

# Effect of Parental Involvement on Alienation on Adolescent Students

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## Abstract

This study examines the effect of parental involvement on the alienation of adolescent students, addressing the growing concern of emotional disengagement during critical academic years. The problem statement highlights the need to explore how varying levels of parental engagement influence adolescents' sense of isolation. The primary objective was to determine the impact of parental involvement on adolescent alienation, with the hypothesis that parental involvement would not significantly affect alienation levels. Employing a descriptive survey method, the study targeted Class XI students from the Delhi region, encompassing a diverse demographic. A stratified random sampling technique was used to select 500 students, ensuring representative subgroups based on parental involvement. Tools included the Student Alienation Scale by Sharma (2015) and the Parental Involvement Scale by Chopra and Sahoo (2007). Statistical techniques such as Mean, Standard Deviation, and ANOVA were applied to analyze the data. The findings revealed a significant impact of parental involvement on alienation. Adolescents with higher parental involvement exhibited notably lower alienation levels, indicating the critical role of parental engagement in fostering emotional security and reducing feelings of isolation. The study concludes that increased parental involvement positively influences adolescents' emotional well-being and educational outcomes. Educational implications suggest fostering home-school partnerships and parental awareness programs to enhance engagement. Recommendations include integrating structured communication frameworks between schools and families and further research on additional factors influencing alienation.

**Keywords:** Parental Involvement; Alienation; Adolescents; Emotional Well-being; Educational Outcomes

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## Introduction

Adolescence is a critical stage of development marked by significant physical, emotional, and psychological changes. During this period, individuals begin to explore their identity, establish social connections, and develop independence. However, the transition is often accompanied by feelings of alienation—characterized by emotional detachment, social withdrawal, and a lack of meaningful connections with peers, family, or institutions. Alienation in adolescence can have far-reaching consequences, including diminished self-esteem, poor academic performance, and mental health challenges. Understanding the

factors that contribute to or mitigate alienation is therefore crucial for supporting adolescents during this pivotal phase.

Parental involvement has been widely recognized as a vital factor influencing adolescents' overall development. It encompasses parents' active participation in their children's education, social life, and emotional well-being. A nurturing and supportive home environment provides adolescents with a sense of security and belonging, reducing the likelihood of alienation. Conversely, a lack of parental involvement may exacerbate feelings of isolation, as adolescents perceive themselves as unsupported or disconnected from their primary caregivers. The relationship between parental involvement and alienation warrants investigation, particularly in the context of modern challenges such as academic pressure, changing family dynamics, and increasing digitalization.

This study focuses on the impact of parental involvement on the alienation levels of adolescent students. Class XI students in Delhi were chosen as the target population, as this stage represents a critical juncture in the Indian education system. These students face unique challenges, including heightened academic expectations and the pressure to prepare for competitive examinations. Examining the role of parental involvement during this demanding period can provide valuable insights into how emotional and social support influences adolescents' well-being.

The research aims to identify whether variations in parental involvement significantly affect alienation among adolescents. The study hypothesizes that there is no significant effect of parental involvement on alienation, providing a basis for rigorous statistical analysis. Using a descriptive survey method, the research employs validated tools to measure both parental involvement and alienation, ensuring reliable and comprehensive data collection. By exploring this relationship, the study seeks to offer evidence-based recommendations for parents, educators, and policymakers to foster stronger connections between adolescents and their caregivers.

Thus, the study highlights the importance of parental engagement as a potential buffer against alienation. As adolescents navigate the complexities of academic and personal growth, parental involvement can serve as a cornerstone of emotional stability and social connectedness, ultimately shaping their future success and well-being.

### **Significance of the Study**

This study holds significant implications for educators, policymakers, and parents in fostering environments that prioritize parental involvement to address adolescent alienation. By understanding the dynamics between parental care and adolescent estrangement, targeted interventions can be developed to enhance parent-adolescent communication and engagement. The findings also stress the cultural variability in parental practices, suggesting that a contextual approach is essential for addressing alienation in diverse settings. For Indian families, traditional values intertwined with modern pressures necessitate strategies that bridge generational gaps. Internationally, this research informs global practices aimed at strengthening familial bonds during the critical adolescent period.

### **Objective**

1. To find out the effect of parental involvement on alienation of adolescent students.

### **Hypothesis**

1. There exist no significant effect of parental involvement on alienation of adolescent student.

### **Methodology**

This study employed a descriptive survey method to investigate the relationship between parental

involvement and alienation among adolescent students. Standardized scales were used to measure parental involvement and the level of alienation.

### Population and Sample

The population for this study comprises all Class XI students in the Delhi region, chosen due to its diverse demographic, cultural, and socio-economic characteristics. Using a descriptive survey method, a stratified random sampling technique was employed to select a representative sample of 500 students. This method ensured proportionate representation of subgroups, including those defined by parental involvement. The focus was placed on high and low levels of these variables, excluding moderate categories, to enable a more precise analysis. Delhi's educational diversity and its strategic significance as India's capital further justify its selection, ensuring the study's findings have broader applicability and policy relevance.

### Tools Used

1. Student Alienation Scale by Sharma (2015)
2. Parental Involvement Scale by Chopra and Sahoo (2007)

### Statistical Techniques Used

To achieve the objective of the study, Mean, Standard Deviation and ANOVA was used to analyze the data.

