



# Parental Socioeconomic Status and Early Childhood Self-Confidence: A Correlational Study

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## Abstract

Self-confidence is one of the essential psychological attributes that supports children's social and academic development in early childhood education. Family background, particularly parents' socioeconomic status, is often considered a determining factor in shaping children's self-perception and confidence. This study aims to examine the relationship between parents' socioeconomic status and the self-confidence of early childhood students. A quantitative research method with a descriptive correlational approach was employed. The participants consisted of ten early childhood students from one educational institution. Data were collected through validated questionnaires and teacher reports, then analyzed using correlation techniques with SPSS 26. The findings revealed a significant relationship between parents' socioeconomic status and children's self-confidence ( $p < 0.05$ ). These results highlight those socioeconomic conditions play a crucial role in fostering children's psychological growth, particularly their confidence in learning and social interaction. The study provides practical implications for educators and policymakers to design interventions that strengthen self-confidence among children from diverse socioeconomic backgrounds, while also offering a foundation for future research in early childhood education.

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## INTRODUCTION

Young children have highly unique personalities and display a wide range of characteristics (Asih et al., 2024; Prasanti & Fitrianti, 2018; Lisdiyana, 2023). All aspects of development needed by learners should be nurtured and continuously stimulated according to their developmental stages. In the context of early childhood development, self-confidence is one aspect that may influence the learning process and the overall development of children. Self-confidence refers to a belief in one's own ability to achieve goals (Abdullah, 2019; halilsoy, 2024; Irawan, 2018; Nuraini et al., 2023; Oktafiani & Yusri, 2021; Tanjung & Amelia, 2017; Uglanova, 2023).

Self-confidence begins with one's own determination to do the things one wishes to accomplish. At present, many cases can be found where children lack self-confidence. According to Adawiyah (2020) several factors influence self-

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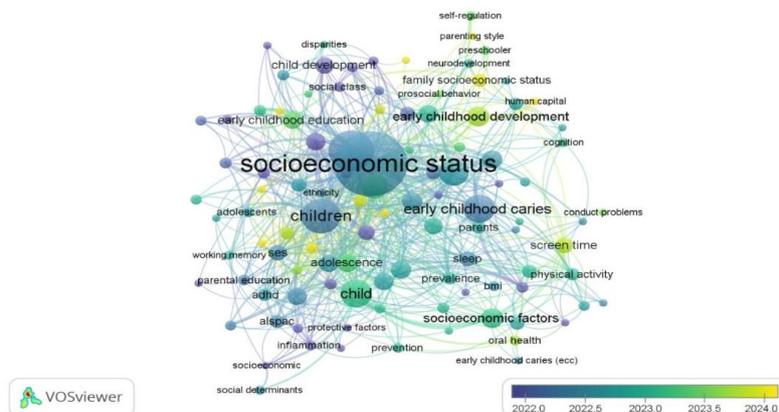
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confidence, including physical condition, self-concept, self-esteem, social interaction, and gender. Lienfield suggests that several factors help build self-confidence in early childhood, namely love, a sense of security, role models, roles, relationships, health, resources, support, rewards, and gifts (Maracau & Stevanus, 2022). Meanwhile, according to Andiwijaya & Liauw (2020) self-confidence is influenced by both internal and external factors. External factors include the family environment, peer environment, and occupation. Internal factors related to low self-confidence include self-concept, self-esteem, and life experiences.

Child development is influenced by various layers of the environment, ranging from the microsystem (family) to the macrosystem (socioeconomic policies) (Rosyad, 2023). Agustian et.al, (2018) self-confidence is influenced by both internal and external factors. External factors include the family environment, peer environment, and occupation. Internal factors related to low self-confidence include self-concept, self-esteem, and life experiences.

Child development is influenced by various layers of the environment, ranging from the microsystem (family) to the macrosystem (socioeconomic policies). According to Atika et al., (2018) , socioeconomic status reflects the level or position of parents in society, which includes parents' education and income.

The author also found other studies discussing early childhood self-confidence from the perspective of social and emotional skills. Research conducted by Wardani et al., (2021) entitled "The Relationship Between the Teacher's Role and Early Childhood Self-Confidence," concludes that the level of self-confidence in early childhood does not necessarily require the teacher's role to improve it. The similarity with the author's study is that both focus on early childhood self-confidence, while the difference lies in the role of the teacher.



