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Psychosocial Influences on Adolescent Self-Esteem: A Study of Demographics, Family Dynamics, and Academic Performance

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Abstract

The psychosocial elements affecting self-esteem and assertiveness in adolescents are scrutinized by this research, with a concentration on familial interactions, educational achievement, and socioeconomic conditions. A sample of 60 teenagers was surveyed to understand how factors like birth order, parental education, jobs, income, and family dynamics are influencing their self-image and assertiveness. It was shown by data analysis that support from family, especially discussing issues with family members, had a considerable positive impact on both self-esteem and assertiveness. Reduced assertiveness was indicated by teens from nuclear families, while increased self-esteem was demonstrated by those with strong friendships. Against expectations, no considerable impact on self-esteem was shown by birth order. Indirect impacts on teenage self-esteem were demonstrated by parent education levels and job statuses, as improved academic results and increased self-confidence were correlated with higher educational achievements. Assertiveness was significantly influenced by socioeconomic elements, including the monthly earnings of both parents, although a more subtle impact on self-esteem was observed. It is indicated by the results that self-esteem and assertiveness of adolescents are significantly influenced by emotional and psychological assistance from family and social connections. The importance of specific interventions aimed at enhancing family communication and promoting supportive friendships to improve adolescent development is highlighted by the research. The significance of considering socioeconomic and family factors when creating initiatives designed to enhance adolescent mental health and well-being is also highlighted by the findings.

Keywords: Adolescents, Assertiveness, Family Dynamics, Parental Education, Self-Esteem, Socioeconomic Status.

Introduction

Self-esteem is regarded as a fundamental aspect of adolescent development, with mental health, social relationships, and academic performance being significantly influenced by it. Adolescence is recognized as a critical developmental period, marked by significant changes in physical, emotional, and social domains. During adolescence, numerous psychological, emotional, and social changes are undergone by individuals that impact how they are perceived by themselves. As such, fluctuations in self-esteem can be observed based on various psychosocial factors, including demographic variables, family dynamics, and academic experiences (1, 2). It has been shown by studies that higher self-esteem in adolescents is contributed to by positive family relationships, supportive parental involvement, and academic success (3, 4). The achievements of adolescents in education are regarded as a key indicator of their development during the student period and are closely linked to future career opportunities. Various aspects of adolescent development, including cognitive and non-cognitive abilities, prosocial and problem behaviors, social development, and academic achievement, have been explored by scholars (5-9). Among the most prominent aspects of adolescent development is the formation of self-esteem, which is played by a pivotal role in shaping identity and influencing behaviors. It is shown by research that children's non-cognitive abilities and social development are supported by knowledgeable and successful families, while mental and physical health is contributed to by a positive family atmosphere and strong parent-child relationships (10, 11). Engagement with children through activities like museum visits or recording daily experiences can enhance information literacy, improve math and reading scores, and stimulate cognitive development by parents (12, 13). The level of self-

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esteem among adolescents is determined by crucial psychosocial influences, such as demographic factors, family dynamics, and academic performance. Insight into how adolescents perceive themselves and interact with the world around them is provided by understanding these influences. Additionally, the learning outcomes of adolescents, including academic achievement, school grades, and reading competence, are influenced by family socioeconomic status (SES), developmental resources (including parental support, expectations, and reading resources), and students' individual reading motivation (such as reading engagement and confidence) (14).

It has been shown by research that self-esteem during adolescence is impacted by demographic variables such as age, gender, and socioeconomic status. Additionally, significant contributors to adolescents' self-worth have been identified as family dynamics, including parenting styles and family cohesion (15, 16). Furthermore, a strong correlation with self-esteem is found in academic performance, which is often viewed as a reflection of competence, with positive self-regard generally fostered by academic success (17). Recent studies have been begun to be explored in how these factors interact to influence adolescent self-esteem. For instance, it has been found that lower levels of self-esteem tend to be reported by adolescents from lower socioeconomic backgrounds, a pattern that may be exacerbated by family stress and academic difficulties (18). However, the negative effects of academic struggles have been shown to be buffered by family support, highlighting the protective role of positive family involvement (19). The psychosocial factors are aimed to be described in more depth by the following study, with a focus on how adolescent self-esteem is collectively influenced by demographic characteristics, family environments, and academic performance.

