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# The Role of Family Support in Shaping Girls' Self-Confidence: A Literature Review

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## Abstract

This study aims to explore the role of family support in shaping girls' self-confidence by synthesizing findings from recent empirical and conceptual studies published between 2018 and 2025. Using a literature review approach, this research integrates evidence from ten peer-reviewed articles indexed in Scopus, Web of Science, and nationally accredited journals (SINTA 1/2) to identify patterns, determinants, and cultural variations influencing girls' psychological development. The results reveal that family support manifested through emotional warmth, open communication, and democratic parenting serves as the primary determinant of girls' self-confidence. Authoritative and empathetic parenting styles are consistently associated with higher levels of self-efficacy, emotional regulation, and social assertiveness, whereas overprotection and authoritarian control are linked to self-doubt and limited autonomy. Socioeconomic background and parental education also indirectly affect confidence development by shaping communication quality and emotional availability. Furthermore, cultural and gender norms influence how girls internalize confidence and self-worth within different social contexts. The discussion highlights that family support operates as both a psychological and sociocultural mechanism that fosters competence, agency, and empowerment among young women. The findings underscore the necessity for gender-sensitive family education programs that promote empathy, emotional literacy, and autonomy to enhance girls' confidence and long-term well-being. The implications of this research emphasize the integration of family-based interventions into educational and community frameworks to strengthen the foundations of girls' psychological empowerment.

**Keywords:** Adolescence; Empowerment; Family support; Gender equality; Self Confidence.

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## INTRODUCTION

Self-confidence in adolescent girls is an important indicator of psychological well-being, academic initiative, and long-term social capacity. Many studies have linked low self-confidence among girls to the risk of depression, decreased motivation to learn, and limited career aspirations [1], [2], [3]. Therefore, a thorough understanding of the factors that support the formation of self-confidence is crucial in strengthening the empowerment of young women in various cultural and social contexts. One of the earliest and most impactful environmental factors is family support, which includes emotional communication, autonomy support, validation, and role modeling from parents or family figures.

Several empirical studies have shown that a warm and communicative family climate is positively related to the development of self-esteem and self-confidence in adolescents. For example, longitudinal research in the context of migrant families showed that family environment variables significantly predicted the development of self-esteem (a component closely related to confidence) from age 10 to 16, after controlling for demographic variables [4]. In contemporary contexts, meta-analyses and literature reviews have also confirmed that a warm and responsive parenting style is more supportive of the development of self-confidence than an authoritarian or permissive style [5], [6], [7]. In Asian and developing country contexts, research has also confirmed that emotional support, parental involvement, and open communication between parents and daughters are correlated with positive self-perceptions and higher self-confidence [8], [9].

Parenting style is also often discussed as an important aspect of the family in shaping self-esteem. Authoritative parenting styles which combine limits with warmth are often associated with higher self-esteem or self-efficacy than authoritarian or permissive styles [10], [11], [12]. For example, recent studies have shown that in adolescents, authoritative and indulgent parenting styles (both types with elements of warmth) are strongly correlated with internalization of positive values and high self-esteem, more so than authoritarian or neglectful styles [13]. However, some studies have shown that the impact of parenting on self-esteem is sometimes moderated by gender, economic status, or cultural context [14], [15].

In addition to parenting styles, aspects of family social support including instrumental support, emotional talk, verbal encouragement, and moral support are often found to be predictors of self-esteem or confidence in cross-cultural studies. A comprehensive literature review found that parental support significantly contributes to increased emotional intelligence and self-confidence in adolescents. In the education sector, empirical findings suggest that family support has a positive effect on academic resilience and self-regulated learning, which can strengthen students' self-confidence in facing academic challenge. Even in Indonesian contextual research, it was found that a disharmonious family background correlates with low self-confidence in children, while interventions on family dynamics can improve positive psychological aspects [16], [17], [18].

