

Raising Rockstar: How Parental Involvement Fosters Resilience in Children

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ABSTRACT

Resilience in early childhood is a critical developmental capacity that enables children to adapt positively to challenges. Parental involvement is widely recognized as a key protective factor in fostering resilience, yet research on this relationship in early childhood, particularly within the Indonesian context, remains limited. This study employed a quantitative, cross-sectional design to examine the relationship between parental involvement and resilience in early childhood. Data were collected from 163 mothers of children aged 0–6 years in Sumatra, Indonesia, using two validated instruments: the RMS-25 to assess children's resilience and the Hoover-Dempsey & Sandler Parental Involvement Questionnaire. Data were analyzed using SmartPLS 3.0 to assess the path relationship between variables. The results revealed a significant positive effect of parental involvement on children's resilience ($\beta = 0.606$, $R^2 = 0.367$, $p < 0.05$). The model showed good fit indices, indicating robust structural validity. Key aspects of parental involvement, such as emotional support, communication, and engagement in daily learning, were found to be positively associated with higher levels of resilience. These findings align with developmental theories that highlight the vital role of the family environment in shaping children's psychosocial outcomes. The study underscores the importance of emotionally responsive and involved parenting in promoting adaptive functioning in early childhood. This study contributes to the limited body of research on early childhood resilience in Indonesia and suggests practical implications for the development of parenting programs aimed at strengthening children's emotional and adaptive capacities.

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1. INTRODUCTION

In an increasingly complex and demanding society, children are continuously confronted with a range of challenges, including academic pressures, social conflicts, and unexpected life events (Novianti, Febrialismanto, Puspitasari, & Hukmi, 2020). To navigate these adversities, resilience—the capacity to adapt and recover from significant stress or hardship—has emerged as a key developmental

asset (Masten, 2021). Resilience is not merely the absence of psychological problems; rather, it reflects a dynamic and evolving process of positive adaptation in the face of risk (Ba Nguyen & Van Nguyen, 2025). This concept involves both exposure to substantial threats and the demonstration of competent functioning despite such risks (Jafari, Kassan, Reay, & Climie, 2022). Resilient children are those who are able to thrive despite adversity, benefiting from both internal strengths and external protective factors (Masten, 2025).

Although terminology may vary, scholars generally define resilience as the ability, process, or outcome of adaptive functioning in the context of adversity (Fisher, Ragsdale, & Fisher, 2019). It is not confined to an individual's cognitive or emotional traits but also encompasses their interactions with family, peers, and broader systems of support (Masten & Barnes, 2018). While personal characteristics, such as intelligence or temperament, influence adaptive capabilities, resilience is not considered a fixed trait. Rather, it emerges through supportive relationships, particularly those with caregivers (Luthar, Crossman, & Small, 2015). For young children, strong attachment relationships and effective parenting are particularly influential in building resilience (Dehnel, Dalky, Sudarsan, & Al-Delaimy, 2022). In this regard, parental care has been shown to play a critical role in children's socio-emotional development and resilience-building processes (Novianti, 2018).

Parental involvement is widely recognized as a key determinant of children's academic, social, and emotional outcomes. Previous research has demonstrated that engaged parenting correlates with children's success in school as well as with the development of emotional strengths such as resilience (Anierobi, Okeke, Nwipko, & Etodike, 2023; Kovács, Dan, Hrabéczy, Bacskai, & Pusztai, 2022). Parental involvement encompasses a range of behaviors, including communication with children, participation in their learning activities, and engagement in school-related matters (Alharthi, 2023). This involvement can occur in both home and school contexts, and its nature is shaped by factors such as parental knowledge, time availability, personal motivation, and the child's developmental needs (Gan & Bilige, 2019; Alharthi, 2023).

Parents may contribute to their children's development through various forms of engagement, including creating a supportive learning environment at home, assisting with homework, and maintaining regular contact with teachers (Ribeiro et al., 2021). The extent and quality of such involvement are associated with children's capacity to make informed decisions and perform well academically (Avnet et al., 2019; Novianti & Garzia, 2020). According to Epstein et al. (2018), parental involvement can be categorized into six types: parenting, communication, volunteering, home-based learning, decision-making, and collaboration with the community. Notably, participation in decision-making processes empowers children and fosters both self-efficacy and resilience.

