

Level of Parental Involvement and its Relationship on Adolescents' Psychological Well-Being

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Abstract— Adolescents' psychological well-being is closely linked to the level of parental involvement, making it a vital concern in guidance and counseling. This descriptive-correlational study examined the level of parental involvement and its relationship on adolescents' psychological well-being among Grade 11 Senior High School Students. Data were gathered using standardized instruments, including the Perceived Parental Autonomy Support Scale and Ryff's Psychological Well-Being Scale. Findings revealed that both the level of parental involvement and adolescents' psychological well-being were moderate overall. While no statistically significant differences in psychological well-being were observed across demographic profiles, correlation analysis showed that autonomy support had a moderate, positive, and significant relationship with psychological well-being, whereas psychological control exhibited weaker and mixed associations. Consequently, the study concluded that adolescents' psychological well-being must not be allowed to decline further, and strengthening the level of parental involvement at the earliest opportunity is therefore essential. The results of the study carried a profound implications, suggesting that adolescents today continue to navigate the tension between striving to thrive and struggling to survive amid persistent psychological challenges.

To translate these findings into practice, a Counseling Program Framework was developed, grounded in Person-Centered Theory, Cognitive Behavioral Techniques, and the Family Systems Approach. Core strategies included screening and assessment, parent workshops, CBT-based emotional validation modules, family systems sessions, and school-community integration. Moreover, anchored in the Philippine Mental Health Act, aligned with WHO initiatives, and responsive to Republic Act 12080 (Philippine Guidance and Counseling Act of 2024), the study offered evidence-based insights for schools, families, and policymakers to further enhance the level of parental involvement and safeguard adolescents' psychological well-being.

Keywords— adolescent well-being, autonomy support, counseling framework, level of parental involvement, psychological control.

INTRODUCTION

Adolescence was regarded as a critical stage of development characterized by identity formation and increasing autonomy (Dhabhai, 2025; Ruiz & Yabut, 2024).

Research further demonstrated that supportive family relationships during adolescence promoted resilience, emotional regulation, and positive adjustment, while neglect or excessive control often led to confusion, stress, and vulnerability (Lopez & Cruz, 2022; Musengamana, 2023).

These findings underscored that parental involvement played a decisive role in guiding adolescents through the challenges of identity formation and autonomy.

Within the scholarly discourse, parental involvement was generally defined as the range of behaviors parents undertook to support their children's education and psychosocial development, including communication, monitoring, and participation in school activities (Bartolome et al., 2021).

As a construct, parental involvement encompassed diverse forms of engagement, from academic support

to emotional guidance, and was often described in terms of the presence or absence of such behaviors.

By contrast, the level of parental involvement represented a more differentiated dimension that focused on the consistency, intensity, and perceived quality of these behaviors.

While parental involvement broadly identified what parents did, the level of parental involvement emphasized how often and how effectively these practices were carried out, as well as how adolescents perceived them (Musengamana, 2023).

This distinction was critical: parental involvement as a general construct captured the scope of parental behaviors, whereas the level of parental involvement highlighted variations in their intensity and impact, thereby offering a more precise lens for understanding.

Parental involvement varied across cultures. In North America, family-school collaboration was emphasized (Berkowitz et al., 2021), while Asian contexts prioritized discipline and academic rigor (Acar et al., 2022).

In the Philippines, parental involvement reflected collectivist values, with parents serving as facilitators and academic support providers (Quijano, Uy, & Franca, 2023).

Yet, despite these perspectives, local studies primarily concentrated on academic achievement, leaving limited evidence on how the level of parental involvement was related to adolescents' psychological well-being.

This gap became critical in light of rising mental health concerns among Filipino youth.

For example, the Department of Education reported more than 1,700 suicide attempts or deaths during the 2023–2024 school year (Malaya Business Insight,

2024). National data likewise indicated increasing cases of non-suicidal self-injury (Alberto et al., 2025).

