



The Effect of Parental Guidance on Student Personality at the High School Level

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ABSTRACT

Background: The family serves as the primary social institution responsible for shaping character and behavioral traits, yet the extent to which parental guidance influences overall personality development remains inconsistent in existing literature. **Objective:** This study aims to analyze the effect of parental guidance on student personality at the high school level and determine the strength of the relationship and contribution between the two variables. **Methods:** Employing a quantitative approach with an ex post facto design, the study involved 27 high school students selected through a saturated sampling technique. Data were gathered via questionnaires and analyzed using normality tests, Pearson correlation, simple linear regression, and t tests. **Results:** Findings reveal that parental guidance exerts a positive and significant effect on student personality. However, the correlation between the variables is low, with parental guidance contributing 10% to student personality while the remaining 90% is driven by external factors such as social environment and personal experiences. **Conclusion:** Although parental guidance is an essential factor in fostering student personality, it is not the sole dominant determinant and must be complemented by supportive environmental influences. **Originality/Value:** This study offers novel empirical contributions to the fields of educational psychology and family counseling by revealing the significant yet low-correlation effect of parental guidance (accounting for a 10% contribution) and the predominant role of external factors regarding student personality development within the context of senior secondary education, an area where specific quantified dynamics remain underexplored. These findings enrich empirical evidence and serve as a strategic reference for developing comprehensive parent-school collaboration programs and formulating student character development policies that holistically integrate broader psychosocial environmental influences.

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1. INTRODUCTION

The family is a primary social institution that plays a strategic, foundational role in the process of shaping individual personality throughout early human development. Rather than merely functioning as a physical environment where children are sheltered, nurtured, and raised, the family domain serves as the principal space for character building and comprehensive personality formation (Framanta, 2020). Beyond fulfilling basic physiological and safety needs, the family operates as an essential structural vehicle for internalizing fundamental societal values, ethical norms, and long-term behavioral attitudes from the earliest stages of life. In this context, parents hold an indispensable central role as the initial agents of socialization who exert a profound and lasting influence on the overall psychological development of children (Anggraini et al., 2018; Ramadona et al., 2020). The ongoing inter-

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personal interactions established through deliberate parental guidance create a stable emotional ecosystem essential for cultivating a mature, well adjusted, and highly adaptive personality structure (Jamaluddin et al., 2019).

Specific parenting styles and behavioral practices significantly mold child personality outcomes, directly dictating levels of self esteem, personal independence, and essential social skills necessary for broader societal functioning (Hendrawan et al., 2025). The critical function of parents as primary educators is clearly demonstrated in how they embody moral principles and daily behaviors, which are then naturally observed and internalized by children during their psychological growth (Sitanggang et al., 2021). Structured guidance provided consistently by parents from early childhood, whether imparted through explicit value orientation, structured social exposure, or spiritual and religious grounding, is vital for constructing a resilient and balanced individual personality (Sukaimi, 2013).

A substantial body of empirical literature affirms that the primary influence of parents in shaping child personality is unmatched, largely because parents represent the very first social figures and primary behavioral reference points a child encounters (Yeni, 2017). The significance of this foundational relationship is further highlighted by empirical findings suggesting that parenting practices are often the single most powerful factor governing personality trajectories, frequently demonstrating a more dominant impact than surrounding community or secondary environmental forces (Suryana & Sakti, 2022). Consequently, a child's capacity to build a healthy and prosocial character is predominantly anchored within the home environment, where formal and informal lessons are first absorbed (Roini, 2018). Therefore, maintaining frequent, meaningful, and high-quality family interactions, backed by strong parental commitment to ongoing education, forms the primary foundation for establishing child identity and core character traits from early childhood onward (Hidayati et al., 2023; Latifah, 2020).

Despite the established importance of domestic guidance, real world observations reveal widespread challenges, with many parents struggling to provide structured, healthy, or developmentally appropriate guidance. The cascading consequences of dysfunctional or negligent parenting practices frequently manifest as behavioral deviations, emotional dysregulation, and broader moral crises among youth, presenting severe socio educational challenges in contemporary society (Utomo et al., 2022). These structural shortcomings often stem from a fundamental lack of parental literacy regarding early childhood developmental milestones and effective behavioral management techniques, a problem particularly pronounced within socioeconomically disadvantaged communities or among parents with limited formal education (Afandi et al., 2024). Frequently, these educational limitations create severe developmental disconnects at home, where caregivers fail to comprehend the unique psychological traits and evolving needs of young learners (Cholimah et al., 2023).