Methodology

Study Population and Sample Description

The purpose of this study is to investigate the psychosocial influences, specifically demographic factors, family dynamics, and academic performance on adolescent self-esteem. Data is collected from 60 adolescents (ages 15-18 years) from urban and rural areas using the interview schedule method, with a stratified random sampling technique applied to ensure diverse representation in terms of socioeconomic background, gender, and academic achievement. The adolescent students studying at Government Girls higher secondary school, Manachanallur were included for the study. A descriptive research design has been used.

Measures

As per the purpose of the study, the information on sociodemographic data such as age, educational qualification, family status, socioeconomic conditions, and domicile is included in the self-prepared interview schedule. To find the association of key variables, standardized tools on Self-esteem were used. To collect the needed information from the respondent, the interview schedule method was followed.

Rosenberg Self-Esteem Scale

The Rosenberg Self-Esteem Scale (RSES), a commonly used instrument for evaluating teenagers' overall sense of self-worth and self-regard, will have self-esteem measured by participants (20). The scale is comprised of 10 statements to which responses are given by participants on a 4-point Likert scale, ranging from strongly agree to strongly disagree.

Data Analysis

The quantitative data was analyzed using SPSS (Statistical Package for the Social Sciences) software. The demographic characteristics of the respondents are summarized using descriptive statistics, while the relationships between family dynamics, academic performance, and self-esteem will be examined by Pearson correlation analysis.

Results and Discussion

The psychosocial factors influencing adolescent self-esteem focusing on family dynamics, academic performance, and socioeconomic status were investigated by the study.

Table 1 was demonstrated to show that 60 respondents were included in the sample, with a greater percentage of 17-year-olds (60%) than 16-year-olds (25%) and remaining aged 15. This age distribution is indicated to show that older teens are more represented, likely because more time has been had by them to engage in developmental and educational experiences that could affect their self-esteem. In terms of family structure, it was

found that a substantial majority (76.7%) of respondents originated from nuclear families, whereas just 23.3% were from joint families. This is suggested to show a dominance of nuclear family structures in the sample, potentially affecting family interactions and, in turn, teenagers' self-esteem. An equal distribution of teenagers from the 10th and 12th grades (50% each) was revealed by the research, enabling comparisons across various levels of educational experience. Regarding residence, the majority of respondents (75%) were found to reside in rural regions, highlighting the rural-urban divide and potentially the varying psychosocial impacts in these settings. The birth order of the respondents was revealed, with most being either the first (50%) or second (48.3%) born, and a small minority being the third-born (1.7%) (Table 2). It is suggested by previous research that self-esteem may be influenced by birth order, as greater responsibility is often expected to be assumed by first-born children, which may impact their self-perception and familial relationships (21). The education of the parents was revealed, with most fathers having at least high school education (51.7%) and most mothers having completed middle school or higher education (60%). It may be that the adolescents' academic performance and self-esteem are influenced by these levels of parental education through the provision of better resources and support.

Table 1: Demographic Profile of Respondents

Sl.No	Variables		Number of Respondents(n=60)	Percentage (%)
1.	Age in years	15 years	9	15.0
		16years	15	25.0
		17years	36	60.0
2.	Gender	Female	60	100
3.	Family	Nuclear	46	76.7
		Joint	14	23.3
4.	Level of education	10th std	30	50.0
		12^{th} std	30	50.0
5.	Domicile	Rural	45	75
		Urban	15	25

Table 2: Family Status and Educational Background of Respondents

Sl. No	Variables		Number of Respondents(n=60)	Percentage (%)
1.	Birth order	1.00	30	50.0
		2.00	29	48.3
		3.00	1	1.7
2.	Father	Upto 45 years	21	35.0
		45 to 50years	28	46.7
		Above 45 years	11	18.3
3.	Mother	Upto 40 years	26	43.3
		41-45 years	16	26.7
		Above 45 years	18	30.0
3.	Education of Father	Upto primary	4	6.7
		6 to 8 std	10	16.7
		High and Higher secondary	31	51.7
		Diploma	6	10.0
		UG and Above	9	15.0
4.	Education of Mother	Primary	4	6.7
		Middle school	17	28.3
		High and Higher secondary	36	60.0
		UG and Above	3	5.0