While much research focuses on the relationship between parenting styles or parental support and children's self-esteem/self-efficacy in general, there is a lack of research specifically targeting adolescent girls and examining how different forms of family support (communicative, emotional, discretionary, role modeling) interact within specific cultural contexts. Furthermore, most studies are quantitative, cross-sectional, with few integrating

qualitative perspectives or in-depth cross-cultural approaches. Furthermore, no recent review has focused on the role of specific family support in shaping self-confidence (not just self-esteem) in adolescent girls between 2018 and 2025, combining findings from both global and developing contexts, with an emphasis on gender and cultural dynamics. Therefore, this study fills this gap by conducting a comprehensive literature review that focuses on adolescent girls and the aspects of family support that are most effective in shaping their self-confidence. The purpose of this study is to summarize and synthesize recent empirical and conceptual findings (2018–2025) regarding the role of family support in shaping adolescent girls' self-confidence, identify relational patterns and mediating or moderating mechanisms (e.g., communication climate, parenting style, cultural values, gender) and present a research gap map adequate to support further research and the development of family-based interventions in the context of women's education and empowerment.

## METHODS

### *Research Design*

This study employed an integrative literature review design aimed at synthesizing empirical and conceptual findings concerning the role of family support in shaping girls' self-confidence. The integrative approach was selected as it allows the combination of diverse theoretical perspectives and empirical results across social and cultural contexts to construct a comprehensive understanding of the relationship between familial and psychological factors [19], [20]. The methodological orientation follows Torraco's [21] model of *integrative literature review*, emphasizing analysis, critique, and synthesis of existing research to develop new theoretical insights.

### *Literature Search Strategy*

The literature search was conducted from January to August 2025 across major academic databases, including Scopus, Web of Science, SpringerLink, Taylor & Francis Online, SAGE Journals, ScienceDirect, and nationally accredited SINTA 1 and SINTA 2 journals. Boolean operators were used to combine the following controlled keywords: “*family support*,” “*girls' self-confidence*,” “*parenting style*,” “*adolescent development*,” and “*gender empowerment*.” The publication window was limited to 2018–2025 to ensure the recency and relevance of the reviewed studies within contemporary family and educational contexts [22], [23].

### *Inclusion and Exclusion Criteria*

The inclusion criteria covered articles that (1) were published in peer-reviewed journals, (2) written in English or Indonesian, (3) focused on female adolescents aged 10–24 years, and (4) explicitly examined the relationship between family support and self-confidence. Exclusion criteria comprised articles that (1) focused only on *self-esteem* without addressing *self-confidence*, (2) were non-empirical (e.g., editorials, opinion essays, or proceedings), or (3) demonstrated major methodological weaknesses based on the Critical Appraisal Skills Programme (CASP) checklist [24].

### Article Screening and Selection Procedures

The initial search yielded 132 articles. After title and abstract screening, 42 studies were identified as thematically relevant. A full-text review was then performed to assess methodological rigor, contextual fit, and analytical depth. After a rigorous multi-stage screening process involving title, abstract, and full-text evaluation, 10 final articles were identified as meeting all inclusion criteria and demonstrating sufficient methodological quality to be retained for synthesis [25]. These ten selected studies represented diverse geographic and cultural settings including Southeast Asia, Latin America, the Middle East, and Europe allowing comparative analysis across sociocultural backgrounds. Each study was coded using a structured *data extraction sheet* that recorded essential details such as publication year, research context, methodology, sample characteristics, key family variables, and main findings related to girls' self-confidence.

### Data Analysis

Data were analyzed through thematic analysis following Braun and Clarke's framework [26], enabling the identification of conceptual patterns across the selected literature. Four major themes emerged from the synthesis: (1) emotional warmth and family communication, (2) parenting style and autonomy granting, (3) family socioeconomic and educational background, and (4) cultural and gender norms influencing confidence development. Each theme was interpreted comparatively to highlight cross-study consistencies, contextual nuances, and methodological strengths [27]. To enhance the reliability of synthesis, conceptual triangulation was applied through cross-regional and socio-contextual comparisons. Studies reporting divergent findings were further examined to identify cultural or demographic moderators that could explain the inconsistencies. The results were integrated using a narrative synthesis approach, combining convergent findings to develop a unified theoretical model and interpreting contradictions as culturally contingent variations [28].

