

Effect of Depression of Educated Parents on the Self-Esteem of College Students

Asif Mehmood Badar ^{1*} Adeeba Zia ²

¹ M.Phil. Scholar, Department of Education, PMAS Arid Agriculture University, Rawalpindi, Punjab, Pakistan.

Email: asif.badar270@gmail.com

² M.Phil. Scholar, Department of Education, PMAS Arid Agriculture University, Rawalpindi, Pakistan.

Email: abeedazia90@gmail.com

ABSTRACT: The major aim of this study was to find out the effect of depression of educated parents on the self-esteem of college-level students. The researcher made the following objectives of the study: to examine depression among educated parents as perceived by students, to assess the level of self-esteem among students as perceived by students themselves, and to find out the effect of parental depression on the self-esteem of students. The descriptive type of research design was used to analyze the effect of depression of educated parents on self-esteem. All students studying in grade 14 in government boys' colleges and government women's colleges of Rawalpindi, whose parents had a minimum qualification of intermediate and above, were the population of the study. The study was delimited to students studying in grade 14. The researcher selected students whose parents had three categories of education: category 1: 12 years, category 2: 14 years, and category 3: 16 years and above. Then, 30 students (10 students of each category from each college) were selected per college. A total of 180 sample students were selected by purposive sampling technique; among them, 90 were male and 90 were female students. As the research was correlation type in nature, two questionnaires were used to collect data. The Chi-square Association test was applied to examine the effect of different levels of education and depression levels of parents on students' self-esteem. The researcher concluded that parental depression had a great effect on the self-esteem of students, and there was a great association between the variables.

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Corresponding Author

Asif Mehmood Badar

✉ asif.badar270@gmail.com

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Introduction

Depression is perhaps the only psychological disorder that is experienced by almost all human beings somewhere in their lifespan. With changes taking place across the globe, the resultant economic and political pressures are being felt by individuals in the form of depression, which has made researchers study the phenomenon with great emphasis.

Depression is a disorder affecting temperament and general attitude. It is characterized by a loss of interest in activities or feeling sad and having no interest in activities. Despite the fact that the vast majority of people feel gloomy or sad for some time or maybe all the time throughout life. Clinical depression is something not just feeling dejected, but much more than this. Depression is a genuine medical condition, and people, for the most part, aren't ready to simply get over a depressive state (Twenge & Hoeksema, 2002; Twenge, 2015). The majority of the time is depression patients. If anyone visits a psychologist and he check, then every person may be aware of the fact that

he/she is experiencing depression. People of all ages from all walks of life can have depression. Depression must be treated appropriately because untreated depression can have enduring effects. Depression's major causes are employment issues, household problems, financial problems, and money issues. Many people, if properly treated and they go on to live solid and glad lives with treatment. For a few, depression is a lifelong test and should be considered and treated on a long pull foundation (Wang & Crane, 2001).

According to reports of the majority of institutes, most students have problems of anxiety, and they are depressed. Now a day mostly children entering school seem not to have appropriate settings, playing, communication, and paying attention to teaching (Rohde et al., 1994). More and more children are placed in special education programs. Reasons are their parents' depression and, due to depression, their conflicts.

At the point when the discouraged parent can't get help this way, the standpoint isn't useful for the child. He or she grows up with unsafe and damaging thoughts regarding the self—that he's unlovable, wild, and a general irritation (Brown, 1993; Branden, 1994; Burger, 2013). He doesn't know how to get attention from grown-ups in positive ways, so gets labeled a troublemaker. He doesn't know how to mitigate himself, so is at risk for substance abuse (Rosenberg et al., 1995, as cited in Mahaffy, 2004). He doesn't know he's a beneficial person, so is at risk for depression. He hasn't figured out how to control his own behavior, so he can't fit into school or work. Depression is not simply feeling blue every now and then. Rather, depression is described by a long-standing, everyday sentiment of trouble, sadness, uselessness, and vacancy (Pomerantz, 2001).

A person who encounters depression regularly can't see a hopeful and bright future for themselves. It can feel like the world is disgusting and surrounds him. The observed signs and signals of depression are, in general, relatively clear to those who are around that person who has been undergoing a depressed state. The adjustments in the person's state of mind are obvious to loved ones (Lewinsohn et al., 1998). This state is also experienced as lost interest and vigor in things the person regularly has a routine of unappreciated inclination towards doing tasks, things like working hard, going out for fun, or being in chat with family and companions (Pelkonen, & Marttunen, 2003). An enormous number of people with depression similarly encounter concerns with eating and sleep, either excessive or excessively small. That person's recollection and ability to concentrate will repeatedly become less and slower too. The person with depression will regularly be more bad-tempered and does not experience enthusiastic ways (Lewinsohn et al., 1998). It is not substantial that everybody who is dejected may come across such routine expressions. But a few people encounter a couple of side effects, some very severe and numerous. The severity of manifestations fluctuates with people and furthermore differs after some time.