**Fig 1. Visualization analysis of socioeconomic status and self-confidence based on the keywords socioeconomic status and self-confidence**

Based on the results of the bibliometric analysis using VOSviewer, the keyword network map that positions socioeconomic status as the central node indicates that parental socioeconomic status is strongly associated with various aspects of early childhood development, particularly through intermediary variables such as parental education, parenting style, self-regulation, and prosocial behavior. Although early childhood self-confidence does not appear explicitly as a dominant keyword in the map, the presence and interconnections of these psychological variables conceptually represent components that contribute to the development of children's self-confidence.

These findings suggest that parents' socioeconomic conditions may influence early childhood self-confidence indirectly through the quality of

parenting practices and children's self-regulation abilities. However, empirical studies that specifically examine the relationship between parental socioeconomic status and early childhood self-confidence particularly within the context of early childhood education at the local level remain relatively limited. Therefore, this study was conducted to analyze the relationship between parental socioeconomic status and the self-confidence of early childhood children (Baroud et al., 2025; Engkizar et al., 2025; Engkizar et al., 2025; Htay et al., 2025; Jaafar et al., 2025).

Previous studies have generally examined socioeconomic status in relation to cognitive development, academic achievement, or overall socio-emotional development. In addition, most existing research has focused on elementary school children or adolescents, while studies involving early childhood populations remain relatively limited. This indicates that the relationship between parental socioeconomic status and specific psychological aspects of early childhood development has not been widely explored.

The novelty of this study lies in several aspects. First, this research specifically examines the relationship between parental socioeconomic status and self-confidence in early childhood as a more focused psychological construct. Second, the study is grounded in a mapping of global research trends through bibliometric analysis using VOSviewer, providing an empirical basis for identifying existing research gaps. Third, this study integrates the perspective of parental socioeconomic status with children's self-confidence within the context of early childhood education, an area that has not been extensively investigated empirically.

Thus, this study is expected to contribute scientifically by enriching the body of research on early childhood development, particularly regarding self-confidence, while also serving as a basis for developing educational and parenting practices that are more responsive to parents' socioeconomic conditions.

Based on observations conducted by the author in one Integrated Islamic Kindergarten involving a single class of ten children, it was found that 60% of the children had not yet demonstrated self-confidence. Therefore, it may be suggested that the level of children's self-confidence in this Integrated Islamic Kindergarten is still relatively low. The detailed results can be seen in the following table.

**Table 1. Observation Results**

<b>Observation in One Integrated Islamic Kindergarten</b>		
<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Not Yet Emerging	6	60%
Emerging	3	30%
Developing	1	10%
Mastered	0	0%

This study is directed to address several research questions. First, it seeks to identify the level of parental socioeconomic status among families with early childhood children. Second, it examines the level of self-confidence among early childhood learners. Third, the study investigates whether there is a significant relationship between parental socioeconomic status and the self-confidence of early childhood children. Finally, it aims to determine the extent to which parental socioeconomic status contributes to predicting the self-confidence of early childhood children.

Theoretically, this research is expected to strengthen studies on the socio-emotional development of early childhood by providing empirical evidence regarding the role of parental socioeconomic status in the

development of children's self-confidence. Furthermore, this study broadens the perspective of previous research, which has predominantly focused on cognitive and academic aspects, by positioning self-confidence as an important indicator in the psychosocial development of early childhood.

Practically, the findings of this study are expected to benefit early childhood educators by providing insights for designing learning strategies that support children's self-confidence in an inclusive manner, without bias related to parents' socioeconomic backgrounds (Markhmadova et al., 2025; Muthatahirin et al., 2025). For parents, this research offers an understanding that the quality of interaction and emotional support plays an important role in building children's self-confidence. For educational institutions, the results can serve as a basis for developing parenting programs oriented toward strengthening self-confidence in early childhood.

This study also has important implications. The findings emphasize that children's self-confidence is influenced not only by formal learning but also by family environmental factors, particularly parental socioeconomic status. In addition, the research highlights the importance of parenting quality as a mechanism linking socioeconomic status and children's self-confidence. From a social perspective, the study indicates that parental socioeconomic status affects children's psychological readiness to interact and adapt to their social environment. Therefore, community-based interventions and supportive policies are needed to promote equitable access to developmental stimulation for children.

## METHODS

This study employed a quantitative approach with a descriptive correlational research design (Munte et al., 2023; Syahrizal & Jailani, 2023). The population of this study consisted of all early childhood children in one kindergarten, totaling ten children. The sampling technique used was total sampling, in which the entire population was included as the research sample. Parents and the classroom teacher assisted during the completion of the questionnaires given to the children in order to help them understand how to fill them out (Busral et al., 2025; Engkizar et al., 2023, 2024; Engkizar et al., 2025).

