8	9.3	62	15	Moderate
I9	9.0	60	15	Low
I10	9.6	64	15	Moderate

The table above explains the average score for each indicator. The highest average score is found in indicator 2 (love and affection) and indicator 6 (giving advice) with the mean score of both indicators being 10 when expressed as a percentage of the ideal score (score 15) which is 66%. When viewed as a whole, the average of all indicators is above a score of 9.

Research shows that even when growing up in the same family environment, the personalities of siblings can differ significantly. found that, even within a family, differences in parental support contribute to the formation of adolescent children's personalities. However, this influence decreases as children enter early adulthood (Foley et al., 2025). These findings support the importance of internal family factors in the formation of personality, as well as how the parent-child relationship continues to change throughout the life course of both.

This study found that parental support was mostly in the moderate category of 62% (119 parents), this condition needs to be improved because of course suboptimal parental support will have a suboptimal impact on aspects of student development and skills. Reviewed from the dominant aspect carried out by parents is instrumental support (which consists of giving time and energy and giving financial assistance or gifts). When viewed from the indicators of parental support that are predominantly carried out by parents is giving advice and giving time and energy. The highest average score of parental support is in indicator 2 (love and affection)

and indicator 6 (giving advice) with a mean score of both indicators of 10 if the percentage of the ideal score (score 15) is 66%. This condition shows that there is dominant behavior in the attitude and behavior of parental support. It is hoped that the support given by parents must be optimal in all aspects because it is the obligation of parents to be able to provide full support and accompany the growth of their children as well as possible.

Parenting is an important responsibility that has the potential to determine a child's future independence. Several studies have identified a number of parental behaviors that generally have positive impacts, such as supporting children's autonomy and providing clear structure (Pynn et al., 2019), being responsive to children's needs (Rouquette et al., 2021a, 2021b). However, not all parenting actions have positive impacts. In particular, behaviors such as putting excessive pressure on children, criticizing their efforts or performance, and interfering with coaches can have a number of negative consequences (Crane & Temple, 2015; Felber Charbonneau & Camiré, 2020).

Research also shows that parents play a major role in the development of higher-order thinking skills in children (Chandra, 2008; Mazzocco & Claessens, 2020; Taneri, 2012). Some parental behaviors and factors that are perceived as the basis for forming a safe base for children include physical presence and provision of support, responsiveness to children's needs, and the development of positive mental representations, communication, family structure, and culture (Mårs et al., 2024).

Adolescents naturally desire greater autonomy (Modrek et al., 2021), and parental support and attitudes play an important role in meeting this need (Joussemet et al., 2008). Several studies have examined the relationship between parental autonomy support and the development of adolescent creativity and have shown a positive relationship (Chen et al., 2021; Liu et al., 2013; Ren et al., 2017).

The results of the study showed that the development of creativity in early adolescence was diverse or not all children experienced development in exactly the same way. This diversity may reflect important changes that will later shape various types of creativity as they enter late adolescence or early adulthood (Silvia et al., 2009; Von Stumm et al., 2011). Parental support is one factor that can increase adolescent creativity (Sawada et al., 2024). Then the role of parents is very crucial in guiding the formation of children's character, especially in helping them deal with negative influences from their peer environment (Yi et al., 2024).

CONCLUSION

The support provided by parents to their children is still predominantly in the form of instrumental support. Most parental support falls into the moderate category, with some parents providing support at low and very low levels. Based on these research findings, there is a need for socialization programs, seminars, or training sessions for parents regarding the importance of parental support in fostering the optimal growth and skill development of their children. Such activities are also expected to provide parents with knowledge about the appropriate forms of parental support, as improper methods may result in negative impacts rather than positive contributions in the long term. Additionally, the research sample still needs to be expanded to obtain more representative data and minimize potential bias.

The results of this study have significant implications for the implementation of school guidance and counseling services. The findings can serve as valuable preliminary data for developing more targeted guidance and counseling programs that are aligned with students' needs. By utilizing these data, counselors can design various structured activities, intervention strategies, and follow-up actions to optimize parental support for their children. Such support not only enhances students' motivation and academic achievement but also plays a crucial role in fostering their holistic social and emotional development. Therefore, this study provides a practical foundation for school counselors in designing both preventive and curative services,

which are ultimately expected to create a conducive learning environment for children's growth and development.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

CONFLICTS OF INTEREST

The authors declare no conflict of interest regarding the publication of this study.

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