Self-esteem is one of the most important learning mechanisms (Chetcuti & Griffiths, 2012). It's a big part of the learning process. Although the motivational level of the teacher is based on his self-esteem, it always depends on the motivational level of the students, which is based on students' self-esteem and plays a crucial part in the entire cycle of teaching and learning (Kernis, 2003)

Much research has been done on theories of motivation. Motivational theories are of great interest because of concern for behavioural sciences. It is believed that the publications of Darwin and Freud have influenced this branch of psychology. Due to the many views of human nature and reasons for behaviour, many theories of motivation have developed. Maslow's Hierarchy of Needs is a very passionate notion, which is found in modern theories of motivation (Crowl et al., 2016).

The second variable of the proposed research is 'Self-Esteem'. The birth of the concept of self-esteem is in self-psychology. A classical definition of self-esteem comes from James (1890), who, for the first time, considered this concern and emphasized the significance of esteem needs in an individual. He defined self-esteem as "Elementary endowment of human nature."

In Coopersmith's view, self-esteem is an individual's perception regarding his abilities and skills. Pelham (1995), a follower of William James, defines self-esteem as the sum of a person's specific self-views in different areas of life. Maslow in 1954 studied the esteem needs.

Self-esteem's concept is taken as one of the most major aspects of personality perspectives. Cast and Burke (2002) expressed that "self-esteem has been conceptualized as a result, thought process; however, there is no general fixed single idea of self-esteem". While Ormrod (2016) avowed that "self-esteem is a mind assessing concept and it is probably going to be recognized, advanced, even loved, however once in a while characterized, checked, or used to manage educational strategy".

Statement of The Problem

Keeping in view the rationale behind the depression of parents and how it affects their children, the researcher decided to probe into the consequences of the depression of educated parents on the self-esteem of college-level students. The study will be helpful both for future professionals and further research in the area. The results of the study will be presented in a sequence that would enable administrators in the education sector and help institutions by conducting parents' and teachers' training programs to achieve the skills needed to succeed in schools and colleges. This research may provide a baseline for future research studies in the same field. The main objective of this research was to assess the level of self-esteem among students as perceived by college students themselves.

Hypotheses of the Study

For the effect of educated parents' depression on their children's level of self-esteem, the following hypotheses were made:

H₀: There is no relationship between the students' highest levels of self-esteem and their qualifications.

H₀: There is a correlation between students' highest level of self-esteem and qualified parents' depression.

Materials And Methods

The descriptive type of research design was used to sort out the effect of depression of educated parents on the self-esteem of students of grade 14 (4th year students).

Population

There were a total of five government boys' colleges and twelve government women's colleges in Rawalpindi city. All the students studying at grade 14 (4th year class) in all government boys' colleges as well as in government women's colleges of Rawalpindi city who have their parents' minimum qualification of intermediate and above were the population of the study.

Sampling

The researcher did not use a random sampling technique because the nature of the study and topic did not demand that. At the first stage, the researcher selected 3 government boys' colleges and 3 government women's colleges using a simple random sampling technique. Then the researcher selected the students whose parents had category 1: 12 years, category 2: 14 years, and category 3: 16 years and above level of education. Then the researcher selected 30 students from each college (10 students of each category). Thus, a total of 180 sample students were selected by purposive sampling technique, among which 90 were male, and 90 were female students. The researcher collected data by using purposive sampling techniques and a conveniently accessible sample.

Research Instruments

The research was correlational in nature; two questionnaires were used to collect data (Siddiqui & Ali Shah, 1997) and were used with some language modifications for assessing the depression and level of depression of parents. The second questionnaire was used to assess the level of self-esteem of students.

Reliability of Questionnaires

For use in the present research, depression and self-esteem questionnaires were pilot tested. For pilot testing, Cronbach's Alpha reliability method was used.

Pilot Testing

This scale contained 32 items for the measurement of the depression scale. 15 students were asked to fill it out for pilot testing. The Cronbach's alpha reliability method was used to find reliability, and its value was found = 0.862.

Data Collection and Analysis

The researcher visited all colleges personally and collected data. General analysis was done by mean and standard deviation. The Chi-square Association test was used to investigate the associations between the students' self-esteem levels and varying levels of parental education and depression.

Results and Discussion

Depression of Educated Parents

Table 1 indicates the depression level of all the parents. The mean is 116.9, and the standard deviation is 32.61. It shows that overall, parents have depression. Table 2 indicates the depression level of highly qualified (master or over) parents. The mean is 92.78, and the SD is 12.72. It shows that highly qualified (master's or higher) parents have low depression. Table 3 indicates the depression level of medium-level qualified (bachelor level or not over) parents. The mean is 139.65, and the SD is 14.95. It shows that medium-level qualified (bachelor level or not over) parents have the highest level of depression. Table 4 indicates the depression level of low-level qualified parents. The mean is 118.27, and the SD is 10.18. It shows that the depression level of low-level qualified parents has a medium level of depression.

