

# The Influence of Parental Education Involvement on the Social Development Level of Adolescents: The Mediating Role of Parent-child Relationship

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**Abstract:** In this study, 302 junior high school students aged 12 to 15 were selected as the research objects to investigate the overall situation of parental education investment, parent-child relationship and social development level of junior high school students. Simultaneously, the relationship between parental education investment and parent-child relationship and adolescent social development level was investigated. The results indicate that significant differences exist in the level of social development between adolescents with high scores and those with low scores. Whether it is parental education involvement or parent-child relationship, there is a significant positive correlation between parental education involvement and parent-child relationship, parental education involvement and adolescent social development, parent-child relationship and adolescent social development; among them, parent-child relationship plays a significant mediating role in the path of parental education involvement affecting adolescents' social development. Therefore, we should increase the participation of parents in education and strengthen the construction of parent-child relationship to promote the social development of adolescents.

**Keywords:** Parental Education Involvement; Adolescent Social Development; Parent-Child Relationship.

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## 1. Introduction

The family is the first social unit that children come into contact with, and parents are the closest and most important educators to children. Their parenting style, value transmission and family atmosphere directly affect children's mental health, cognitive development, social adaptability and behavior habits.

In recent years, studies on family education and adolescent growth and development at home and abroad have focused on the overall impact of the former on the latter, or on the positive or negative impact of the former on the mental health of adolescent growth and development. Only a small number of studies have explored the mediating factors of the relationship between the former and the latter. At present, no research has made a correlation analysis between the factors of parental education involvement in the family education system and the social development of parent-child relationship and adolescent development. This article will start with the investigation of the existing basic situation of the three, analyze the correlation between the three and the possible intermediary effect, find out the relevant factors that affect the social development of adolescents, and put forward reasonable and feasible suggestions for improving the level of social development of adolescents.

## 2. Literature Review

### 2.1. Parental Involvement in Education and Adolescent Social Development

The social development of human beings is a process in which individuals gradually develop unique personality and personality in the process of interaction with society, change from biological people to social people, and gradually adapt to social life through the internalization of social culture and the learning of role knowledge [11]. For adolescents, the task

of this period is mainly to develop self-identity, establish intimate relationships and focus on self [8].

Relevant studies have shown that the factors affecting the social development of adolescents include individual factors, family factors, educational factors and social background factors [7], among which family support is considered to have an important impact on adolescents' emotional development in adolescence [5].

For example, in the case of extremely low parental education involvement in rural 'full agency' grandparenting, adolescents' social emotions will show a trend of deviation from normal, and accompanied by problems of self-identity difficulties [4].

The research above reveals a close relationship between the level of parental education involvement and the development of adolescents' social emotions and social behaviors.

### 2.2. The Mediating Role of Parent-child Relationship

In the field of psychology, the definition of parent-child relationship is usually defined from the perspective of the connection between parents and children, and it is generally defined in two ways. One view is that parent-child relationship was originally introduced by genetics, and the relationship between parents and offspring is expressed as biological kinship [10]. Another definition emphasizes the interaction and interpersonal interaction between children and parents based on parent-child relationship [1].

In the research environment at home and abroad, scholars have paid high attention to the mediating role of parent-child relationship. For example, it explores the mediating role of parent-child relationship in the influence of family system factors such as parenting style and parental expectations on the positive development of children and adolescents [6,3,9]. Or in the study of exploring the specific behavior of adolescents, parent-child relationship as an intermediary

factor can effectively reduce the negative behavior of adolescents[2].

Based on the above literature review, it can be concluded that parental education involvement may have an important impact on the social development of adolescents ; parent-child relationship may play a certain role in the relationship between parental education involvement and adolescents ' social development level. On the basis of previous studies, this study will refine the existing factors in the family system, generalize the impact on the social development of adolescents, choose parent-child relationship as an intermediary factor, and choose the parental education involvement factor in the family system as an independent variable to explore its impact on the overall social development level of adolescents, so as to provide effective support for the formulation of methods to ensure the healthy development of adolescents.

### 3. Research Methods

In this study, stratified sampling was used to select adolescents aged 12-15 from a middle school in Dalian as the research subjects. A total of 326 questionnaires were distributed, of which 302 were validly completed. The research tools are ' Parental Education Involvement Scale ' ( Song, 2010 ), ' Parent-Child Relationship Questionnaire for Middle School Students ' ( Wu et al., 2011 ) and ' Social Development Level Questionnaire for Adolescents '. The Cronbach 's a coefficient of the above scale and questionnaire is 0.853-0.910, and the reliability and validity are good.

The collected data were analyzed by IBM SPSS Statistics 27.0.1 statistical software.

### 4. Research Results

#### 4.1. The Basic Situation of Adolescent Social Development

Table 1 shows that the average total score for adolescents' social development is 3.72, which exceeds the median score of 3, indicating a high overall level of social development among adolescents. The average scores for each dimension range from 3.69 to 3.74, with the 'cognitive ability' dimension scoring the highest and the 'emotional expression' dimension scoring the lowest.

**Table 1.** Basic situation of adolescents ' social development

	N	M	SD
cognitive abilities	302	3.74	0.869
emotional expression	302	3.69	0.848
disposing capacity	302	3.73	0.806
total score	302	3.72	0.636

#### 4.2. Non-parametric Difference Test of Adolescent Social Development in Parental Education Involvement and Parent-child Relationship

Firstly, the total scores of parental education involvement and parent-child relationship are sorted in an increasing order, and the top 27 % is taken as the low group. Then, according to the decreasing order, the top 27 % was taken as the high group ; finally, the non-parametric independent sample test was used to compare the differences in children 's social development between high-score and low-score groups. The

results are shown in Table 2.