Complementing these findings, guidance offices in Orion, Bataan reported additionally that low levels of parental involvement in school interventions, noting that conflicting work schedules, financial constraints, and strained parent-child relationships often resulted in limited parental participation in adolescents' lives.

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Building on this foundation, this study was anchored in four psychological perspectives that explained how the level of parental involvement was related to adolescents' psychological well-being.

Attachment Theory emphasized secure and responsive caregiving as the basis of emotional stability and resilience.

Self-Determination Theory highlighted autonomy, competence, and relatedness as essential needs, clarifying how autonomy-supportive practices nurtured independence while controlling behaviors undermined well-being.

Social Support Theory underscored emotional, instrumental, and informational support as buffers against stress, showing how parental reassurance and guidance enhanced coping and relational quality.

Finally, Adlerian Theory emphasized social interest, belonging, and purposeful living, illustrating how encouragement and cooperation within families fostered adolescents' sense of connection and life purpose.

CONCEPTUAL FRAMEWORK

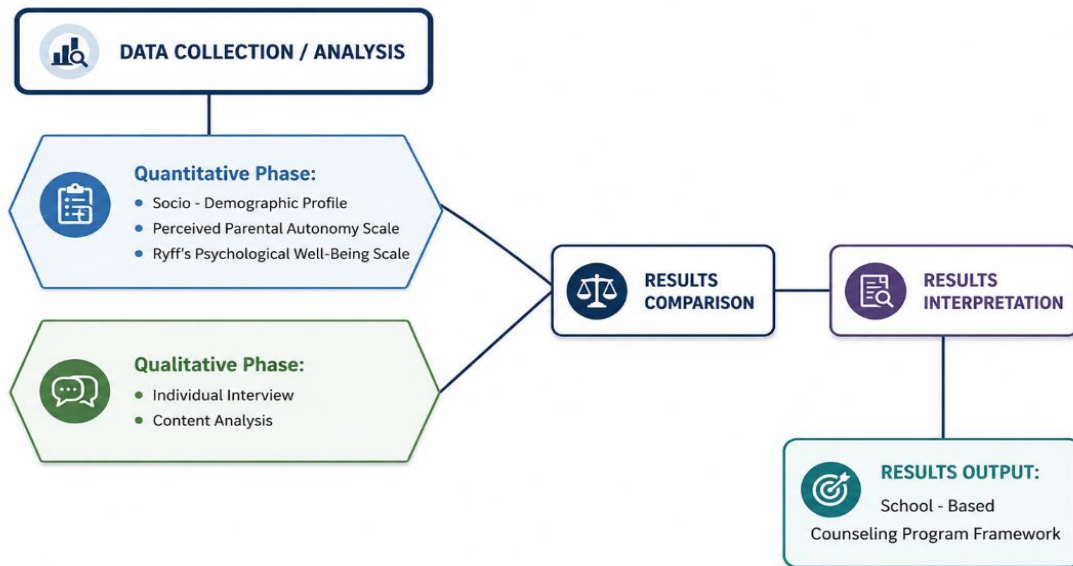


Figure 1. Conceptual Framework

Figure 1 presented the paradigm that was utilized in the study. The process began with data collection and analysis, which branched into two phases. In the quantitative phase, respondents were assessed through their socio-demographic profiles and two standardized instruments: the Perceived Parental Autonomy Support Scale and Ryff's Psychological Well-Being Scale. Building on these findings, the qualitative phase explored adolescents' lived experiences through individual interviews, with data examined through content analysis to clarify how different levels of parental involvement shaped psychological well-being.

The convergence of both phases became necessary in the comparison stage, where quantitative and qualitative results were analyzed side by side to identify points of agreement and divergence. This was followed by results interpretation, in which insights from both phases were synthesized to present a holistic understanding of the phenomenon. The interpretation emphasized cultural and contextual factors—such as family structures, socio-economic conditions, and community expectations—that explained the relationship between parental involvement and adolescents' psychological well-being.