There is a growing consensus on the importance of cultivating strong school-family relationships to optimize children's development. Positive interactions between families and schools have been shown to enhance the effectiveness of parental involvement initiatives (Hamlin & Flessa, 2018). Interestingly, children who perceive high parental engagement in daily life—but not necessarily in academic matters—tend to demonstrate higher levels of resilience and academic achievement (Cui, Guo, Shen, Liu, & Jia, 2024). Thus, parental involvement is not only a protective factor but also a developmental facilitator for resilience in childhood.

While several studies have explored the relationship between parental involvement and resilience, much of the existing literature has focused on adolescents (Gülen, 2019), secondary school students (Anierobi et al., 2023; Chung & Ho, 2016), or children with special needs (Touloupis, 2021). However, research examining this relationship in early childhood remains limited, particularly in the Indonesian context.

Given this gap, the present study seeks to investigate the extent to which parental involvement influences resilience in early childhood. The study aims to contribute to the theoretical understanding of this relationship, with a particular emphasis on maternal involvement. Conducted in Pekanbaru City, Riau Province, this research also offers practical implications for parents and educators seeking to foster resilience in young children through appropriate and effective parental involvement strategies.

2. METHODS

2.1 Participants

In this study, researchers took the population of parents with children aged 0-6 years on the island of Sumatra. They used a non-probability sampling technique with total sampling, namely, all parent populations (N = 163).

2.2 Data Collection and Data Collection Tools

This study employed a quantitative approach using simple regression analysis to examine the relationship between parental involvement and early childhood resilience. Primary data were collected through an online survey using Google Forms, distributed to parents of children aged 0–6 years. The instruments used were selected based on their relevance to the study objectives.

Prior to participation, respondents were provided with detailed information regarding the purpose of the study, the confidentiality of their responses, the intended use of the data, and the researcher's contact details. Participation was entirely voluntary, and informed consent was obtained electronically. Respondents were recruited from the researchers' personal and professional networks based on predetermined eligibility criteria.

Data collection was conducted over a one-month period. A Personal Information Form was included to gather demographic data. Two standardized and validated instruments were used: the Resilience Measurement Scale (RMS-25) developed by Reivich and Shatté (2002) to assess children's resilience, and the Parental Involvement Questionnaire by Hoover-Dempsey and Sandler (2005) to evaluate parental involvement. Mothers were asked to self-report their behaviors and perceptions related to their involvement in their child's upbringing and development.

It is important to clarify that the resilience data were based on maternal assessments of their children's behaviors rather than direct observation or child self-report. Further details about these instruments are provided in the following sections.

2.3 Instruments

The short form of RMS-25, developed by Reivich and Shatte (2002), is based on the meaning of the item. The indicators are divided into 7, including emotional regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and achievement, using a Likert scale. Then, the parental involvement instrument developed by Hoover-Dempsey Sandler (2005), based on the meaning of the item, is divided into 3, including parental motivation, parental perception of other people's invitations to get involved, and what parents feel about themselves, using a Likert scale with four assessment points. All instruments have been declared valid and reliable, with an RMS-25 value of 0.951, which is stated as reliable, and the Parental Involvement Questionnaire with a value of 0.860, which is noted as reliable. So that researchers can directly use the instrument to collect data. The following is a grid of parental involvement and resilience research instruments:

Table 1. Parental Involvement Questionnaire

Indicator	Item	Item Number
Parent Motivation	1. I help organize my child's study schedule at home.	1,2,3,4
	2. I don't feel it's that important to monitor my child's developmental progress.	
	3. I advise my child so that he can succeed in school.	
	4. I feel confused about what to do to raise a good child.	
Parents' Perceptions of Invitations to Get Involved	5. I participate in school programs and activities.	5,6,7,8,9,10
	6. I provide assistance to the school only when needed.	
	7. Teachers and I discuss my child's progress at school.	
	8. I am reluctant to collaborate with teachers on my child's learning activities at home.	
	9. I am responsive to my child's developmental needs.	
	10. As long as my child is not experiencing difficulties, I allow my child to learn and play independently.	
What Parents Feel About Him	11. I can make good decisions regarding my child's involvement in school activities.	11,12,13,14
	12. I am not sensitive enough to changes in my child's developmental needs.	
	13. I try to support my child's learning at home despite having many work demands.	
	14. I am busy working and am not very involved in my child's education.	
Total		14

The Parental Involvement Questionnaire consists of 14 items divided into three main indicators: parent motivation, parents' perceptions of invitations to get involved, and parents' self-perception regarding their role. Each item reflects specific behaviors and attitudes related to how parents engage in their child's learning and development, both at home and in collaboration with educational institutions. The instrument captures not only direct involvement, such as organizing study schedules or attending school programs, but also internal factors like confidence in parenting and responsiveness to a child's developmental needs. This comprehensive structure enables researchers to assess parental involvement from multiple dimensions, offering a nuanced understanding of its potential impact on children's resilience.

