



**PARENTAL INVOLVEMENT, SCHOOL ADJUSTMENT AND
RESILIENCE IN RELATION TO SOCIAL COMPETENCE AMONG
ADOLESCENTS**

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ABSTRACT

This current research paper examines the relationship between parental involvement, school adjustment and social competence among adolescents. The research was carried out through a survey of adolescents in the age group of 13-18 years (schools of Ludhiana city). Results showed that parental involvement, school adjustment and resilience are all positively associated with social competence. These findings suggest that parental involvement, school adjustment, and resilience can all be important factors in helping adolescents to become more socially competent. Therefore, it is important for parents and guardians to be involved in their children's lives, as well as for schools to provide a supportive and encouraging environment. Additionally, it is important for parents, teachers, and other professionals to provide guidance and support to help adolescents become more resilient.

INTRODUCTION

Parental Involvement

Parental involvement is an important factor in the development of social competence among adolescents. Parental involvement can provide adolescents with the support, guidance and resources necessary to foster healthy social development. Parents have a unique role in the development of their adolescent children through their involvement, parents can provide



adolescents with a sense of security and belonging, promote social and emotional competencies, and foster positive relationships with peers. Parental involvement has been linked to positive academic and social outcomes for adolescents, including higher grades, better social skills and more positive attitudes toward school. Parents who are involved in their children's education and demonstrate support for their children's learning are more likely to have children who are successful in school and in life.

School Adjustment

School adjustment is the process of helping children and young people to adapt to the school environment and to cope with the demands and expectations of school life. It involves helping them to develop the skills, knowledge, and attitudes that are necessary for success in the school setting. School adjustment is an important part of a child's overall development and it is a key factor in helping them to achieve academic and social skills. It can involve a variety of strategies such as providing support and guidance, establishing positive relationships with teachers, making peer groups and to develop social and emotional skills. By helping students to adjust to the school environment, teachers and other school personnel can foster a positive learning environment and create a sense of belonging for students.

School adjustment is also a chief factor in the development of social competence among adolescents. Adolescents who are well-adjusted to school demonstrate higher levels of interpersonal skills, communication skills, better problem-solving abilities and more positive academic attitudes. School adjustment is associated with higher school performance and is also associated with better mental health, increased self-esteem and higher levels of social competence.

Resilience

Resilience is the capacity of an individual, community or system to respond to, adapt to and recover from challenging events, such as natural disasters, economic shocks, or public health crises. Resilience is a process—it is not something that is just “there”—and it is an essential ability of any system to thrive in the face of adversity. Resilience is not a one-time event, but a continuous cycle of learning, adaptation, and growth.



Resilience is an essential component of social competence in adolescents. Resilience is defined as the ability to “bounce back” from difficult situations and to cope with adversity and emerge stronger, more prepared, and more adaptive than before. Adolescents who demonstrate resilience are more likely to have higher levels of social competence, better problem-solving and decision-making skills and more attitudes towards crisis intervention. Resilience is associated with better school performance. Thus, it enhances an individual’s overall physiological and psychological health.

Social competence

Social competence is the ability to interact effectively with other people and deal with the challenges that life offers as a fully functioning individual self. It includes a range of skills such as communication, problem-solving, self-regulation, empathy, and conflict resolution. Social competence is an important part of social and emotional development that helps children form interpersonal relationships, build self-esteem, and interact efficiently in a variety of settings. It is important for children to develop social competence in order to be successful in both academic and social contexts.

We will explore how different types of parental involvement may influence adolescent’s social competence, how school adjustment affects social competence, and how resilience may be related to social competence. We will discuss the potential implications of this research for educational practice. By understanding the relationships between parental involvement, school adjustment, and resilience and social competence educators can create supportive environments in which adolescents can develop social competence and reach their full potential.

LITERATURE REVIEW

Parental Involvement and Social Competence

O'Connor and McCartney (2007) Parental involvement has been found to influence the social competence of adolescents. Studies have shown that parental involvement can help adolescents develop the skills necessary for successful social interactions. For example, parental involvement in academic activities can help adolescents develop better verbal and nonverbal interaction skills, which can further contribute to their social competence.



Additionally, the study states that parental involvement in extra co-curricular activities can also help adolescents develop social and interpersonal skills and has a positive relationship with higher levels of social competence.

School Adjustment and Social Competence

(A.J Finch and M.A Okun (2004) School adjustment is also an important factor in the development of social competence among adolescents. Studies have shown that adolescents who are well adjusted to school have higher levels of social competence. This is because school adjustment can help adolescents develop the necessary skills for successful social interactions, such as effective communication. Additionally, school adjustment can also help adolescents build relationships with their peers, which can help them become more socially competent.

Resilience and Social Competence

Yap et al. (2020) Resilience is an important factor in the development of social competence among adolescents. Studies have shown that adolescents who are resilient have higher levels of social competence. This is because resilience can help adolescents cope with difficult situations and maintain positive relationships with their peers and teachers. Additionally, resilience can also help adolescents develop the skills necessary for successful social interactions, such as problem-solving and conflict resolution. In addition, this study also examines that resilient adolescents had higher levels of social competency compared to those who were less resilient.