A sizeable number of fathers (31.6%) are engaged as daily laborers, followed by those employed as drivers, conductors, or in travel reservations (20%), and in agriculture (16.6%) (Table 3). It is suggested by these jobs that numerous families are in the lower-income category, potentially affecting the adolescents' sense of stability and availability of resources. It has been indicated by previous research that low socioeconomic status, frequently linked to low-wage and unstable employment, can adversely impact an individual's mental health and self-worth (22). Furthermore, the financial means or time may be lacking for children's educational or personal growth to be dedicated to by fathers in these jobs, potentially worsening feelings of inadequacy or low self-esteem in teenagers. Conversely, greater chances to offer emotional and financial backing might be had by fathers in more secure or skilled roles, like technicians (10%) or educators (5%), which could positively impact adolescents' self-esteem and academic success.

Table 3: Father's Occupation of the Respondents

Sl. No	Occupation of father	Number of the Respondents (n =60)	Percentage (%)
1.	Agriculture	10	16.6
2.	Technician	6	10
3.	Driver/conductor/Travel booking	12	20
4.	Carpenter	5	8.3
5.	Cook	5	8.3
6.	Daily wager	19	31.6
7.	Teacher	3	5

Regarding maternal employment, agriculture or homemaking is engaged in by a notable percentage of mothers (23.3% each), which probably indicates customary roles within the community (Table 4). Nonetheless, commerce is engaged in by a significant portion, with 13.3% employed in stores or eateries. Extra financial assistance might be offered by mothers employed outside the home, potentially resulting in greater access to educational resources for their kids. The growth of teenagers' self-worth could also be influenced by this job, as greater confidence and security might be felt by kids when working is involved by their mothers (23). Furthermore, family relationships can be impacted by the blend of maternal employment and home duties, as reduced time with their children might be experienced by working mothers, potentially affecting their emotional growth.

The data was revealed to show that most respondents are from low-income families, highlighted by a high proportion of fathers in daily wage and agricultural jobs and mothers as homemakers or in agriculture. Diminished adolescent self-esteem, academic performance, and psychosocial health are associated with low socioeconomic status due to financial stress and limited access to quality education and extracurricular activities, with opportunities for self-improvement and confidence building being restricted. Parents' occupations influence family dynamics; labor-intensive jobs can hinder emotional bonding and communication, impacting adolescents' self-esteem, while stable roles foster better support and well-being (24).

Table 4: Distribution of Mother's Occupation

Sl. No	Mother's Occupation	Number of Respondents (n :60)	Percentage (%)
1.	Agriculture	14	23.3
2.	Home Maker	14	23.3
3.	Shops	8	13.3
4.	Restaurants	8	13.3

5.	Tailor	6	10
6.	Teacher	3	5

Between Rs. 15,001 and Rs. 20,000 is earned by the majority of fathers and mothers in the sample, indicating a modest income level (Table 5). It is suggested that most families are in the lower-middle-income group, which may limit resources for adolescents, affecting access to quality education and other essential factors for building self-esteem. Lower earnings are also had by mothers compared to fathers, reflecting the economic challenges faced by many families. Implications for adolescents' self-esteem may be had by the socioeconomic impact of these families, as difficulties accessing educational and recreational opportunities may be faced by them. The ability of parents to provide supportive environments for healthy psychosocial development may be reduced by lower parental income, making interventions addressing both economic stress and psychosocial support crucial in improving self-esteem and assertiveness among these adolescents.

