

ROLE OF PARENTAL INVOLVEMENT IN EMOTIONAL REGULATION AND SOCIAL COMPETENCE AMONG ADOLESCENTS

Arslan Afzal^{1*}, Maria Khurshid², Asma Shabbir³

^{1&2}MS Clinical Psychology International Islamic University Islamabad

³MS Educational Psychology International Islamic University Islamabad

^{1*}sunny0081@gmail.com, ²Mariakh999555@gmail.com, ³asmashabbir0016@gmail.com

Corresponding Author: *

Received: June 21, 2024

Revised: July 31, 2024

Accepted: August 11, 2024

Published: August 21, 2024

ABSTRACT

Parents play a vital role in adolescent development, offering support and encouragement and promoting crucial skills. This paper examined the correlation between parental involvement, emotional regulation and social competence among adolescents, using cross-sectional correlational design. The participants comprised 200 students (100 males and 100 females) from different universities specifically International Islamic University, Riphah International University and Quaid-I-Azam University and the sampling technique used was convenience sampling. The latest versions of the parental involvement rating scale, emotion regulation questionnaire, and youth social competence scale were used. Parental involvement and emotional regulation had a moderately positive correlation with cognitive reappraisal; the result was statistically significant. Moreover, the analysis revealed a negative correlation between youth social competence and emotional regulation (expressive suppression) to mean that higher levels of expressive suppression are weakly linked to lower levels of social competence. According to the results of this study, parental involvement affects the adolescents' emotional self-regulation and social competence.

Keywords: Parental Involvement, Emotional Regulation, Social Competence

INTRODUCTION

Adolescents' social and psychological functioning is influenced by their parents, both positively and negatively. Parental influence can lead to problems in adulthood or prevent them from developing social or psychological problems. While family theorists and researchers focus on family issues, parenting, and the home environment, little attention has been paid to comparing dysfunctional family functioning with healthy family functioning.

However, there is growing interest in family studies and therapy, suggesting the need to rethink how families work. Diagnosis requires tools and procedures that can provide accurate and reliable information about family functioning, especially in important and clinically relevant aspects. The family's role is crucial in shaping and supporting key identity traits, as much of one's inherent characteristics are influenced by interactions with parents, siblings, and relatives throughout developmental years. The family's environment and dynamics

significantly impact various social and emotional aspects of an individual's life.

The social, economic, and psychological conditions of the immediate family and the larger community have a significant impact on family activities. Teenagers are significantly impacted by the emotional climate of their families. A pleasant and good environment can be found in certain families, yet depressive, violent, resentful, fearful, and desolate environments can also be found. The aim of the study was to investigate the correlation between parental involvement, emotional regulation, and social competence in adolescents. The study considered parental involvement and emotional regulation as independent variables, while social competence was considered as the dependent variable. The study also aimed to investigate the influence of parental participation on the connection between emotional control and social competence.

Research Objectives

1. To examine the connection between parental involvement and emotional regulation among adolescents.
2. To investigate the influence of parental involvement in social competence among adolescents.

Research Questions

1. What is the connection between parental involvement and emotional regulation (cognitive reappraisal and expressive suppression) among adolescents?
2. How does parental involvement influence social competence among adolescents?

Literature Review

Parental involvement is a significant factor in shaping diverse facets of adolescent development, encompassing emotional regulation and social competence. Emotional regulation refers to the capacity to understand and manage one's emotions effectively, while social competence encompasses the behaviors and skills necessary for successful navigation of social interactions. Shahid and Akhtar (2023) reveal that authoritative parenting, characterized by high expectations and responsiveness, strongly promotes social-emotional competence. In contrast, permissive parenting, with low expectations, correlates with lower competence levels. They emphasize the importance of authoritative parenting in fostering well-adjusted adolescents, with implications for parents, educators, and policymakers. Further research is needed to explore these relationships in more depth.

