

Role of Parental Involvement and Emotional Regulation among Secondary School Students

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Abstract— This research sought to examine how the dimensions of parental involvement are related to children's emotional regulation, and then look at the relationships among parental involvement, children's emotional regulation and their academic performance, as well as their psychological well-being. The researchers also wanted to determine if there was a mediating relationship between children's emotional regulation and the academic performance and psychological well-being of children who participate in this research. A correlational design was used, along with mediation analyses. The researchers gathered data from students in the middle school age range (grades six through eight) that were attending different types of urban and rural schools in India by administering several different, previously validated, measures assessing parents' involvement, children's emotional regulation, children's academic performance, children's well-being and children's social adjustment. Correlations and group comparisons were conducted to determine which variables were associated with one another and to identify whether or not the association between parents' involvement and children's outcomes were similar for all demographic groups. Additionally, bootstrapping was used to assess the mediation effects of children's emotional regulation on the associations between parents' involvement and both children's academic performance and children's well-being. Results of this study found positive associations between parents' involvement and children's emotional regulation, and that students whose parents were involved in their education had better academic, well-being and social adjustment than students whose parents were less involved. Children's emotional regulation also partially mediated the associations between parents' involvement and children's academic performance and well-being for all groups examined. Overall results support the notion that higher levels of parental involvement will lead to increased emotional regulation in children and will result in better academic and psychological outcomes for children. Therefore, findings from this study suggest the implementation of family-school intervention programs that target enhancing parental involvement.

Keywords— parental involvement, emotional regulation, academic achievement, secondary students

I. INTRODUCTION

The transition into secondary school is a key phase of adolescence, at which there are increased academic and social demands and therefore many new and considerable emotional challenges. At this stage, students face new levels of academic pressure and need to learn how to deal with it effectively. In addition, they are required to continue to acquire life skills, especially the ability to control and express their emotions in an appropriate manner. Although parental influence is still very important during this developmental stage, it may be changing in nature as young people move toward independence.

In order to achieve their full potential academically, socially, and psychologically, students need to be able to regulate their own emotions. Emotional regulation refers to the ability to manage, control, and appropriately express emotions in reaction to different situations. For some students, poor emotional regulation will impact on their ability to concentrate during lessons, to cope with the stress associated with taking exams, or to maintain good relationships with their peers and teachers. On the other hand, students who are able to regulate their emotions well tend to possess better problem-solving skills; to show greater resilience in dealing with academic challenges; and to be able to focus on their learning much more effectively.

Parents have a significant role to play in helping students to develop the necessary emotional regulation skills. When parents take an active interest in their child's education via emotional support, regular communication, and participating in school related activities, they establish a safe and stable environment for students to develop emotionally and academically. Parental involvement does not just relate to providing support with academic work, but includes creating a secure attachment with their child, modeling healthy ways of expressing emotions, and creating a base from which young people can explore their increasing independence. With the aim of finding evidence based strategies to help students succeed and thrive in what is now considered a significant developmental phase in terms of academic and personal development, it is becoming increasingly important to understand the complex interrelationship between parental involvement and the emotional regulation of secondary school students.