Table 5: Income Distribution of Respondents' Parent

Sl.No	Variables		Number of Respondents(n=60)	Percentage (%)
		Grant parent	1	1.7
1.	Closeness with Family Members	Father	29	48.3
		Mother	24	40.0
		Sister	2	3.3
		Brother	4	6.7
	interaction with	Very cordial	36	60.0
2.	family	Cordial	24	40.0
3.	Family interaction with respondent	Very cordial	48	80.0
		Cordial	10	16.7
		Undecided	2	3.3
	Problems with the	Yes	35	58.3
4.	family	No	25	41.7
		Very cordial	33	55.0
5.	Relationship among	Cordial	25	41.7
	parents	Undecided	2	3.3
6.	Immediate help	Father	25	41.7
		Mother	34	56.7
		Grandparant	1	1.7

Table 6: Distribution of the Respondents by their Bonding with their Family Members

Sl.No	Distribution of the Respondents		Number of Respondents (n=60)	Percentage
		Up to Rs. 10000	15	25.0
	Father	Rs. 10001 to 15000	13	21.7
		RS. 15001 to 20000	23	38.3
1.	Income	Above Rs. 20000	9	15.0
	Mother	Up to Rs.4000	21	35.0
		Rs.4001 to 6000	14	23.3
		Rs. 6001 to 8000	9	15.0
		Above Rs.8000	16	16.7

Table 6 illustrates that a strong degree of family engagement was reported by respondents, with 60% characterizing their relationship with family members as very friendly and 80% stating that their interactions with family were very warm. This supportive family setting might play a crucial

role in boosting adolescents' self-esteem, since familial backing is an essential factor in mental health (25). In spite of these largely favorable findings, issues with their families were recognized as being experienced by 58.3% of participants, potentially reflecting hidden stressors that might affect self-esteem. Significantly, immediate assistance was sought by 56.7% of participants from their mothers, highlighting the important role that is played by mothers in offering emotional support within family dynamics.

Adolescent self-esteem is significantly influenced by friendship, with 96.7 % of respondents reported as having friends and 73.3 % as spending time with them on a regular basis (Table 7). Furthermore, personal concerns were discussed by 85% of teenagers with their friends, emphasizing the value of peer support in boosting self-esteem.

Table 7: Relationship with Friends

Sl.No	Variables		Number of Respondents(n=60)	Percentage (%)
1.	Friends	Yes	58	96.7
		No	2	3.3
2.	Time spent with friends	Frequently	44	73.3
		Sometime	14	23.3
		Ignore	2	3.3
3.	Sharing of personal problem	Yes	51	85.0
		No	9	15.0

Table 8: Distribution of the Respondents Relationship with Teachers

Sl.No	Variables		Number of Respondents(n=60)	Percentage (%)
1.	Comfortable with teacher	Yes	56	93.3
		No	4	6.7
2.	Problem with class teacher	Yes	4	6.7
		No	24	93.3
3.	Class teacher treatment	Pay attention	48	80.0
		Indifference	10	16.7
		Ignore me	2	3.3

In terms of teacher-student connections, 93.3 % of respondents were felt comfortable with their teachers, and 80 % felt that attention was paid to them by teachers (Table 8). An environment conducive to academic and personal development may be created by this strong interaction with instructors, boosting self-esteem (26). The study's findings can be utilized by educators, parents, and policymakers to enhance teaching strategies, parenting approaches, and policy decisions. Curriculum and instruction may be improved by educators; the development of their children at home can be supported by parents; and reforms and programs can be informed by policymakers. Tailored interventions may be implemented and understanding promoted to ensure that real-world practices are impacted by research.

In terms of academic success, the performance of 60% of respondents was assessed as ordinary, with poor performance being reported by 21.7% (Table 9). An important role in teenage self-esteem is held by academic accomplishment, and self-worth issues may be encountered by individuals with inferior academic achievement (27). Surprisingly, academic difficulties were discussed by just a tiny fraction (8.3%) with others, indicating hesitation or a lack of support networks.

Table 9: Distribution of the Respondents by their Academic Performance

Sl.No	Variables		Number of Respondents(n=60)	Percentage (%)
1.	Health checkup	No	60	100 XX
2.	Rating of academic performance	Good	11	18.3
		Average	36	60.0
		Poor	13	21.7