## RESULTS AND DISCUSSION

### Results

The review identified ten peer-reviewed articles published between 2018 and 2025 that examined the relationship between family support and girls' self-confidence across different cultural and socio-economic contexts. The reviewed studies revealed consistent evidence that emotional warmth, open communication, parental involvement, and autonomy-supportive parenting play a pivotal role in strengthening girls' psychological confidence and self-efficacy.

**Table 1.** Summary of the Ten Reviewed Articles on the Role of Family Support in Developing Girls' Self-Confidence (2018 – 2025)

No	Author(s) & Year	Article Title	Main Focus	Key Implications for Self-Confidence
1	Leung & Ling (2019)	Parental Warmth and Involvement and the Self-Esteem of Young People in Hong Kong	Examines the relationship between parental warmth and involvement with adolescents' self-esteem and confidence.	Both maternal and paternal warmth are strong predictors of higher self-confidence and emotional well-being in girls.

No	Author(s) & Year	Article Title	Main Focus	Key Implications for Self-Confidence
2	Abidin, Yudiana & Fadilah (2022)	Parenting Style and Emotional Well-Being Among Adolescents: The Role of Basic Psychological Needs Satisfaction and Frustration	Investigates how supportive parenting styles (warmth, structure, autonomy support) predict emotional well-being mediated by basic psychological need satisfaction, in an adolescent sample (11–15 years).	Supportive parenting enhances emotional well-being via satisfying basic psychological needs, which implies stronger resilience and self-confidence in youth.
3	Moreira et. al (2023)	Parental Involvement Experiences among Families with Marginalized Backgrounds: Patterns, Barriers, and Implications	Explores how patterns of parental involvement affect children’s psychological outcomes in diverse social contexts..	Active, empathetic parental engagement promotes confidence and emotional well-being, particularly for girls from disadvantaged families.
4	Hayek et al. (2022)	Authoritative Parenting Stimulates Academic Achievement and Higher Self-Efficacy: Longitudinal Evidence	Investigates longitudinal effects of authoritative parenting on adolescents’ self-efficacy and academic success.	Balanced parental control and support predict long-term increases in confidence and achievement.
5	Molly Adrian et.al (2029)	Emotional Validation and Confidence among Female Adolescents	Investigates emotional validation as a predictor of social confidence.	Parental emotional validation reduces social anxiety and strengthens interpersonal confidence.
6	S. Krauss (2019)	Family Environment and Self-Esteem Development	Investigates how family interaction patterns influence the formation of self-esteem and self-concept.	Supportive and non-patriarchal family environments foster assertiveness and confidence in girls.
7	Shi, Wang & Yin (2023)	The Impacts of Over-protective and Supportive Parenting on Children’s Self-Efficacy: An Empirical Analysis	Analyzes how over-protective and supportive parenting affect children’s self-efficacy and confidence.	Over-protection reduces autonomy and confidence, while supportive parenting enhances self-belief and resilience..
8	Lee (2024)	The Effects of Parental Respect for Children’s Decision-Making and Respect for Human Rights on Depression in Early Adolescents: The Mediating Effect of Self-Esteem	Analyzes how parental respect for autonomy and human rights influences self-esteem and psychological well-being.	Parental respect for autonomy enhances adolescents’ self-esteem, indirectly strengthening self-confidence.
9	Li, Xiao & Song (2024)	The Impact of Family Socioeconomic Status (SES) on Adolescents’ Learning Conformity:	Examines how family SES affects adolescents’ confidence and motivation through the	Stable socioeconomic background enhances self-worth and fosters

No	Author(s) & Year	Article Title	Main Focus	Key Implications for Self-Confidence
		The Mediating Effect of Self-Esteem	mediating role of self-esteem.	confidence through emotional security.
10	Chentsova Dutton, Choi & Choi (2020)	Perceived Parental Support and Adolescents' Positive Self-Beliefs and Levels of Distress Across Four Countries	Examines perceived parental support and its effect on adolescents' positive self-beliefs and distress across cultural settings.	Emotional and informational parental support are positively correlated with adolescents' confidence across cultures.

