

**FAMILY COHESION, PARENTAL MONITORING AND EMOTIONAL
REGULATION AMONG ADOLESCENTS**

*Dissertation Submitted to Kerala University in Partial Fulfilment of the Requirements for the
Award of the Degree of*

Master of Science in Counselling Psychology

Submitted by

VISHNUPRIYA S P

(Reg No: LC24PCP17)

Under the Guidance of

Dr. Ammu Lukose

Asst: Professor & Head (In Charge) Department of Counselling Psychology



DEPARTMENT OF COUNSELLING PSYCHOLOGY

LOYOLA COLLEGE OF SOCIAL SCIENCES (AUTONOMOUS).

THIRUVANANTHAPURAM

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CERTIFICATE



This is to certify that **VISHNUPRIYA S P (Reg No: LC24PCP17)** has successfully carried out the project entitled "**Family Cohesion, Parental Monitoring and Emotional Regulation Among Adolescents**" in the **Department of Counselling Psychology, Loyola College of Social Sciences (Autonomous), Thiruvananthapuram**, under the supervision and guidance of the **Dr. Ammu Lukose, Asst: Professor & Head (In Charge) Department of Counselling Psychology**, during the Fourth Semester of the M.Sc. Counselling Psychology programme in the academic year **2024–2026**.

Dr Ammu Lukose

Guide & Head of the Department (In Charge)

Department of Counselling Psychology

Loyola College of Social Sciences

Thiruvananthapuram

Submitted for the examination held on:

Examiner:

DECLARATION

I, **Vishnupriya S P**, do hereby declare that the dissertation entitled “**Family Cohesion, Parental Monitoring and Emotional Regulation Among Adolescents**”, submitted to the Department of Counselling Psychology, Loyola College of Social Sciences (Autonomous), Sreekariyam, Thiruvananthapuram, under the supervision and guidance of **Dr. Ammu Lukose, Asst: Professor & Head (In Charge), Department of Counselling Psychology**, in partial fulfilment of the requirements for the award of the degree of **Master of Science (M.Sc.) in Counselling Psychology** of Kerala University, is a bona fide work carried out by me during the academic year **2024–2026**.

I further declare that this dissertation has not been submitted, either in part or in full, to any other University or Institution for the award of any degree, diploma, or other academic qualification.

Place: Sreekariyam

Vishnupriya S P

Date:

Reg No: LC24PCP17

Department of Counselling Psychology

ACKNOWLEDGMENT

I express my sincere gratitude to everyone who supported and guided me throughout the completion of this research study.

I would like to express my sincere gratitude to my research guide, Dr. Ammu Lukose, Head of the Department (In-charge), Department of Counselling Psychology, Loyola College of Social Sciences, for her invaluable guidance, unwavering support, constructive feedback, and insightful suggestions throughout the course of this research. Her expertise, encouragement, and thoughtful mentorship have been instrumental in the successful completion of this study.

I extend my heartfelt gratitude to Dr. Jesline Maria M. Mamen, Head of the Department, Department of Counselling Psychology, Loyola College of Social Sciences, for her constant support, encouragement, and motivation. Her faith in my abilities, especially during challenging phases of this journey, gave me the confidence and strength to persevere.

I am deeply thankful to Dr. Pramod S. K., Assistant Professor, Department of Counselling Psychology, Loyola College of Social Sciences, for his continuous guidance and unwavering support throughout this journey. His timely advice and willingness to guide me whenever I felt uncertain played a significant role in helping me move forward.

I also express my sincere appreciation to Ms. Athmaja Panickar, Assistant Professor, Department of Counselling Psychology, Loyola College of Social Sciences, for her constant encouragement, motivation, and support throughout the research process.

My heartfelt gratitude goes to my beloved parents, my father and my mother, whose unconditional love, unwavering faith, endless sacrifices, and constant encouragement have been the foundation of my journey. Their belief in my abilities, patience during difficult times, and continuous support gave me the strength and confidence to persevere through every

challenge. I am deeply grateful to my family for standing by me, celebrating my achievements, and inspiring me to complete this research with determination and hope.

I am profoundly grateful to my dear friends who stood by me throughout this journey. I would especially like to thank Ms. Gayathri, whose constant support and encouragement were invaluable; Mr. Alvin, for being a steadfast source of emotional support; and Ms. Hafsa and Ms. Athiya, whose continuous motivation and encouragement inspired me to keep moving forward. I am also thankful to all of them for their immense support during the process of data collection, without which this study would not have been possible.

I would also like to express my heartfelt appreciation to my dear friends Ms. Alaka and Ms. Ardra, whose constant love, encouragement, and unwavering belief in me brought joy and strength throughout this journey. I am equally grateful to all my other close ones who believed in me and supported me in countless ways.

I extend my sincere thanks to the principal of the school for granting me permission to conduct this research and collect data. I am also grateful to all the participants who willingly took part in this study and contributed their valuable time and responses.

Finally, I offer my deepest gratitude to the Almighty God, my eternal guiding source, for blessing me with the strength, wisdom, courage, and perseverance to complete this research successfully. His grace has been my constant source of hope and guidance throughout this journey.

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ABSTRACT

Adolescence is a critical developmental period marked by significant emotional, psychological, and social changes, making emotional regulation an essential component of healthy development. The family environment, particularly family cohesion and parental monitoring, plays a pivotal role in shaping adolescents' emotional competencies. The present study aimed to examine the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents aged 15–19 years. A quantitative research approach with a descriptive correlational design was adopted. The study was conducted among 100 adolescents selected through convenience sampling from schools in Pathanamthitta and Thiruvananthapuram districts of Kerala. Data were collected using a Socio-demographic Data Sheet, the Family Adaptability and Cohesion Evaluation Scale (FACES III), the Parental Monitoring Scale, and the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA). Data were analysed using jamovi (Version 2.7.3.0). Descriptive statistics, Shapiro–Wilk test, Mann–Whitney U test, Kruskal–Wallis H test, Spearman's Rank-Order Correlation, and Multiple Linear Regression Analysis were employed. The findings revealed a significant positive relationship between family cohesion and emotional regulation and a significant positive relationship between family cohesion and parental monitoring. No significant relationship was found between parental monitoring and emotional regulation. Female adolescents reported significantly higher levels of family cohesion, parental monitoring, and emotional regulation than male adolescents, whereas no significant differences were observed based on birth order, parents' marital status, or type of family. Multiple linear regression analysis indicated that family cohesion and parental monitoring jointly predicted emotional regulation, with family cohesion emerging as a positive predictor. The study highlights the importance of emotionally supportive family relationships in fostering healthy emotional

regulation among adolescents and provides valuable implications for counselling practice, family interventions, and future research.

Keywords: Adolescents, Emotional Regulation, Family Cohesion, Parental Monitoring.

