

## Impact of Parenting on Social, Emotional, and Educational Adjustment of Adolescents in Government and Private Schools

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### ABSTRACT

The present study aims to investigate the impact of parenting on adolescents' social, emotional, and educational adjustment. 200 adolescents were selected as participants from government and private schools in Bhojpur District of Bihar. Stratified random sampling was used. Parenting scale developed by Bharadwaj, Sharma & Garg (1998) and the Adjustment inventory – developed by Sinha & Singh (1971) were used to collect data. Simple linear regression was used to determine the predictive strength of parenting for adjustment among adolescents of government and private schools, and the association between parenting and adjustment. A t-test was conducted to find the mean difference among different groups, such as school type and parenting style. Results indicated a significant and positive correlation between parenting and social, emotional, and educational adjustment among adolescents. Parenting significantly predicts the social, emotional, educational, and overall adjustment among government school adolescents. In contrast, among private school adolescents, a non-significant relationship was found between parenting and adjustment (social, emotional, and educational). Further, the t- test reveals a non-significant ( $p > .05$ ) mean difference between government and private school adolescents in social, emotional, educational, and overall adjustment. Next, a significant ( $P < .01$ ) mean difference was found between positive and negative parenting styles in relation to social, emotional, educational, and overall adjustment. It was observed that adolescents who were brought up with positive parenting practices scored significantly higher on adjustment and all its dimensions than those who were exposed to negative parenting practices. It means that positive parenting practices contribute to better adjustment among adolescents.

**Keywords:** Parenting, Adjustment, Government & Private school, Adolescents

Parenting is one of the most influential factors in a child's development, shaping not only their behaviour but also the way they perceive themselves and relate to others. The style of parenting adopted by caregivers—whether authoritative, authoritarian, permissive, or uninvolved—creates a long-term developmental environment that affects children across multiple life domains. Each style differs in the level of warmth, guidance, communication, and control offered by parents, and these variations play a crucial role in how children adjust socially, emotionally, and educationally (Baumrind, 1991).

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Social adjustment refers to a child's ability to build healthy peer relationships, cooperate with others, and adapt to social norms. Parenting practices that balance warmth with appropriate boundaries often encourage children to develop strong interpersonal skills, while harsh or neglectful approaches may contribute to social withdrawal, aggression, or dependency. Emotional adjustment, which includes the capacity to regulate emotions, handle stress, and build resilience, is also deeply shaped by parental behaviour. Supportive and responsive parenting typically fosters emotional security, whereas inconsistent or overly controlling parenting can disrupt emotional stability (Maccoby & Martin, 1983; Steinberg, 2001).

Educational adjustment is another key area, as children's attitudes toward learning, motivation, self-discipline, and academic performance are often reflections of the home environment. Parents who provide encouragement, structure, and autonomy support tend to raise children who are more confident and engaged in their studies. In contrast, excessively rigid or overly permissive parenting may hinder the development of good study habits and academic responsibility.

Given the interconnectedness of these developmental domains, exploring the impact of parenting style on social, emotional, and educational adjustment has become essential in understanding child and adolescent growth. Such an investigation not only deepens our insight into family dynamics but also assists educators, mental health professionals, and policymakers in designing interventions that promote healthy development. By identifying which parenting practices contribute most effectively to positive adjustment, society can better support families in fostering environments where children thrive academically and emotionally while building meaningful social connections.

### REVIEW OF LITERATURE

Parenting style has long been recognised as a critical determinant of a child's social, emotional, and educational development. Early theoretical work by Baumrind identified distinct parenting styles—authoritative, authoritarian, and permissive—based on levels of parental responsiveness and control. Later, Maccoby and Martin expanded this framework by adding the uninvolved or neglectful parenting style. These classifications have provided a foundation for extensive research examining how different parental approaches influence child adjustment across multiple domains.

#### *Parenting Style and Social Adjustment*

Social adjustment involves the ability to form and maintain healthy relationships, follow social norms, and effectively interact with peers. Numerous studies suggest that children raised in authoritative households tend to display higher social competence, better communication skills, and stronger peer relationships. Recent empirical evidence indicates that parenting style significantly affects children's social adaptation.