Finally, the entire process culminated in the results output: the School-Based Counseling Program Framework. This framework translated the study's outcomes into culturally responsive strategies that strengthened the level of parental involvement while simultaneously promoting adolescents' psychological well-being, ensuring that both dimensions were addressed in an integrated and sustainable manner.

SIGNIFICANCE OF THE STUDY

Senior High School Students. Findings of this study may help students gain insights into how the level of parental involvement supports resilience, emotional stability, and motivation. They may benefit from improved school programs that integrate emotional wellness with academic success. With strengthened psychological well-being, learners are more likely to thrive in their studies, sustain motivation, and achieve stronger outcomes.

Parents and Guardians. Results of the investigation may empower parents and guardians to strengthen communication within the family, foster deeper bonds, and create nurturing home environments. They may be guided toward taking a more proactive role in their child's development, ensuring that emotional support

complements academic guidance. Indirectly, these benefits may contribute to healthier family dynamics and a stronger foundation for adolescent growth.

School Counselors. The study's findings provided evidence-based insights into how the level of parental involvement was related to adolescents' psychological well-being. Specifically, counselors were able to use these results to design more responsive programs that addressed both academic and personal challenges. Moreover, the findings indirectly equipped them to collaborate more effectively with schools and families, ensuring that interventions were timely, holistic, and sensitive to the psychosocial needs of adolescents.

Teachers. Insights from the study provided teachers with a clearer understanding by examining the relationship between the level of parental involvement and adolescents' psychological well-being, classroom behavior, and emotional adjustment. Specifically, educators benefited from knowledge that shaped more compassionate and inclusive teaching approaches.

School Principals and Administrators. Evidence from the study may guide school leaders in developing policies and programs that promote stronger family-school partnerships. Administrators may benefit from practical recommendations that integrate emotional support with academic success.

Mental Health Practitioners. The study may help various mental health practitioners and professionals gain a deeper understanding of how family dynamics shape adolescent well-being. Findings may guide the development of culturally sensitive interventions that integrate family support.

Government Agencies and Community Organizations. Outcomes of the study may support agencies and organizations in designing programs that promote adolescent wellness at local and national levels. Findings may align with mental health policies and strengthen family-focused initiatives. Indirectly, these efforts may contribute to building communities

that prioritize youth development and psychological well-being.

Future Researchers. Future researchers may use this study as a reference when further exploring parental involvement level and adolescent psychological well-being across different contexts and disciplines. The findings may also serve as a basis for examining additional dimensions of adolescent experiences, such as resilience, coping strategies, and help-seeking behaviors, which were not fully addressed in this investigation.

OBJECTIVES OF THE STUDY

1. To determine the level of parental involvement and adolescent's psychological well-being as well as clarify how qualitative evidence supports and enriches the quantitative results.
2. To examine the implications of the relationship between the level of parental involvement and adolescents' psychological well-being for guidance and counseling practices.
3. To propose a school-based counseling program framework that strengthens the level of parental involvement while promoting the psychological well-being of adolescents.

METHODOLOGY

Research Design

This study employed a convergent parallel mixed-methods design as the research methodology. According to Kalpokas and Hecker (2023), the convergent parallel approach allowed quantitative and qualitative data to be collected simultaneously, analyzed independently, and then merged to provide a comprehensive interpretation of the phenomenon. Utilization of this design was appropriate in the conduct of social science and educational research since it validated findings by comparing statistical results with narrative accounts, thereby strengthening the credibility and depth of conclusions. In addition, the mixed-methods design was beneficial in contextualizing numerical associations within the lived experiences of adolescents, ensuring that both measurable outcomes and personal perspectives were integrated. Hence, investigating how the level of parental involvement related to adolescents'

psychological well-being was most appropriately addressed through a convergent parallel mixed-methods design.