CHAPTER I

INTRODUCTION

Adolescence represents a critical transitional period between childhood and adulthood, characterized by rapid physical, cognitive, emotional, and psychosocial development. The World Health Organization (2024) defines adolescents as individuals between the ages of 10 and 19 years, while late adolescence, spanning approximately 15 to 19 years, is marked by increasing autonomy, identity formation, emotional maturity, and preparation for adult roles. During this developmental stage, adolescents encounter numerous biological changes associated with puberty alongside evolving cognitive capacities, expanding social relationships, and increasing academic and societal expectations. These developmental transitions create opportunities for personal growth but also expose adolescents to heightened emotional, interpersonal, and environmental challenges (Steinberg, 2017). Successfully navigating these changes requires the acquisition of adaptive emotional and behavioural competencies that promote resilience, psychological well-being, and healthy social functioning.

Emotions play a fundamental role in shaping human thoughts, behaviours, decision-making, and interpersonal relationships. They enable individuals to respond adaptively to environmental demands and facilitate communication, motivation, and social interaction. However, the experience of emotions alone is insufficient for healthy psychological functioning. Individuals must also possess the ability to regulate emotional experiences appropriately according to situational demands. Emotional regulation refers to the processes through which individuals monitor, evaluate, and modify the occurrence, intensity, duration, and expression of emotions to achieve personal goals and maintain adaptive functioning (Gross, 1998; Gross, 2015). Rather than suppressing emotions, effective emotional regulation

involves flexibly managing emotional responses in ways that are socially appropriate and psychologically beneficial.

The developmental significance of emotional regulation becomes particularly evident during adolescence. Ongoing maturation of neural systems involved in emotional reactivity and executive control contributes to fluctuations in mood, increased emotional sensitivity, and greater susceptibility to stress (Casey, Jones, & Hare, 2008). Simultaneously, adolescents are expected to manage increasingly complex social relationships with parents, peers, teachers, and the broader community while coping with academic demands and emerging responsibilities. Adolescents who develop effective emotional regulation skills are more likely to demonstrate psychological resilience, prosocial behaviour, academic competence, and positive interpersonal relationships. Conversely, persistent difficulties in emotional regulation have been associated with internalizing problems such as anxiety and depression, externalizing behaviours including aggression and delinquency, impaired social relationships, risk-taking behaviours, and reduced overall well-being (Compas et al., 2017; Gross, 2015). Consequently, emotional regulation has become a central construct within developmental, counselling, and clinical psychology.

Although emotional regulation develops throughout childhood and adolescence, its development occurs within a broader ecological context shaped by multiple interacting influences. According to Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979), adolescent development is influenced by dynamic interactions between the individual and various environmental systems, with the family serving as one of the most immediate and influential contexts. Families provide the earliest environment in which children learn emotional expression, coping strategies, interpersonal communication, and behavioural regulation. Through everyday interactions, observation, reinforcement, and emotional socialization, family members contribute significantly to adolescents' understanding and

management of emotions. Consequently, family processes continue to exert a substantial influence during adolescence despite adolescents' increasing independence and expanding social networks.

Among the various dimensions of family functioning, family cohesion has received considerable attention in developmental and family psychology. Family cohesion refers to the emotional bonding, connectedness, support, commitment, and sense of belonging experienced among family members (Olson, Russell, & Sprenkle, 1983). Families characterized by balanced levels of cohesion typically promote open communication, emotional security, mutual trust, and effective problem-solving while simultaneously supporting the adolescent's growing need for autonomy. Such family environments provide adolescents with opportunities to express emotions safely, seek guidance during stressful situations, and develop adaptive coping mechanisms. In contrast, extremely disengaged families may lack emotional support and connectedness, whereas excessively enmeshed families may restrict independence and emotional differentiation. Both extremes may hinder healthy emotional development and adjustment. Thus, family cohesion is considered an important protective factor influencing adolescents' emotional competence and psychological well-being.

Another important aspect of family functioning is parental monitoring. Parental monitoring refers to parents' awareness, supervision, and knowledge of their adolescent's activities, whereabouts, peer relationships, and daily experiences, often achieved through effective communication, parental involvement, and adolescents' voluntary disclosure (Dishion & McMahon, 1998; Stattin & Kerr, 2000). Effective parental monitoring extends beyond surveillance or control; rather, it reflects an ongoing process of supportive engagement that balances supervision with adolescents' developmental need for autonomy. Appropriate parental monitoring has consistently been associated with lower levels of behavioural problems, substance use, delinquency, and risky behaviours, while promoting positive psychosocial

adjustment, academic achievement, and healthy decision-making. Adolescents who perceive their parents as appropriately involved and informed are more likely to experience a secure emotional environment that facilitates adaptive emotional regulation and psychological adjustment.

Family cohesion and parental monitoring are conceptually related yet distinct dimensions of family functioning. Cohesive family relationships often create an atmosphere of trust, warmth, and open communication, which encourages adolescents to share their experiences voluntarily, thereby facilitating effective parental monitoring. At the same time, developmentally appropriate monitoring reinforces adolescents' perceptions of parental care, involvement, and emotional availability, strengthening family relationships. Together, these family processes contribute to an environment that supports emotional learning, adaptive coping, and healthy socio-emotional development. Nevertheless, the strength and nature of these relationships may vary depending on developmental stage, cultural expectations, parenting practices, and family dynamics.

Emotional Regulation

Emotional regulation is a fundamental psychological process that enables individuals to manage, modify, and express their emotions in ways that are appropriate to the demands of different situations. It encompasses the conscious and unconscious strategies individuals use to influence the experience, intensity, duration, and expression of emotions (Gross, 1998; Gross, 2015). Rather than eliminating negative emotions, emotional regulation involves maintaining a flexible balance between emotional experience and behavioural responses, thereby facilitating adaptive functioning across personal, social, and academic domains.

During adolescence, emotional regulation assumes particular significance as individuals undergo rapid biological maturation, cognitive development, and changing social

roles. The interaction between heightened emotional sensitivity and the gradual maturation of executive control systems often results in increased emotional fluctuations, making adolescents especially vulnerable to emotional and behavioural difficulties (Steinberg, 2017). Consequently, effective emotional regulation serves as a protective factor that promotes psychological well-being, resilience, interpersonal competence, and positive adjustment, whereas deficits in emotional regulation have been associated with anxiety, depression, aggression, risk-taking behaviours, and poor psychosocial functioning (Compas et al., 2017; Gross, 2015). Owing to its central role in healthy development, emotional regulation has emerged as an important area of research within developmental, counselling, and clinical psychology.

Family Cohesion

Family cohesion refers to the degree of emotional bonding, connectedness, mutual support, and sense of belonging experienced among family members. According to Olson, Russell, and Sprenkle (1983), family cohesion reflects the emotional closeness within the family system while maintaining an appropriate balance between togetherness and individual autonomy. Families with balanced levels of cohesion typically demonstrate warmth, trust, effective communication, shared decision-making, and emotional responsiveness, creating an environment that nurtures healthy psychological development.