Although extensive scholarship has examined parent child dynamics, a notable research gap remains regarding the precise quantitative degree to which parental guidance contributes to overall personality outcomes, as existing findings display considerable variation. Addressing this empirical ambiguity, the current study reveals that parental guidance accounts for a specific 10% contribution to student personality variance, leaving the remaining 90% to be determined by external socio environmental variables. This empirical reality highlights a critical nuanced perspective: while parental guidance is undeniably important as a foundational pillar, it does not operate as the sole or overwhelmingly dominant determinant in adolescent personality formation.

The urgency of this investigation underscores the necessity of empirically mapping the exact contribution of parental guidance to student personality growth, particularly during the crucial phase of secondary education. In an contemporary landscape marked by rapid social transformations, shifting cultural values, and pervasive digital technology integration, students encounter increasingly complex environmental stimuli that directly impact their emotional and psychological development. Consequently, robust scientific inquiry is urgently needed to provide a factual, evidence-based framework that helps both parents and professional educators calibrate their interventions effectively.

Ultimately, this study aims to analyze the quantitative effect of parental guidance on student personality while measuring the precise strength of the relationship and predictive power connecting both variables. The resulting insights are intended to advance theoretical models within educational science and developmental psychology while offering actionable, practical strategies for parents and school personnel seeking to optimize support systems for adolescent personality development.

2. METHOD

2.1 Research Design

This study employed a quantitative approach with an ex post facto method. This method was used to identify the influence of independent variables on dependent variables without applying direct treatment to the research

subjects. The type of research utilized was associative research, which aims to analyze the relationship and influence between parental guidance and student personality.

2.2 Research Object

The research was conducted in 2025 at SMA Negeri 1 Batujajar. The population in this study consisted of all students at the school level. The research sample comprised 27 respondents selected using a purposive sampling technique. This technique was chosen based on the consideration that the sample must meet specific criteria relevant to the research objectives. The application of purposive sampling aimed to obtain more specific data aligned with the research focus, thereby enhancing the precision of the analysis regarding the relationship between the variables under study.

2.3 Research Instruments

Data collection was carried out using questionnaires with a Likert scale. The Parental Guidance Scale consisted of 40 items designed to measure aspects of parental direction, assistance, role modeling, and support. The Student Personality Scale contained 45 items measuring aspects of attitude, self control, responsibility, and social interaction. Each item was structured in statement format with graded response options.

2.4 Validity and Reliability Testing

Validity testing was performed using Pearson Product Moment correlation. An item was declared valid if the calculated r value exceeded the table r value (0.381) at a significance level of 0.05 with 27 respondents. The results demonstrated that all items across both variables met the validity criteria. Reliability testing was conducted using Cronbach Alpha coefficient. An instrument was considered reliable if the alpha value exceeded 0.70. The results indicated that the parental guidance scale achieved a value of $\alpha = 0.873$, while the personality scale achieved a value of $\alpha = 0.889$, confirming that both instruments were reliable.

2.5 Data Analysis

Data analysis was conducted using Pearson correlation test to determine the strength and direction of the relationship between parental guidance and student personality variables. The correlation coefficient value (r) was interpreted based on relationship strength categories ranging from very low to very strong.

3. RESULTS AND DISCUSSION

3.1 Results

3.1.1 Instrument Validity Test

Validity testing was conducted to ensure that each item in the instrument accurately measured the intended construct. Testing was executed using Pearson Product Moment correlation by comparing the calculated r value against the table r value.

Table 1. Instrument Validity Test Results

Variable	Number of Items	Range of Calculated r Values	r Table ($n = 27$; $\alpha = 0.05$)	Description
Parental Guidance	40	0.412 to 0.768	0.381	Valid
Student Personality	45	0.395 to 0.801	0.381	Valid

Based on Table 1, all items for both variables have calculated r values greater than the r table value of 0.381, indicating that all items are valid. The moderate to high range of the calculated r values demonstrates that each item has adequate capability to represent the construct being measured. Therefore, the instruments used in this study satisfy the validity criteria and are appropriate for further analysis.