Participants of the Study

Participants were selected through a proportional stratified random sampling technique. According to Etikan and Bala (2023), proportional stratified random sampling is a probability sampling method in which the population is divided into distinct subgroups, or strata, and samples are drawn from each stratum in proportion to its size within the overall population.

This ensures that the sample is representative of the population by proportionally distributing respondents across the participating schools.

This method is particularly useful when the population is heterogeneous, as it minimizes sampling bias and enhances the external validity of the study by guaranteeing that each subgroup is adequately represented.

The Grade 11 students enrolled in three public secondary schools within the 2nd District of Bataan served as the main participants of the study.

The total sample size consisted of 174 students, proportionally distributed across the schools as follows: Pablo Roman National High School in Pilar (56 students), Bataan School of Fisheries in Orion (40 students), and Limay National High School in Limay (78 students).

The sample size was determined using Slovin's formula with a 7% margin of error and was subsequently reviewed and confirmed by a consulting statistician to ensure methodological accuracy.

The selected participants met the following criteria: (a) currently enrolled as Grade 11 students in the identified public secondary schools within the 2nd District of Bataan, (b) aged 16–17 years old, (c) living with their biological parents who are both alive, and (d) willing to participate in the study by

completing the standardized instruments and interviews.

Excluded from the study were (a) students enrolled in private schools or institutions outside the 2nd District of Bataan, (b) Grade 11 students or those outside the target age range, (c) individuals who declined participation or failed to provide complete responses to the instruments, and (d) students living with guardians instead of their biological parents.

Data Collection Tools

- **Quantitative Phase.** The researcher conducted an online survey administered to 174 Grade 11 students proportionally drawn from three selected schools. Authorization was secured through formal requests to school officials, and ethical safeguards were observed through parental consent and student assent forms.
- **Qualitative Phase.** Ten students were purposively selected from the quantitative results—five with high scores and five with low scores—and interviewed using a semi-structured protocol developed from the survey findings. Interviews were scheduled with the assistance of the Guidance Office, audio-recorded with consent, transcribed verbatim, and analyzed through content analysis to identify themes related to parental involvement and psychological well-being.
- **Integration.** Quantitative and qualitative data were collected simultaneously, analyzed separately, and integrated through triangulation, ensuring methodological coherence and explanatory depth in understanding how the level of parental involvement related to adolescents' psychological well-being.

Data Analysis

Rigorous data analysis was implemented to ensure methodological coherence and validity of findings. For the quantitative phase, the raw survey data were organized and coded in Excel, while advanced statistical procedures were conducted using SPSS. Frequency counts and percentages were employed to describe categorical variables.

Table 1. Overall Convergence of Quantitative and Qualitative Findings

Focus Area	Quantitative Results	Qualitative Insights	Overall Convergence
Demographic Profile	There are no significant differences among demographic groups (e.g., age group).	Adolescents emphasized that family routines, communication, and emotional support matter more than demographic factors. (Category 6 – Communication by Parents; Emergence 6 – Emotional Support Practice)	Both strands confirmed that psychological well-being is not determined by demographic variables but is significantly influenced by parental involvement.
Level of Parental Involvement	Parental involvement at a moderate level, showing balanced but not strong support.	Shared routines, academic monitoring, and emotional support foster belonging and security. (Category 1 – Level of Parental Involvement; Parental Control Practice; 6 – Emotional Support Practice)	Both strands highlighted a moderate level of parental involvement, with autonomy support perceived as more beneficial than controlling practices.
Level of Adolescents' Psychological Well-being	Adolescents' psychological well-being level is moderate, indicating average emotional resilience.	Supportive communication enhances confidence and resilience, whereas inconsistent validation contributes to stress. (Category 6 – Emotional Support Practice; 4 – Communication by Parents)	Both strands affirmed moderate psychological well-being, strengthened by supportive parental practices.
Relationship between the Level of Parental Involvement and Adolescents' Psychological Well-being	There is a moderate positive and significant relationship, so H_0 is rejected. Enhanced level of parental involvement is linked to better psychological well-being.	Autonomy as decision-making and role explanation fosters trust and confidence, correlating with psychological outcomes (e.g., confidence, self-esteem level). (Category 2 – Decision Making; Category 3 – Role Validation; Emergence 1 – Parental Control Practice)	Both strands converged: autonomy support promoted positive outcomes, while psychological control undermined psychological well-being.