Zhu, Dou & Karatzias (2024) emphasize the crucial and enduring impact of parent-child interactions during early childhood. They argue that the mental health and well-being of parents can significantly shape their parenting approaches, including methods of emotional socialization and the adoption of either authoritarian or authoritative styles. These parenting practices, in turn, can affect the emotional, social, and behavioral development of young children. While these effects are generally applicable across various contexts, they may be more pronounced in specific groups, such as boys.

Edler et al., (2024) in their review paper pinpoints that Parental self-regulation influences emotion socialization behavior, impacting adolescents' self-regulation development. Supportive ERSBs are linked to positive parental self-regulation, while unsupportive ERSBs are associated with negative parental self-regulation. Martinez-Yarza, Solabarrieta-Eizaguirre, and Santibáñez-Gruber (2024) found that family involvement at home alone did not directly influence students' social-emotional development. Rather, their study showed that the effect of family involvement on growth of social-emotional aspects was fully intervened by engagement of adolescents in school, a variable not accounted for in earlier research. Their results suggest that when families take an active role in their child's home-based education, it boosts the child's engagement in school, which subsequently promotes the development of the child's social-emotional skills.

Luna et al., (2020) investigated how teenagers' social skills and acceptability in society were impacted by educational initiatives last year. The Adolescent Multidimensional Social Competence Questionnaire (AMSC-Q) was used by the researchers to measure social acceptance among peers and social competence. (GW4) Gas Ho. In comparison to the traditional direct instruction (TM-DI) model used in the control group, preliminary findings showed that the Sports Education Model (SEM)-based intervention in the experimental group led to more significant improvements in particular aspects of social competence and acceptance of peer-to-peer socialization. It is crucial that both boys and girls experience these consequences. Meng et al. (2020) highlighted that parental cognitive empathy significantly impacts childhood social competence and emotional/behavioral issues. To effectively prevent and address these problems, future curriculum programs and interventions should prioritize enhancing parental empathy.

Roy and Geraldo Garcia (2017) investigated the perspective of parental involvement and its influence on the academic achievement of school-age children, with a particular focus on social and emotional skills. The study used a multi-step screening analysis process to gather relevant information and

address key aspects of parental involvement in different countries. Giraldo-García (2014) pinpoints that Parental involvement can be understood and interpreted in various ways, depending on the nature, degree, and even the specific definition used in different studies. The meaning of parental involvement may vary from one study to another and can also differ across cultural contexts. Despite these variations, it is evident that when parents hold positive educational aspirations for their children, it significantly influences the children's academic performance and the achievement of their educational goals.

Most studies on parental involvement have primarily been conducted on clinical samples, but this study focused on a non-clinical sample of adolescents. Unlike previous research that focused on divorced, separated, or mixed families, this study concentrated on intact families. The findings of this research provided valuable insights into the significant factors that contribute to psychological problems related to parental involvement. These results can guide parents in providing effective parenting to ensure their children's success. Moreover, the study can also assist college educators in providing guidance to parents, helping them to manage their stressful situations independently.