3.	Sharing of academic problems with others	Yes	5	8.3
		No	55	91.7
4.	Going for tuition	Yes	4	6.7
		No	56	93.3

Table 10: Distribution of the Respondents by their Illness

Sl.No	Variables		Number of Respondents(n=60)	Percentage (%)
1.	Illness	Yes	3	5.0
		No	57	95.0
		Rarely	25	41.7
2.	Feeling of Sickness			
		Sometime	30	50.0
		Never	5	8.3
3.	Sick last week	Yes	6	10.0
		No	54	90.0
4.	Adequate sleep	Yes	26	43.3
5.	Feeling of Neglect	No	34	56.7
		Yes	18	30.0
6.	Feeling lonely	No	42	70.0
		Yes	29	48.3
7.	Feeling of fear	No	31	51.7
		Yes	20	33.3
		No	40	66.7
8.	Easy to Communicate	Yes	40	66.7
		No	20	33.3
9.	Self-esteem (must be separate table)	Low	39	65.0
		High	21	35.0

Table 11: Statistical Inference on Various Psychosocial Variables

Sl.No	Variables		$\overline{X}$	S.D.	Statistical Inference
1.	Domicile	Rural	14.3051	2.74963	t =0.831
		Urban	12.0000	1.500.	P>0.05 Not Significant
3.	Type of family	Nuclear	-1.2174	11.14732	t =0.836
		Joint	-3.9286	8.56167	P>0.05 Not Significant
4.	Sharing problem with the family members	Yes	1.1143	8.20248	t =2.697
		No	-6.0000	12.24405	P<0.05 Significant
5.	Problem with the class teacher	Yes	18.5000	4.72582	t =.3.484
		No	13.9643	2.33522	P<0.05 Significant
7.	Having close friends	Yes	14.0000	2.36940	t =-4.736
		No	22.0000	.00000	P<0.05 Significant
8.	Feeling lonely	Yes	-1.7222	11.30229	t =.061
		No	-1.9048	10.41998	P>0.05 Not Significant

Table 10 was revealed to show that respondents' physical health was generally good, with no illness reported by 95%. However, feelings of loneliness were experienced by 29% of respondents, while dread was indicated by 33.3%. It is suggested that these emotional issues may have an impact on adolescents' mental health and self-esteem, indicating the need for stronger emotional support systems.

Table 11 was revealed to show that there is no significant difference in psychosocial development between rural and urban adolescents ($t = 0.831$, $P > 0.05$). It was indicated by this research that while distinct challenges are presented by rural and urban environments, the impacts on self-esteem are similar when factors such as socioeconomic status and family dynamics are considered (28). Parental consent was obtained through written or electronic forms, ensuring informed consent about

study purpose, procedures, and risks. Voluntary withdrawal options were had by participants, enhancing credibility and transparency (19). Further exploration of other environmental variables is recommended by the study to better understand the nuances of rural versus urban influences on adolescent development. Similarly, no significant impact on adolescents was shown by the type of family structure ($t = 0.836$, $P > 0.05$). Although it is argued by some studies that superior emotional support and stability may be offered by nuclear families, and social advantages through extended interactions may be provided by joint families, it was found by this study that self-esteem or assertiveness is not significantly affected by family type alone (29). Instead, elements such as emotional support and the quality of family relationships are likely considered more crucial in shaping these aspects of adolescent psychosocial health. In contrast, significantly higher levels of self-esteem and assertiveness were exhibited by adolescents who shared their problems with family members ($t = 2.697$, $P < 0.05$). Essential for adolescent well-being is open communication in families, with self-concept being fostered, assertiveness being developed, and emotional navigation and confidence-building being aided (30). A supportive and communicative family environment is fostered by healthier self-concepts and greater assertiveness, helping emotional challenges to be navigated by adolescents and confidence to be built. Overall, while adolescent self-esteem and assertiveness may not be directly influenced by domicile and family type, a vital role in their psychosocial development is played by the quality of family interactions, particularly open problem-sharing.

