

Exploring the Relationship between Parental Involvement and Social-Emotional Skills of Private University Students

Nur Amalina Hasan^{1*}, Nasiha Sakina Saadun², Siti Hajar Norhan¹,
Munirah Ahmad Dahari¹

¹ School of Health Sciences, KPJ Healthcare University, Nilai, Malaysia

² General Studies, KPJ Healthcare College, Johor Bahru, Malaysia

*Corresponding Author: ucn.amalina@kpju.edu.my

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Abstract: *There are growing concern over the inability of students to regulate their emotion and displaying social incompetence. This incompetent lead to numerous difficulties for the students' life such as involved in conduct issues and emotional challenges. The presence of a guiding figure plays a crucial role in shaping an individual's development. For children, the most influential and significant figures are their parents or caregivers. These primary caregivers hold importance responsibilities in providing guidance, support, and nurturing to children as they going through various stages of growth and learning. This means that, parent is one of the important figures that can contribute to children's overall development including social emotional skills. The level of parenting involvement significantly influences the emotional competence of specific children. In conjunction with that, this study aims to examine the association between parental involvement (college, social and academic involvement) and social-emotional skills among private university students. Total number of 359 nursing students from two private universities were chosen to be the participants of this research. The instruments used are social emotional competence questionnaire (SECQ) and parental involvement survey (PIS) adapted from Bryan Oliver. Based on the result, it shows that there is significant positive low association between parental involvement and social emotional skills of private university student with $p = .004$, $r = .151$. This means that the higher the parental involvement, the higher the social-emotional skills among private university students.*

Keywords: Parental Involvement; Social Emotional Skills; Students

1. Introduction

Criminal and social problems among youth across countries are increasing year by year. Gambling, bullying, fighting, drugs, robbery are some of the activities that youth are particularly susceptible to being influenced or impacted. Among the potential causes of these social problems are lack in terms of parenting monitoring, peers pressure, influence from social media (Tiktok, Facebook, Instagram and others) and teacher are not playing their role to guide the youth in school (Muzaffar & Irfan, 2018).

Therefore, the possible solution for this problems are introduction of social emotional learning in schools that require the involvement and collaboration from different stakeholders such as parent involvement, teachers instruction, governmental policies, classroom curriculum and

instruction, community partnership and school practices that aims towards enhancing students' social and emotional competence. Research by Cosso, Von Suchodoletz & Yoshikawa (2022) stated that parental involvement gives positive impact towards academic and non-academic outcomes including social emotional skills. With the improvement in the social emotional skills, it will direct and indirectly improve students' behaviour and decrease the social and conduct problem (Roger, Joseph, Celene and Thomas, 2015) and associated with better academic achievement and well being among youth (Chen & Yu, 2022). Nucci, Narvaez, & Krettenauer (2014) also mentioned that social emotional program should occurs in a multilevel ecological system of contexts and relationship. This means that the systematic and coordinated education is vital in developing social emotional leaning among youth.

In conjunction with that, this research focus to explore the relationship between parental involvement and social-emotional skills of private university students.

1.1 Social Emotional Skills

There are various theories that can be associated with this research. Among the theories that are interconnected is the theory of Emotional Intelligence. One highly renowned figure who extensively discusses emotional intelligence is Goleman (1995) where he mentioned that understanding the sense of self and other, able to motivate self and control emotion and developing a positive rapport with others is regarded as one of the primary elements for individuals who possess strong emotional intelligence. Goleman also highlighted the importance role of parent towards their children. This is because parent who competence in handling their own emotion (possess strong emotional intelligence) will give direct impact towards the development of children emotional intelligence. Parents who create a supportive environment for their children, will positively affect children's development. That is why the role of parents, including parental involvement, parenting style, or attachment style, is one of the major elements in the development of social-emotional skills of children (Segal, 2008).

Other than that, the nearest theory related to this research is social emotional learning (SEL). This is because the main focus for this research is appropriate with the variable of this study which include the elements of social and emotional. The term social emotional learning introduced along with CASEL organization. Among the importance of social emotional learning in classroom is because to develop healthy social skills and able to succeed in both personal and professional lives. Roger, Joseph, Celene and Thomas (2015) presented that highlighting the social emotional skills will give short term and long-term students outcome. Among the short-term student's outcome are reduce emotional distress, improve academic performance, positive social behaviour and relationship and fewer conduct problem. For long term outcomes, the impact is reducing criminal behaviour, healthy relationship, college and career readiness and engaged citizenship.