The influence of family cohesion becomes particularly important during adolescence, a developmental stage characterized by increasing independence alongside continued reliance on family support. Although adolescents gradually seek greater autonomy, emotionally cohesive family relationships continue to provide security, guidance, and opportunities for learning adaptive coping strategies. Such family environments encourage open emotional expression, constructive conflict resolution, and supportive interpersonal interactions, all of

which contribute to positive emotional and social adjustment. In contrast, both low cohesion (disengagement) and excessively high cohesion (enmeshment) may interfere with adolescents' developmental needs and emotional well-being. Therefore, family cohesion is widely regarded as a protective factor that supports adolescents' psychological adjustment and emotional competence.

Parental Monitoring

Parental monitoring refers to the extent to which parents remain informed about their adolescent's daily activities, whereabouts, peer relationships, and behavioural experiences through supervision, communication, and involvement (Dishion & McMahon, 1998). Contemporary perspectives emphasize that effective parental monitoring is not limited to surveillance or behavioural control; rather, it develops through warm parent-adolescent relationships, open communication, parental involvement, and adolescents' voluntary disclosure of information (Stattin & Kerr, 2000). Consequently, parental monitoring represents a collaborative family process that balances parental guidance with adolescents' increasing need for autonomy.

During adolescence, appropriate parental monitoring contributes significantly to healthy psychological and behavioural development. Parents who remain actively engaged in their adolescents' lives are better able to provide emotional support, identify potential difficulties, reinforce adaptive behaviours, and promote responsible decision-making. Research has consistently demonstrated that effective parental monitoring is associated with lower levels of delinquency, substance use, risky behaviours, and emotional problems, while fostering academic achievement, social competence, and psychological well-being. As adolescents negotiate increasing independence, parental monitoring continues to function as an important

protective factor that facilitates healthy adjustment and may contribute to the development of effective emotional regulation.

Definitions of Key Terms

Adolescents

Theoretical Definition. Adolescence is the transitional phase of growth and development between childhood and adulthood, characterized by significant physical, cognitive, emotional, and psychosocial changes. According to the World Health Organization (WHO, 2024), an adolescent is any individual between the ages of 10 and 19 years.

Operational Definition. In the present study, adolescents refer specifically to individuals in the stage of late adolescence, aged 15 to 19 years, who constitute the study population.

Family Cohesion

Theoretical Definition. Family cohesion is defined as the emotional bonding that family members have toward one another (Olson, Russell, & Sprenkle, 1982). It reflects the degree of emotional closeness, support, commitment, and connectedness among family members while maintaining an appropriate balance between togetherness and individual autonomy.

Operational Definition. In the present study, family cohesion refers to the degree to which adolescents perceive themselves as emotionally connected to or separated from their family members. It is operationally measured using the Family Adaptability and Cohesion Evaluation Scale (FACES III) developed by Olson, Portner, and Lavee (1985). The participants' scores on the cohesion dimension of the scale are used to assess the level of family cohesion, with higher scores indicating greater levels of family cohesion.

Emotional Regulation

Theoretical Definition. Emotion regulation is defined as the processes by which individuals influence which emotions they have, when they have them, and how they experience and express these emotions (Gross, 1998; Thompson, 1994). It involves monitoring, evaluating, and modifying emotional responses to facilitate adaptive functioning and goal-directed behaviour.

Operational Definition. In the present study, emotional regulation refers to the participants' ability to regulate and manage their emotional experiences as measured by the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA). Higher scores indicate greater use of adaptive emotion regulation strategies as measured by the instrument

Parental Monitoring

Theoretical Definition. Parental monitoring is defined as a set of active behaviours performed by caregivers to acquire information about their child's activities, whereabouts, and companions through supervision, communication, and involvement (Dishion & McMahon, 1998). It reflects the extent to which parents remain aware of and engaged in their child's daily life.

Operational Definition. In the present study, parental monitoring refers to adolescents' perceptions of their parents' rule-setting, supervision, monitoring, and consequences. It is operationally measured using the Parental Monitoring Scale developed by Capaldi and Patterson (1989). The participants' scores on the scale indicate the perceived level of parental monitoring, with higher scores reflecting higher levels of parental monitoring.

1.1 Background of the Study

Adolescence is widely recognized as one of the most dynamic and transformative stages of human development. During the period of late adolescence (15-19 years), individuals undergo substantial physical, cognitive, emotional, and social changes while preparing for the

transition into adulthood. This developmental phase is characterized by increasing independence, identity exploration, expanding social relationships, and greater academic and career responsibilities. Although adolescents gradually become more autonomous, they continue to rely on their families for emotional support, guidance, and security. The quality of family relationships during this period plays a crucial role in shaping adolescents' psychological adjustment and overall well-being.

One of the essential developmental tasks of adolescence is the acquisition of effective emotional regulation. Emotional regulation enables individuals to understand, manage, and appropriately express their emotions in response to changing environmental demands. Adolescents who possess effective emotion regulation skills are better equipped to cope with stress, resolve interpersonal conflicts, make informed decisions, and maintain positive mental health. In contrast, poor emotional regulation has been associated with emotional distress, behavioural difficulties, interpersonal problems, academic maladjustment, and an increased risk of developing psychological disorders. Consequently, emotional regulation has become a key area of interest in developmental and counselling psychology due to its significant influence on adolescents' psychological functioning.

The family represents the primary social environment in which emotional development occurs. Through daily interactions, communication, modelling, and emotional support, family members influence how adolescents perceive, express, and regulate their emotions. Among the various dimensions of family functioning, family cohesion and parental monitoring have consistently been identified as important protective factors for healthy adolescent development. Family cohesion reflects the emotional connectedness, warmth, and support shared among family members, creating a secure environment that promotes trust, open communication, and adaptive coping. Adolescents who perceive their families as emotionally cohesive are more

likely to experience a sense of belonging and psychological security, which facilitates healthy emotional development.

Parental monitoring constitutes another important aspect of family functioning during adolescence. As adolescents gain greater independence and spend increasing amounts of time outside the home and in digital environments, parents face the challenge of balancing supervision with autonomy. Effective parental monitoring involves maintaining awareness of adolescents' activities, peer relationships, and daily experiences through supportive communication, involvement, and appropriate guidance rather than excessive control. Such monitoring not only reduces engagement in risky behaviours but also strengthens parent-adolescent relationships, fostering an environment in which adolescents feel supported while developing responsibility and self-regulation.

In contemporary society, adolescents are exposed to numerous psychosocial challenges, including academic pressure, peer influence, social media engagement, changing family structures, and increasing expectations regarding educational and career achievement. These factors have heightened concerns about adolescent mental health and emotional well-being, emphasizing the importance of identifying family characteristics that promote positive emotional development. While previous studies have independently examined emotional regulation, family cohesion, and parental monitoring, comparatively fewer studies have investigated how these family processes collectively relate to emotional regulation among late adolescents, particularly within the Indian context. Given the strong influence of family relationships in Indian culture and the developmental significance of late adolescence, examining these constructs together is essential for enhancing the understanding of family-based protective factors that support healthy emotional development. The present study, therefore, seeks to explore the relationship between family cohesion, parental monitoring, and

emotional regulation among adolescents aged 15-19 years, contributing to the existing body of knowledge in developmental, family, and counselling psychology.