Table 2. RMS-25 Instrument

Indicator	Item	Item Number
Emotional control and calm attitude	1. Children are able to recognize their own emotions (for example, when they are happy, sad, angry, or afraid).	1,2,3,4,5
	2. Children are able to express their feelings.	
	3. Children do not retaliate when bullied by friends.	
	4. Children are willing to apologize if they make a mistake.	
	5. Children are able to control themselves by obeying shared rules.	
Emotional control	6. The child shows a calm attitude when facing problems	6,7,8
	7. The child does not force his or her will	
	8. I am reluctant to cooperate The child can easily control his or her anger when experiencing unpleasant things	
Able to direct life	9. The child tries to do his best despite facing difficulties.	9,10,11
	10. The child is confident in himself even though his friends tease him.	
	11. The child is diligent in completing tasks until they are complete.	
Analyze the problem	12. Children are aware of their mistakes	12,13,14,15
	13. Children are able to accept the mistakes of others	
	14. Children try to correct their mistakes	
	15. When children lose in a competition, they ask how to win next time	
Affective response	16. A child comforts someone who is sad	16,17,18,19
	17. A child tries to calm down a friend who is fighting	
	18. A child cares about other people's situation	
Problem-solving skills	19. A child helps a friend who is having trouble	20,21,22,23
	20. Children are able to choose activities according to their interests.	
	21. Children are brave enough to express their opinions.	
	22. Children are confident in themselves even though their tasks are different from those of their peers.	
Courage	23. Children take initiative.	24,25,26
	24. The child remains calm when experiencing disappointing situations.	
	25. The child is able to take responsibility.	
	26. The child is not afraid of failure.	
Total		26

2.4 Data Analysis

The total sample consisted of 160 mothers whose data were analyzed. In the context of research involving children, families, or parenting patterns, especially in Indonesia, mothers are often the main respondents because they are the primary caregivers. By involving only mothers, the study can control

for bias from differences in parenting styles between fathers and mothers, making the data more homogeneous. This is particularly important for simple regression, allowing for a more pure observation of the $X \bullet Y$ relationship without many confounding variables. The analysis technique in this study uses a quantitative method, using simple regression analysis. This study uses the help of SmartPLS software version 3.0. SmartPLS was chosen because it is flexible to statistical assumptions, able to provide comprehensive model measurements, and is suitable for predictive approaches even though it only involves one independent variable and one dependent variable. Partial Least Squares. Examination of the inner model with the R Square value to explain how much variable x influences variable Y , the F Square value to show the extent of the practical influence of variable x on variable Y , the SRMR Model Fit value to evaluate the overall feasibility of the model, and Path Coefficients to describe the direction and strength of the relationship between variables x and Y with the provision that the p value < 0.05 then states that there is a significant influence and vice versa.

3. FINDINGS AND DISCUSSION

3.1 Description of Respondent Data

The analysis of the collected data begins with providing average information on the scale used in this study. Figure 1 shows that the parents' education level is predominantly a Bachelor's degree. Figure 2 shows that many parents are housewives caring for their children.

3.1.1 Education Level

This study targets parents of children aged 0 to 6 years. Based on data collected from 163 respondents, the distribution of parental education levels is as follows: 4% ($n = 7$) of parents had completed elementary school, 1% ($n = 2$) had completed junior high school, and 24% ($n = 38$) had completed senior high school. Additionally, 4% ($n = 7$) held a diploma, 52% ($n = 85$) held a bachelor's degree, 13% ($n = 21$) held a master's degree, and 2% ($n = 3$) held a doctoral degree.