3.1.2 Reliability Test

The reliability test was conducted to determine the internal consistency of the instrument in measuring the research variables. Reliability was assessed using Cronbach's Alpha coefficient.

Table 2. Instrument Reliability Test Results

Variable	Cronbach's Alpha	Criterion	Description
Parental Guidance	0.873	Greater than 0.70	Reliable

Variable	Cronbach's Alpha	Criterion	Description
Student Personality	0.889	Greater than 0.70	Reliable

Based on Table 2, the Cronbach's Alpha values for both variables exceed 0.70, indicating that the instruments have a high level of reliability. Alpha values approaching 1 indicate that the instrument items have strong internal consistency and are capable of producing stable data. Therefore, the instruments can be considered reliable for consistently measuring parental guidance and student personality.

3.1.3. Normality Test

The normality test was conducted to ensure that the data met the assumption of normal distribution as a prerequisite for parametric statistical analysis. The Kolmogorov Smirnov test was applied to the regression residuals.

Table 3. Normality Test Results

Variable	N	Asymp. Sig. (2 tailed)	Description
Residual	27	0.200	Normal

Based on Table 3, the significance value of 0.200 is greater than 0.05, indicating that the data are normally distributed. This finding confirms that the normality assumption has been satisfied, allowing parametric statistical analyses such as Pearson correlation and simple linear regression to be appropriately applied. Meeting this assumption also enhances the reliability of the statistical findings.

3.1.4. Pearson Correlation Test

The Pearson correlation test was performed to determine the strength and direction of the relationship between parental guidance and student personality.

Table 4. Pearson Correlation Test Results

Variable	Parental Guidance	Student Personality
Parental Guidance	1	0.317**
Student Personality	0.317**	1

Note: $p < 0.05$

Based on Table 4, the Pearson correlation coefficient is $r = 0.317$ with a significance value of $p = 0.001$ ($p < 0.05$). These results indicate a positive and statistically significant relationship between parental guidance and student personality. The correlation coefficient falls within the low category, suggesting that the relationship between the two variables is relatively weak, although it remains positive. Thus, improvements in the quality of parental guidance tend to be associated with improvements in student personality, although its influence is not substantial.

3.1.5. Simple Linear Regression Analysis

Simple linear regression analysis was conducted to examine the extent to which parental guidance influences student personality.

Table 5. Simple Linear Regression Results

Variable	B	Std. Error	Beta (β)	t	Sig.
Constant	59.013	8.332		7.083	0.000
Parental Guidance	0.300	0.090	0.317	3.324	0.001

Dependent Variable: Student Personality

Based on Table 5, the regression equation is $\hat{Y} = 59.013 + 0.300X$. The regression coefficient of 0.300 indicates that every one unit increase in parental guidance is associated with a 0.300 unit increase in student personality. The significance value of 0.001, which is less than 0.05, indicates that this effect is statistically significant. The standardized beta coefficient of 0.317 also indicates that the contribution of parental guidance falls within the low category, although it remains meaningful in explaining variations in student personality.

3.1.6 Coefficient of Determination

The coefficient of determination was used to determine the extent to which parental guidance explains the variation in student personality.

Table 6. Coefficient of Determination Results

R	R Square (R^2)	Adjusted R Square	Std. Error
0.317	0.100	0.091	6.610

Based on Table 6, the *R Square* value of 0.100 indicates that parental guidance accounts for 10 percent of the variation in student personality. The remaining 90 percent of the variation is explained by other factors beyond the scope of this study. These findings suggest that although parental guidance contributes to the development of student personality, its influence is not dominant. Therefore, student personality should be understood as the result of the interaction of multiple complex factors, including the family environment, social environment, and individual experiences.