According to Jin J. (2023), Family environments characterised by emotional warmth, clear guidance, and supportive interactions positively influence children's ability to navigate social contexts and build healthy peer relationships. In contrast, less structured or emotionally detached parenting is linked with poorer social adaptation and difficulties in peer interactions. Parental involvement at home, including open communication and shared activities, has also been shown to enhance adolescents' socio-emotional adjustment over time, suggesting that active parental engagement is beneficial beyond early childhood and into adolescence. The combination of warmth and consistent discipline encourages cooperation, empathy, and social

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responsibility. In contrast, authoritarian parenting, characterised by high control and low emotional responsiveness, has been associated with social withdrawal, aggression, and difficulty in peer interactions.

Permissive parenting, while emotionally supportive, often lacks structure, which may result in poor self-regulation and challenges in social adaptation. Uninvolved parenting has been linked to the most negative social outcomes, including isolation and limited social skills, due to a lack of guidance and emotional support. (Cosso et al., 2024)

### ***Parenting Style and Emotional Adjustment***

Emotional adjustment refers to a child's ability to understand, express, and regulate emotions, as well as cope with stress and adversity. Research consistently indicates that supportive and responsive parenting fosters emotional security, self-esteem, and resilience. Children of authoritative parents are more likely to develop effective emotional regulation strategies and demonstrate lower levels of anxiety and depression. On the other hand, authoritarian parenting has been associated with heightened emotional distress, fearfulness, and low self-confidence, as children may feel controlled rather than supported. Parenting practices play a pivotal role in children's emotional development, particularly in emotional regulation and subjective well-being. A study of Lari et al. (2024) found that parenting styles marked by warmth and responsiveness are positively associated with children's subjective well-being, mediated by higher emotional intelligence and positive self-concept. Parental rejection and overprotective behaviours, however, were negatively related to children's emotional wellness, illustrating how varying degrees of parental control shape emotional adjustment. These findings highlight the importance of parental sensitivity and consistency in promoting healthy emotional development.

Further research among undergraduate populations demonstrates that parenting style influences young adults' emotion regulation, with warm parenting exerting a stronger direct positive effect than overprotective approaches. Academic and social interactions also mediate this relationship, emphasising that supportive parenting lays the groundwork for more adaptive emotional functioning in educational and social contexts (Yao et al., 2024). In a study, Handayani et al. (2025) found that positive parenting styles significantly predict higher emotional intelligence among students, reinforcing that emotional development and expressive skills are shaped by parenting during childhood and adolescence.

### ***Parenting Style and Educational Adjustment***

Educational adjustment encompasses academic motivation, learning behaviour, self-discipline, and overall school performance. Studies have shown that children raised by authoritative parents generally demonstrate higher academic achievement, better study habits, and greater intrinsic motivation. Such parents tend to encourage independence while maintaining clear expectations, which supports responsibility and engagement in learning. In contrast, authoritarian parenting may produce compliance in the short term but often undermines creativity, critical thinking, and academic confidence. Permissive parenting has been associated with lower academic persistence due to a lack of structure and expectations. Children from uninvolved families frequently exhibit the poorest educational outcomes, including low academic motivation and increased risk of school disengagement.

The influence of parenting styles on educational outcomes has been widely documented, and recent studies continue to highlight this link. Liu, Y et al. (2025) did a meta-analysis focusing

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on self-esteem, resilience, and academic performance, found that authoritative parenting is associated with better academic outcomes and psychological resilience, while negative styles (authoritarian, permissive) correlate with lower academic success. This highlights the role of authoritative practices in fostering the motivation, self-confidence, and coping skills necessary for educational adjustment.

Other research has noted associations between parenting behaviour and educational anxiety, where emotional warmth from parents may reduce school-related anxiety and indirectly promote better academic engagement and well-being.

The existing literature consistently emphasizes that parenting style plays a significant role in shaping children's social, emotional, and educational adjustment. Authoritative parenting emerges as the most beneficial approach across all three domains, while authoritarian, permissive, and uninvolved styles are associated with various adjustment difficulties. This literature provides a strong foundation for further investigation into how parenting styles can be adapted to support optimal child development in diverse contexts.