Data were collected using observation, documentation, and questionnaires (Siagian et al., 2023). The indicators used to measure parental socioeconomic status included income and occupation, while the indicators used to measure self-confidence included active participation in class, the ability to adapt to the school environment, and a sense of pride in what one possesses. The data analysis process was conducted using SPSS 26 software (Engkizar et al., 2018; Khodadadi et al., 2023; Lee et al., 2019). The questionnaire used in this study had been validated and reviewed by the first and second academic supervisors and was tested during the learning process by involving ten children (Oktavia et al., 2025).

## RESULT AND DISCUSSION

The following section presents the results of the study in a narrative form within the context of early childhood education.

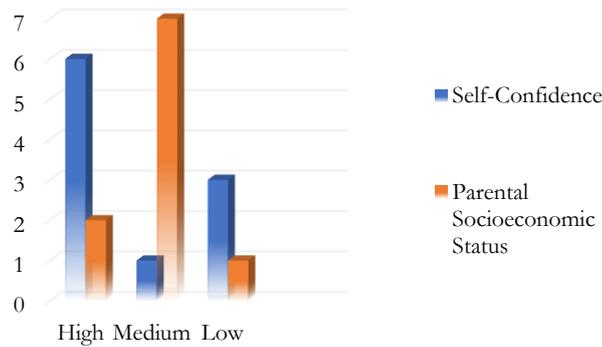
**Table 2. Validity and Reliability Test Results**

No	Variable	Validity (%)	Category	Reliability
1	Self-Confidence	67,6391%	Valid	96,4%
2	Parental Socioeconomic Status	67,4141%	Valid	95,3%

Table 2 shows the results of the validity and reliability tests for the research

instruments. The validity test indicates that the self-confidence variable obtained a validity score of 67.6391%, categorized as valid, while the parental socioeconomic status variable obtained a validity score of 67.4141%, also categorized as valid. In addition, the reliability test results show reliability values of 96.4% for the self-confidence instrument and 95.3% for the parental socioeconomic status instrument, indicating that both instruments are highly reliable for use in this study.

The distribution of the questionnaire results regarding parental socioeconomic status and children’s self-confidence is illustrated in the following figure.



**Figure 2. Frequency Distribution and Categorization**

Based on Figure 2, the distribution of self-confidence shows a frequency of 6 with a percentage of 60%, categorized as high. Meanwhile, the distribution of parental socioeconomic status shows a frequency of 7 with a percentage of 70%, categorized as moderate. Thus, the level of children’s self-confidence in one Integrated Islamic Kindergarten is categorized as high, while the parental socioeconomic status is categorized as moderate.

**Table 3. Normality Test**

No	Variable	Sigma	Persentase	Category
1	Self-Confidence	0,40	40%	Normal
2	Parental Socioeconomic Status	0,58	58%	Normal

Based on Table 3, the results of the normality test show that the significance value for self-confidence is  $0.40 > 0.05$  with a percentage of 40%, while the significance value for parental socioeconomic status is  $0.58 > 0.05$  with a percentage of 58%. Therefore, it can be concluded that the distributed questionnaires meet the normality assumption.

**Table 4. Linearity Test**

Variabel	Sigma	Percentage
Self-Confidence * Parental Socioeconomic Status	0.188	18,8%

Based on Table 4, the linearity test results show a significance value of  $0.188 > 0.05$  with a percentage of 18.8%. Therefore, it can be concluded that the relationship between the variables in the distributed questionnaire data is linear because the significance value is greater than 0.05.

**Table 5. Hypothesis Test**

No	Variable	Sigma	Percentage
1.	Self-Confidence	0,116	11,6%
2.	Parental Socioeconomic Status	0.116	11,6%

Self-confidence is generally defined as an individual’s inner and physical ability to act according to one’s own convictions and to control oneself in

achieving goals. Self-confidence can be influenced by several factors, including environmental factors, health, resources, and rewards.