For the main variables—level of parental involvement and adolescents' psychological well-being—the mean, standard deviation, and descriptive ratings were computed, providing both numerical and qualitative interpretations of the data. Group differences across demographic categories were examined using the Kruskal–Wallis test, a non-parametric alternative to ANOVA suitable for ordinal Likert-scale data, while associations between parental involvement and psychological well-being were analyzed using Spearman's Rho correlation. For the qualitative phase, interview transcripts were subjected to content analysis, which involved systematic coding, categorization of themes, and interpretation of recurring patterns.

RESULTS AND DISCUSSION

The integration of quantitative and qualitative findings was summarized through a table. See Table 1. The table presented a clear picture of how the level of parental involvement relates to adolescents' psychological well-being.

Quantitative results showed moderate levels of both level of parental involvement and adolescents' psychological well-being, with autonomy support positively linked to resilience and confidence, while psychological control was associated with weaker outcomes. Qualitative insights enriched these findings by illustrating that shared routines, emotional support, and open communication fostered well-being, whereas

excessive control and communication barriers undermined independence and trust.

Taken together, both strands converged to confirm that demographic differences were not decisive; rather, the quality of the level of parental involvement—anchored in autonomy support and relational practices—was the key factor shaping adolescents’ psychological well-being. This convergence underscores that supportive parenting strategies nurture resilience and adjustment, while controlling behaviors erode confidence, thereby highlighting the importance of relational quality over demographic distinctions.

Implications for Counseling Practice

The convergence of quantitative and qualitative findings carried important implications for counseling practice. Statistical analyses had revealed that adolescents’ psychological well-being did not differ significantly across demographic groups, yet qualitative insights had shown that relational processes—such as autonomy support, communication, and emotional validation—were more decisive than demographic markers (Zhang et al., 2026; Pine et al., 2024). Counselors therefore needed to prioritize the quality of parent child interactions rather than demographic profiling when interventions were designed.