Masten et al. (1999) showed that resilient adolescents had better problem-solving skills, better social relationships, and better communication skills than their non-resilient peers.

RESEARCH DESIGN

This study employed a survey research design. Participants were asked to complete a survey that assessed their levels of social competence, parental involvement, school adjustment, and resilience.



PROCEDURE

The survey was administered to a total of 100 adolescents in the age group of 13-18 years. Participants were randomly selected from urban schools in the city of Ludhiana.

INSTRUMENTS

1. **Social Competency scale by V.P Sharma, Prabha Shukla and Kiran Shukla. (2012):** includes standardized items in five areas: i) Pro-social attitude ii) Social competition iii) Social Leadership iv) Social tolerance v) Social maturity.
2. **Parental Involvement scale by Chauhan and Arora (2009)** consists of standardized items of three areas: i) connection ii) monitoring iii) psychological autonomy
3. **School Adjustment scale by A.K Singh and A. Sen Gupta** consists of standardized items in five areas: i) home ii) school iii) health iv) social v) emotional
4. **Resilience scale by Hjemdal (2007):** The Resilience Scale for Adolescence (READ) incorporates intrapersonal and interpersonal protective factors mapping onto the three salient domains of resilience, including individual, family and external environment.

TECHNIQUES

Data from the survey was analyzed using descriptive statistics and inferential analysis. Descriptive statistics were used to analyze the data and describe the participant's level of social competence, parental involvement, school adjustment, and resilience. Inferential analysis were used to analyze the data and determine the relationships between the variables.

OBJECTIVES

The objectives of this study were:

1. To explore the relationship between parental involvement and social competence among adolescents.
2. To explore the relationship between school adjustment and social competence among adolescents.
3. To explore the relationship between resilience and social competence among adolescents.



HYPOTHESES

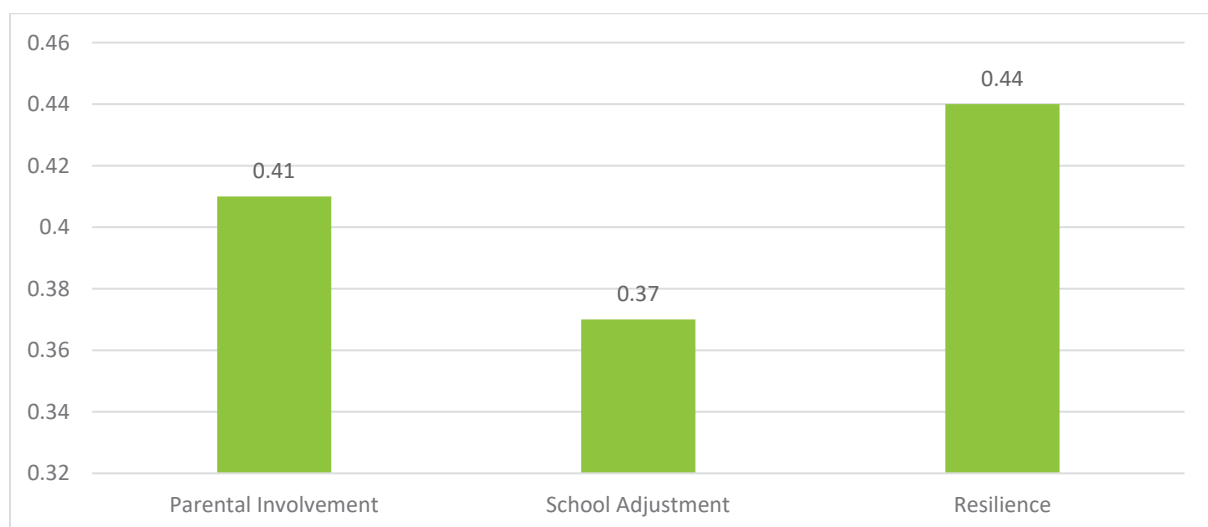
The hypotheses of this study were:

1. There is a positive relationship between parental involvement and social competence among adolescents.
2. There is a positive relationship between school adjustment and social competence among adolescents.
3. There is a positive relationship between resilience and social competence among adolescents.

RESULTS AND DISCUSSION

The results of the survey showed that social competence was positively associated with parental involvement ($r = .41, p < .01$), school adjustment ($r = .37, p < .01$), and resilience ($r = .44, p < .01$). These results suggest that parental involvement, school adjustment, and resilience are significant factors in predicting social competence among adolescents.

Sr. No.	Variable	R	P
1	Parental Involvement	.41	<.01
2	School Adjustment	.37	<.01
3	Resilience	.44	<.01





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CONCLUSION

The results of this study suggest that parental involvement, school adjustment, and resilience are important factors in predicting social competence among adolescents. Parental involvement helps to promote social competence by providing emotional support, monitoring activities, setting norms, and giving guidance. School adjustment helps to promote social competence by providing the necessary skills for successful social interactions. Finally, resilience helps to promote social competence by providing the skills necessary for coping with adversity, maintaining positive relationships with peers and dealing effectively with the challenging situations. This study provides valuable insights into the factors that influence social competence among adolescents.



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