1.2 Theoretical Background

Adolescent development has long been understood as the result of continuous interactions between the individual and the surrounding social environment. Rather than developing in isolation, adolescents acquire emotional, behavioural, and interpersonal competencies through experiences within their family, school, peer groups, and the broader sociocultural context. Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979; Bronfenbrenner & Morris, 2006) provides a comprehensive framework for understanding this developmental process. The theory proposes that human development is influenced by multiple interconnected environmental systems, with the microsystem—comprising the family, school, and peer relationships—having the most direct impact on adolescents' psychological functioning. Among these systems, the family serves as the earliest and most enduring context for emotional learning, making family interactions particularly important in shaping adolescents' ability to regulate emotions effectively.

The family contributes significantly to adolescents' emotional development through everyday interactions, communication patterns, modelling of emotional expression, and supportive caregiving practices. According to Family Systems Theory, the family functions as an interdependent emotional unit in which the behaviour and well-being of each member influence the functioning of the entire system (Bowen, 1978). Consequently, the quality of family relationships affects adolescents' psychological adjustment, emotional security, and coping abilities. Positive family environments provide adolescents with opportunities to develop adaptive emotional responses, whereas dysfunctional family interactions may increase vulnerability to emotional and behavioural difficulties. This systems perspective highlights that

adolescent emotional regulation cannot be understood independently of the family context in which it develops.

The present study is further grounded in the Circumplex Model of Marital and Family Systems proposed by Olson, Russell, and Sprenkle (1983). The model identifies family cohesion and family adaptability as the two central dimensions of healthy family functioning. Family cohesion refers to the emotional bonding, closeness, commitment, and support among family members while maintaining an appropriate balance between togetherness and individual autonomy. According to the Circumplex Model, balanced levels of cohesion promote effective communication, emotional security, and healthy family functioning, whereas extremely low cohesion (disengagement) and excessively high cohesion (enmeshment) may impede individual development and family adjustment. During adolescence, when individuals seek greater independence while continuing to rely on parental support, balanced family cohesion becomes particularly important in facilitating both autonomy and emotional connectedness.

The Family Life Cycle Perspective further emphasizes that families experience predictable developmental transitions requiring continuous adaptation to changing roles and responsibilities (Carter & McGoldrick, 2019; Duvall, 1977). The stage of families with adolescents represents a critical period during which parents are expected to renegotiate family boundaries, encourage increasing independence, and maintain emotional connectedness with their adolescent children. Successful navigation of this developmental stage requires flexibility, effective communication, and mutual trust between parents and adolescents. Families that achieve this balance are more likely to promote healthy emotional development and adaptive psychological functioning among adolescents. Accordingly, the Family Life Cycle Perspective provides an appropriate conceptual framework for understanding how family cohesion and parental behaviours influence emotional regulation during late adolescence.

Within this developmental context, parental monitoring represents another important family process associated with positive adolescent outcomes. Contemporary conceptualizations describe parental monitoring as parents' knowledge of their adolescents' activities, whereabouts, peer associations, and daily experiences, acquired through supervision, communication, parental involvement, and adolescents' voluntary disclosure (Dishion & McMahon, 1998; Stattin & Kerr, 2000). Effective parental monitoring extends beyond behavioural control and reflects a supportive parent-adolescent relationship characterized by trust, responsiveness, and open communication. As adolescents gain greater independence during late adolescence, parental monitoring continues to provide guidance while allowing the gradual development of autonomy and responsible decision-making.

The development of emotional regulation has been extensively explained through Gross's Process Model of Emotion Regulation (Gross, 1998; Gross, 2015). According to this model, emotion regulation involves the processes through which individuals influence the emotions they experience, the timing of those emotions, and the manner in which emotions are experienced and expressed. Gross proposes that individuals employ various regulatory strategies before and after emotional responses occur, including situation selection, attentional deployment, cognitive reappraisal, and response modulation. The successful development of these strategies depends not only on individual cognitive maturation but also on environmental influences, particularly supportive family relationships that provide opportunities for emotional learning and adaptive coping.

During late adolescence, emotional regulation becomes increasingly important as individuals encounter greater academic expectations, expanding peer networks, identity exploration, and preparation for adult roles. Although adolescents develop increasing independence, they continue to rely on emotionally supportive family relationships and appropriate parental guidance to navigate these developmental challenges successfully. Family

cohesion provides adolescents with emotional security and a sense of belonging, while parental monitoring offers guidance, supervision, and opportunities for constructive communication. Together, these family processes create an environment that supports the acquisition of adaptive emotional regulation strategies.

Drawing upon Ecological Systems Theory, Family Systems Theory, the Circumplex Model, the Family Life Cycle Perspective, and Gross's Process Model of Emotion Regulation, the present study examines emotional regulation within the broader context of family functioning. These theoretical perspectives collectively suggest that adolescents' emotional regulation is shaped not only by individual developmental processes but also by the quality of emotional relationships and parenting practices within the family. Therefore, investigating the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents aged 15-19 years provides an important theoretical and empirical contribution to the understanding of adolescent psychological development.

1.3 Need and Significance of the Study

Late adolescence, encompassing the age group of 15 to 19 years, is a crucial developmental period characterized by significant biological, cognitive, emotional, and social changes. During this stage, adolescents strive to establish a stable sense of identity, develop greater autonomy, strengthen peer relationships, and make important academic and career-related decisions. These developmental transitions expose adolescents to increased emotional demands and psychosocial challenges, making the ability to regulate emotions an essential component of healthy psychological adjustment. Effective emotional regulation enables adolescents to cope with stress, manage interpersonal relationships, make adaptive decisions, and maintain psychological well-being. Conversely, difficulties in regulating emotions may increase vulnerability to anxiety, depression, behavioural problems, interpersonal conflicts, and

other adverse mental health outcomes (Gross, 2015; Steinberg, 2017). Understanding the factors that contribute to the development of emotional regulation during this critical stage is therefore of considerable importance.

Although adolescents increasingly seek independence during late adolescence, the family continues to remain one of the most influential contexts for their emotional and psychological development. The transition toward autonomy does not diminish the need for parental support; rather, it transforms the nature of parent-adolescent relationships. Families that provide emotional warmth, trust, acceptance, and open communication create a secure environment in which adolescents can express their emotions, seek guidance, and develop adaptive coping strategies. Family cohesion, therefore, plays a vital role in fostering emotional security while allowing adolescents the freedom necessary for healthy individuation and identity formation.