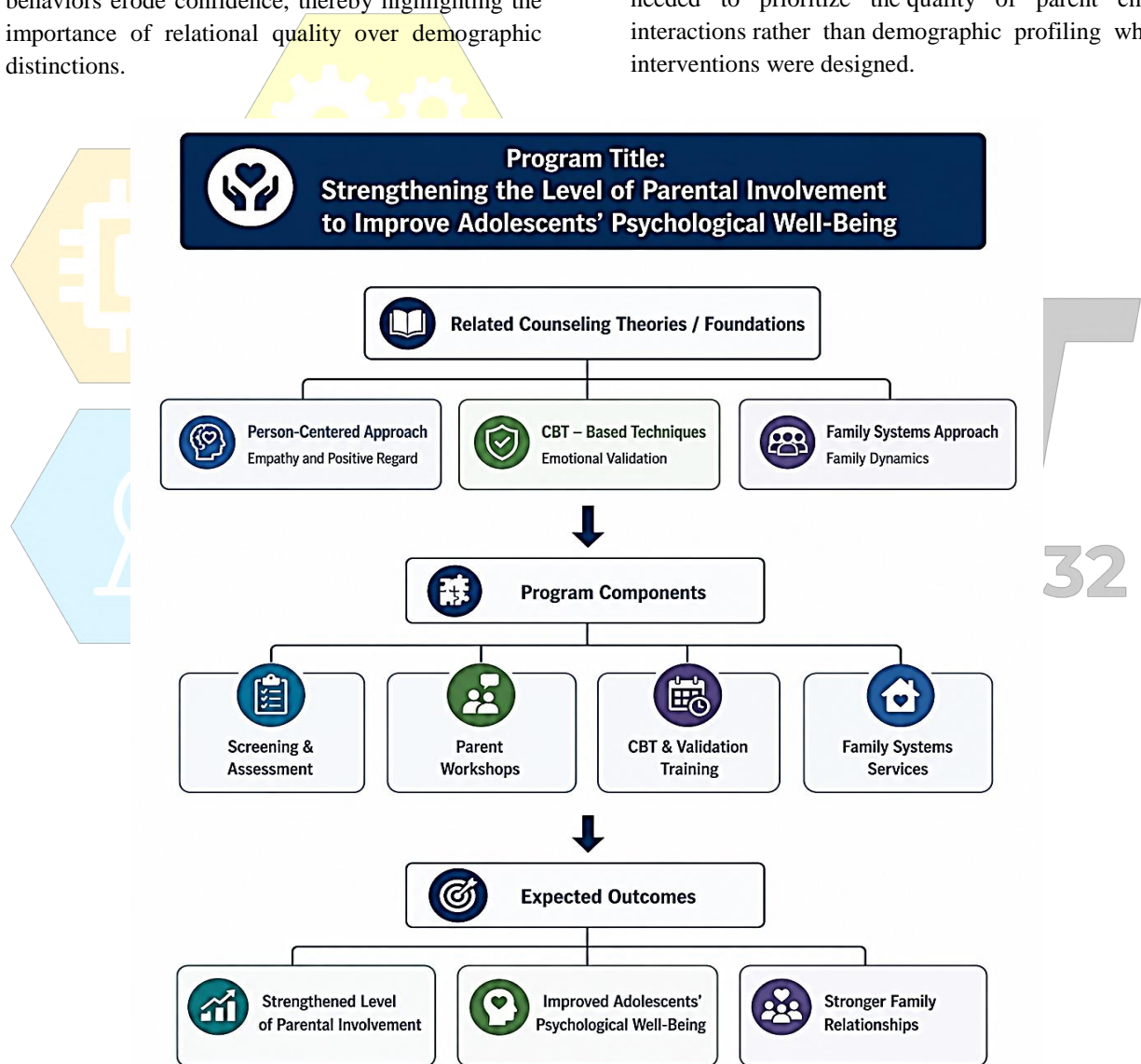


Figure 2. Counseling Program Framework

Screening for subtle patterns of psychological control had been emphasized during intake assessments, since adolescents often internalized achievement pressure, guilt induction, or punitive threats that were not statistically significant but carried clinical relevance (Allemant et al., 2025). Counseling practice had also incorporated parent coaching strategies to guide families in shifting from controlling to autonomy-supportive approaches, consistent with Rogers' emphasis on empathy and unconditional positive regard (Joseph, 2025).

Furthermore, school-based practitioners had developed autonomy-supportive communication modules, including role-playing, psychoeducational workshops, and skills training, to strengthen parental communication and encourage independent decision-making. These interventions had reflected Bandura's focus on modeling and self-efficacy (Nickerson, 2025) while situating parental involvement level within Bronfenbrenner's ecological framework, where family, school, and community systems collaborated to sustain adolescent well-being (Guy Evans, 2025; Psychology Notes HQ, 2026).

In sum, the findings highlighted that counseling practice needed to move beyond demographic considerations and instead prioritize relational quality, autonomy support, and emotional validation as central to adolescent psychological well-being.

Proposed School-Based Counseling Program Framework

As an output of the study's findings, a school-based counseling program framework was developed to strengthen the level of parental involvement and promote adolescents' psychological well-being. See Figure 2. The framework rested on three theoretical anchors: Rogers' person-centered approach, which emphasized empathy, unconditional positive regard, and autonomy support; cognitive-behavioral techniques, which provided tools for emotional validation, reframing negative thoughts, and building resilience; and the family systems approach, which highlighted the interconnectedness of family dynamics

and communication patterns in shaping adolescent adjustment.

