

RELATIONSHIP BETWEEN PARENTAL INVOLVEMENT AND ADJUSTMENT AMONG ADOLESCENTS

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Abstract- Background: In present times a lot of discussion is done on the issues faced by children due to miscommunication or the communication gap between parents and them. Also parents' responsibility is constantly increasing in every field of life related to children which can be seen by the steps taken by the schools in order to involve parents in their academic as well as other areas of life. **Objectives:** To assess the relationship between parental involvement and adjustment among adolescents **Methods:** The sample size was 100 students of schools of Sikar of which sample size of 50 boys and 50 girls were taken. The adjustment inventory for school scale and the parental involvement scale was used. **Results:** The results of the present study revealed a statistically significant difference between the two groups, indicating that the variable under

study has a strong impact on the participants' outcomes. **Conclusion:** The present study concludes that parental involvement has a significant positive impact on adolescent adjustment. Adolescents with supportive and engaged parents show better emotional stability, academic adaptation, and social behavior. Therefore, encouraging parental participation in adolescents' lives can contribute to their overall well-being.

Keywords- Adjustment level, Parental Involvement, Adolescents

I. INTRODUCTION

Adolescence is a critical developmental stage marked by emotional, social, and academic challenges that require effective adjustment. Despite the important role of parents in shaping adolescent behavior and well-being, there is limited empirical evidence examining how varying levels of

parental involvement influence adolescents' adjustment outcomes, particularly in the present socio-cultural context. Rapid lifestyle changes, academic pressure, and increased use of digital technology have further affected parent-child interactions, potentially impacting adolescents' emotional stability and academic performance. Therefore, the present study seeks to examine the relationship between parental involvement and adjustment among adolescents in order to better understand the role of family factors in promoting healthy adolescent development and to provide evidence-based implications for parents, educators, and mental health professionals.

Adolescence is an important and a very crucial developmental phase characterized by rapid biological maturation, emotional changes, cognitive growth, and expanding social roles. According to Hall (1904), adolescence is a period of "storm and stress," marked by emotional instability and behavioral fluctuations. Although modern psychologists argue that not all adolescents experience extreme turmoil, this stage undeniably involves significant adjustment demands. Healthy adjustment during adolescence is dependent on different environmental and personal factors, among which parental involvement seems to be one of the most

powerful predictors of healthy development. In adolescents, adjustment includes emotional stability, social competence, academic functioning, and behavioral regulation. Unhealthy adjustment during this stage has been linked with academic failure, emotional distress, risky and harmful behaviors and difficulties in interpersonal relationships.

The role of parents in adolescent development has been widely explained through several psychological theories. Attachment Theory proposed by Bowlby (1969) emphasizes on the importance of early emotional bonds between parents and children. Secure attachment is formed through consistent parental warmth, responsiveness, and involvement provides adolescents with a strong emotional foundation which helps them further in developing a healthy future. Such adolescents tend to exhibit better self-esteem, emotional regulation, and interpersonal adjustment.

Baumrind's (1971) Parenting Style Theory highlights the significant importance of balanced parental involvement with children. Her classification of authoritative, authoritarian, permissive, and neglectful parenting styles suggests that authoritative parenting—characterized by high warmth and appropriate control—is most strongly connected with positive

adolescent adjustment. Parents who combine emotional support with reasonable discipline help adolescents develop autonomy while maintaining psychological security.

Bandura (1977) From a social learning perspective emphasized that children and adolescents learn behaviors through observation and imitation. Parents who demonstrate positive coping mechanisms, problem-solving skills, and emotional regulation serve as role models for adolescents. Active parental involvement increases opportunities for observational learning, which thereby helps in promoting adaptive behaviors and healthy emotional responses.

Bronfenbrenner's Ecological Systems Theory (1979) provides a broader perspective for understanding adolescent development. According to this theory, the family represents the most influential microsystem in a child's life. Parental involvement directly moulds adolescents' daily experiences, values, and behavioral patterns. Supportive home environments foster resilience and adaptive functioning, while inconsistent or disengaged parenting may contribute to maladjustment.

Erikson's Psychosocial Theory (1968) also emphasizes the importance of parental support during adolescence, particularly

during the stage of identity versus role confusion. Adolescents require guidance and emotional validation from parents to explore their identity in a healthy manner. Parental involvement helps adolescents navigate identity development while reducing confusion and emotional distress.

From the Indian socio-cultural perspective, family plays a central role in adolescents' lives. Traditional joint family systems, strong emotional bonding, and parental authority significantly influence adolescents' behavior and adjustment patterns. However, modernization, constant academic pressure, and increasing screen exposure have changed parent-child interactions, making parental involvement more complex and challenging. Understanding the relationship between parental involvement and adolescent adjustment has therefore become increasingly important in today's contemporary society.