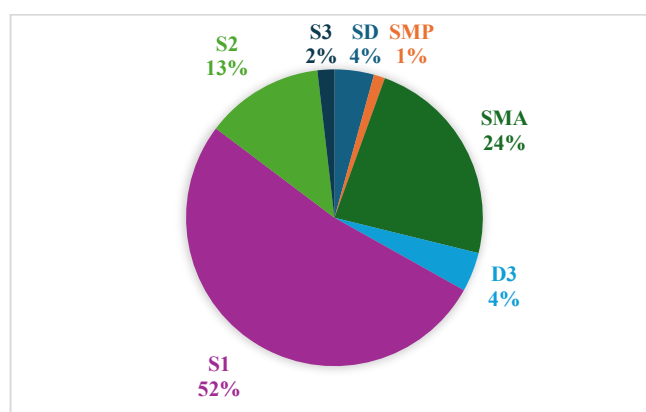


Figure 1. Parents' Educational Background

3.1.2 Occupation

Occupational background must be considered to see parental involvement in raising and shaping children's resilience. Respondents come from various fields of work. Based on the data in Figure 2, 42 people are teachers (26%), 68 people are housewives (41%), 16 people are ASN/TNI/POLRI (10%), 21 people are private employees (13%), and 16 people are lecturers (10%).

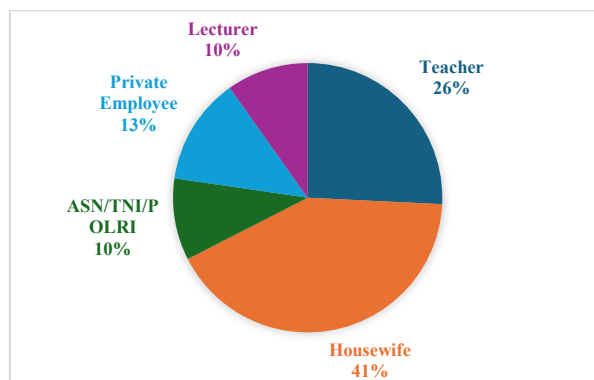


Figure 2. Parents' work background

3.2 Analysis of Data Result

This study investigates the relationship between parental involvement and early childhood resilience. Specifically, we want to examine how parental involvement relates to children's resilience. To answer these questions, the data were analyzed as described below.

3.2.1 Structural Model Testing (Inner Model)

R-squared value

The structural model is evaluated using R-squared for the dependent variable and the path coefficient value for the independent variable, which is then assessed for significance based on the t-statistic value of each path.

Table 3. R Square Result

	R-Square	R Square Adjusted
Resilience	0.367	0.367

Table 3 presents the R-squared (coefficient of determination) values. The R-squared value indicates how much the independent variable can explain the variance of the dependent variable. An R-squared value of 0.367 indicates that the independent variable can explain the dependent variable in the moderate category.

Goodness of Fit

In simple regression research using the SmartPLS application, SRMR (Standardised Root Mean Square Residual) is one of the measures of model fit (model suitability) used to determine the extent to which the structural model (the relationship between variables) fits the data.

Table 4. Model Fit Result

	Saturated Model	Estimated Model
SRMR	0.090	0.090
d_ULS	6.674	6.674
d_G	1.848	1.848
Chi-Square	1456.294	1456.294
NFI	0.517	0.517

Table 4 shows that the SRMR value is $0.090 < 0.10$, which means that the research model used is significant and appropriate overall.

3.2.2 F-Square Value (Effect Size)

The calculation of the F Square value, often called the effect size, is a measure used to determine the magnitude of the influence of the independent variable (X) on the dependent variable (Y) in the PLS-SEM structural model.

Table 5. F-Square Result

Parental Involvement	Resilience
Parental Involvement Resilience	0.579

Table 5 shows that the F-squared value is 0.579, meaning parental involvement significantly influences children’s resilience.

3.2.2 Hypothesis Testing

Path Coefficients (Direct Effect)

Next, a significance test will be carried out to determine whether there is a relationship between parental involvement and early childhood resilience.

Table 6. Path Coefficients Result

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (OO/STDEV)	P Values
Parental involvement> Resilience	0.606	0.637	0.041	14.654	0.000

Table 6 shows that the path coefficient value (original sample) of parental involvement in resilience is 0.606, which is positive, meaning that there is a relationship with resilience. It is known that the p-value is 0.000 < 0.05, so it is concluded that parental involvement has a significant relationship with early childhood resilience.