1.2 Social Emotional Skills and Parental Involvement

Parents are important figure that will help in developing numerous aspects of children's lives. This points to the fact that, parental involvement and relationship with children will positively affect children development. Among the positive outcomes of parental involvement in children's lives are improve in academic and non-academic including social emotional skills, (Cosso, Von Suchodoletz & Yoshikawa, 2022) positive mental character, better mental health, (Dippel, Szota, Cuijpers, Christiansen, and Brakemeier, 2022) and good in social skills and social emotional aspect (Cai,Huang & Guo, 2024). These research shows that parental involvement are one of the important elements that will help in developing good social and

emotional competence. Through parental action, responses and teaching, the children will direct and indirectly learn to manage emotion and behavior.

Meanwhile those children who always experience stress, neglect and rejection in the family context will have risk for maladjustment (Krauss, Orth and Robins 2020). Research also shown that children who does not experience the involvement of parent in a long period of time are having high tendency to have physical and mental health regardless gender and age (Jiang, Xiao & Yang, 2023). For this reason, it can be concluded that parental involvement does play an important role towards the development of children's social emotional competency.

2. Research Methodology

2.1 Research Design

This research is quantitative in nature because it involves the collection and analysis of numerical data to quantify and measure the relationship between parental involvement and social-emotional skills among private university students. Creswell (2015) mentioned that among types of quantitative research are experiment, survey and correlational studies in order to identify the potential relationship between independent variable and dependent variable.

The aim of this study is to examine the relationship between parental involvement and social-emotional skills among private university students using survey methods and collecting as well as analyzing data numerically. Therefore, this study fulfill all the criteria of a quantitative research.

2.2 Population and Sample

2.2.1 Population

The population of this study are nursing students from KPJ Healthcare University (KPJU) and KPJ Healthcare College Johor Bahru. The participants include diploma and bachelor of nursing students from both universities. The total number of current nursing students during the research from KPJU was 761 students and 188 from KPJ Healthcare College Johor Bahru.

2.2.2 Sampling Size

The researcher used Roasoft Software to identify the ideal sample size for this study. In Roasoft Software, the margin of error set by researcher is 5% and the confidence level are 95%. The population for KPJ Healthcare University (KPJU) is 761 and for KPJ Healthcare College JB, the population is 188. Thus, from both universities, there are total 949 nursing students. By using Roasoft Software, 274 participant is the total minimum number of students to be collected by the researcher. Despite the ideal sample size suggested by the Roasoft Software, researcher successful to collect 359 participants which 204 participants from KPJ Healthcare University and 155 participants from KPJ Healthcare College.

2.3 Instrumentation

The survey instrument used for this study consists of three part which are part A: demographic data, part B: The social emotional competence questionnaire (SECQ) and part C: Parental involvement survey. In the first section, some of the demographic data included are gender, educational level, race, course and faculty.

Meanwhile, in the second section, researcher focus on the social emotional competence questionnaire (SECQ) adopted from Zhou and Ee (2012) based on the theoretical model developed by CASEL (2019). The questionnaire consists of five domain which are self-

awareness, social awareness, self-management, relationship management and responsible decision making. The participants need to answer a 6 point scale from “Not at all true with me” (1) to “Very true of me” (6). The example of question for each domain are “I understand my moods and feelings” (Self-awareness), “I understand why people react the way they do.” (Social awareness), “I stay calm when things go wrong.” (Self-management), “I am tolerant of my friend’s mistakes.” (Relationship management) and “When making decisions, I take into account the consequences of my actions.” (Responsible decision-making).

In addition, for third section, the researcher focus on the parental involvement survey (PIS) adapted from Bryan Oliver from the University of Alabama (2011). The questionnaire consists of three domain which are parental involvement in college choice, social involvement and academic involvement. The participants need to answer a 4 point scale from Strongly Disagree (1) to Strongly Agree (4). The example of question for each domain are “Parents helped fill out applications” (college choice), “Parents encourage you to be involved in campus” (social involvement) and “Parents called to remind you of assignments” (academic involvement).