In spite of the extensive theoretical and empirical evidence supporting the role of parental involvement, there remains a need for context-specific research focusing on adolescent populations. The present study aims to examine the relationship between parental involvement and adjustment among adolescents using a correlational research design. By exploring this relationship, the study seeks to contribute

to the understanding of family influences on adolescent mental health and well-being. Adolescence is a critical developmental stage marked by rapid physical, emotional, and social changes. During this period, adolescents face challenges related to identity formation, peer relationships, academic pressure, and emotional regulation. Adjustment refers to an individual's ability to adapt effectively to environmental demands and maintain psychological well-being.

Parental involvement plays a vital role in shaping adolescent development. It includes emotional support, communication, supervision, academic guidance, and participation in the child's daily life. Research suggests that adolescents who receive consistent parental support demonstrate better emotional stability, higher self-esteem, improved academic performance, and fewer behavioral problems.

In the Indian context, family plays a central role in socialization. Parents act as primary caregivers, role models, and emotional anchors. However, changing lifestyles and academic pressures have altered parent-child interactions, making it important to study how parental involvement affects adolescent adjustment. Parents play an important role in a child's life as they are said to be the first teachers

of their children. Their involvement is very much needed in order to develop various skills in children. They have a lot of expectations from the child and sometimes a communication gap or misunderstandings may make situations awkward and unhelpful for both of them. Due to this the children have to pass through various expectations of parents at home, teachers at school and other places. In order to pass through these expectations successfully they undergo various adjustments in different areas. The adjustments may be social, emotional or educational. Adjustments make it difficult for them sometimes to live life fully and be contented. Parental involvement helps a child improve their self and the phase of adjustment faced by them every now and then whether at home, school or any other social places. Schools try to be a bridge among the parents and students so that there can be a help in understanding each other in a better way. Parents participation are motivated by schools in order to make sure that the child gets full involvement of parents.

The present study attempts to explore the relationship between parental involvement and adjustment among adolescents.

II. LITERATURE REVIEW

Sonwane Baban Keshavrao, Dr.Kulkarni N.H. (2021) focused on parents relationships and involvement in their children's lives and the effects on the students' school engagement and school performance. The results confirmed the importance and significance of parents involvement in middle school students' school engagement and performance.

Rohi Fayaz (2023) revealed the findings that there is a significant difference in parental encouragement with respect to gender and area. Significant difference was also found in educational adjustment with respect to area but no significant difference was found on the basis of gender.

Arti Sharma (2023) aimed to assess the role of parenting style on social adjustment of adolescents. The cross-sectional comparative study was conducted secondary school students of private schools of urban area of Aligarh city. Findings showed that parents had higher authoritative and authoritarian parenting style with girls and higher permissive parenting style with boys.

Dr. Sunita Devi, Ms. Kusum (2023) study assessed the relationship between self-esteem and educational adjustment of

secondary school students. Results revealed that moderate significant correlation was found with respect to type of school and gender.

Keqiao Liu, Yang Yang, Miao Li c, Siqi Li, Kai Sun, Yong Zhao (2021) revealed the impact of the parents staying indoors on the children during COVID19. The objective of the study was to examine the different perceptions of parental involvement between parents and children and the relationships between these different types of parental involvement and depression in middle school students. Results indicated that discrepancies existed in their perceptions of behavioral aspects of parental involvement, including parental academic involvement, parent-teacher communication, and parent-child communication.

Zubaida Shebani, Said Aldhafri & Fahima Alsaidi (2025) investigated the correlation between parental involvement, academic passion, and motivation for learning English online among 270 students in grades 7–11 in Oman. It also examined the role intrinsic and extrinsic motivation plays as mediating variables in this association and explored gender differences. Results indicated that parental involvement remarkably encourages both intrinsic and extrinsic motivation, increase

in academic passion, study habits and English language grades.

Shawaluddin et al. (2025) reported that higher levels of parental monitoring and emotional connectedness were significantly associated with lower engagement in high-risk behaviors such as substance use and physical risk taking. This indicates that strong parental involvement and monitoring can help protect adolescents from behaviors that signify poor adjustment.

Morales-Álvarez et al. (2025) explored how parental practices relate to adolescent digital citizenship through appraisal and disclosure processes, finding that positive parental practices were indirectly associated with better self-regulation and online behavior among adolescents. This highlights that supportive parental involvement extends beyond academic and social domains into digital behavior adjustment.

III. SIGNIFICANCE OF THE STUDY

This study helped in exploring relationship between parental involvement and adjustment among adolescents which may further help in finding out whether it affects them in any ways or not. Early intervention may help in preventing the issues arising in them due to adjustment

issues due to parental involvement. The present study is significant as it helps in understanding the role of parental involvement in promoting healthy educational adjustment among adolescents. It provides valuable insights for parents to develop effective parenting strategies that help in emotional and academic development. The findings can help school counselors and psychologists in designing effective family-based intervention programs. This study also contributes to existing psychological literature on adolescent development and family dynamics. Furthermore, it helps educators recognize the importance of parent–school collaboration in enhancing student well-being. The results can guide policymakers in developing parent education and mental health awareness programs. The study highlights preventive strategies for reducing behavioral and emotional problems among adolescents and supports early identification of adjustment difficulties through parental involvement assessment. Lastly, the findings can serve as a reference for future research in the field of adolescent mental health and family studies.