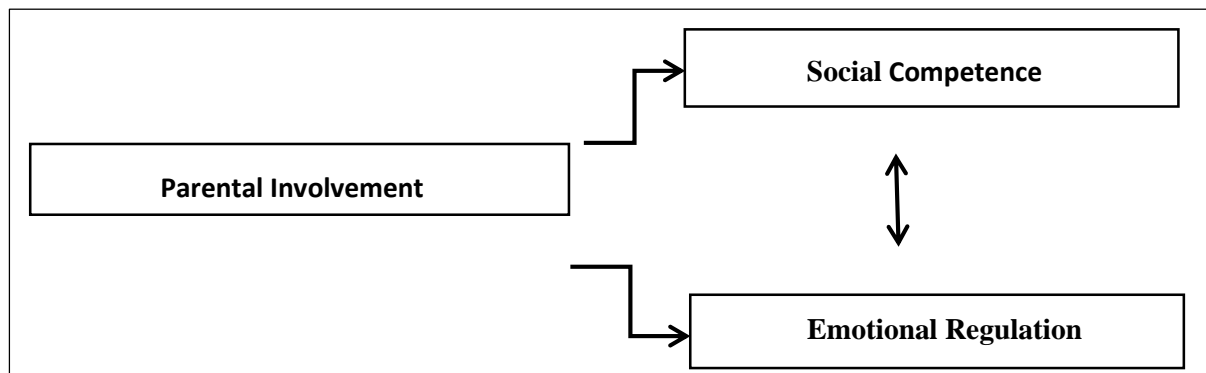
Theoretical Framework

This research analyzed the connection between parental involvement, emotional regulation, and social competence in adolescents. Parental involvement and emotional regulation were served as independent variables while social competence was served as dependent variables. Parental involvement predicted the relationship between emotional regulation and social competence. This study investigated how parents' active involvement in their adolescent children's lives (referred to as "parental involvement") and how well adolescents manage their emotions ("emotional regulation") relate to how skilled these adolescents are at socializing and getting along with others (referred to as "social competence"). Bowlby (1969) posits that attachment theory emphasizes the profound impact of early caregiver-child relationships on emotional and social development. Bandura's (1977) social learning theory emphasizes

observational learning and modelling, which is relevant to the influence of parental involvement on adolescent development. Cognitive-behavioral theories, such as those associated with CBT, underscore the interplay between thoughts, emotions, and behaviors (Beck, 1976). Family Systems Theory conceptualizes the family as an interconnected unit, where alterations in one component affect the entire system (Bowen, 1978). Positive parental involvement can create a supportive family environment.

Parental involvement encompasses various dimensions, including emotional support, communication, and active participation in a child's life (Grolnick & Slowiaczek, 1994). Family dynamics, influenced by parental involvement, play a pivotal role in shaping emotional regulation and social competence (Minuchin, 1974). Emotional regulation denotes to the ability to evaluate, monitor, and adjust emotional responses (Thompson, 1994). Parental involvement provides the context for learning and practicing effective emotional regulation strategies. Social competence involves the ability to navigate social interactions successfully (Rubin, Bukowski, & Parker, 2006). Parental involvement contributes to the development of social skills and interpersonal communication.

Conceptual Framework
 Figure 1



Method

The study explored the connection between parental involvement, emotional regulation, and social competence in adolescents. Using a correlational research design, the study surveyed 200 students (100 males and 100 females) using convenient sampling.

Three key instruments were utilized:

1. Parental Involvement Rating Scale (PIRS):

This scale measures parental involvement with high reliability (0.92) and validity (0.78) (Naseema & Abdul Gafoor, 2001).

2. Emotional Regulation Questionnaire (ERQ):

This scale assesses emotional regulation strategies, focusing on cognitive reappraisal and expressive suppression, with strong internal consistency (Cronbach’s alpha 0.79-0.73) (Gross and John, 2003).

3. Youth Social Competence Scale (YSCS):

A 14-item scale measuring social competence, with a reliability score of 0.72. The study operationally defines parental involvement, emotional regulation,

and social competence based on existing literature. Data collection involved personal administration of the scales and demographic information from the respondents, followed by analysis using SPSS 25. The research investigated the connections between parental involvement, emotional control, and social competence in adolescents using statistical tools (Pearson Correlation, regression analysis, and independent sample t-test). To determine any gender differences, the T-test was utilized. The APA ethical standards were followed to avoid any ethical violations during the study.

Results

The study included 200 participants with an equal gender distribution (50% male, 50% female). The majority were single (83.5%). Most participants (63.0%) belonged to joint families, while 37.0% were from nuclear families. Socioeconomic status varied, with 19.5% from lower class, 45.5% from middle class, and 35.0% from high class. Educationally, 51.5% held a (14 /16years of education), 37.5% had (18 years of education), and 11.0% had 12 year of education. Most participants had both parents alive (88.5%), while 8.0% had only their father and 3.5% only their mother. The mean age was 22.05 years (SD = 0.64), ranging from 16 to 30 years.