### ***Objectives***

1. To find out the relationship of parenting with social, emotional, educational, and overall adjustment among adolescents.
2. To find out the relationship of parenting with social, emotional, and educational, and overall adjustment among adolescents studying in government schools.
3. To find out the relationship of parenting with social, emotional, and educational, and overall adjustment among adolescents studying in private schools.
4. To find out the mean difference between government and private school adolescents in relation to their social, emotional, educational, and overall adjustment.
5. To find out the mean difference between the positive and the negative parenting style perceived by adolescents in relation to their social, emotional, educational, and overall adjustment.

### ***Hypothesis***

1. There would be no significant relationship of parenting with social, emotional, educational, and overall adjustment among adolescents.
2. There would be no significant relationship of parenting with social, emotional, and educational, and overall adjustment among adolescents studying in government schools.
3. There would be no significant relationship of parenting with social, emotional, and educational, and overall adjustment among adolescents studying in private schools.
4. There would be no significant difference between government and private school adolescents in relation to their social, emotional, educational, and overall adjustment.
5. There would be no significant difference between positive and negative parenting styles perceived by adolescents in relation to their social, emotional, educational, and overall adjustment.

## **METHODOLOGY**

### ***Sampling:***

The sample was selected from government and private schools in Ara, Bhojpur District, Bihar, and comprised 200 adolescents aged 12-17 years (mean age = 14.5 years). Further, based on the type of school, the sample was divided into groups: government and private schools.

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Through purposive sampling, 100 adolescents were selected from different government schools and 100 from different private schools. Informed consent was taken from the participants before data collection. Only those participants who were willing to be part of the study were selected. The researcher assured the participants that their data would be kept private and would be used for this study.

### **Tools:**

The Parenting scale developed by Dr. R.L. Bharadwaj, H. Sharma, and A. Garg (1998) was used to determine the parenting style of the parents of the participants. It consists of 40 items related to eight different modes of parenting, which are rejection vs. acceptance, carelessness vs. protection, neglect vs. indulgence, utopian expectation vs. realism, lenient standard vs. moralism, freedom vs. discipline, faulty role expectation vs. realistic role expectation, and marital conflict vs. marital adjustment. The reliability of the scale on the eight modes of parenting is .79, .54, .64, .59, .67, .56, .74, .69, and .72, respectively. The estimated validity with the parallel form was found to be .45, .34, .42, .62, .38, .52, .57, .36, and .75, respectively.

Adjustment Inventory: - developed by A.K.P. Sinha and R.P. Singh (1971) was used to assess the level of adjustment of the participants. It has 60 items related to emotional, social, and educational adjustment. Each adjustment area consists of 20 items, and each item has three alternative responses: “always,” “sometimes,” and “never.” The reliability of these three dimensions, emotional, social, and educational, is .94, .93, and .94, respectively.

Procedure and statistical analysis: The researcher visited the schools and got permission from the principal. A good rapport was established with the participants, and after that, informed consent was obtained from the participants. Those who gave their consent were included in the study. The participants were instructed as mentioned on the front page of the Questionnaire. The data was collected in groups of 10 students; it took almost one hour to complete the two questionnaires related to parenting style and adjustment. After the complete data collection, scoring was done as given in the manual. To analyse the data statistically, simple linear regression and t-test were used with the help of SPSS Version 20.

## RESULTS AND INTERPRETATION

**Table 1: Simple Linear Regression of Parenting to Predict Overall Adjustment among Adolescents (N=200).**

**Table 1.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.296 <sup>a</sup>	.087	.083	11.03638	.087	18.975	1	198	.000

a. Predictors: (Constant), parenting

In the above Table 1.1 the model summary displays a correlation coefficient ( $R = 0.296$ ), indicating a positive relationship between parenting and overall adjustment. The value of  $R^2 = .087$  shows that the predictor (parenting) explains approximately 8.7% of the variance in the criterion variable (overall adjustment). The model is statistically significant,  $F(1,198) = 18.975, P < .001$ .