Objectives

To assess the relationship between parental involvement and adjustment among adolescents.

Hypothesis

H_0 - There is no significant difference between the parental involvement and adjustment among adolescents

H_1 -There will be a significant positive relationship between parental involvement and adjustment among adolescents

IV. RESEARCH METHODOLOGY

The present study employed a between-group research design, also known as an independent-groups or between-participants design. In this design, different groups of participants are examined under varying conditions to compare their performance and outcomes. The purpose of using a between-group design was to examine differences in adjustment levels among adolescents based on varying degrees of parental involvement. In this design, participants are assigned to distinct groups, and each group is exposed to different levels of the independent variable. The independent variable in the present study is parental involvement, while the dependent variable is adjustment among adolescents. This design allows for meaningful comparison between groups and helps determine the impact of parental involvement on adolescent adjustment.

Sample and Source of Sample

The sample for the present study consisted of students of Class 10th and Class 12th studying in various schools of Sikar district. The participants represented adolescents from different academic backgrounds.

Sample Size

The total sample comprised 100 students, including students from both Class 10th and Class 12th.

Sampling Method

The Random Sampling Method was employed for selecting the sample. In this method, each student had an equal and independent chance of being included in the study. Random sampling was used to minimize selection bias and to ensure that the sample was representative of the adolescent population. This method enhanced the objectivity and generalizability of the findings related to parental involvement and adjustment among adolescents.

Variables

Independent Variable

Parental Involvement refers to the degree of parents' participation in their child's academic life, measured using a standardized parental involvement scale.

Dependent Variable

Adjustment refers to the ability of adolescents to adapt effectively to educational and academic demands, measured using a standardized adjustment inventory.

Tools used

1) Parental Involvement Scale (PIS) by Dr.(Mrs. Rita Chopra), Reader, Department of Education, Kurukshetra University, Kurukshetra (Haryana) and Dr.Surubala Sahoo, Department of Education, Kurukshetra University, Kurukshetra (Haryana) The Tool contains 34 items consisting of 3 dimensions namely School and Home involvement and involvement through PTA. Respondents are asked to rate statements as to their own perception starting with 'Frequently' to 'Occasionally' and 'Never' weighted 3,2,1

Validity

The validity of the scale was based on the outlined content. The statements of the scale were discussed with some experts in

the field of Education. It was constructed on the basis of their suggestions and agreements.

2) Adjustment Inventory for School Students scale by A.K.P Sinha, Retd, Professor & Head, Department of Psychology, Pandit Ravishankar Shukla University, Raipur (C.G.) and Dr. R.P.Singh, Retd, Professor & Head, Department of Education, Patna University, Patna (Bihar) consisted of 60 items in the areas of Emotional, Social and Educational adjustment.

Validity

Validity coefficients were determined with the help of Biserial correlation method. The students were rated on a three point scale starting from 'Always', 'Sometimes' and 'Never' with respect to their adjustment levels.

Statistical Analysis

Mean, standard deviation, t-value and level of significance has been used as a statistical technique to find out the aim.

Table 1: Comparison of parental involvement and adjustment among adolescents

Group	N	Mean	S.D	't' value	Level of Significance
High Parental Involvement	50	32	18.38	7.96	Significant at 0.01 level
Low Parental Involvement	50	22	6.26		

From the above table “t” value at $df = 98$ is 2.63. The obtained “t” value is 7.96 and is much greater than 2.63. This indicates that there is a significant difference among adolescents with reference to parental involvement and adjustment. Hence the null hypothesis “There is no significant difference between the parental involvement and adjustment among adolescents” stands rejected and there will be a significant positive relationship between parental involvement and adjustment among adolescents is accepted.

V. DISCUSSION

The results of the present study revealed a statistically significant difference between the two groups, indicating that the variable under study has a strong impact on the participants’ outcomes. This finding is consistent with previous research which emphasizes the importance of supportive environmental and psychological factors in influencing adolescent behavior and adjustment. The higher mean score of the first group suggests better performance and adaptive functioning compared to the second group. The large t-value indicates a substantial difference, highlighting the practical significance of the findings. These results may be attributed to differences in exposure, parental support, motivation, and learning opportunities. The findings also support theoretical

perspectives such as social learning theory and ecological systems theory, which emphasize the role of environmental influences in shaping adolescent development. Overall, the results suggest that targeted interventions can significantly improve outcomes among adolescents.

VI. CONCLUSION

The present study concludes that there will be a significant positive relationship between parental involvement and adjustment among adolescents is accepted, indicating the effectiveness of the influencing variable on adolescent outcomes. The findings highlight the importance of structured support systems in promoting better overall social, educational, emotional, and academic functioning. The results also emphasize the need for parents, educators, and counselors to collaborate in enhancing adolescent development. This study contributes to existing literature by providing empirical evidence supporting the role of external support factors. Despite certain limitations, the study offers valuable insights for practical application. Future research may further explore these relationships using larger and more diverse samples. Overall, the study underscores the importance of evidence-based

interventions in fostering healthy adolescent development.

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