Table-1: Sociodemographic Characteristics of Participants (N=200)

Variables	Categories	f	%
Gender	Male	100	50.0
	Female	100	50.0
Marital Status	Single	167	83.5
	Married	33	16.5
Family System	Joint	126	63.0

	Nuclear	74	37.0
Socioeconomic Status	Lower Class	39	19.5
	Middle Class	91	45.5
	High Class	70	35.0
Education	Bachelors	103	51.5
	Masters	75	37.5
	Intermediate	22	11.0
Parental Status	Alive	177	88.5
	Only Father	16	8.0
	Only Mother	7	3.5

Table-2: Psychometric Properties of Study Major Variables (N =200)

Variables	k	α	M	SD	Range		Skewness	Kurtosis
					Potential	Actual		
Parental Involvement	76	.88	146.78	19.10	1-228	81-195	-.87	1.60
Emotional Regulation	10	.70	44.20	8.04	1-70	28-70	.46	.32
Social Competence	14	.89	39.64	7.68	1-56	14-56	-.70	.88

Table-2 presents the psychometric properties of the scales used in this study. The Parental Involvement scale had a mean score of 146.78 (SD = 19.10), from 81 to 195 range, and a Cronbach’s Alpha of .88, indicating high internal consistency. The Emotional Regulation scale showed a mean score of 44.20 (SD = 8.04), with scores ranging from 28 to 70 and a

reliability index of .70. The Social Competence scale had a mean score of 39.64 (SD = 7.68), from 14 to 56 range, and demonstrated strong internal consistency with a Cronbach’s Alpha of .89. This table highlights the reliability, descriptive statistics, and score ranges for each scale, essential for understanding the measures used in the study.

Table-3: Bivariate Correlations between the PI, ER and SC (N=200)

Variables	1	2	3	4
1. Parental Involvement	1			
2. Emotional Regulation (Cognitive Reappraisal)	.15*	1		
3. Emotional Regulation (Expressive Suppression)	.14*	.14*	1	
4. Social Competence	.15*	.15*	-.14*	1

Note: Asterisk (**) indicates a correlation that was significant at p .01, while (*) indicates a correlation that was significant at p .05.

PI= Parental Involvement, Emotional Regulation, SC= Social Competence

Table-3 illustrates the correlations between the study variables. Each variable is represented in both the rows and columns. The diagonal elements, marked as “1,” represent the perfect correlation of each variable with itself. The second variable shows a positive correlation with the Parental Involvement Rating Scale. The third variable positively correlates with both the Parental Involvement Rating Scale and

the Emotional Regulation Questionnaire (Cognitive Reappraisal). The fourth variable also shows positive correlations with the Parental Involvement Rating Scale and Emotional Regulation (Cognitive Reappraisal), but a negative correlation with Emotional Regulation (Expressive Suppression). Overall, the table highlights the relationships and significance levels between the variables.

Table-4: Mean, Standard Deviation and t-test analysis between male & female, on variable of PI, ER and SC (N=200)

Variable	Male (n=100)		Female (n=100)		t (198)	p	Cohen's d
	M	SD	M	SD			
1. PI	147.82	14.48	145.74	22.84	.76	.44	.11
2. ER	41.43	7.11	46.97	8.00	-5.17	<.001	.73
3. SC	39.71	8.64	39.58	6.62	-.11	.90	.01

Note: PI= Parental Involvement, Emotional Regulation, SC= Social Competence, M= Mean; SD= Standard Deviation

Table-4 shows that male participants had a marginally higher mean score on the “Parental Involvement” (PI) than female participants (M = 147.82, SD = 14.48 vs. M = 145.74, SD = 22.84). Male participants had a mean score of 41.43 (SD = 7.11) on the “Emotional Regulation” (ER), whereas female participants had a higher mean score of 46.97 (SD = 8.00).

With a t-value of 5.17 (p .001), this difference was found to be statistically significant. The mean scores for both male (M = 39.71, SD = 8.64) and female (M = 39.58, SD = 6.62) participants on the “Social Competence” (SC) were relatively similar. A small non-significant difference was found by the t-test (t = -0.11). p = .90).