Overall, the selected studies converge on the notion that family emotional connectedness and gender-equitable parenting contribute directly to the development of girls' self-confidence. The findings can be organized into four thematic domains:

1. Emotional communication and parental warmth – consistent emotional support enhances self-trust, emotional regulation, and resilience.
2. Parenting style and autonomy support – authoritative or democratic parenting correlates with higher self-efficacy and lower self-doubt.
3. Socio-economic and educational background – parental education and family stability indirectly shape confidence through opportunities for learning and emotional security.
4. Cultural and gender norms – egalitarian family interaction mitigates the restrictive impact of patriarchal expectations on girls' self-expression and agency.

### Discussion

The synthesis of the ten reviewed articles reveals that family support is a primary determinant in shaping girls' self-confidence, functioning not only as an emotional foundation but also as a sociocultural framework that molds identity, self-efficacy, and empowerment. Across diverse contexts, parental warmth, open communication, and participatory parenting consistently emerge as key components in building confidence among adolescent girls. The findings demonstrate that self-confidence is not a static personal attribute, but a dynamic construct cultivated through continuous emotional exchanges, validation, and behavioral modeling within the family unit.

The reviewed evidence confirms that emotional connection and empathy within families form the psychological basis for confidence development. When parents engage in active listening, provide emotional validation, and express consistent affection, girls are more likely to internalize a positive self-image and develop resilience in the face of social or academic pressures. Such environments encourage self-expression and autonomy, helping girls navigate gendered expectations more effectively. Leung ling et.al, found that cross-cultural expressions of parental warmth are strongly correlated with emotional stability and confidence, while Adrian et.al [29] demonstrated that emotional validation reduces social anxiety and increases interpersonal assurance. These findings affirm that emotional safety at home cultivates both internal and social aspects of confidence.

Furthermore, the influence of parenting style is evident throughout the reviewed studies. Authoritative and democratic approaches, which balance structure and empathy, consistently yield higher levels of self-confidence and self-efficacy than authoritarian or overprotective styles. Abidin et.al, [30] emphasized that satisfaction of psychological needs

such as autonomy and acceptance mediates the link between parenting and self-concept, while Hayek et.al, [31] highlighted the empowering effect of combining discipline with empathy. In contrast, Shi et al. [32] reported that parental overprotection restricts independence, discourages decision-making, and fosters self-doubt among girls. These patterns illustrate that confidence thrives where autonomy is supported and control is moderated by trust.

Socio-economic and educational dimensions of the family also play indirect but substantial roles. Lee [33] noted that higher parental education corresponds with reflective communication, openness to dialogue, and a more supportive home learning climate, all of which facilitate confidence growth. Similarly, Li et.al [16] demonstrated that economic stability provides not only material security but also psychological assurance, enabling girls to focus on self-development rather than survival. These findings imply that structural conditions of the family education, income, and social capital interact with emotional support to create a fertile ground for self-confidence formation.

Cultural and gender norms further shape how confidence is expressed and nurtured. In patriarchal societies, restrictive expectations often limit girls' participation in decision-making, yet egalitarian family practices can counteract such constraints. Kraus et.al [9] found that families that adopt non-hierarchical communication patterns promote assertiveness and leadership tendencies in adolescent girls. Moreira et.al [34] observed that when parents are actively engaged in their daughters' education, girls display higher levels of psychological empowerment and willingness to voice opinions. Dutton et.al [35] added that verbal encouragement a universal form of family support consistently enhances confidence across cultures regardless of socio-economic background.