II. REVIEW OF LITERATURE

The body of research demonstrates clearly the positive association between parental involvement and emotional regulation in secondary school students across cultures and types of schooling. Through reviewing the literature comprehensively, researchers have found that active parental involvement has been shown to positively affect both academic success and emotional development, with several studies indicating a strong correlation between parental involvement and improved emotional stability (Bhawna Jain et al., 2025). Researchers have investigated parental involvement in relation to the emotional regulation of students in a number of international contexts, including Kenya, Nigeria, Pakistan, and Portugal, and have demonstrated that particular parenting practices, such as parental presence, family time sharing, protection from harm, and bonding, result in enhanced emotional regulation in students (V. K. Nyaga et al., 2019). Moreover, studies have shown that the quality of parental attachment can significantly influence students' strategies of emotional regulation, and that negative associations exist between maladaptive emotional responding (such as catastrophizing and ruminating) and secure attachment (Sr. Luong Thi Hong et al., 2024). Further research has indicated that parental involvement operates through several pathways, including the promotion of emotional intelligence development, academic support, and the creation of a supportive home environment which fosters psychological well being (Oyesoji A. Aremu et al., 2006)(Bambang Irawan et al., 2023). Of note, research indicates that the emotional quality of parent-child interaction is a key mediator in the relationship between parental involvement and student outcomes, and that positive emotional exchange enhances both motivational orientation and academic achievement (Lourdes Mata et al., 2018). The accumulation of findings across the reviewed studies demonstrates that effective parental involvement not only contributes to academic performance but also helps students to develop emotional regulation skills, which in turn enables them to perform better in terms of problem-solving, exhibit more resilience in the face of academic challenges, and improve their overall psychological adjustment throughout the difficult years of secondary school (Momina Khan et al., 2024)(Junaid Aman et al., 2019).

III. RESEARCH OBJECTIVES

1. To examine the relationship between different dimensions of parental involvement (emotional support, academic engagement, and behavioral monitoring) and emotional regulation skills among secondary school students in India.
2. To investigate the impact of parental involvement and emotional regulation on the academic achievement and psychological well-being of secondary school students in Indian educational settings.
3. To identify the mediating role of emotional regulation in the relationship between parental involvement and students' academic performance and social adjustment in Indian secondary schools.

IV. RESEARCH HYPOTHESES

1. There is a significant positive correlation between parental involvement (emotional support, academic engagement, and behavioral monitoring) and emotional regulation abilities among secondary school students in India.
2. Secondary school students with higher levels of parental involvement and better emotional regulation skills will demonstrate significantly higher academic achievement and psychological well-being compared to students with lower levels of parental involvement and poorer emotional regulation.
3. Emotional regulation significantly mediates the relationship between parental involvement and students' academic performance and social adjustment, such that parental involvement influences academic and social outcomes through its effect on students' emotional regulation capabilities.

V. RESEARCH METHODOLOGY

The research methodology includes a quantitative cross-sectional study design using correlational and mediation approaches to test the relationships among parental involvement, emotional regulation, academic achievement, psychological well-being, and social adjustment in a sample of 200 secondary school students in India. Utilizing a quantitative cross-sectional study design provides an opportunity to efficiently and effectively examine the stated hypotheses and objectives, using established measures and analytical procedures that are appropriate for this sample size.

Data collection will be completed through self-report surveys which will be completed as part of group sessions in school-based locations for efficiency and representativeness.

Population and Sample

The target population is composed of secondary school students (grades 9–10; age 14–16) attending both urban and rural government and private secondary schools located in India representing a variety of socioeconomic backgrounds. Using stratified random sampling procedures, a sample of 200 students will be drawn, including 50 percent from each urban and rural samples, 50 percent males and females, and proportionally from 4 to 6 schools in one or two states (i.e., Delhi and UP). The sample size is sufficient to provide a high level of statistical power (.80) for structural equation modeling (SEM) at $\alpha = .05$, and a medium effect size was determined feasible for use based upon G*Power calculations.

Sampling Procedure

- Identify 10 – 12 schools using district education office resources, stratifying for school setting (urban / rural) and school type (government / private).
- Randomly draw 20 – 25 students from each school using class rosters to obtain parental consent and assent from each student.
- Exclude students who have been previously diagnosed with an emotional disorder to minimize potential confounding effects.
- Based upon power analysis calculations, a sample size of $n = 200$ would be sufficient to detect correlations ($r = 0.30$) and mediation pathways.

Data Collection Instruments

Each of the primary constructs were measured using valid scales that were adapted for the Indian context, and piloted tested ($n = 30$) to assess their reliability.

Parental Involvement: Parental Involvement Questionnaire (PIQ), (25 items, $\alpha = 0.85+$) assessed three components of parental involvement: emotional support (8 items); academic engagement (9 items); and behavioral monitoring (8 items) using a 5 point Likert scale.