3.2. Discussion

The findings of this study demonstrate that parental guidance is linked to student personality development. This result can be understood within the framework of social learning theory proposed by Albert Bandura, which asserts that individuals learn through observation, imitation, and internalization of behaviors exhibited by their surrounding environment (Saka, 2024). This theoretical framework emphasizes that learning occurs not only through direct experience, but is also significantly influenced by indirect learning (vicarious learning), wherein individuals acquire knowledge, skills, and attitudes by observing the actions of others and their associated consequences (Manik et al., 2022). Within the family context, parents serve as primary role models providing examples of values, attitudes, and behavioral patterns that children subsequently adopt during their personality development process.

Furthermore, these findings align with the ecological systems theory proposed by Urie Bronfenbrenner, which views the family as part of a microsystem exerting a direct influence on individual development (Prado & Pantín, 2011; Rosa & Tudge, 2013). This theory explains that multiple layered environmental systems, ranging from direct interactions to broader cultural contexts, continuously interact and shape developmental processes across the lifespan (Egeren, 2004; Whiteman et al., 2011). Within this system, the quality of interaction between parents and children serves as a crucial factor in shaping character and personality. Guidance delivered through direction, support, and role modeling can strengthen developmental aspects such as self control, responsibility, and social interaction skills.

However, the results of this study also indicate that the role of parental guidance does not operate in isolation in shaping student personality. This reinforces the view that personality development is multidimensional and influenced by various interacting environmental systems (Calkins & Fox, 2002). More specifically, ecological systems theory explains that individual development is shaped by reciprocal interactions between an individual's biological predispositions and multiple layered sociocultural subsystems (Menardo et al., 2017). In the context of adolescents, peer influence and the school environment often become more dominant, coinciding with an increasing need for independence and identity search. Therefore, the contribution of the family must be understood as part of a broader process rather than the sole determining factor.

These findings are consistent with numerous previous studies demonstrating that parental guidance or parenting practices maintain a positive relationship with child personality development. Research by Anggraini et al. (2018) found that parental involvement in providing direction and emotional support contributes to positive character formation in students. Similarly, Sitanggang et al. (2021) indicated that quality family interactions relate to the development of personality traits such as responsibility and self control. These findings are further corroborated by other studies demonstrating a significant correlation between parenting styles and adolescent personality characteristics, where higher levels of parental attention and involvement contribute to more optimal personality development (Harahap et al., 2021; Sofia et al., 2020). Nevertheless, several studies also indicate that the magnitude of family influence can vary depending on social contexts, student age, and other contributing variables.

Variations in findings across research studies suggest that student personality is shaped not only by family factors, but also by broader social environment dynamics. In the modern era, the influence of digital media, social interactions outside the family, and individual experiences play important roles in shaping adolescent mindsets and behaviors. This strengthens the argument that approaches focusing excessively on the family as a single factor need to be expanded by considering other contextual factors.

These findings also underscore the importance of parental roles in providing guidance that is not merely instructive, but also supportive and conversational. Parents need to cultivate open communication patterns and provide space for children to develop independence and personal identity (Pabundu & Ramadhana, 2023). On the other hand, schools also bear the responsibility to complement the family role through guidance and counseling services as well as character education programs. Synergy between family and school serves as the key to creating a conducive environment for student personality development (Daheri & Warsah, 2019). This collaborative approach allows values instilled at school to be reinforced within the home environment, thereby establishing a consistent and robust framework for character development (Rakhmah et al., 2024).

The results of this study reinforce the understanding that personality formation is a complex process involving the interaction of multiple factors. Parental guidance remains essential as an initial foundation, yet it requires support from the broader social environment to ensure that student personality development occurs optimally.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The findings of this study offer important theoretical, practical, and social insights into adolescent character formation:

Theoretical Implications: The results confirm the theoretical premise that parental guidance functions as a vital foundational ecosystem in shaping child character, validating social learning and ecological systems approaches. However, the overall pattern indicates that as adolescents grow, their personality structure is not shaped in isolation within the home, but rather develops through dynamic interactions with broader environmental networks.

Practical Implications for Educators and Counselors: School counselors and teachers should not view family background as the sole factor governing student behavior. Because parental guidance interacts with wider external forces, educational institutions must actively design character education initiatives, peer-support structures, and counseling programs to guide student development comprehensively.