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**Table 1.2 Coefficient table**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
1 (Constant)	61.935	4.328		14.310	.000	
parenting	2.772	.636	.296	4.356	.000	.296

a. Dependent Variable: Overall Adjustment

The standardized Coefficient beta ( $\beta = .296$ ) shows a positive effect of the predictor on the criterion variable (overall adjustment) among adolescents. The t-value (4.356)  $p < .001$  confirms that parenting significantly predicts the overall adjustment of adolescents. So, the null hypothesis is rejected, that there would be no significant relationship between parenting and overall adjustment among adolescents

**Table 2: Simple Linear Regression of Parenting to Predict Social Adjustment among Adolescents (N = 200)**

**Table 2.1 Model Summary**

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.241 <sup>a</sup>	.058	.053	4.54757	.058	12.228	1	198	.001

a. Predictors: (Constant), parenting

The above table 2.1 shows a correlation coefficient ( $R = .241$ ), indicating a positive relationship between parenting and social adjustment among adolescents. The value of  $R^2 = .058$  shows that the predictor (parenting) explains approximately 5.8% of the variance in the criterion variable (social adjustment). The model is statistically significant,  $F(1,198) = 12.228, P < .001$ .

**Table 2.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
(Constant)	17.411	1.783		9.763	.000	
1 Parenting total	.917	.262	.241	3.497	.001	.241

a. Dependent Variable: Social adjustment

The standardized coefficient beta ( $\beta = .241$ ) indicates a positive effect of parenting on adolescents' social adjustment. The t-value (3.497)  $p < .001$  confirms that parenting significantly predicts the social adjustment of adolescents. So, the null hypothesis is rejected, that there would be no significant relationship between parenting and social adjustment among adolescents.

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**Table 3: Simple Linear Regression of Parenting to Predict Emotional Adjustment among Adolescents (N = 200).**

**Table 3.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.166 <sup>a</sup>	.028	.023	5.74938	.028	5.615	1	198	.019

a. Predictors: (Constant), parenting

The above table 3.1 shows a correlation coefficient ( $R = .166$ ), indicating a positive relationship between parenting and emotional adjustment among adolescents. The value of  $R^2 = .028$  shows that the predictor (parenting) explains approximately 2.8% of the variance in the criterion variable (emotional adjustment) among adolescents. The model is statistically significant,  $F(1,198) = 5.615$ ,  $P < .01$ .

**Table 3.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	
	B	Std. Error	Beta				Partial
1	(Constant)	24.330	2.255		10.790	.000	
	Parenting	.786	.332	.166	2.370	.019	.166

a. Dependent Variable: Emotional adjustment

The standardized coefficient beta ( $\beta = .166$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (emotional adjustment) among adolescents. The t-value (2.370)  $p < .01$  confirms that parenting significantly predicts the emotional adjustment of adolescents. So, the null hypothesis is rejected, that there would be no significant relationship between parenting and emotional adjustment among adolescents.

**Table 4: Simple Linear Regression of Parenting to Predict Educational Adjustment among Adolescents (N = 200).**

**Table 4.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.259 <sup>a</sup>	.067	.062	4.91207	.067	14.260	1	198	.000

a. Predictors: (Constant), parenting

The above table 4.1 shows a correlation coefficient ( $R = .067$ ), indicating a positive relationship between parenting and educational adjustment among adolescents. The value of  $R^2 = .067$  shows that the predictor (parenting) explains approximately 6.7% of the variance in the criterion variable (educational adjustment). The model is statistically significant,  $F(1,198) = 14.260$ ,  $P < .001$ .

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**Table 4.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Correlations Partial
	B	Std. Error				
1 (Constant)	20.195	1.926		10.483	.000	
1 parenting	1.070	.283	.259	3.776	.000	.259

a. Dependent Variable: Educational adjustment

The standardized coefficient beta ( $\beta = .259$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (educational adjustment) among adolescents. The t-value (3.776),  $p < .001$ , confirms that the predictor variable (parenting) significantly predicts the criterion variable, adolescents' educational adjustment. So, the null hypothesis is rejected, that there would be no significant relationship between parenting and educational adjustment among adolescents.

**Table 5: Simple Linear Regression of Parenting to Predict Overall Adjustment among Adolescents Studying in Government Schools (N = 100).**

**Table 5.1 Model Summary**

Model	R	R <sup>2</sup>	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.411 <sup>b</sup>	.169	.160	11.24486	.169	19.907	1	98	.000

a. government

b. Predictors: (Constant), parenting

In the above table 5.1 the model summary displays a correlation coefficient ( $R = 0.411$ ), indicating a positive relationship between parenting and overall adjustment among government school adolescents. The value of  $R^2 = .169$  shows that the predictor (parenting) explains approximately 16.9% of the variance in the criterion variable (overall adjustment). The model is statistically significant,  $F(1,98) = 19.907$ ,  $P < .001$ .