Problems with their class teachers are experienced by adolescents who tend to exhibit lower self-esteem ($t = 3.484$, $P < 0.05$). The shaping of adolescents' self-concept is pivotal in the teacher-student relationships. Self-confidence can be eroded and insecurity heightened by negative interactions with authority figures, such as teachers, making adolescents feel unsupported (31). Self-confidence can be eroded and insecurity heightened by negative interactions with authority figures like teachers, causing adolescents to feel unsupported or misunderstood. Conversely, a sense of belonging and self-worth among young individuals is fostered by positive teacher-student relationships. In contrast, higher self-esteem and assertiveness are significantly correlated with having close friends ($t = -4.736$, $P < 0.05$). Emotional security, stress relief, and self-esteem and assertiveness are offered and fostered through close friendships in adolescence by peer relationships (32). Supportive friendships are found to better equip adolescents to handle social challenges and develop more positive self-perceptions. On the other hand, a significant impact on self-esteem or assertiveness ($t = 0.061$, $P > 0.05$) was not shown by feelings of loneliness in this sample. Adolescent development may not be directly impacted by loneliness, but emotional distress and lower self-esteem can be resulted from chronic loneliness over time (33). The lack of significant findings in this study may be attributed to prolonged loneliness not being experienced by adolescents, highlighting the need for further investigation into the long-term effects of loneliness on adolescent well-being.

Table 12: One-Way Analysis of Variance Age of the Respondents with Regard to the Level of Self-Esteem

Sl.No	Standard	SS	Df	MS	$\overline{X}$	Statistical Inference
1.	Between Groups	52.289	2	26.144	G1=16.2222 G2=14.6667	F = 3.807 P >0.05
	Within Groups	391.444	57	6.867	G3=13.6111	Not Significant

Notes: G1= 15 Years, G2=16 Years, G3=17 Years

Table 13: One-Way Analysis of Variance birth order of the Respondents with Regard to the Level of Assertiveness

Sl.No	Standard	SS	df	MS	$\overline{X}$	Statistical Inference
1.	Between Groups	203.811	2	101.905	G1=-1.6667 G2=-1.5517	F = 0.905 P >0.05

	Within Groups	6419.839	57	112.629	G3=-16.0000	Not Significant

Notes: G1= 1, G2=2, G3=3

Table 14: One-Way Analysis of Variance Birth Order of the Respondents with Regard to the Level of Self-Esteem

Sl.No	Standard	SS	df	MS	$\overline{X}$	Statistical Inference
1.	Between Groups	21.094	2	10.547	G1=14.1333 G2=14.5517	F = 1.422 P >0.05
	Within Groups	422.639	57	7.415	G3=10.0000	Not Significant

Notes: G1= 1, G2=2, G3=3

Table 15: One-Way Analysis of Variance Monthly Income of Father of the Respondents with Regard to the Level of Assertiveness

Sl.No	Standard	SS	df	MS	$\overline{X}$	Statistical Inference
1.	Between Groups	504.206	3	168.069	G1=1.3333 G2=.6154	F = 1.538 P >0.05
	Within Groups	6119.444	56	109.276	G3=-3.3913 G4=-6.7778	Not Significant

Notes: G1= Up to Rs. 10000, G2= Rs. 10001 to 15000, G3= Rs. 15001 to 20000, G4 =Above Rs. 20000

Table 16: One-Way Analysis of Variance Monthly Income of Father of the Respondents With Regard to the Level of Self-Esteem

Sl.No	Standard	SS	df	MS	$\overline{X}$	Statistical Inference
1.	Between Groups	44.382	3	14.794	G1=15.4667 G2=13.3846 G3=14.4348	F = 2.075 P >0.05 Not
	Within Groups	399.351	56	7.131	G4=13.1111	Significant

Notes: G1= Up to Rs. 10000, G2= Rs. 10001 to 15000, G3= Rs. 15001 to 20000, G4 =Above Rs. 20000

Table 17: One-Way Analysis of Variance Monthly Income of Mother of the Respondents with Regard to the Level of Self-Esteem

Sl.No	Standard	SS	df	MS	$\overline{X}$	Statistical Inference
1.	Between Groups	34.904	3	11.635	G1=15.2381 G2=14.1429	F = 1.594 P >0.05
	Within Groups	408.829	56	7.301	G3=13.7778 G4=13.3750	Not Significant

Notes: G1= Up to Rs.4000, G2= Rs.4001 to 6000, G3= Rs. 6000 to 8000, G4= Above Rs.8000