Table-5: Mean, Standard Deviation and t-test analysis between Joint & Nuclear Family system, on variable of PI, ER and SC (N=200)

Variable	Joint (n=126)		Nuclear (n=74)		t (198)	p	Cohen's d
	M	SD	M	SD			
1. PI	146.93	20.14	146.53	17.32	.14	.88	.02
2. ER	44.34	7.88	43.96	8.34	.32	.74	.04
3. SC	39.90	6.92	39.20	8.87	.62	.53	.08

Note: M = Mean, SD = Standard Deviation, t = t-test value, p = p-value, Cohen's d = Effect Size PI= Parental Involvement, Emotional Regulation, SC= Social Competence

Results of the t-test for joint and nuclear variables are shown in the table 5 along with descriptive statistics. There was a small variation in means between the Joint (M = 146.93) and Nuclear (M = 146.53) conditions for the PI variable. The difference was not noteworthy, as shown by the nonsignificant t-test result (t = 0.14, df = 200; p = .88). Like the ER variable, the Joint (M = 44.34) and Nuclear (M = 43.96) conditions had marginally different means. The t-test result (t = 0.32, df = 200), which indicated a minor difference, was

not statistically significant (p = .74). The means for the Joint (M = 39.90) and nuclear (M = 39.20) conditions for the SC variable showed a slight difference. Indicating that the observed difference was not significant, the t-test result (t = 0.62, df = 198) was not statistically significant (p = .53).

Table-6 Mean, Standard Deviation and t-test analysis between married and single, on variable of PI, ER and SC (N=200)

Note: PI= Parental Involvement, Emotional Regulation, SC= Social Competence

Variable	Married (n=33)		Single (n=167)		t (198)	p	Cohen's d
	M	SD	M	SD			
1. PI	137.85	24.82	148.64	17.31	-3.00	.003	.50
2. ER	44.12	7.01	44.22	8.24	-.06	.95	.01
3. SC	40.61	6.09	39.46	8.00	.78	.43	.16

Table-6 shows that in the study the married individuals had a mean score of 137.85 on the “Parental Involvement Rating Scale” (PIRS), while single participants had a higher mean score of 148.64 (SD = 17.31). The difference between the two groups could be clearly distinguished because it was statistically significant ($t_{198} = -3.00, p = .003$). There was no discernible difference between married participants ($M = 44.12, SD = 7.01$) and single participants ($M = 44.22, SD = 8.24$) on the “Emotional Regulation Scale” (ERQ). The t-

test found a minor difference ($t_{198} = 0.06, p = .95$). Married participants had a marginally higher mean score on the “Youth Social Competence Scale” (YSCS) compared to single participants ($M = 39.46, SD = 8.00$). This difference was statistically significant ($t_{198} = 0.78, p = .43$).

Table-7: Mean, Standard Deviation and ANOVA analysis between Level of Education, on variable of PI, ER and SC (N=200)

Variable	Bachelors (n=103)		Masters (n=75)		Intermediate(n=22)		F (2,197)	η^2	Post-Hoc
	M	SD	M	SD	M	SD			
1. PI	147.62	19.29	144.25	20.33	151.45	12.07	1.42	.01	1>2<3
2. ER	44.18	7.88	44.28	8.67	44.00	6.72	.01	1.07	1<2>3
3. SC	38.83	8.39	40.32	7.16	41.14	5.46	1.27	.01	1<2<3

Note: PI= Parental Involvement, Emotional Regulation, SC= Social Competence

Table-7 shows the study’s findings suggest that, while the Emotional Regulation (ER) is unaffected by education level, it does have variable effects on the scores of the Parental Involvement Rating Scale (PI) and the Youth Social Competence Scale (SC). Those with an intermediate level of education scored considerably higher on average on the PIRS than those with a bachelor’s degree. Between those with a bachelor’s degree and those with a master’s degree, there was, however, no discernible difference. The ER, however, showed no significant differences in scores across all educational levels, proving that emotional regulation is the same regardless of

degree of education. Participants with an intermediate level of education scored substantially higher on average than those with a bachelor’s degree on the SC, similar to the PIRS. Between those with a bachelor’s degree and those with a master’s degree, there was, however, no discernible difference. These results imply that while parental engagement and young people’s social competence may be affected by education level, emotional regulation seems to remain constant across various educational levels.