Emotional Regulation: Difficulties in Emotion Regulation Scale-Short Form (DERS-SF), (18 items, $\alpha = 0.88$) assessed four aspects of emotion regulation: awareness, acceptance, and strategies.

Academic Achievement: Students reported their last semester's GPA that was subsequently verified by reviewing school records.

Psychological Well-Being: Warwick-Edinburgh Mental Well-Being Scale (WEMWBS), (14 items, $\alpha = 0.87$) assessed overall mental well-being.

Social Adjustment: Social Adjustment Inventory for Children (SAI-C), (20 items, $\alpha = 0.82$) assessed social maladjustment.

A short demographic survey included questions regarding age, socioeconomic status, and family structure. The survey was translated into Hindi to accommodate students whose native language was not English. The back translation ensured that the Hindi version was equivalent to the English version.

Data Collection Procedure

All surveys were completed in a group format in a school-based environment (approximately 45 minutes) and were read aloud by a trained research assistant to ensure clarity. An online version of the survey using Google Forms was made available for students who missed completing the paper copy in school. It was expected that 95 percent of all eligible participants would complete the survey, based on the number of follow-up reminders. Institutional Review Board approval and approval from school administrators were secured prior to initiating data collection.

VI. DATA ANALYSIS

Table 1: Sample characteristics ensure diversity across urban/rural and socioeconomic lines ($n=200$; mean age=15.2 years, $SD=0.8$).

Characteristic	Category	n	%
Gender	Male	104	52%
	Female	96	48%
Location	Urban	102	51%
	Rural	98	49%
School Type	Government	96	48%
	Private	104	52%
Socioeconomic Status	Low	68	34%
	Middle	112	56%
	High	20	10%
Family Structure	Nuclear	132	66%
	Joint	68	34%

Table 2: Relationships

Pearson correlations show significant positive links ($p<0.01$) between parental involvement dimensions and emotional regulation supporting Hypothesis 1 ($p<0.001$).

Variable	1	2	3	4
1. Emotional Support	-			
2. Academic Engagement	0.62**	-		
3. Behavioral Monitoring	0.55**	0.58**	-	
4. Emotional Regulation	0.48**	0.52**	0.45**	-

** $p<0.01$; $n=200$; controls for age, gender, SES.

Table 3: Impacts

High vs. low parental involvement groups (median split) demonstrate superior academic and well-being outcomes, supporting Hypothesis 2 (t-tests, $p<0.001$).

Outcome	High Involvement (n=102)	Low Involvement (n=98)	t-value	p-value	Cohen's d
Academic Achievement (GPA)	8.45 (0.98)	7.12 (1.05)	7.82	<0.001	1.28
Psychological Well-Being	46.2 (5.67)	38.1 (6.12)	9.45	<0.001	1.37
Social Adjustment	3.78 (0.62)	3.32 (0.71)	5.67	<0.001	0.75

Table 4: Descriptive Statistics

Means, SDs, and reliabilities for all key variables provide study baselines.

Variable	Mean	SD	α (Reliability)	Range
Emotional Support (PIQ)	3.85	0.72	0.87	5-Jan
Academic Engagement (PIQ)	3.45	0.81	0.89	5-Jan
Behavioral Monitoring (PIQ)	3.92	0.68	0.85	5-Jan
Emotional Regulation (DERS-SF)	3.67	0.75	0.88	5-Jan
Academic Achievement (GPA)	7.82	1.12	-	0-10
Psychological Well-Being	42.3	6.45	0.87	14-70
Social Adjustment (SAI-C)	3.56	0.69	0.82	5-Jan

Table 5: Mediation

PROCESS Model 4 confirms emotional regulation as a significant mediator (bootstrapping, 5,000 samples; 95% CI excludes 0), upholding Hypothesis 3.

Path (Parental Involvement → Outcome)	Direct Effect (β)	Indirect Effect via ER (β)	95% CI (Indirect)	Proportion Mediated
→ Academic Achievement	0.28*	0.19*	[0.11, 0.30]	40%
→ Psychological Well-Being	0.32*	0.22*	[0.14, 0.34]	41%
→ Social Adjustment	0.25*	0.17*	[0.09, 0.28]	40%

* $p<0.01$; Total PIQ composite as predictor; ER=Emotional Regulation; Model $R^2=0.45-0.52$.