Path model

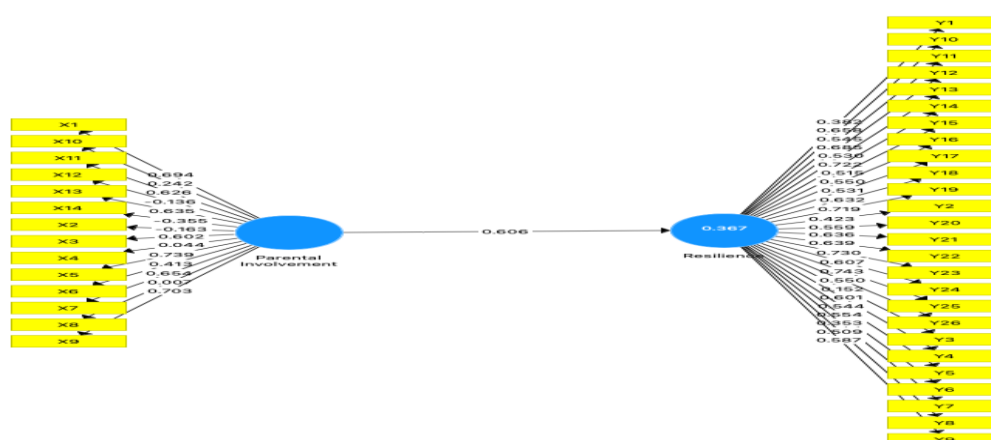


Figure 3. Path Model

The study results showed that Parental Involvement has a positive and significant effect on Early Childhood Resilience, with an influence coefficient of 0.606 and an R-squared value of 0.367. This means that the higher the parental involvement, the higher the resilience of early childhood. Children whose parents are actively involved (both in education, care, communication, and emotional support) tend to have higher resilience in facing pressure or challenges. These results support theories of child development (e.g., Bronfenbrenner's ecological theory), which state that the family environment, especially parents, plays an essential role in the psychosocial development of children. Therefore, increasing parental involvement can be a vital strategy for supporting the development of child resilience. This shows that the relationship between Parental Involvement and Resilience is positive and statistically significant. Early childhood resilience cannot be achieved solely by early childhood education institutions; it must be an active collaboration between parents, teachers, and the community. The results of this study can serve as the basis for developing a national parenting program based on strengthening resilience, as well as training materials for early childhood education teachers in the field of social-emotional education. Its implementation is expected to produce Indonesian children who are resilient, adaptive, and possess positive character from an early age.

Discussion

Resilience is a key psychological concept that promotes success, prevents failure, and lessens life's pressures. It is defined as the capacity to sustain positive psychological states in the face of stress or difficulties. (Frydenberg et al., 2019) (Mesman et al., 2021) and develop into a vital component of coping and mental wellness that helps people overcome obstacles (Ramamurthy, Zuo, Armstrong, & Andriessen, 2024). Individuals with greater resilience are likelier to flourish despite behavior, emotions, or learning challenges (Kovács et al., 2022). Moreover, parents can help develop it in children through positive parenting. (Brooks, 2023). In this study, 52% of the respondents' parents had a bachelor's education. According to Yeung and Li (2021), parental education is crucial in helping kids develop educational resilience. Furthermore, (Dehnel et al., 2022) stated that parents with a relatively high educational background will try to do more parenting that fosters children's ability to face and solve problems.

This research shows that parental involvement is significantly related to early childhood resilience. (2023) stated that parental involvement improves emotional control, essential for resilience. Moreover, (Lasota & Mróz, 2024) and (Touloupis, 2021) argued that children who experience positive parental behaviors, such as emotional warmth and support, are more resilient. Negative behaviors, on the other hand, can impede the development of resilience. These correlations are moderated by the ages of the parents and children, suggesting that developmental stages play a crucial role in determining resilience outcomes.