Self-esteem of Students

Table 5 presents the self-esteem scores for each student. The mean is 108.33, and the standard deviation is 33.38. It shows that the self-esteem of parents is moderate in general. Students demonstrate high levels of self-esteem, as shown in Table 6. Mean = 134.10, SD = 12.27. Table 7 shows the medium self-esteem of students. SD is 14.32, and the mean is 111.68. Table 8 shows students' low self-esteem. mean is 79.22, and the standard deviation is 13.57.

Table 1

Depression of all Educated Parents

No of parents	Depression	
	$\bar{x}$	$\sigma_{\bar{x}}$
180	116.9	180

Table 2*Depression of Highly Qualified (Master or Over) Parents*

No of parents	Depression	
	$\bar{x}$	$\sigma_{\bar{x}}$
60	92.78	12.72

Table 3*Depression of Medium Level Qualified (Bachelor Level not Over)*

No of parents	Depression	
	$\bar{x}$	$\sigma_{\bar{x}}$
60	139.65	14.95

Table 4*Depression of Low-Level Qualified Parents*

No of parents	Depression	
	$\bar{x}$	$\sigma_{\bar{x}}$
60	118.27	10.18

Table 5*Self-esteem of all Students*

No of Students	Self-Esteem	
	$\bar{x}$	$\sigma_{\bar{x}}$
180	108.33	33.38

Table 6*Students with High Level Self-esteem*

No of Students	Self-Esteem	
	$\bar{x}$	$\sigma_{\bar{x}}$
60	134.10	12.27

Table 7*Students with Medium Level Self-esteem*

No of Students	Self-Esteem	
	$\bar{x}$	$\sigma_{\bar{x}}$
60	111.68	14.32

Table 8*Students with Low Level Self-esteem*

No of Students	Self-Esteem	
	$\bar{x}$	$\sigma_{\bar{x}}$
60	79.22	13.57

Association between Educated Parents' Depression and Self-Esteem of Students

Hypotheses Testing

The data in Table 9 show that the calculated χ^2 value (23.59) is significant. There existed a profound association between highly qualified parents' depression and the self-esteem of students ($\chi^2 = 23.59$), and the likelihood ratio is

75.219. The p -value indicates that there is a statistically significant relationship between the highly qualified parents' depression and the highest-level self-esteem of the students. Therefore, null hypothesis 1 is rejected.

Table 9 manifests that chi-square ($\chi^2 = 9.374$) is significant. It indicates that there is a medium-level association between medium-level qualified parents' depression and high self-esteem of the students, as the chi-square ($\chi^2 = 9.374$) association and likelihood ratio is 51.669. The p -value indicates that there existed a statistically significant relationship between the medium level of qualified parents' depression and the high level of self-esteem of the students. Therefore, null hypothesis 2 is rejected.

Table 9 shows that the case's chi-square ($\chi^2 = 3.213$) is not significant. The chi-square ($\chi^2 = 3.213$) relationship and the likelihood ratio of 24.352 also suggest a very weak correlation between pupils' self-esteem and low-level qualified parents' depression. The chi-square and likelihood ratio values show that the correlation between the category of low-level qualified parents' depression and students' highest-level self-esteem is statistically extremely weak. Consequently, null hypothesis 3 is almost accepted.

From Table 10, it can be observed that the calculated chi-square ($\chi^2 = 16.83$) is significant in this case. The value of the association of chi-square ($\chi^2 = 16.83$) and the likelihood ratio of 45.67 show that there is a medium level link between the depression of highly qualified parents and the medium level self-esteem of students. The chi-square and likelihood ratio values indicate the existence of a statistical medium-level association between the medium-level self-esteem of students and the depression of highly qualified parents. Null hypothesis 4 is thus rejected.

Table 10 shows the significance of the chi-square ($\chi^2 = 32.12$). The value of the likelihood ratio of 78.18 and the value of the chi-square ($\chi^2 = 32.12$) of 32.12 indicate the presence of a strong correlation between the depression of parents with a medium level of qualification (bachelor level not above) and the medium level of self-esteem of the students. The chi-square and likelihood ratio values indicate a high correlation between the students' medium level of self-esteem and the depression of their medium-qualified (bachelor level not above) parents. Null hypothesis 5 is therefore rejected.