Table-8 Mean, Standard Deviation and ANOVA analysis between Socioeconomic Status, on variable of PI, ER and SC (N=200)

Variable	High (n=70)		Medium (n=91)		Low (n=39)		F (2,197)	η^2	Post-Hoc
	M	SD	M	SD	M	SD			
1. PI	148.34	20.85	145.24	20.05	147.56	12.56	.56	.00	1>2>3
2. ER	45.56	6.94	44.35	8.62	41.41	7.96	3.44*	.03	1>2>3
3. SC	39.53	7.66	39.23	7.86	40.82	7.36	.59	.00	1>2<3

Note: PI= Parental Involvement, Emotional Regulation, SC= Social Competence

There have been numerous significant discoveries when looking at how parental participation affects various dimensions. Although participants in the “High,” “Medium,” and “Low” level groups showed obvious mean score variations on the “Parental Involvement” (PI), the total ANOVA findings

did not achieve statistical significance. The “High” level group, however, showed notable differences from both the “Medium” and “Low” level groups, according to post-hoc analysis, which also identified a distinctive pattern of differences. This shows that although the main ANOVA did not find differences,

there are subtle impacts of parental participation on variables measured by the PI. The intricacy of the link between parental participation and different aspects of adolescent development is shown by these findings. Even while parental participation appears to influence parts of emotional control and behavior measured by the PI and SC, the subtleties of these effects require more

research. To further inform initiatives for promoting child well-being and social competence, future research should dive deeper into the precise mechanisms and factors impacting these interactions.

Table-9: Mean, Standard Deviation and ANOVA analysis between Parental status, on variable of PI, ER and SC (N=200)

Variable	Alive (n=177)		Only Father (n=16)		Only Mother(n=7)		F (2,197)	η²	Post-Hoc
	M	SD	M	SD	M	SD			
1. PI	146.22	18.98	152.25	23.485	148.43	7.913	.75	.00	1<2<3
2. ER	44.29	7.906	43.25	10.523	44.00	5.598	.12	.00	1>2>3
3. SC	39.31	7.751	41.00	7.080	45.14	5.273	2.24	.02	1<2<3

Note: PI= Parental Involvement, Emotional Regulation, SC= Social Competence

Table-9 demonstrates non-significant differences between the ‘High’, ‘Medium’, and ‘Low’ groups on the Parental Involvement (PI). It was discovered that the ‘High’ level group differed considerably from the ‘Medium’ and ‘Low’ level groups and significant differences between the groups on the Emotional Regulation (ER). The ‘Low’ level group was notably different from the ‘High’ and ‘Medium’ level groups. There were no statistically significant differences between the ‘High’, ‘Medium’, and ‘Low’ groups on the Social Competence (SC). The ‘High’ level

group was discovered to be considerably different from the ‘Medium’ and ‘Low’ level groups, comparable to PI. The ‘High’ level group, in example, exhibited considerable disparities from other groups in several categories, even though not all scales showed statistically significant variances across all groups. These results imply that further study may be required to fully comprehend these processes.

Table-10: Simple Linear Regression PI as predictor on ER

	B	SEB	β	t (1, 198)	p
Constant	35.25	4.38		8.04	.000
PI	.061	.030	.145	2.06	.04*

Note. R=.14, R²=.02, F=4.24

The findings of this easy linear regression analysis show that, at the 0.05 level of significance, there is a statistically significant link between parental involvement (PI) and emotional regulation (ER). The model, however, only partially accounts for the variation in ER, as seen by the extremely low R2 value, it is crucial to remark. This implies

that other factors not accounted for in the model are probably important in determining how well people regulate their emotions. To examine these additional elements and their impact on emotional regulation in greater depth, more study may be required.