Similarly, parental monitoring continues to be an important protective factor during late adolescence. At this stage, adolescents experience greater freedom in making personal choices, expanding social networks, and engaging with both offline and digital environments. Developmentally appropriate parental monitoring, characterized by supportive supervision, effective communication, and awareness of adolescents' activities, helps parents guide their children while respecting their growing autonomy. Rather than restricting independence, positive parental monitoring provides structure, promotes responsible decision-making, and protects adolescents from engaging in risky behaviours. It also strengthens parent-adolescent communication, thereby facilitating emotional support during periods of stress and uncertainty.

Despite the recognized importance of emotional regulation and family functioning, comparatively fewer studies have examined the combined influence of family cohesion and parental monitoring on emotional regulation among older adolescents, particularly within the

Indian context. Family relationships in India are shaped by collectivistic values, strong emotional interdependence, and evolving parenting practices influenced by rapid social and technological changes. Examining these relationships among adolescents aged 15-19 years is therefore essential for understanding how family processes contribute to healthy emotional development during a period marked by increasing independence and responsibility.

The findings of the present study are expected to contribute to the fields of counselling psychology, developmental psychology, and family studies by providing empirical evidence on the role of family cohesion and parental monitoring in promoting emotional regulation among adolescents. The study may also inform parents, educators, school counsellors, and mental health professionals in developing family-centred interventions, parent guidance programmes, and preventive mental health initiatives aimed at strengthening adolescents' emotional competence and overall psychological well-being.

1.4 Statement of the Problem

Adolescents aged 15-19 years undergo significant emotional, cognitive, and social transitions that make emotional regulation an essential component of healthy psychological adjustment. Family cohesion and parental monitoring are recognized as important family processes that foster emotional security, adaptive coping, and responsible behaviour during this developmental stage. Although previous studies have examined emotional regulation, family cohesion, and parental monitoring independently or in different combinations, limited research has investigated the relationship among these three variables within a single framework, particularly among late adolescents in the Indian context. Therefore, the present study is entitled "Family Cohesion, Parental Monitoring and Emotional Regulation among Adolescents".

1.5 Objectives

General Objective

To examine the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents aged 15-19 years.

Specific Objectives

1. To assess the level of family cohesion among adolescents aged 15-19 years.
2. To assess the level of parental monitoring perceived by adolescents aged 15-19 years.
3. To assess the level of emotional regulation among adolescents aged 15-19 years.
4. To examine the relationship between family cohesion and emotional regulation among adolescents.
5. To examine the relationship between parental monitoring and emotional regulation among adolescents.
6. To examine the relationship between family cohesion and parental monitoring among adolescents.
7. To examine the differences in family cohesion, parental monitoring, and emotional regulation based on selected socio-demographic variables.
8. To determine the extent to which family cohesion and parental monitoring predict emotional regulation among adolescents.

1.6 Hypothesis

H₀₁: There is no significant relationship between family cohesion and emotional regulation among adolescents aged 15-19 years.

H₀₂: There is no significant relationship between parental monitoring and emotional regulation among adolescents aged 15-19 years.

H₀₃: There is no significant relationship between family cohesion and parental monitoring among adolescents aged 15-19 years.

H₀₄: There are no significant differences in family cohesion, parental monitoring, and emotional regulation based on selected socio-demographic variables among adolescents aged 15-19 years.

H₀₅: Family cohesion and parental monitoring do not significantly predict emotional regulation among adolescents aged 15-19 years.

CHAPTER II

REVIEW OF LITERATURE

A review of literature is a systematic and critical examination of existing theoretical and empirical research related to a particular topic. It provides an understanding of what is already known about the research problem, identifies gaps in the existing body of knowledge, and establishes the rationale for undertaking the present study. A well-structured literature review enables researchers to synthesize previous findings, evaluate methodological approaches, and develop a conceptual foundation for the study (Creswell & Creswell, 2018).

Adolescence is a critical developmental period characterized by rapid physical, cognitive, emotional, and social changes. During this stage, individuals experience increased emotional intensity, greater autonomy, and expanding social relationships while continuing to rely on their families for emotional security and guidance. The quality of family interactions plays a significant role in shaping adolescents' emotional development and psychological adjustment. Supportive family environments foster healthy emotional functioning, whereas dysfunctional family relationships may increase vulnerability to emotional and behavioural difficulties (Steinberg, 2020).

Among the various family-related factors influencing adolescent development, family cohesion and parental monitoring have received considerable attention. Family cohesion refers to the emotional bonding, connectedness, and sense of belonging shared among family members. Higher levels of family cohesion are generally associated with positive psychological outcomes, including greater resilience, improved emotional competence, and better interpersonal relationships. Conversely, low family cohesion has been linked to

emotional distress, behavioural problems, and maladaptive coping strategies among adolescents (Olson, 2000).

Parental monitoring, another significant aspect of family functioning, involves parents' awareness of their children's activities, peer relationships, and daily experiences through communication, supervision, and involvement. Effective parental monitoring contributes to adolescents' emotional security, promotes adaptive behaviour, and reduces engagement in risk-taking behaviours. Research suggests that parental monitoring is most beneficial when it is accompanied by warmth, trust, and open parent-child communication rather than excessive control or intrusive supervision (Dishion & McMahon, 1998; Stattin & Kerr, 2000).

Emotional regulation refers to the processes through which individuals monitor, evaluate, and modify their emotional experiences and emotional expressions to achieve personal goals and adapt effectively to environmental demands. During adolescence, the development of emotional regulation is particularly important, as emotional experiences become increasingly complex. Adolescents with effective emotional regulation are better equipped to cope with stress, maintain healthy relationships, and demonstrate positive mental health outcomes. In contrast, difficulties in regulating emotions have been associated with anxiety, depression, aggression, and other psychological concerns (Gross, 1998; Gross, 2015).

The present study examines family cohesion and parental monitoring as correlates of emotional regulation in adolescents from the perspective of the family life cycle. According to the Family Life Cycle Theory, families with adolescents undergo significant developmental transitions that require adjustments in family roles, communication patterns, and parenting practices to support adolescents' growing autonomy while maintaining

emotional connectedness. Understanding the relationships among family cohesion, parental monitoring, and emotional regulation during this developmental stage contributes to a more comprehensive understanding of adolescent psychological well-being and provides valuable insights for counselling, family-based interventions, and mental health promotion (Duvall, 1977; Carter & McGoldrick, 1989).