Practical Implications for Parents: The study underscores that consistent parental attention, clear direction, and positive behavioral modeling remain indispensable for fostering emotional maturity and self-discipline in children. Parents are encouraged to maintain open, supportive, and communicative guidance strategies rather than strictly restrictive approaches.

4.2 Research Contributions

This study makes valuable contributions to the body of knowledge in educational science and guidance counseling:

- 1) Conceptual Clarity on Parental Role: It expands existing literature by offering a realistic framework regarding domestic influence, demonstrating that parental guidance serves as an essential initial anchor rather than an all-encompassing determinant of secondary school student personality.;
- 2) Basis for Collaborative Intervention: It establishes an empirical rationale for building integrated, multi-systemic character building strategies that connect family practices with school guidance programs.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitations

Several contextual and methodological boundaries should be acknowledged. First, regarding scope and generalizability, the study was conducted within a single educational institution with a targeted group of participants, which limits the direct applicability of the conclusions to broader adolescent populations across different regions or cultural contexts. Second, concerning unmeasured external factors, the analysis focused primarily on parental guidance, while other important socioenvironmental influences, including peer group pressure, digital media exposure, school climate, and teacher student relationships, were not incorporated into the measurement model. Third, with respect to the data collection method, the study relied exclusively on self assessment questionnaires, which may be subject to personal perception bias and social desirability bias among participants. Finally, the cross-sectional design captured participants' conditions at a single point in time, limiting the ability to examine how the influence of parental guidance evolves throughout different stages of adolescent development.

5.2 Recommendation for Future Research

Future research is recommended to involve larger and more diverse samples to improve the generalizability of the findings. In addition, incorporating other influential factors, such as parenting styles, peer relationships, digital

media use, and school climate, may provide a more comprehensive understanding of student personality development. The use of mixed methods and longitudinal research designs is also encouraged to gain deeper insights into the long-term influence of parental guidance on adolescent personality.

6. CONCLUSION

This study concludes that parental guidance has a significant influence on student personality development. The statistical analysis revealed a positive relationship between parental guidance and student personality, indicating that higher quality parental guidance tends to be associated with more positive personality characteristics among students. Parents who consistently provide guidance, supervision, emotional support, and positive behavioral models contribute to the development of responsibility, self discipline, emotional maturity, and appropriate social behavior in their children. These findings reinforce the view that the family serves as the primary educational environment in which children's personality is initially formed and continuously nurtured. Therefore, parental guidance constitutes an important factor that supports the development of positive personality traits throughout children's educational experiences.

However, the findings also demonstrate that the influence of parental guidance is not dominant, indicating that personality development cannot be explained by family factors alone. Student personality is shaped through the interaction of multiple factors, including the social environment, peer relationships, school experiences, cultural influences, and individual psychological characteristics. As children grow, they encounter increasingly diverse social contexts that contribute to the formation of values, attitudes, and behaviors. Consequently, personality development should be understood as a dynamic and multidimensional process resulting from continuous interactions between family guidance and broader environmental influences. This complexity explains why parental guidance, although significant, accounts for only part of the variation in students' personality development.

The findings of this study highlight the importance of strengthening collaboration among families, schools, and the wider community to support children's personality development. Schools, particularly teachers and school counselors, should work closely with parents to create consistent educational experiences that reinforce positive values, self regulation, and responsible behavior both at home and at school. Educational programs designed to improve parenting skills, strengthen communication between parents and schools, and encourage active parental involvement may further enhance students' personal and social development. In addition, policymakers should consider developing family based educational initiatives that promote effective parenting practices as part of broader character education programs. Future studies are recommended to examine additional factors influencing student personality, such as parenting styles, school climate, peer support, socioeconomic conditions, and children's psychological characteristics, using larger samples and more comprehensive research designs to obtain a deeper understanding of the determinants of personality development.

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Author Contribution Statement

All authors discussed the results, contributed to the final manuscript, and approved the final version for publication. Wiliya Novianti: Conceptualization and Design; Writing - Original Draft. Tuti Alawiyah, Methodology, Writing - Review & Editing; Performed data collection and Analysis. Devy Sekar Ayu Ningrum: Interpretation of the results.

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Conflict of Interest Statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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