Furthermore, the framework incorporated core strategies that included screening and assessment to identify psychological control patterns, parent workshops grounded in empathy and autonomy support, CBT-based modules for emotional validation and coping, and family systems sessions to balance guidance and independence. School-community integration further ensured sustainability by embedding autonomy-supportive communication modules into school programs. These components were designed to produce measurable counseling outcomes, allowing counselors to monitor progress and refine interventions in line with evidence-based practice.

The implications for school counselors were direct and practical. Counselors were positioned to serve as bridges between adolescents, families, and schools, ensuring that parental involvement was maximized as a protective factor. Screening tools allowed early identification of at-risk adolescents, while workshops and coaching sessions helped parents adopt supportive strategies. Group counseling interventions promoted autonomy skills, peer solidarity, and emotional regulation, addressing rising concerns such as anxiety and self-harm among Filipino adolescents. Ethical and cultural sensitivity guided implementation, ensuring that evidence-based practices respected parental norms and cultural traditions. Ultimately, the framework provided a roadmap for strengthening resilience, autonomy support, and empathic communication, positioning guidance offices as agents of empowerment and psychological well-being.

CONCLUSION

The study concluded that the level of parental involvement was a decisive factor in shaping adolescents' psychological well-being. Supportive practices such as autonomy support, emotional validation, and constructive guidance emerged as protective influences that fostered resilience, confidence, and healthy relationships. Relational processes within the home outweighed demographic influences, demonstrating that the quality of parental

involvement mattered more than socioeconomic or demographic circumstances. The findings reinforced theoretical perspectives such as self-determination theory and family systems approaches, showing that autonomy-supportive parenting nurtured psychological growth, whereas controlling practices hindered it.

It was further concluded that adolescents' psychological well-being did not significantly differ across demographic variables, emphasizing that the decisive factor rested on the level of parental involvement. Although both parental involvement and psychological well-being were moderate overall, these results carried important implications. They suggested that adolescents continued to navigate the tension between striving to thrive and struggling to survive amid persistent psychological challenges.

Consequently, the study underscored that adolescents' psychological well-being must not be allowed to decline further. Strengthening and enhancing parental involvement at the earliest opportunity was therefore essential, positioning parent education, family-school partnerships, and supportive counseling interventions as central strategies for promoting adolescent resilience and well-being.

RECOMMENDATION

1. Schools and guidance offices were encouraged to conduct yearly surveys measuring the level of parental involvement and its impact on adolescents' psychological well-being, with results documented and compared to track progress.
2. Structured mentorship initiatives were introduced, pairing older adolescents with younger peers to model resilience, autonomy, and coping strategies, evaluated through measurable outcomes.
3. Schools incorporated psychological well-being modules focusing on emotional regulation, stress management, and communication, assessed through pre- and post-intervention measures.
4. Guidance offices strengthened assessment procedures by using validated tools to identify

adolescents vulnerable to diminished well-being, ensuring targeted interventions.

5. Workshops emphasized empathy, autonomy support, and emotional validation, helping parents reduce coercive practices and adopt supportive communication strategies.
6. Counselors facilitated group interventions where adolescents practiced decision-making, assertive communication, and emotional regulation, fostering resilience and peer solidarity.
7. Parenting education materials were disseminated through schools, hospitals, malls, and public spaces, promoting autonomy-supportive practices and reaching wider audiences.
8. Local government units (LGUs), particularly in Bataan Province, expanded programs such as EduChild by organizing parenting enhancement activities and psychoeducational sessions.
9. Schools implemented annual professional development for teachers, focusing on classroom strategies that promoted autonomy, empathy, and resilience.
10. Schools and LGUs collaborated with licensed psychologists and mental health professionals to provide workshops and counseling services, ensuring expert guidance and measurable outcomes.

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