Table -11: Simple Linear Regression PI as predictor on SC

	B	SEB	B	t (1, 198)	p
Constant	30.51	4.18		7.30	.000
PI	.06	.02	.155	2.20	.02*

Note. R=.15, R²=.02, F=4.84

The findings of this straightforward linear regression analysis demonstrate, at the 0.05 level of significance, a statistically significant relationship between parental involvement (PI) and the social competence (SC). It's crucial to remember that the model only partially accounts for the variance in YSCS, as seen by the low R² value. This suggests that additional variables not included in the model may potentially influence how socially competent young people are. To fully understand these additional characteristics and how they affect young people's social competency, more study may be required.

Discussion

The central goal of the present study was to explore the intricate inter-relationships among parental involvement, emotional regulation, and youth social competence in adolescents, while considering a diverse range of socio-demographic variables. The first hypothesis of current was that there is a significant relationship between parental involvement and emotional regulation among adolescents. Pearson correlation was applied to explore the relationship between the two variables and the hypothesis was accepted, which states that there may be a connection between parental participation, emotional control, and social competence in young individuals. Parental participation activities, like interactive homework assignments, give kids the chance to interact meaningfully with their parents and promote the development of their social and physical skills. Overall, the findings of the previous studies are consistent with results of current study. Research indicates a significant relationship between parental involvement and emotional regulation among adolescents. Parental emotion-related socialization behaviors, such as emotional expressiveness and discussions about emotions, are crucial for fostering adolescents' self-regulation skills (Edler et al. 2024). Another study found that higher levels of maternal care and lower overprotection were associated with better emotional regulation in adolescents, which in turn mitigated internalizing and externalizing problems (Smorti et al. 2024).

The second hypothesis of current study is that there was a positive relationship between parental involvement and emotional regulation is likely to be highly positively supported by the current study. The studies revealed that parental

involvement has significant positive correlation with emotional regulation, and emotional regulation has significant Positive correlation with social competence. Additionally, a negative correlation is observed between the Youth Social Competence Scale and Expressive Suppression indicating that higher levels of expressive suppression are associated with slightly lower social competence scores.

A systematic review and meta-analysis further corroborate this, revealing a significant positive correlation between supportive parenting styles and adaptive emotion regulation in children (Irwin, 2024). A warm parent-child relationship fosters emotional stability, which is crucial for developing strong emotional regulation skills (Zuo, 2023). However, the literature also highlights inconsistencies, such as variations in the effectiveness of parenting styles based on informant perspectives, which can moderate the observed effects (Irwin, 2024).

The third hypothesis "There are likely to be gender differences between parental involvement, emotional regulation, and social competence scores" investigated a significant difference in emotional regulation between male and female participants, with females scoring higher. However, no significant differences were observed for parental involvement and social competence. The effect size was substantial, signifying a notable difference between the two groups, male and female.

It was also predicted that the comprehensive analysis depicted distinct mean patterns across different levels of the variable for the Emotional Regulation and Social Competence. However, mean differences were not evident for the Parental Involvement Rating Scale. The interplay between parental involvement, emotional regulation, and social competence is multifaceted and dynamic. It is evident that parental involvement serves as a foundation upon which adolescents can build their emotional resilience and social skills.

The findings of the study are more generally applicable because of the equal gender distribution, which shows a balanced representation of both males and females. The results were consistent with societal norms that frequently encouraged females to exhibit increased emotional awareness and control. However, the lack of substantial variations in youth social competence and emotional control

between those who were single and married shows that these characteristics may not be strongly influenced by marital status. These categories may be influenced by a variety of factors other than educational attainment, as evidenced by the inconsistent findings for youth social competence across educational levels and the lack of substantial variations in emotional regulation. Recognizing that socioeconomic status is a complicated concept influenced by many variables, such as income, education, and occupation, which might have distinct and differential effects on adolescents' development (Rattay et al., 2022).