2.1 Literature review

Family Cohesion

Kim and Kim (2013) examined the relationship between family adaptability, family cohesion, and adolescent problem behaviours using Olson's Circumplex Model. The primary objective of the study was to investigate whether varying levels of family cohesion and adaptability influenced adolescents' internalizing and externalizing behavioural problems. The study included 398 middle-school adolescents from South Korea. Participants were recruited from educational institutions and represented both male and female adolescents. The researchers aimed to understand how adolescents perceived family functioning and how these perceptions influenced behavioural adjustment. A cross-sectional correlational research design was employed. Family cohesion and adaptability were measured using the Family Adaptability and Cohesion Evaluation Scale III (FACES III) developed by Olson et al., while behavioural problems were assessed using the Youth Self-Report (YSR) questionnaire. Statistical analyses included General Linear Models (GLM) and group comparisons. The findings revealed that adolescents who perceived their families as having balanced and healthy family cohesion reported significantly fewer internalizing and externalizing behavioural problems than those from disengaged or enmeshed families. Family cohesion emerged as a protective factor that promoted emotional stability and reduced behavioural difficulties. The study provided empirical

support for the Circumplex Model by demonstrating that balanced cohesion contributes positively to adolescent psychological adjustment. The findings are highly relevant to the present study because they demonstrate that family cohesion contributes significantly to adolescents' emotional adjustment. Since emotional regulation represents an important aspect of psychological adjustment, the study supports the investigation of family cohesion as a correlate of emotional regulation among adolescents.

Scabini et al. (1995) investigated changes in family cohesion and adaptability during adolescence and young adulthood from the perspective of the family life cycle. The study sought to understand how family cohesion changes as adolescents gradually gain autonomy while maintaining emotional connectedness with their families. The study involved 762 families with adolescents and young adults between 16 and 24 years of age in Italy. Data were collected from multiple family members to obtain a comprehensive understanding of family dynamics across developmental transitions. Using a cross-sectional comparative design, the researchers assessed family cohesion and adaptability using FACES III. Family satisfaction and perceptions of ideal versus actual family functioning were also measured to understand developmental changes during adolescence. The findings indicated that families who maintained balanced levels of cohesion while encouraging autonomy experienced greater family satisfaction and healthier adolescent adjustment. Excessively low or excessively high cohesion was associated with poorer family functioning and lower satisfaction. The authors concluded that successful adaptation during adolescence requires maintaining emotional closeness alongside increasing independence. This study is relevant to the present investigation because it highlights the importance of balanced family cohesion during the adolescent stage of the family life cycle, supporting the theoretical basis of the current research.

Mistry et al. (2022) examined family functioning among urban Indian families with adolescents, with particular emphasis on family cohesion, parent-adolescent communication, parental monitoring, and parental support. The study aimed to identify variations in family functioning across different sociodemographic groups in India. The study included 1,756 adolescents aged 13-15 years and one parent or primary caregiver from Mumbai and Kolkata. A multistage representative sampling procedure was adopted to ensure adequate representation of urban families from diverse socioeconomic backgrounds. A cross-sectional survey design was used. Family cohesion was measured using the Family Relations Scale, while parent-adolescent communication, parental monitoring, supervision, and parental support were assessed using standardized questionnaires. Confirmatory factor analysis and structural modelling were employed to examine family functioning.

The findings supported family cohesion as a central component of healthy family functioning. Adolescents reporting greater family cohesion also reported higher parental support and healthier family relationships. Family functioning differed according to socioeconomic status and certain demographic characteristics, emphasizing the influence of contextual factors on adolescent development. The study is directly relevant to the present research because it provides recent Indian evidence supporting the importance of family cohesion during adolescence and reinforces its role in promoting positive developmental outcomes.

Bala et al. (2018) investigated the relationship between family environment and psychosocial problems among adolescents in rural and urban areas of Haryana. One of the major dimensions of family environment examined was family cohesion, along with expressiveness, organization, and conflict. (IJC MAS) The study comprised 240 adolescents aged 16-18 years selected from government senior secondary schools in both

rural and urban settings of Hisar district, Haryana. Equal representation of boys and girls was ensured to facilitate gender comparisons. (IJC MAS) A descriptive correlational research design was adopted. Family environment was measured using the Family Environment Scale (Bhatia & Chadha, 1993), while psychosocial problems were assessed using the Youth Problem Inventory (Verma, 2004). Correlation, ANOVA, and regression analyses were performed. (IJC MAS). The results indicated that adolescents who perceived greater family cohesion and a more positive family environment experienced significantly fewer psychosocial problems. Conversely, family conflict was positively associated with psychosocial difficulties. Overall family environment significantly predicted adolescents' psychosocial adjustment. (IJC MAS). This study supports the present research by demonstrating that family cohesion contributes to positive psychological functioning among Indian adolescents and may facilitate healthier emotional regulation.

Emotional Regulation

Gross and John (2003) investigated individual differences in emotional regulation strategies, particularly cognitive reappraisal and expressive suppression, and their relationship with psychological well-being, interpersonal functioning, and emotional experiences. The study aimed to validate the Emotion Regulation Questionnaire (ERQ) and examine how different emotion regulation strategies influence psychological adjustment. The study comprised 1,483 university students from the United States, including both male and female participants representing diverse ethnic backgrounds. Participants completed self-report questionnaires assessing their habitual use of emotional regulation strategies and various indicators of psychological functioning. A cross-sectional correlational research design was employed. Emotional regulation was assessed using the Emotion Regulation Questionnaire (ERQ) developed by Gross and John (2003). Measures of affect, interpersonal relationships, life satisfaction, and psychological well-being were also administered. Correlation and

regression analyses were conducted to examine associations between emotional regulation strategies and psychological outcomes. The findings revealed that cognitive reappraisal was positively associated with positive emotions, psychological well-being, interpersonal closeness, and life satisfaction, whereas expressive suppression was associated with lower positive affect, poorer interpersonal functioning, and reduced well-being. Individuals who frequently used cognitive reappraisal demonstrated healthier emotional adjustment than those who relied predominantly on emotional suppression. This study is highly relevant to the present research because it provides the theoretical and empirical foundation for understanding emotional regulation and introduces the ERQ, one of the most widely used instruments for assessing emotional regulation. The findings support the importance of adaptive emotion regulation strategies during adolescence and provide a conceptual basis for examining emotional regulation in relation to family cohesion and parental monitoring (Gross & John, 2003).

Silk et al. (2003) examined emotional regulation competence during adolescence and its association with psychological adjustment. The study sought to determine how adolescents' ability to regulate emotions influenced their social competence, depressive symptoms, behavioural adjustment, and relationships with parents and peers. The study included 220 adolescents aged 10-18 years from the United States. Participants were recruited from community schools and represented different stages of adolescence, allowing the researchers to examine developmental differences in emotional regulation. A cross-sectional correlational design was employed. Emotional regulation was assessed using standardized self-report measures and behavioural observations, while psychological adjustment was measured using validated scales of depression, anxiety, social competence, and behavioural functioning. The results indicated that adolescents with better emotional regulation demonstrated fewer depressive symptoms, greater social competence, stronger interpersonal relationships, and

better psychological adjustment. Conversely, adolescents experiencing difficulties in regulating emotions were more likely to exhibit behavioural problems and emotional distress. The study is directly relevant to the present investigation because it establishes emotional regulation as a significant predictor of adolescent psychological well-being. The findings suggest that family-related protective factors, such as family cohesion and parental monitoring, may facilitate the development of adaptive emotional regulation strategies during adolescence.