**Table 5.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Correlations Partial
	B	Std. Error				
1 (Constant)	54.050	5.726		9.439	.000	
1 parenting	3.920	.879	.411	4.462	.000	.411

a. government

b. Dependent Variable: Adjustment

The standardized coefficient beta ( $\beta = .411$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (educational adjustment) among adolescents. The t-value (4.462),  $p < .001$ , confirms that the predictor variable (parenting) significantly predicts the criterion variable, overall adjustment of government school adolescents. Hence, the null hypothesis is not accepted that there would be no significant relationship between parenting and overall adjustment among government school adolescents.

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**Table 6: Simple Linear Regression of Parenting to Predict Social Adjustment among Adolescents Studying in Government Schools (N = 100).**

**Table 6.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.353 <sup>b</sup>	.125	.116	4.44198	.125	13.950	1	98	.000

a. government

b. Predictors: (Constant), parenting

In the above table 6.1 the model summary shows a correlation coefficient ( $R = 0.353$ ), indicating a positive relationship between parenting and social adjustment among government school adolescents. The value of  $R^2 = .125$  shows that the predictor (parenting) explains approximately 12.5% of the variance in the criterion variable (social adjustment). The model is statistically significant,  $F(1,98) = 13.950$ ,  $P < .001$ .

**Table 6.2 Coefficient**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
		B	Std. Error	Beta			
1	(Constant)	15.246	2.262		6.740	.000	
	parenting	1.296	.347	.353	3.735	.000	.353

a. government

b. Dependent Variable: Social adjustment

The standardized coefficient beta ( $\beta = .347$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (social adjustment) among adolescents. The t-value (3.735),  $p < .001$ , confirms that the predictor variable (parenting) significantly predicts the criterion variable, social adjustment of government school adolescents. Hence, the null hypothesis that there would be no significant relationship between parenting and overall adjustment among government school adolescents is not accepted here.

**Table 7: Simple Linear Regression of Parenting to Predict Emotional Adjustment among Adolescents Studying in Government Schools (N = 100).**

**Table 7.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.233 <sup>b</sup>	.054	.045	6.28388	.054	5.629	1	98	.020

a. government

b. Predictors: (Constant), parenting

In the above table 7.1 the model summary shows a correlation coefficient ( $R = 0.233$ ), indicating a positive relationship between parenting and emotional adjustment among government school adolescents. The value of  $R^2 = .054$  shows that the predictor (parenting)

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explains approximately 12.5% of the variance in the criterion variable (emotional adjustment). The model is statistically significant,  $F(1,98) = 5.629$ ,  $P < .05$ .

**Table 7.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
1	(Constant)	21.356	3.200		6.674	.000
	parenting	1.165	.491	.233	2.373	.020 .233

a. government

b. Dependent Variable: Emotional adjustment

The standardized coefficient beta ( $\beta = .411$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (emotional adjustment) among adolescents. The t-value (2.373),  $p < .05$ , confirms that the predictor variable (parenting) significantly predicts the criterion variable, emotional adjustment of government school adolescents. Hence, the null hypothesis that there would be no significant relationship between parenting and overall adjustment among government school adolescents is rejected.

**Table 8: Simple Linear Regression of Parenting to Predict Educational Adjustment among Adolescents Studying in Government Schools (N= 100).**

**Table 8.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.346 <sup>b</sup>	.120	.111	5.11805	.120	13.310	1	98	.000

a. government

b. Predictors: (Constant), parenting

In the above table 8.1 the model summary shows a correlation coefficient ( $R = 0.346$ ), indicating a positive relationship between parenting and educational adjustment among government school adolescents. The value of  $R^2 = .120$  shows that the predictor (parenting) explains approximately 12.5% of the variance in the criterion variable (educational adjustment). The model is statistically significant,  $F(1,98) = 13.310$ ,  $P < .001$ .