**Table 2.** Non-parametric difference test of adolescent social development in parental education involvement and parent-child relationship

	adolescent social development		K-W statistic	P
	high group	low group		
parental education involvement	99.43	55.61	-43.816	0.00**
parent-child relationship	94.18	53.70	-40.473	0.00**

Note 1 p\* $<$ 0.05, p\*\* $<$ 0.01, p\*\*\* $<$ 0.001

Table 2 indicates significant differences in the adolescent social development index between the high-score and low-score groups, regardless of whether it concerns parental education involvement or the parent-child relationship. It can be seen that the degree of parental education involvement and parent-child relationship have a significant impact on the social development of adolescents.

#### 4.3. Correlation Analysis of parental Involvement in Education, Parent-child Relationship and Adolescent Social Development.

In order to further understand the impact of parental education involvement and parent-child relationship on the social development of young adolescents, this study conducted a correlation analysis of parental education involvement, parent-child relationship and adolescent social development. The results are shown in table 3.

**Table 3.** Correlation analysis of parental education involvement, parent-child relationship and adolescent social development (N = 302)

	parental education involvement	parent-child relationship	adolescent social development
Parental education involvement	1	0.459**	0.494**
parent-child relationship		1	0.354**
adolescent social development			1

Note 2 p\* $<$ 0.05, p\*\* $<$ 0.01, p\*\*\* $<$ 0.001

The results of Table 3 show that there is a significant positive correlation between parental education involvement and parent-child relationship, parental education involvement and adolescent social development, parent-child relationship and adolescent social development.

#### 4.4. The Mediating Effect Test of Parent-child Relationship

In order to test whether parent-child relationship plays a mediating role in the influence of parental education involvement on adolescents ' social development, this study uses stepwise regression analysis, and the results are shown in table 4.

**Table 4.** Test of mediating effect of parent-child relationship (N = 302)

		B	Beta	t	p	CI(95%)
Model1	Parental education involvement	0.350	0.494	7.054	<0.01	0.252-0.448
Model2	Parental education involvement	0.298	0.420	5.383	<0.01	0.188-0.407
	parent-child relationship	0.153	0.162	2.074	0.040	0.007-0.298

Note 3 The dependent variable is the social development of adolescents.

From Table 4, it can be seen that after the variable of parent-child relationship is added to the regression, it has a significant impact on the influence path of the independent variable parental education involvement on the dependent variable adolescent social development ( $p = 0.04 < 0.05$ ). It can be seen that parent-child relationship plays a significant mediating effect in the influence path of parental education involvement on adolescent social development.

## 5. Research Conclusion

This paper studies the relationship between parental education involvement, parent-child relationship and adolescents' social development. The results show that the overall level of adolescents' social development in junior high school students is high, among which the 'cognitive ability' dimension has the highest score, and the 'emotional expression' dimension has the lowest score, but the score is still higher than the median. This shows that in the early stage of adolescence, students' social adaptability is strong, but their communication ability and emotional output are weaker than other aspects. This may be due to the increase of learning pressure and the different campus environment, which leads to the lack of communication and communication opportunities for adolescents in junior high school. The results of the difference test suggest that variations in parental education involvement and parent-child relationships lead to significant differences in adolescents' social development levels. Combined with the correlation analysis results, it can be concluded that a higher degree of parental education involvement is associated with a higher level of social development in adolescents. The better the parent-child relationship, the higher the level of social development of adolescents. Parents are an indispensable role in family education. Parents' active participation and good parent-child relationship enable children to acquire the ability and development needed to improve social adaptation in the process of growth. The results show that parent-child relationship plays a significant mediating role in the influence path of parental education involvement on adolescents' social development. This shows that parental involvement in education does not directly affect the social development of adolescents, but needs to indirectly affect the social adaptability of adolescents through parent-child relationship. The active participation of parents can enable children to get more support, so as to cultivate a better parent-child relationship, so that children can obtain emotional value, and finally achieve the educational results of all-round development of adolescents' cognitive ability, behavioral ability and emotional expression.

## 6. Education Suggestions

It is very important for parents to actively participate in children's education. Studies have shown that parents' educational involvement not only directly affects adolescents' social development, but also further promotes their growth

by improving parent-child relationship. Therefore, parents should actively participate in children's learning and growth process, pay attention to their needs and psychological state, and provide necessary support and guidance. This includes not only academic counseling, but also the cultivation of children's emotional needs, hobbies and social skills. Positive interaction can create a supportive growth environment for children.

Good parent-child relationship should be valued within the family, because it is a key factor affecting the social development of young people. Good parent-child relationship can provide emotional support and a sense of security to help young people better adapt to society. Parents should maintain open communication, respect children's feelings and opinions, and understand their needs and confusion. By spending family time together, participating in children's activities, and understanding their lives and emotional states, the closeness of parent-child relationships can be enhanced.

In addition, schools and society should support family education. Educators should provide training and guidance for parents to help them master effective educational skills, improve parent-child relationship, and cope with the social challenges encountered by children in their growth. Social service agencies and community organizations can also promote parental education participation, enhance family functions, and support the social development of young people through family education lectures and parent-child activities.

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