McLaughlin et al. (2011) investigated the relationship between emotional regulation difficulties and the development of anxiety and depressive symptoms during adolescence. The study aimed to identify whether deficits in emotional regulation served as a transdiagnostic risk factor for internalizing psychopathology. The study involved 1,065 adolescents aged 11-17 years recruited from community schools in the United States. Participants completed assessments over multiple time points, enabling the researchers to examine changes in emotional regulation and mental health outcomes. A prospective longitudinal research design was employed. Emotional regulation difficulties were measured using standardized emotion regulation scales, while symptoms of anxiety and depression were assessed using validated clinical questionnaires. Structural equation modelling was used to examine predictive relationships. The findings demonstrated that adolescents who experienced greater difficulties in emotional regulation were significantly more likely to develop anxiety and depressive symptoms over time. Emotional regulation deficits predicted increases in psychological distress even after controlling for baseline mental health symptoms. This study is relevant to the present research because it highlights emotional regulation as a central mechanism underlying adolescent mental health. It further suggests that family factors capable of strengthening emotional regulation may contribute to better psychological adjustment during adolescence.

Schäfer et al. (2017) conducted a meta-analysis to evaluate the effectiveness of different emotional regulation strategies and determine which strategies contributed most consistently to psychological well-being across different populations. The meta-analysis included more than 300 empirical studies involving adolescents and adults from various countries. Studies were selected according to predefined inclusion criteria focusing on emotional regulation strategies and psychological outcomes. A systematic review and meta-analytic research design was employed. Studies examining cognitive reappraisal, acceptance, problem-solving, emotional suppression, avoidance, and rumination were synthesized using meta-analytic statistical techniques. The findings revealed that adaptive emotional regulation strategies such as cognitive reappraisal, acceptance, and problem-solving were consistently associated with better psychological health, whereas maladaptive strategies including suppression, avoidance, and rumination predicted poorer emotional well-being and increased psychological symptoms. The study is highly relevant to the present investigation because it provides strong empirical evidence supporting the importance of adaptive emotional regulation in promoting adolescent mental health. The findings reinforce the need to examine family characteristics that facilitate healthy emotional regulation during adolescence.

Mishra and Tung (2018) investigated emotional regulation strategies and emotional and behavioural problems among institutionalized and non-institutionalized adolescents. The study aimed to examine whether institutionalization influenced adolescents' use of cognitive reappraisal and expressive suppression and whether these strategies were associated with emotional and behavioural difficulties. The study comprised 220 adolescents, including 110 institutionalized and 110 non-institutionalized adolescents, selected from Punjab, India. Participants represented both male and female adolescents and belonged to the age group of approximately 13-18 years. A comparative cross-sectional research design was employed. Emotional regulation was assessed using the Emotion Regulation Questionnaire (ERQ)

developed by Gross and John (2003), while emotional and behavioural problems were measured using the Strengths and Difficulties Questionnaire (SDQ). Independent sample *t*-tests were performed to compare the two groups. The findings revealed that institutionalized adolescents reported significantly greater use of expressive suppression and higher emotional and behavioural problems than adolescents living with their families. Adolescents residing with their families demonstrated greater use of adaptive emotional regulation strategies and better psychological adjustment. The study is relevant to the present investigation because it highlights the importance of supportive family environments in facilitating adaptive emotional regulation among adolescents and suggests that family-related factors contribute significantly to emotional well-being.

Devi (2023) examined the relationship between emotional regulation and mental well-being among Indian adolescents. The study sought to identify how difficulties in emotional regulation influence adolescents' psychological well-being and emotional functioning. The study included 296 adolescents (174 boys and 122 girls) aged 12-15 years from private schools in Delhi NCR. Participants were selected using purposive sampling to represent early adolescence. A correlational research design was adopted. Emotional regulation difficulties were measured using the Difficulties in Emotion Regulation Scale (DERS-18), while mental well-being was assessed using the Mental Health Continuum-Short Form (MHC-SF). Pearson's correlation analysis was employed to examine the relationship between the variables. The findings demonstrated a significant negative relationship between difficulties in emotional regulation and mental well-being. Adolescents with greater difficulties regulating emotions reported poorer psychological, emotional, and social well-being, indicating that effective emotional regulation is a key determinant of positive mental health. This study is directly relevant to the present research because it provides recent Indian evidence supporting

emotional regulation as an important indicator of adolescent psychological adjustment and mental well-being.

Bhat et al. (2024) validated the Difficulties in Emotion Regulation Scale-Short Form (DERS-SF) among Indian adolescents. The primary objective was to examine the factor structure, reliability, construct validity, and gender invariance of the DERS-SF for use with Indian adolescents. The study involved a large community sample of 2,079 urban Indian adolescents aged 14-20 years. Participants completed the English version of the DERS-SF along with measures of impulsivity, adolescent problem behaviours, and emotional and behavioural difficulties. A cross-sectional psychometric validation design was used. Confirmatory factor analysis, reliability analysis, and measurement invariance testing were conducted to evaluate the psychometric properties of the scale. The results confirmed that the six-factor structure of the DERS-SF demonstrated good reliability and validity among Indian adolescents. Emotion dysregulation was positively associated with impulsivity, internalizing symptoms, externalizing problems, and adolescent problem behaviours, confirming the construct validity of the instrument. Although primarily a validation study, it is highly relevant because it establishes the reliability of assessing emotional regulation among Indian adolescents and provides evidence linking emotion dysregulation with psychological difficulties.

Barik and Das (2022) investigated emotional regulation among psychology and non-psychology college students and examined gender differences in the use of emotional regulation strategies. The study aimed to compare the use of cognitive reappraisal and expressive suppression among young adults. The study consisted of 100 college students aged 18-25 years, equally representing psychology and non-psychology students and both genders. Participants completed online questionnaires assessing emotional regulation. A comparative descriptive research design was employed using the Emotion Regulation Questionnaire (ERQ)

developed by Gross and John (2003). Independent sample *t*-tests were used to compare groups. The findings indicated that psychology students reported significantly greater use of cognitive reappraisal, whereas expressive suppression did not differ substantially across groups. The study suggested that psychological education may facilitate more adaptive emotional regulation strategies. Although conducted among college students, the study is relevant because it supports the importance of adaptive emotional regulation strategies and demonstrates the applicability of the ERQ within the Indian context.

Building upon the psychometric validation of the DERS-SF, Bhat et al. (2024) further examined the clinical significance of emotion dysregulation among Indian adolescents by exploring associations between emotion regulation difficulties and behavioural adjustment. The study emphasized the importance of reliable assessment tools for identifying adolescents at risk for emotional and behavioural problems. The investigation included 2,079 adolescents from urban India between 14 and 20 years of age, making it one of the largest studies on emotional regulation conducted in the Indian context. Using a cross-sectional design, the researchers administered the DERS-SF together with measures of impulsivity, emotional and behavioural problems, and adolescent risk behaviours. Advanced psychometric analyses and correlational procedures were conducted. The study found that adolescents reporting greater emotion dysregulation also demonstrated significantly higher impulsivity, behavioural difficulties, and psychological distress. These findings reinforced emotion dysregulation as an important transdiagnostic factor associated with multiple domains of adolescent mental health. The study is highly relevant to the present investigation because it provides strong empirical support for examining emotional regulation among Indian adolescents and highlights its importance in understanding psychological adjustment within the family context.