The difference among demographic factors and self-esteem was understood through several statistical analyses. It was shown by the One-Way Analysis of Variance (ANOVA) that no significant difference among self-esteem based on age, birth order, or family income was present, as all p-values were greater than 0.05 (Tables 12 to Table 17). While it is suggested by many studies that self-esteem can fluctuate during adolescence due to developmental changes, it was found in this study that age did not significantly impact self-esteem levels. Self-esteem is shaped by various factors like family dynamics, academic performance, and peer relationships, rather than solely age, as supported by studies on complex social influences (34). It is indicated by research that personality traits like assertiveness may be affected by birth order, with first-borns often viewed as more dominant. However, no strong evidence for this was found by the study, suggesting that assertiveness is influenced more by peer interactions, social environments, and personal experiences than by

birth order alone (35). The influence of birth order on self-esteem in adolescents is considered minimal, with more significant roles being played by parental relationships, academic success, and social support in shaping self-esteem (36). A study examining the influence of socioeconomic status (SES) on adolescent behavior was found to have no significant impact. Instead, it seems that more importance is placed on family aspects like emotional support and parenting styles than on finances. While, dynamics are affected by financial stress, it is not directly correlated with adolescent assertiveness. Notably, no significant link to adolescents' self-esteem was shown by both fathers' and mothers' income levels, highlighting the importance of maternal warmth and involvement over financial status (37-39).

A significant difference among the mother's income and the level of assertiveness was shown by the analysis of ($F = 3.787$, $P < 0.05$) (Table 18 and 19). It is suggested by this finding that higher assertiveness may be reported by adolescents from families with higher maternal income levels. This may be due to better access to resources, extracurricular activities, and social opportunities that are promoted for self-confidence. It has been found by previous studies that access to experiences that build assertiveness and leadership skills in adolescents can be enhanced by financial stability (40).

Table 18: One-Way Analysis of Variance Monthly Income of Mother of the Respondents with Regard to the Level of Assertiveness

Sl.No	Standard	SS	df	MS	$\overline{X}$	Statistical Inference
1.	Between Groups	1117.062	3	372.354	G1=3.4762 G2=-4.2857	F = 3.787 P <0.05
	Within Groups	5506.588	56	98.332	G3=-1.2222 G4=-7.0625	Significant

Notes: G1= Up to Rs.4000, G2= Rs.4001 to 6000, G3=Rs. 6000 to 8000, G4= above Rs.8000

Table 19: One-Way Analysis of Variance Monthly Income of Mother of the Respondents with Regard to the Level of Self-Esteem

Sl.No	Standard	SS	df	MS	$\overline{X}$	Statistical Inference
1.	Between Groups	34.904	3	11.635	G1=15.2381 G2=14.1429	F = 1.594 P >0.05
	Within Groups	408.829	56	7.301	G3=13.7778 G4=13.3750	Not Significant

Notes: G1= Up to Rs.4000, G2= Rs.4001 to 6000, G3=Rs. 6000 to 8000, G4= above Rs.8000

Table 20: One-Way Analysis of Variance Interaction with Family Members with Regard to the Level of Self-Esteem

Sl.No	Standard	SS	df	MS	$\overline{X}$	Statistical Inference
	Between Groups	74.217	2	37.108	G1=14.7917 G2=11.8000	F 5.724 P <0.05
	Within Groups	369.517	57	6.483	G3=14.0000	Significant

Notes: G1= Very Cordial, G2= Cordial, G3= Undecided

A significant difference among the level of self-esteem and interaction with family members is shown by Table 20 ($F = 5.724$, $P < 0.05$). It is indicated by the analysis that the highest levels of self-esteem were reported by adolescents with very cordial family interactions, while lower self-esteem was reported by those with more neutral or distant relationships. The critical role of family dynamics in the development of self-esteem is emphasized by the fact that a positive self-concept and mental well-being in adolescents are fostered by a supportive family environment (41).

The statistical analysis in Table 21 was shown to have no significant difference between self-esteem based on age and sickness ($X2 = 2.662$, $P > 0.05$). It may be indicated by the lack of significant results here that age and sickness are less important factors in determining self-esteem in this sample. A greater impact on these variables may be had by other psychosocial factors like family support and

peer relationships. The sense of self-worth of adolescents is more influenced by social relationships than by chronological age or temporary health issues (42, 43).