Positive parent-child relationships are critical in promoting emotional and behavioral resilience in children when confronted with environmental threats (Twum-Antwi, Jefferies, & Ungar, 2020). A healthy parent-child bond protects children from risk factors and fosters their emotional and behavioral adaptability to many environmental challenges (Doty, Davis, & Arditti, 2017). Nurturing parenting, particularly warmth and sensitivity, can favorably shape the stress-response tendencies of vulnerable children and mitigate the physiological effects (Masten & Palmer, 2019). This aligns with (Masten, 2018) view of "ordinary magic," where resilience is not an innate trait but rather the result of positive interactions and ongoing support from the immediate social environment, particularly the family. Positive parent-child relationships can mitigate the impact of environmental risks, such as socioeconomic status, negative environmental impacts, and family stress (Flouri et al., 2015). Positive parent-child relationships can moderate the impact of environmental risks, such as socioeconomic status, neighborhood disadvantage, and family stress (Flouri, Midouhas, Joshi, & Tzavidis, 2015).

Children's resilience, which is characterized as constructive adaptation in the face of adversity, is associated with their perception of parental participation and autonomous support (Cheraghian, Moradian, & Nouri, 2023). More effortful control and identified regulation predict better academic achievement and the

development of resilience, which is linked to greater perceived parental participation and autonomous support. (Lerner, Grolnick, Caruso, & Levitt, 2022). Children who experience more warmth from their parents in everyday life and academic interactions develop stronger resilience through problem-focused coping mechanisms. (Cantero-García & Alonso-Tapia, 2018). Additionally, research suggests that when parents are actively involved in their children's schooling, the benefits of resilience are more substantial (Touloupis, 2021). The involvement of parents, especially mothers, can foster resilience in children aged 5-6 years, so that this will enable children to manage emotions, make decisions, identify problems, solve problems, and respect themselves and others (Putri & Muthmainah, 2024).

Parental involvement is a crucial component of social capital development, which measures the resources parents may offer their children. Parents invest various material, human, and cultural resources in their children's development through kinship and continuous connections (Garvis, Phillipson, Harju-Luukkainen, & Sadownik, 2021). It gives children the tools to manage stress well (Kovács et al., 2022). Parents who are engaged, informed, and actively involved in their children's lives are hallmarks of parental participation (Goodall & Montgomery, 2023). In particular, parents should be accessible to their children, aware of what they are doing, and supportive of their decisions, as this improves academic achievement and grows resilience. (Purola & Kuusisto, 2021). Parents also provide for children's physical, biological, and health needs. Parents engage in social interactions with children and encourage them to participate, comprehend their surroundings, and venture into education (Masten & Palmer, 2019).

These findings can be explained through Bronfenbrenner's developmental ecology theory, which emphasizes that child development is influenced by the dynamic interactions between the child and various environmental systems (microsystem, mesosystem, exosystem, and macrosystem). In this context, the family, as a microsystem, is the closest and most influential environment for developing children's resilience. When parents are actively involved in their children's activities—whether in parenting, emotional communication, or home education—they create a micro-ecosystem that supports their psychosocial development. Emotional support and warmth from parents strengthen the mesosystemic relationship between the home and educational institutions, which collectively strengthen children's capacity to cope with stress or challenges.

Parents' focus may shift based on their expectations for their child's success. While some parents may value academic achievement more, others may be more concerned with the child's development (Kovács et al., 2022). In the framework of parental involvement, parents must be at home assisting their children with their education. Parental involvement refers to any action in which the family creates a supportive atmosphere for schooling at home. For example, one type of family-based involvement is having instructional materials and manipulatives at home. For PAUD teachers, it is important to strengthen collaboration with parents through two-way communication programs, involving parents in school activities, and providing constructive feedback on children's social-emotional development. For policymakers, family-centered policies are needed, such as positive parenting training (parenting programs), providing family consultation facilities, and national campaigns on the importance of the role of families in shaping the character and resilience of early childhood children.

4. CONCLUSION

This study, conducted within the Indonesian context, provides valuable contributions to the limited body of literature on early childhood resilience in Southeast Asia by demonstrating that parental involvement significantly influences young children's ability to adapt and thrive in the face of challenges. The findings highlight that emotional warmth, consistent support, and active engagement in children's daily and educational activities are key factors in fostering critical resilience traits such as emotional regulation, self-efficacy, and problem-solving skills. Positive parent-child relationships and parental education levels further strengthen this effect. However, the study has limitations, notably its focus on a geographically narrow sample limited to the island of Sumatra and its exclusion of cultural

variables that may shape parenting and resilience outcomes. Future research should broaden the sample to include diverse regions and cultural contexts, and explore additional factors—such as socioeconomic status, paternal involvement, and community support systems—to gain a more comprehensive understanding of how parental involvement fosters resilience in early childhood.

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