REFERENCES

- Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Beck, A. T. (1976). *Cognitive therapy and the emotional disorders*. New York: International Universities Press.
- Bowen, M. (1978). *Family therapy in clinical practice*. Northvale, NJ: Aronson.
- Bowlby, J. (1969). *Attachment and loss: Vol. 1. Attachment*. New York: Basic Books.
- Edler, K., & Valentino, K. (2024). Parental self-regulation and engagement in emotion socialization: A systematic review. *Psychological Bulletin*. Advance online publication. <https://doi.org/10.1037/bul0000423>
- Gafoor, K., & Naseema, C. (2001). *Parental Involvement Rating Scale (PIRS)*. University Of Calicut Department of Education <https://doi.org/10.13140/RG.2.2.30162.15044>
- Giraldo-García, R. (2014). *Individual, family, and institutional factors that propel Latino/a students beyond high school* (Doctoral dissertation, Cleveland State University).
- Grolnick, W. S., & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 65(1), 237-252.
- Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal*

Conclusion

This study explored the role of parental involvement as a moderator between emotional regulation and social competence among 200 university students from various departments in Islamabad. The findings showed significant positive correlations between parental involvement and emotional regulation, as well as between emotional regulation and social competence, while a negative correlation was found between expressive suppression and social competence. Demographic differences in these variables were also observed, suggesting the need for further research to confirm these findings.

- of Personality and Social Psychology, 85, 348-362.
- Irwin, A. (2022). *Parenting Correlates of Children's Emotion Regulation: A Systematic Review and Meta-analysis* (Doctoral dissertation, Toronto Metropolitan University).
- Luna, P., Guerrero, J., Rodrigo-Ruiz, D., Losada, L., & Cejudo, J. (2020). Social competence and peer social acceptance: Evaluating effects of an educational intervention in adolescents. *Frontiers in Psychology*, 11, Article 582782.
- Martinez-Yarza, N., Solabarrieta-Eizaguirre, J., & Santibáñez-Gruber, R. The impact of family involvement on students' social-emotional development: the mediational role of school engagement. *Eur J Psychol Educ* (2024). <https://doi.org/10.1007/s10212-024-00862-1>
- Meng, K., Yuan, Y., Wang, Y., Liang, J., Wang, L., Shen, J., & Wang, Y. (2020). Effects of parental empathy and emotion regulation on social competence and emotional/behavioral problems of school-age children. *Pediatric Investigation*, 4(2), 91-98. <https://doi.org/10.1002/ped4.12197>
- Minuchin, S. (1974). *Families and family therapy*. Cambridge, MA: Harvard University Press.
- Rattay, P., Blume, M., Spallek, J., Hoffmann, S., Sander, L., Herr, R., ... & Hövener, C. (2022). Socioeconomic position and self-rated health among adolescents: the mediating role of the family.

- European Journal of Public Health, 32(Supplement_3), ckac129-580.
- Rubin, K. H., Bukowski, W. M., & Parker, J. G. (2006). Peer interactions, relationships, and groups. In N. Eisenberg (Ed.), *Handbook of child psychology: Vol. 3. Social, emotional, and personality development* (6th ed., pp. 571–645). Hoboken, NJ: John Wiley & Sons.
- Shahid, N., & Akhtar, S. (2023). Parenting style and social-emotional competence among adolescents. *Journal of Positive School Psychology*, 7, 201-209.
- Smorti, M., Milone, A., Fanciullacci, L., Ciaravolo, A., & Berrocal, C. (2024). Parenting and Emotional and Behavioral Difficulties in a General Population Sample of Adolescents: The Mediating Role of Emotional Dysregulation. *Children*, 11(4), 435.
- Thompson, R. A. (1994). Emotion regulation: A theme in search of a definition. *Monographs of the Society for Research in Child Development*, 59(2-3), 25-52.
- Zhu, X., Dou, D., & Karatzias, T. (2024). Editorial: Parental influence on child social and emotional functioning. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1392772>
- Zuo, Y. (2023). The Association between Parent-Child Relationship and Emotional Regulation. *Journal of Education, Humanities and Social Sciences*, 22, 518-522