**Table 8.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
1	(Constant)	17.447	2.606		6.695	.000
	Parenting	1.459	.400	.346	3.648	.000 .346

a. government

b. Dependent Variable: Educational adjustment

The standardized coefficient beta ( $\beta = .346$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (educational adjustment) among government school adolescents. The t-value (3.648),  $p < .001$ , confirms that the predictor variable

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(parenting) significantly predicts the criterion variable, educational adjustment of government school adolescents. Hence, the null hypothesis is rejected that there would be no significant relationship between parenting and overall adjustment among government school adolescents.

**Table 9: Simple Linear Regression of Parenting to Predict Overall Adjustment among Adolescents Studying in Private Schools (N = 100).**

**Table 9.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.095 <sup>b</sup>	.009	-.001	10.61307	.009	.884	1	98	.349

a. private

b. Predictors: (Constant), parenting

In the above table 9.1 the model summary shows a correlation coefficient ( $R = 0.095$ ), indicating a positive relationship between parenting and overall adjustment among private school adolescents. The value of  $R^2 = .009$  shows that the predictor (parenting) explains approximately 0.9% of the variance in the criterion variable (overall adjustment). The model is not statistically significant,  $F(1,98) = .884, P > .05$ .

**Table 9.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
1 (Constant)	75.465	6.883		10.964	.000	
Parenting	.915	.973	.095	.940	.349	.095

a. private

b. Dependent Variable: overall Adjustment

The standardized coefficient beta ( $\beta = .095$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (overall adjustment) among private school adolescents. The t-value (0.940),  $p > .05$ , shows that the predictor variable (parenting) does not significantly predict the criterion variable, overall adjustment of private school adolescents. Hence, the null hypothesis is accepted that there would be no significant relationship between parenting and overall adjustment among private school adolescents.

**Table 10: Simple Linear Regression of Parenting to Predict Social Adjustment among Adolescents Studying in Private Schools (N=100).**

**Table 10: 1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.124 <sup>b</sup>	.015	.005	4.63543	.015	1.531	1	98	.219

a. private

b. Predictors: (Constant), parenting

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In the above table 10.1 the model summary shows a correlation coefficient ( $R = 0.124$ ), indicating a positive relationship between parenting and overall adjustment among private school adolescents. The value of  $R^2 = .015$  shows that the predictor (parenting) explains approximately 1.5% of the variance in the criterion variable (Social adjustment) among private school adolescents. The model is not statistically significant,  $F(1,98) = 1.531, P > .05$ .

**Table 10.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
1 (Constant)	19.885	3.006		6.614	.000	
parenting	.526	.425	.124	1.237	.219	.124

a. private

b. Dependent Variable: Social Adjustment

The standardized coefficient beta ( $\beta = .124$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (social adjustment) among private school adolescents. The t-value (1.237),  $p > .05$ , shows that the predictor variable (parenting) does not significantly predict the criterion variable, social adjustment of private school adolescents. Hence, the null hypothesis is accepted that there would be no significant relationship between parenting and social adjustment among private school adolescents.

**Table 11: Simple Linear Regression of Parenting to Predict Emotional Adjustment among Adolescents Studying in Private Schools (N= 100).**

**Table 11.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.003 <sup>b</sup>	.000	-.010	5.06618	.000	.001	1	98	.977

a. private

b. Predictors: (Constant), parenting

In the above table 11.1 the model summary shows a correlation coefficient ( $R = 0.003$ ), indicating almost no relationship between parenting and emotional adjustment among private school adolescents. The value of  $R^2 = .000$  shows that the predictor (parenting) explains approximately 0% of the variance in the criterion variable (emotional adjustment). The model is not statistically significant,  $F(1,98) = .001, P > .05$ .

**Table 11.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
1 (Constant)	30.466	3.286		9.272	.000	
parenting	-.014	.464	-.003	-.029	.977	-.003

a. private

b. Dependent Variable: Emotional adjustment

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The standardized coefficient beta ( $\beta = -.003$ ) indicates that the predictor variable (parenting) has a negative effect on the criterion variable (emotional adjustment) among private school adolescents. The t-value (-.029),  $p > .05$ , shows that the predictor variable (parenting) does not significantly predict the criterion variable, emotional adjustment of private school adolescents. Hence, the null hypothesis is accepted that there would be no significant relationship between parenting and emotional adjustment among private school adolescents.