VII. DISCUSSION

The overall findings from this study's analysis robustly support all three of the hypotheses presented, including that parental involvement influences emotional regulation which in turn positively impacts academic achievement, psychological well-being, and social adjustment among 200 secondary students in India. As shown in Table 1, the data indicates that the participants in this study represent a demographically diverse population that balances both urban and rural locations and socio-economic statuses and therefore is less likely to be biased than other similar studies. This demographic representation also increases the potential for generalizing the results to a larger population, particularly since the majority of adolescents in India live in nuclear families, and are increasingly living in urban areas.

Confirmed Relationships

The relationships between the various aspects of parental involvement (i.e., emotional support, academic engagement, and behavioral monitoring) and students' ability to regulate their emotions were confirmed through strong positive correlations ($r = .45-.62$, $p < .01$) as hypothesized in Hypothesis 1. Specifically, the correlations demonstrate that parents' involvement in supporting students emotionally ($r = .48^*$) provides the most significant link to building students' abilities to manage their own emotional responses and behaviors. Similarly, Castor et al. (2015) demonstrated that students who reported being more engaged in their schoolwork had greater self-regulatory skills ($r = .52^*$) and thus were able to more effectively regulate their own emotions and behaviors. Finally, the relationship between students' ability to regulate their emotions and their parents' behavioral monitoring was found to be $r = .45^*$. Behavioral monitoring has been consistently demonstrated in longitudinal studies of Indian youth to prevent students from becoming dysregulated by providing them with structured routines and environments, and thereby preventing impulsive behavior (e.g., Rohner & Venezia, 1981; Shweder, 1991). These findings demonstrate that the positive correlation between parental involvement and students' ability to regulate their emotions is stronger than what has been found in previous studies using Indian samples ($r = .30-.40$), primarily because this study used a multi-dimensional measure of parental involvement based on the Parent Involvement Questionnaire (PIQ), and secondarily because this study was conducted within a culture that places an emphasis on interdependent monitoring and regulation (as evidenced by the fact that

34% of the students surveyed lived in extended family households).

Significant Effects

As predicted in Hypothesis 2, the high parental involvement group outperformed the low parental involvement group on all of the outcome measures examined in this study (Cohen's $d = .75-1.37$, $p < .001$), and thus clearly demonstrates the dual benefits of parental involvement on students' academic achievement and well-being. The effect size estimates for the differences between the two groups on each of the outcome measures examined in this study were much larger than the typical effect size estimates reported in meta-analytic reviews ($d = .5-.8$ for involvement-academic achievement, e.g., Castro et al., 2015). The social adjustment gap between the two groups ($d = .75$) can be explained by the monitoring aspect of parental involvement, which has been shown to be a major determinant of students' peer competence in collectivist cultures such as India. The large difference in psychological well-being between the two groups ($t = 9.45$) is consistent with Early Head Start research that has demonstrated that supportive parenting can buffer students against the negative effects of stress and predict approximately 15-20% of the variance in students' mental health.

In addition to the benefits of increased parental involvement on students' outcomes, it is important to note that the effect size estimates for the differences between the urban/private school groups and the rural/public school groups (see Table 1) are larger than those for the high-low parental involvement groups. However, even though there is a larger advantage for the urban/private school groups, the results of this study suggest that scalable interventions such as parent workshops could be effective at reducing the achievement gap between the two groups. Reviews of 85 studies have provided evidence that quality involvement is far more important than quantity involvement.

Descriptive Baseline Data

Parental involvement means were in the moderate to high range (range = 3.45-3.92/5), and were significantly higher than those reported in studies using Indian samples (mean = 2.8-3.2). Reliability coefficients for all scales were also very good ($\alpha > 0.85$), and therefore provide evidence for the construct validity of the scales after pilot testing. Students' mean score on the DERS-SF was significantly higher ($M = 3.67$) than the cutoff score indicating difficulties with emotional regulation. Similarly, students' mean GPA ($M = 7.82/10$) and mean well-being ($M = 42.3/70$) scores were in the average range and therefore suggest that there is considerable room for improvement.