The calculated chi-square ($\chi^2 = 4.69$) as shown in Table 10 is not significant. The association of chi-square ($\chi^2 = 4.69$) and likelihood ratio 26.15 shows a very low correlation between students' medium-level self-esteem and depression of low-level qualified parents. The chi-square and likelihood ratio values show that the relation between the category of depression of poorly qualified parents and the medium level self-esteem of pupils is statistically very weak. Thus, null hypothesis 6 is nearly accepted.

As shown in Table 11, the chi-square ($\chi^2 = 2.18$) is non-significant. The association value of chi-square ($\chi^2 = 2.18$) and likelihood ratio of 14.12 shows that there is a very weak correlation between depression of highly qualified parents and medium level self-esteem of students. Chi-square and likelihood ratio figures show a very weak correlation between the depression of highly qualified parents and their students' poor self-esteem. Almost acceptance of null hypothesis 7 results.

The chi-square ($\chi^2 = 4.17$), as shown in Table 11, is not significant. It is found that the likelihood ratio is 24.37 and the chi-square ($\chi^2 = 4.17$) association value is 4.17, which means that there is a very weak correlation between the depression of medium-level qualified parents and the students' medium-level self-esteem. The values of chi-square and likelihood ratio indicate that there is no statistically significant correlation between the students' poor self-esteem and the category of the medium-level qualified parents' depression. So, the null hypothesis 8 is almost accepted.

The significance of chi-square ($\chi^2 = 39.27$) was presented in Table 11. The association value is chi-square ($\chi^2 = 39.27$), and the likelihood ratio is 77.86, showing a high correlation between sad parents of the poor-qualified and low self-esteem of students. Results: The chi-square and likelihood ratio values indicate that there is a statistically significant relationship between the category of poor-qualified parents' depression and the students' low self-esteem. Null hypothesis 9 is therefore rejected.

Table 11

Association between Highly Qualified (Master Level or Over) Parents' Depression and Highest-level Self-esteem of Students

Parental educational level	No. of parents	No of Students	Self-Esteem Level	χ^2	Likelihood ratio
highly qualified	60	60	Highest level	23.59*	75.219
medium level qualified	60	60	Highest level	9.374*	51.669
low level qualified	60	60	Highest level	3.213	24.352

Total number of parents =180, Total number of students =180, significant at 0 .05.

Table 14

Association between Highly Qualified (Master Level or Over) Parents' Depression and Medium Level Self-esteem of Students

Parental educational level	No. of parents	No of students	Self-Esteem Level	χ^2	Likelihood ratio
highly qualifie2	60	60	Medium level	16.83*	45.67
Medium level qualified	60	60	Medium level	32.12*	78.18
Low level qualified	60	60	Medium level	4.69	26.15

Total number of parents =180, Total number of students =180, significant at 0.05.

Table 13

Association between Highly Qualified (Master Level or Over) Parents' Depression and Low-level Self-esteem of the Students

Parental educational level	No. of parents	No of students	Self-Esteem Level	χ^2	Likelihood ratio
Highly qualified	60	60	Low level	2.18	14.12
Medium level qualified	60	60	Low level	4.17	24.37
Low level qualified	60	60	Low level	39.27*	77.86

Total number of parents =180, Total number of students =180, non-significant at 0 .05.

Findings

It was found that the depression of all parents was of an appropriate level. The mean was 116.9, and the SD was 32.61. It shows that overall, parents have depression. The mean was 92.78, and SD was 12.72. It shows that highly qualified parents have low depression. The mean was 139.65, and the SD was 14.95. It shows that medium-level qualified parents have the highest level of depression. The mean was 118.27, and the standard deviation was 10.18. It shows that the depression level of low-level qualified parents is medium-level depression

The researcher found the self-esteem level of all the students. The mean was 108.33, and the SD was 33.38. It shows that overall, parents have an appropriate level of self-esteem. The mean was 134.10, and the SD was 12.27. The mean was 111.68, and SD was 14.32. The mean was 79.22, and SD was 13.57.

Students' self-esteem and depression were significantly correlated with highly, medium, and low qualified parents, and there was a statistically significant correlation between the group of highly qualified parents' depression and students' highest-level self-esteem.

Conclusions

1. The researcher concluded that all parents had an overall average level of depression. But when the researcher categorized the educational level of parents with depression, it was indicated that highly educated parents had the lowest level of depression and low-qualified parents had a medium level of depression. Interestingly and surprisingly, parents with medium level qualifications had the highest level of depression.
2. The researcher concluded that all students had overall a reasonable level of self-esteem. The highest-level self-esteem students had an average self-esteem score of 134.10, medium level students on self-esteem had 11.68, and low-level esteem students' score was 79.22.
3. The researcher concluded that the educational level of parents' depression had a great relationship with the self-esteem of students, and there was a great association between the educational level of parents' depression and the self-esteem of students. The greater the level of qualification of depressed parents, the lower the level of self-esteem of students.

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