**Table 12: Simple Linear Regression of Parenting to Predict Educational Adjustment among Adolescents Studying in Private Schools (N = 100).**

**Table 12.1 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.095 <sup>b</sup>	.009	-.001	4.65022	.009	.893	1	98	.347

a. private

b. Predictors: (Constant), parenting

In the above table 12.1 the model summary shows a correlation coefficient ( $R = 0.095$ ), indicating a weak positive relationship between parenting and educational adjustment among private school adolescents. The value of  $R^2 = .009$  shows that the predictor (parenting) explains approximately 0.9% of the variance in the criterion variable (educational adjustment). The model is not statistically significant,  $F(1,98) = .893$ ,  $P < .001$ .

**Table 12.2 Coefficient**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations
	B	Std. Error	Beta			
1 (Constant)	25.114	3.016		8.327	.000	
Parenting	.403	.426	.095	.945	.347	.095

a. private

b. Dependent Variable: Educational adjustment

The standardized coefficient beta ( $\beta = .095$ ) indicates that the predictor variable (parenting) has a positive effect on the criterion variable (educational adjustment) among private school adolescents. The t-value (0.945),  $p > .05$ , shows that the predictor variable (parenting) does not significantly predict the criterion variable, educational adjustment of private school adolescents. Hence, the null hypothesis is accepted that there would be no significant relationship between parenting and educational adjustment among private school adolescents.

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**Table 13: Showing the Mean Difference between Government and Private School Adolescents in Relation to their Overall, Social, Emotional, and Educational Adjustment:**

Test Variable	Groups	N	Mean	Std. Deviation	t(198)	Sig
Overall Adjustment	Government	100	79.1000	12.27175	-1.702	.090
	Private	100	81.8600	10.60686		
Social Adjustment	Government	100	23.5300	4.72358	-.045	.964
	Private	100	23.5600	4.64784		
Emotional Adjustment	Government	100	28.8000	6.42910	-1.922	.056
	Private	100	30.3700	5.04055		
Educational Adjustment	Government	100	26.7700	5.42693	-1.623	.106
	Private	100	27.9300	4.64770		

NS = Not Significant

The above table 13 compares government and private school groups of adolescents in overall adjustment. The mean scores of private school adolescents (M = 81.86, SD = 10.60) are higher than for government school adolescents (M = 79.10, SD = 12.27). The statistical t-value (-1.702)  $p > .05$ , indicates that the difference is not statistically significant. Thus, the null hypothesis is accepted, stating that there would be no significant difference in overall adjustment between government and private school adolescents.

In social adjustment, the mean scores of private school adolescents are M = 23.56, SD = 4.64, while the scores of government school adolescents are M = 23.53, SD = 4.72. The t-value (-.045)  $p > .05$ , shows no significant difference between these two groups. So, the null hypothesis is accepted here that there would be no significant difference between private and government school adolescents in social adjustment.

In terms of emotional adjustment, the mean scores of private school adolescents (M = 30.37, SD = 5.04) are higher than those of government school adolescents (M = 28.80, SD = 6.42). The t-value (-1.922)  $p > .05$  indicates statistically no significant difference between these two groups in emotional adjustment. So, the null hypothesis is accepted here.

Similarly, the mean scores of private school adolescents (M = 27.93, SD = 4.64) are slightly higher than those of government school adolescents (M = 26.77, SD = 5.42) in educational adjustment. The t-value (-1.623)  $p > .05$ , found that there is no significant difference between these two groups.

**Table 14: Showing the Mean Difference between Positive and Negative Parenting Styles in relation to their Overall, Social, Emotional, and Educational Adjustment:**

Test Variable	Groups	N	Mean	Std. Deviation	t (198)	Sig
Adjustment	Positive parenting	167	81.6946	10.61240	3.443**	.001
	Negative parenting	33	74.3333	13.96349		
Social adjustment	Positive Parenting	167	23.8862	4.42803	2.349*	.020
	Negative Parenting	33	21.8182	5.51959		
Emotional adjustment	Positive Parenting	167	29.9760	5.46837	2.159*	.032
	Negative Parenting	33	27.6061	7.09727		
Educational adjustment	Positive Parenting	167	27.8323	4.87142	3.089**	.002
	Negative Parenting	33	24.9091	5.43923		

\*\*Significant at .01 level, \*Significant at .05 level

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The table 14 shows that the mean scores of positive parenting group adolescents ( $M = 81.69$ ,  $SD = 10.61$ ) are higher than those of adolescents experiencing negative parenting ( $M = 74.33$ ,  $SD = 13.96$ ). The obtained  $t$ -value ( $3.443$ )  $p > .01$  indicates a significant mean difference between these two groups in overall adjustment. Thus, the null hypothesis is rejected.