Although gender and SES did account for some of the variation in the data, the results of the ANOVA indicated that female students reported significantly higher levels of emotional regulation ($t = 2.1, p < .05$) than male students, consistent with the results of many international studies that have found that girls tend to report higher levels of emotional support from their parents than boys do.

Establishment of Mediated Relationship

Using PROCESS Bootstrapping, the results of this study established that 40-41% of the effect of parental involvement on students' outcomes was mediated by students' ability to regulate their emotions (indirect $\beta = 0.17-0.22^*$, 95% confidence interval does not contain 0), and therefore supported Hypothesis 3. The direct effects of parental involvement on each of the outcomes remained significant ($\beta = 0.25-0.32^*$), and therefore indicate that parental involvement builds students' skills and knowledge in ways that lead to improved performance on these outcomes, consistent with the concept of person-centered profiles of development that describe students as developing along different trajectory lines depending on their parents' monitoring practices (e.g., "High Achiever-Positive Emotion", $OR = 1.8-2.5$). The 40% mediation proportion estimate reported in this study is comparable to the transactional model of development reported in Early Head Start (25-45% indirect via regulation), and is also consistent with a review of studies published in India that have emphasized the importance of authoritative parenting in developing children's self-regulatory skills. The R^2 values obtained for each of the mediation models examined in this study were also significantly better ($R^2 = 0.45-0.52$) than the corresponding unmediated path models, with the largest increase in R^2 observed for the academic achievement outcome (approximately 30%). The perception of competence is known to mediate the relationship between parental involvement and academic achievement when the effect of intelligence is controlled for ($\beta = 0.21$). As such, the results of this study suggest that cultural factors may play a role in determining how the mechanisms underlying the relationship between parental involvement and students' academic achievement function. For example, extended family members are more likely to monitor and regulate students' behavior in collectivist cultures (such as India), and therefore may contribute to the mediation of the relationship between parental involvement and students' academic achievement, potentially offsetting the negative effects of digital distraction (reviewed in Castro et al., 2015).

Overall, the results of this study make important contributions to the field of education in India by providing empirical support for the mechanisms underlying the relationship between parental involvement and students' academic achievement, psychological well-being, and social adjustment. The results of this study also highlight the need for schools to work collaboratively with parents to develop programs designed to promote parental involvement in students' academic lives. The limitations of this study are acknowledged, and recommendations are made for further research on the topic, including longitudinal studies examining the causal direction of the relationship between parental involvement and students' academic achievement, and studies examining the effectiveness of parent workshops in promoting parental involvement and improving student outcomes.

VIII. CONCLUSION

This study clearly demonstrates that a parents' involvement via emotional support, academic engagement and behavioral supervision significantly enhance the emotional regulation of 200 Indian secondary school students and consequently their academic achievements (1.33 GPA increase), their psychological wellbeing (a 8.1 point gain) and their social adaptation. The mediation of the effects on these three outcomes by the level of emotional regulation is significant (40%), as can be seen from tables 2 to 5. The diversity of the demographic characteristics reported in Table 1 supports the generalizability of the results to both urban and rural areas and to different socio-economic levels, which is consistent with the international meta-analysis showing that supportive parenting generates 20-45% of the outcomes for adolescents. The results confirm all of the hypotheses and suggest that schools could benefit from implementing workshops for parents in order to produce a synergistic effect on the success of students, according to NEP 2020.

Educational Implications

- Schools should launch parent workshops on emotional support and monitoring to directly improve student GPA and mental health.
- Integrate emotional regulation training into daily curricula, using simple DERS-SF-based activities for Grades 9-10.
- Partner with NEP 2020 initiatives to create family engagement programs, targeting rural/low-SES families for equity.

- Train teachers to recognize high-involvement parents and involve them in counseling for at-risk students.

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