### **Self-Confidence**

The frequency calculation of self-confidence using the SPSS 26 program shows that the level of self-confidence in one Integrated Islamic Kindergarten falls into the high category, located in the interval 62–82 with a percentage of 60%. Self-confidence is an attitude that reflects an understanding of independence and self-worth, not only for adults but also for all children, although the level of self-confidence expressed by each child may vary (Fabiani & Krisnani, 2020; Sihite & Anggraini, 2024). The characteristic of self-confidence is the ability to recognize one's own abilities and sense of self-worth. This quality is not only possessed by adults but is also important for all children, although the degree to which it is expressed differs from one child to another. Self-confidence is an important aspect that should be nurtured in every individual. The Regulation of the Minister of National Education of the Republic of Indonesia Number 137 of 2014 concerning Early Childhood Education Standards states that self-confidence is one of the basic criteria for achieving developmental milestones and plays an important role in motivating students to achieve.

### **Parental Socioeconomic Status**

The frequency calculation of parental socioeconomic status using SPSS 26 shows that the parental socioeconomic status in one Integrated Islamic Kindergarten is categorized as moderate, located in the interval 35–46 with a percentage of 70%. Sangaji explains that socioeconomic status refers to an overview of an individual's or community's condition in terms of social and economic aspects, such as level of education, level of income, and other related indicators (Safitri et al., 2024). Socioeconomic status is also considered a measure used to determine a person's position based on occupation, income, and participation in social groups. Furthermore, socioeconomic status represents a person's level or position based on the ability to meet daily needs through the income they receive, which in turn influences an individual's social position within the structure of society.

### **The Relationship between Parental Socioeconomic Status and Self-Confidence**

The correlation analysis was conducted using SPSS 26.0. In accordance with the predetermined hypothesis and the known direction of the study, a two-tailed significance test was used. The results of the correlation test show a correlation coefficient value of 0.116 at a significance level of 5%, indicating that the calculated coefficient falls into the low category.

The relationship between parental socioeconomic status and self-confidence shows a contribution of 11.6%, while the remaining 88.4% may be influenced by other factors. Several factors that may influence an individual's self-confidence include physical condition, self-concept, self-esteem, level of education, social interaction, and gender. According to Setyaningsih et al (2024), factors influencing self-confidence can be grouped into two categories: internal and external factors. Internal factors include self-concept, self-esteem, physical condition, and life experiences, while external factors include education, occupation, environment, and life experiences.

According to D'Mello et al (2018) in their study entitled "Study of Students with Low Self-Confidence," and the psychologist Abdugarimovna (2025), children's lack of self-confidence at school may be influenced by family environmental factors, pressure within the family environment, bullying, and distance from family members. With appropriate encouragement, even

children with average abilities may develop outstanding potential; conversely, without adequate support, even intelligent children may not reach their optimal potential.

Hakim (2022) also states that several factors influence self-confidence, including the family environment, formal education, and non-formal education. Other factors that contribute to the development of children's self-confidence include love, a sense of security, role models, roles, relationships, health, resources, support, rewards, and gifts.

From the explanation above, it can be understood that parental socioeconomic status does influence the self-confidence of early childhood children. However, in the Integrated Islamic Kindergarten examined in this study, the relationship between parental socioeconomic status and early childhood self-confidence is relatively low. This suggests that there are other factors that also influence children's self-confidence, such as social support, particularly from parents and the school environment.

## CONCLUSION

Based on the results of the study, it was found that parental socioeconomic status does not have a strong influence on children's self-confidence. Based on the hypothesis testing conducted using SPSS 26, the value obtained was (2-tailed) = 0.116 > 0.05, indicating an influence of 11.6%. Therefore,  $H_a$  is accepted and  $H_o$  is rejected. A new finding from this study suggests that the quality of parent-child interaction and forms of psychosocial support within the family may function as factors that strengthen the relationship between socioeconomic status and children's self-confidence. Children from families with lower socioeconomic status may still demonstrate good levels of self-confidence when they receive responsive parenting, consistent emotional support, and opportunities to develop independence. This suggests that the effective use of family resources may have a more substantial contribution than economic level alone.

The theoretical implication of this study supports perspectives on child development that position the family environment as a primary system in shaping the socio-emotional aspects of early childhood. Practically, the findings provide recommendations for parents to improve the quality of parenting through positive communication, providing appreciation, and actively engaging in children's activities. For early childhood education institutions, these findings may serve as a basis for designing inclusive learning strategies that are sensitive to differences in students' socioeconomic backgrounds. In addition, for policymakers, this study highlights the importance of parenting education programs and family-based interventions to support the optimal development of children's self-confidence.

Thus, this study suggests that the development of self-confidence in early childhood requires a multidimensional approach that does not only focus on parental socioeconomic status but also considers the quality of relationships, emotional support, and constructive parenting practices.

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