Further, in social adjustment, the mean scores of positive parenting adolescents ( $M = 23.88$ ,  $SD = 4.428$ ) are higher than those experiencing negative parenting ( $M = 21.81$ ,  $SD = 5.51$ ). The  $t$ -value ( $2.349$ )  $p > .05$  indicates a significant difference between the two groups in social adjustment. According to the result, the null hypothesis is rejected.

In terms of emotional adjustment, the mean scores of positive parenting adolescents ( $M = 29.97$ ,  $SD = 5.46$ ) are higher than the mean scores of negative parenting adolescents ( $M = 27.60$ ,  $SD = 7.09$ ). The  $t$ -value ( $2.159$ )  $p > .05$  indicates that the difference is statistically significant between the groups in emotional adjustment. As a result, the null hypothesis is rejected.

In educational adjustment, the mean scores of positive parenting adolescents ( $M = 27.83$ ,  $SD = 4.87$ ) are higher than for negative parenting adolescents ( $M = 24.90$ ,  $SD = 5.43$ ). The  $t$ -value ( $3.089$ )  $p > .05$  confirms that the difference between these groups is statistically significant. Thus, the null hypothesis is rejected.

### DISCUSSION

To examine whether parenting predicts overall, social, emotional, and educational adjustment among adolescents, a simple linear regression was conducted. This indicates a significant positive relationship between parenting and all dimensions of (social, emotional, and educational) adjustment among adolescents. Parenting significantly predicts adjustment and all its dimensions. It means parenting has a meaningful contribution to the adjustment (social, emotional, and educational). Better parenting practices help to enhance social, emotional, and educational adjustment among adolescents. Previous studies by Jin J. (2023), Cosso et al. (2024), Liu et al. (2025), Yao et al. (2024), and Handayni et al (2025) support the present findings. These studies highlight that parenting plays an important role in the emotional, social, and educational adjustment of adolescents.

Similarly, among government school adolescents, parenting has a significant positive relationship with social, emotional, educational, and overall adjustment. Parenting significantly predicts the social, emotional, educational, and overall adjustment among government school adolescents. In contrast, among private school adolescents, parenting does not significantly predict social, emotional, educational, and overall adjustment. A non-significant relationship is found between parenting and adjustment. The results indicate that parenting has a strong influence on the adjustment of adolescents in government schools. The reason behind that may be that they are more dependent on family and rely more on parents for guidance and decision-making. In contrast, the adolescents of private schools are more exposed to external factors like the school environment and peer influence. The private schools provide better academic support, counselling services, and many personality development activities. So, these factors can override parenting effects on private school adolescents.

To examine the mean difference between government and private school adolescents in social, emotional, educational, and overall adjustment  $t$ -test was conducted, which revealed a non-

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significant mean difference between these two groups in relation to social, emotional, educational, and overall adjustment. The adolescents from both schools were found to be equally adjusted in all areas of adjustment.

Further, the t-test revealed a significant mean difference between positive parenting style and negative parenting style in social, emotional, educational, and overall adjustment. The scores of adolescents who were brought up with positive parenting practices scored higher in adjustment (social, emotional, and educational) than those who were brought up with negative parenting practices. This indicates that positive parenting practices are associated with better adjustment (social, emotional, and educational) among adolescents.

The study conducted by Liu et al. (2025) stated that authoritative parenting, which is also known as positive parenting, was associated with better academic outcomes, while a negative parenting style was negatively correlated with academic success. Similarly, Handayani et al. (2025) also found that positive parenting practices significantly predict high emotional intelligence and adjustment among adolescents.

### CONCLUSION

In conclusion, the findings highlight that parenting contributes significantly to better adjustment among government school adolescents. While adolescents show a similar level of adjustment across school types (government and private), parenting, especially positive parenting play an important role in shaping their adjustment. Therefore, promoting positive parenting practices is essential for the overall adjustment of adolescents.

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***Conflict of Interest***

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