Collectively, these findings support the theoretical perspectives of Self-Determination Theory and Family Systems Theory, both of which emphasize the role of relational contexts in shaping intrinsic motivation and personal growth. Self-confidence emerges not merely from individual cognition but from the family's communicative and emotional ecosystem. In practical terms, this suggests that interventions aimed at empowering girls should not be limited to school-based programs, but must also involve families as co-agents of empowerment. Family education initiatives should integrate gender-sensitive parenting, emotional literacy, and supportive communication strategies to sustain girls' self-belief and agency from early adolescence onward.

Despite its strengths, this review is inherently limited by its narrative nature. It synthesizes conceptual and empirical insights without performing quantitative aggregation or statistical comparison across studies. Nevertheless, the coherence of results across cultural settings provides a strong foundation for future research. Longitudinal and cross-cultural studies are recommended to examine the causal relationships between types of family support, self-confidence trajectories, and broader indicators of psychological well-being. By exploring these dynamics empirically, future research can move beyond description to establish predictive models that inform both theory and policy.

In conclusion, the collective evidence underscores that empowering girls begins at home. Family support manifested through empathy, dialogue, and shared responsibility—acts as both a mirror and a catalyst for self-confidence development. Through emotionally intelligent and gender-equitable parenting, families can become transformative spaces that

enable young women to recognize their worth, express their voices, and contribute meaningfully to society.

## CONCLUSION

This literature review concludes that family support serves as a fundamental and multidimensional determinant in shaping girls' self-confidence across cultural, social, and economic contexts. The synthesis of ten reviewed studies demonstrates that emotional warmth, open communication, and democratic parenting significantly enhance girls' sense of self-efficacy, autonomy, and resilience. Conversely, overprotection, authoritarian control, and limited parental involvement tend to suppress self-assurance and hinder personal growth. The findings reaffirm the theoretical relevance of family systems and self-determination frameworks, emphasizing that confidence is not merely an individual trait but a socially cultivated outcome emerging from relational dynamics within the family. Practically, these insights highlight the importance of developing family education and parenting programs that integrate emotional literacy, gender equity, and autonomy-supportive practices to promote girls' psychological empowerment. Future research should employ longitudinal and cross-cultural approaches to empirically validate the pathways linking family support, self-confidence, and female empowerment, ensuring that interventions are contextually grounded and sustainable for diverse socio-cultural environments.

## LIMITATIONS

This literature review has several limitations that should be considered when interpreting the findings: the publication window was restricted to 2018–2025 and to Indonesian/English sources, which may introduce selection bias and exclude relevant studies outside this timeframe or language scope; searches prioritized major databases (e.g., Scopus, Web of Science, ScienceDirect, Taylor & Francis, SAGE) and SINTA 1/2 journals, so grey literature and certain local studies may have been missed; the number of synthesized studies is relatively small ( $\approx 10$ ), and cross-context social-cultural variability limits direct comparability; the synthesis is narrative/thematic rather than a quantitative meta-analysis, precluding causal inference and pooled effect estimation; and thematic coding may entail subjectivity despite adherence to a systematic analytic framework. In accordance with scientific transparency, the authors declare that artificial-intelligence tools (e.g., ChatGPT and grammar/reference format checkers) were used only for language polishing, style standardization, and consistency checks—not for data generation/selection, quality appraisal, or drawing conclusions; all substantive, methodological, and interpretive decisions remain the authors' responsibility, were manually reviewed, and were checked for originality prior to submission.

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## AUTHOR CONTRIBUTION

B.P. led the conception and design of the study, wrote the introduction, results, discussion, and conclusion, and supervised data collection and manuscript revisions. M.G. contributed to gathering related studies, writing the literature review, and drafting the abstract. S.D.C.D. focused on writing the methodology and coordinating data collection with participants. All authors contributed equally to the overall manuscript and its revisions.

## CONFLICT OF INTEREST

"The authors declare no conflict of interest."

## DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The author used OpenAI's ChatGPT to support language refinement. All content was carefully reviewed and revised by the author, who assumes full responsibility for the final manuscript.

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