Table 21: Statistical Analysis of Age, Sickness and Self-Esteem

Sl. No.	Variables	Age	Low (n=37)	High (n=23)	Statistical Inference
1.	Age	15 Years	4	5	$X^2 = 2.662$
		16 Years	9	6	df = 2
		17 Years	26		P > 0.05
					Not Significant
			Self-esteem(Sickness)		Statistical
			Low (n=29)	High (n=21)	Inference
2.	Sickness	Rarely	17	8	$X^2 = 0.190$
		Sometime	19	11	df = 2
		Never	3	2	P > 0.05
					Not Significant

Table 22: The Karl Pearson Coefficient between Age, Family Income and the Level of Self-Esteem

	Age	Father age	Mother age	Father income	Mother income	Assertiveness	Self-esteem
Age	1						
Father age	.079	1					
	.548						
Mother age	.069	.573**	1				
	.599	.000					
Father income	-.059	.099	-.087	1			
	.652	.450	.507				
Mother income	-.168	-.110	-.022	.207	1		
	.199	.402	.869	.112			
Self-esteem	-.341**	-.115	-.028	-.209	-.271*	.006	1
	.008	.382	.832	.108	.036	.966	

Notes: ** Correlation is significant at the 0.01 level (2-Tailed), * Correlation is significant at the 0.05 level (2-Tailed)

The correlation between age, family income, and self-esteem is shown in Table 22. A weak negative correlation between age and self-esteem ($r = -0.341$, $P < 0.01$) is indicated, suggesting that self-esteem tends to decrease as adolescents age. Fluctuations in self-esteem during adolescence due to developmental challenges are suggested by studies, which is consistent with this. No significant correlation is found between age and other factors like family income or parental age. A moderate positive correlation is established between fathers' and mothers' age ($r = 0.573^{**}$, $P < 0.01$). However, no significant relationships are found between parental income (father's or mother's) and self-esteem or assertiveness. A weak negative correlation is observed between a mother's income and assertiveness. ($r = -0.271^{*}$, $P < 0.05$) It is suggested that higher assertiveness is slightly associated with lower maternal income. This aligns with the idea that resilience and assertiveness in adolescents may be fostered by financial strain. A clear understanding of the magnitude and real-world relevance of the findings is provided by the effect sizes and practical significance. A more comprehensive interpretation of the study's impact is offered by this, complementing p-values. The credibility and depth of the conclusions are enhanced by the inclusion of references to the relevant studies. Gaps are addressed, and practical implications, policy recommendations, or real-world applications are helped by this study, demonstrating its relevance to the decision-makers.

Conclusion

The psychosocial elements affecting self-esteem in teenagers were studied by the researchers, with an emphasis on family relationships, academic achievement, and socioeconomic background. It

was indicated by the main results that self-esteem was significantly influenced by age, with a small decrease in self-esteem being experienced by teenagers as they age. Teenage behavior is also influenced by the sequence of birth and the dynamics of family relationships, but these impacts are intricate and not consistently significant across various factors. A supportive environment for academic achievement is created by parents education and job status, with adolescents self-worth being indirectly affected. Nonetheless, a restricted impact on assertiveness and self-esteem is exerted by socioeconomic elements, like household income, implying that greater importance might be held by additional psychosocial factors, such as emotional backing from relatives and friendships. A study's validity and applicability can be enhanced by cross-cultural analysis through the examination of varying cultural norms, values, and practices. Potential biases and cultural factors are accounted for by this, ensuring a comprehensive understanding of the topic across diverse populations. The importance of family and social contexts in enhancing teenage self-esteem is emphasized by the research. Further investigation into interpersonal relationships and emotional support's impact on psychological growth is called for by it. Transparency and reliability could be improved by limitations like sample size.

Abbreviations

ANOVA: Analysis of Variance, RSES: Rosenberg Self-Esteem Scale, SPSS: Statistical Package for the Social Sciences.

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Author Contributions

R Mathiyalagan Martin: Conceptualization, Writing, Figure Design, Data Analysis, K Maheswari: Conceptualization, Writing, Figure Design, Data Analysis Evaluation, Reference Sourcing, Review, Validation.

Conflict of Interest

The authors have no conflicts of interest to declare.

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