2.4 Validity and Reliability

For social emotional competence questionnaire (SECQ), demonstrate good levels of internal consistency with Cronbach Alpha being .71, .78, .76, .73 and .79, for self-awareness, social awareness, self-management, relationship management and responsible decision-making (Zhou & Ee, 2012). Meanwhile for parental involvement survey (PIS) Cronbach Alpha coefficients were calculated for each category of involvement utilizing the items assessing involvement. A reliability analysis was run on the full sample and the following was discovered: college choice $r = .599$, social involvement $r = .707$, academic involvement $r = .590$ (Payne, 2010).

Considering that both an adapted and adopted questionnaire used, and taking into account the different population being studied, the researcher conducted a pilot study. The result of the pilot study shows that the cronbach alpha coefficient for social emotional competence questionnaire is 0.893 and parental involvement survey obtain cronbach alpha coefficient 0.916. These two results of pilot study shows that both questionnaires have good internal consistency which mean the items are reliable and measure what it intended to measure.

3. Result

3.1 Descriptive Analysis

Table 1: Respondents’ demography

Items	Information	N	%
Gender	Male	28	10.8
	Female	331	92.2
Race	Malay	301	83.8
	Indian	34	9.5
	Chinese	12	3.35
	Others	12	3.35
University	KPJ Healthcare University	204	56.8
	KPJ Healthcare College	155	43.2

Based on the table 1 above, it is stated that there are several descriptive data collected from this research which are number of participants from each school, race and gender. The number of female students participants is higher which are 331 as compared to male which are 21

participants. This due to number of students enroll in nursing program from both private institution is predominantly dominated by female students. Next Malay dominated the race of participants involved in this research and KPJ Healthcare University has more number of participant which are 204 as compare to KPJ Healthcare College because the number of students enroll in KPJ Healthcare University is bigger than KPJ Healthcare College.

3.2 Objective: Parental Involvement and Social Emotional Skills

Table 2: Association between parental involvement and social emotional skills

		Social Emotional Skills	Parental Involvement
Social Emotional Skills	Correlation Coefficient	1.000	.151**
	Sig. (2-tailed)	.	.004
	N	362	359
Parental Involvement	Correlation Coefficient	.151**	1.000
	Sig. (2-tailed)	.004	.
	N	359	359

***. Correlation is significant at the 0.01 level (2-tailed).*

After analyzing the data by using Spearman's correlation coefficient in SPSS, the result on table 2 above shows that there is significant positive low relationship/association between parental involvement and social emotional skills of private university student with $p = .004$, $r = .151$. This means that the higher the parental involvement, the higher the social-emotional skills among private university students.

4. Discussion

The result of this study shows that there is significant positive low association between parental involvement and social emotional skills of private university students. This finding is possibly a result of parental socialization of emotion. This means that, during the involvement of parents towards different issues in children's lives, they are actively discussing or demonstrating through action on feeling and emotional reaction to certain challenges. Through this experience, children learn (England, Andrews, Atkinson, & Gonzalez, 2023). This will lead to the ability for these children to recognize and regulate their own emotion that will make them having high in social emotional skills.

Futhermore, eventhough there is significant positive association between parental involvement and social emotional skills, the association is very low. This might be the consequences of developmental shifting in influence from parents to peers. The parental involvement is still relevant towards the development of children's social emotional skills, however, peers dominating during this adolescent development as they are having direct interaction daily in the university as compared to indirect interaction with parents (Sugiarti, Erlangga, Suhariadi, Winta, & Pribadi, 2022).

5. Conclusion

In conclusion, parental involvement is crucial towards the development of social emotional skills. Even though there are gradual changes from parent to peers during adolescent, parents still the one who provide strong foundation for social emotional learning from childhood into adulthood. This strong foundation provided by parents will lead to better outcome such as healthy interpersonal relationship, emotional resilience, empathy, self-control and overall psychological well-being.

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Conflict of Interest Statement

There is no conflict of interest regarding the publication of this research. The research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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