### Results/Data Analysis

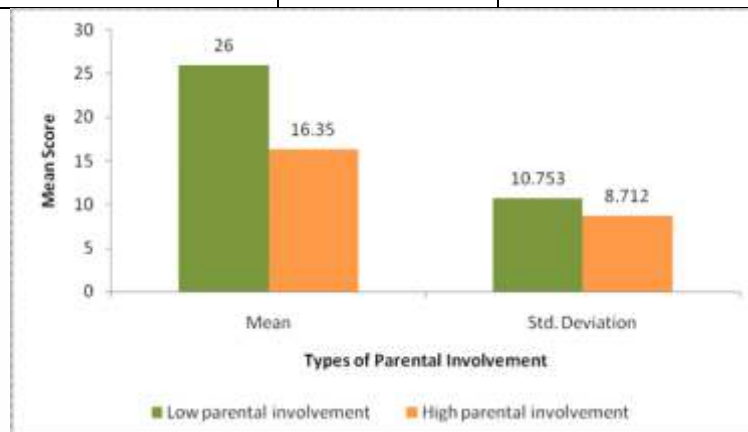
#### Main Effect of Parental Involvement

**Table 1: Number of adolescents in relation to their parental involvement**

Between-Subjects Factors			
		Value Label	N
Types of Parental Involvement	1	Low parental involvement	74
	2	High parental involvement	221

**Table 2: Descriptive Statistics**

Dependent Variable: Alienation			
Types of Parental Involvement	Mean	Std. Deviation	N
Low parental involvement	26.00	10.753	74
High parental involvement	16.35	8.712	221
Total	18.77	10.151	295



**Table 3: ANOVA Table for Main Effect of Parental Involvement on Alienation**

<b>Tests of Between-Subjects Effects</b>					
Dependent Variable: Alienation					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5159.312 <sup>a</sup>	1	5159.312	60.139	.000
Intercept	99441.834	1	99441.834	1159.131	.000
Types of Parental Involvement	5159.312	1	5159.312	60.139	.000
Error	25136.471	293	85.790		
Total	134260.000	295			
Corrected Total	30295.783	294			
a. R Squared = .170 (Adjusted R Squared = .167)					

The analysis explores the impact of Types of Parental Involvement on the dependent variable, Alienation, and the associated statistical outcomes are summarized in Tables 1, and 3.

The descriptive statistics show a clear difference in mean Alienation scores between groups with Low and High Parental Involvement. Participants with low parental involvement report significantly higher levels of alienation, with a mean score of 26.00 (SD = 10.753) based on 74 participants. In contrast, those with high parental involvement report much lower levels of alienation, with a mean score of 16.35 (SD = 8.712) based on 221 participants. The overall mean alienation score across the entire sample of 295 participants is 18.77 (SD = 10.151). These results suggest that higher parental involvement is associated with substantially lower levels of alienation.

The ANOVA results demonstrate that Types of Parental Involvement have a statistically significant impact on Alienation levels. The effect of the independent variable is captured by the Corrected Model, which accounts for 5159.312 of the total variance in alienation scores (Mean Square = 5159.312, F = 60.139, p = .000). The Types of Parental Involvement specifically explain a significant portion of this variance, showing that higher parental involvement is strongly associated with lower levels of alienation.

The Intercept is also statistically significant (F = 1159.131, p = .000), indicating that the baseline alienation score substantially contributes to the model. The Error term represents 25136.471 of the variance in alienation scores, with a Mean Square of 85.790, suggesting that unexplained variability still exists in the model.

The R-Squared value of .170 indicates that 17% of the variance in alienation scores is explained by parental involvement, reflecting a meaningful, though not overwhelming, effect. The adjusted R-Squared value of .167 supports this conclusion by accounting for the number of predictors and sample size.

These results strongly support the hypothesis that Types of Parental Involvement significantly affect the level of Alienation. Specifically, higher parental involvement is associated with significantly lower levels of alienation, as shown by the descriptive statistics and the ANOVA results. The rejection of the null hypothesis in Levene's test indicates unequal variances across the groups, which is a minor concern given the large sample size. With 17% of the variance in alienation scores explained by parental involvement, the findings underscore the importance of parental engagement in reducing feelings of alienation in participants.

### **Findings of the Study**

The study identified a significant relationship between parental involvement and the alienation levels of

adolescent students. Adolescents with higher levels of parental involvement demonstrated considerably lower levels of alienation compared to those with low parental involvement. The analysis indicated that parental engagement plays a protective role, fostering emotional security and reducing feelings of isolation among students. The findings highlight that increased parental involvement is strongly associated with improved emotional well-being and a greater sense of belonging among adolescents.

### **Conclusion with Educational Implications and Recommendations**

The results of the study emphasize the pivotal role of parental involvement in mitigating alienation among adolescents. When parents actively participate in their children's lives, it strengthens emotional bonds and provides a supportive environment that counters feelings of isolation. This underscores the importance of fostering parental engagement, particularly during critical educational phases such as adolescence, where students often face challenges related to identity and peer pressure.

From an educational standpoint, the findings call for a concerted effort to enhance collaboration between schools and families. Schools should take proactive measures to promote parental participation through regular parent-teacher interactions, workshops, and awareness programs. Such initiatives can help parents understand the importance of their involvement and equip them with effective strategies to support their children. Educators should also create inclusive environments that encourage family engagement and emphasize its positive impact on students' emotional well-being and academic success.

To strengthen parental involvement, policymakers and educational institutions should prioritize the development of supportive frameworks and resources. Counseling sessions, family outreach programs, and structured communication channels between schools and parents can be instrumental in this regard. Furthermore, research should continue to explore additional factors contributing to alienation, such as peer dynamics and school culture, to provide more comprehensive strategies. By fostering robust home-school partnerships, educational systems can significantly reduce alienation, improving both emotional and academic outcomes for adolescents.

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