Parental Monitoring

Stattin and Kerr (2000) conducted a landmark study to re-examine the concept of parental monitoring and to determine whether adolescents' behavioural adjustment was influenced more by parental supervision or by adolescents' voluntary disclosure of information. The study challenged the traditional belief that parental monitoring primarily results from parental control and surveillance. The study included 703 Swedish adolescents aged 14 years and their parents. Participants were recruited from community schools, and data were collected from both adolescents and parents to obtain multiple perspectives on parental monitoring and adolescent behaviour. A cross-sectional correlational design was employed. Parental monitoring was measured using the Parental Monitoring Scale, which assessed parental knowledge, parental control, parental solicitation, and adolescent disclosure. Adolescent behavioural problems were measured using standardized self-report instruments. Correlation and regression analyses were performed. The findings demonstrated that adolescents' voluntary disclosure of information to parents was the strongest predictor of parental knowledge, whereas parental control alone showed comparatively weaker associations. Higher parental monitoring was associated with lower levels of delinquency, substance use, and behavioural problems. The authors concluded that open parent-adolescent communication plays a crucial role in effective parental monitoring. The study is highly relevant to the present investigation because it provides the contemporary conceptual foundation for parental monitoring and highlights the importance of parent-adolescent communication in promoting healthy adolescent development (Stattin & Kerr, 2000).

Dishion and McMahon (1998) reviewed empirical evidence on parental monitoring and adolescent problem behaviour to clarify the role of monitoring in preventing antisocial behaviour and delinquency. The study aimed to define parental monitoring and identify mechanisms through which monitoring influences adolescent adjustment. The review synthesized findings from numerous empirical studies involving children and adolescents from

North America. The included studies represented diverse socioeconomic backgrounds and family structures. A systematic literature review was undertaken. The authors examined studies assessing parental monitoring through measures of parental knowledge, supervision, rule-setting, and communication. The review evaluated associations between parental monitoring and adolescent behavioural outcomes. The review concluded that effective parental monitoring consistently reduced delinquency, substance use, aggression, and association with deviant peers. Monitoring was found to be most effective when combined with warm parent-child relationships and consistent communication rather than strict surveillance alone. The findings are relevant to the present study because they establish parental monitoring as a protective family factor that contributes to healthy adolescent adjustment and emotional development.

Fletcher et al. (2004) examined whether parental monitoring moderated the relationship between peer influence and adolescent problem behaviour. The study sought to determine whether adolescents experiencing greater parental monitoring were less susceptible to negative peer influences. The study involved more than 1,200 adolescents enrolled in secondary schools in the United States. Participants represented diverse ethnic and socioeconomic backgrounds. A cross-sectional correlational research design was employed. Standardized measures of parental monitoring, peer influence, and adolescent behavioural adjustment were administered. Hierarchical regression analyses were conducted to examine interaction effects. The findings indicated that adolescents reporting higher parental monitoring demonstrated significantly lower involvement in delinquent behaviours, substance use, and risky activities, even when exposed to deviant peer groups. Effective parental monitoring acted as a protective factor by reducing the influence of negative peer pressure. This study supports the present research by demonstrating that parental monitoring promotes healthy adolescent adjustment and may indirectly facilitate adaptive emotional regulation through increased parental involvement.

Laird et al. (2003) investigated developmental changes in parental monitoring during adolescence and examined their influence on behavioural adjustment. The objective was to determine whether reductions in parental monitoring predicted increases in adolescent problem behaviours. The study included 585 adolescents from the United States who were followed from early to middle adolescence. A longitudinal research design was adopted. Parents and adolescents completed standardized measures of parental monitoring, parent-child communication, and behavioural adjustment over multiple assessment periods. Results indicated that declines in parental monitoring were associated with significant increases in antisocial behaviour, aggression, and academic difficulties. Adolescents whose parents maintained consistent monitoring throughout adolescence demonstrated better psychosocial adjustment. The study is relevant because it demonstrates the long-term importance of parental monitoring during adolescence and supports its inclusion as a key predictor of emotional and behavioural outcomes.

Crouter and Head (2002) reviewed theoretical and empirical literature concerning parental monitoring during adolescence. The objective was to identify the major components of effective monitoring and explain how parental knowledge influences adolescent development. The review synthesized evidence from multiple longitudinal and cross-sectional studies involving adolescents from diverse family backgrounds. A theoretical and empirical review was conducted, focusing on parental supervision, communication, adolescent disclosure, and behavioural regulation. The findings suggested that effective parental monitoring is characterized by parental warmth, consistent communication, and mutual trust, rather than excessive restriction. Adolescents whose parents possessed greater knowledge of their activities demonstrated fewer emotional and behavioural problems and stronger psychological adjustment. This study provides a theoretical framework for understanding

parental monitoring and supports the rationale for examining its relationship with emotional regulation in the present investigation.

Sriram and Sandhu (2014) investigated parental efficacy and parental monitoring efficacy among Asian Indian parents of adolescents in Chennai. The study aimed to examine how parents' confidence in monitoring their adolescents influenced actual parental monitoring behaviours. The study consisted of two independent samples. The first included 241 parents of adolescents studying in Grades 9-12, while the second involved 215 parent-adolescent dyads from Chennai, Tamil Nadu. Data were collected from urban schools representing middle-class families. A cross-sectional correlational design was employed. The researchers developed a Parental Monitoring Efficacy Scale and measured parental monitoring through adolescent disclosure, parental control, and parental knowledge. Factor analysis and regression analyses were conducted. The findings revealed that parents with higher parental monitoring efficacy demonstrated significantly greater parental knowledge and monitoring of adolescents' activities. Adolescent disclosure emerged as one of the strongest contributors to effective parental monitoring, highlighting the importance of parent-child communication. The study is highly relevant because it provides empirical evidence on parental monitoring among Indian adolescents and supports the importance of monitoring as a protective family factor.

Hsieh et al. (2023) examined family functioning among adolescents in Mumbai and Kolkata, with parental monitoring included as one of the core dimensions of healthy family functioning. The objective was to understand how monitoring, family cohesion, and communication contributed to overall family functioning. The study involved 1,756 adolescents aged 13-15 years and one parent or caregiver from Mumbai and Kolkata, selected using multistage representative sampling. A cross-sectional survey design was employed. Parent monitoring of peers and adolescent-reported parent supervision were measured using validated monitoring scales alongside measures of family cohesion and communication. Item

response theory and structural modelling were used. The findings indicated that parental monitoring was one of the strongest indicators of healthy family functioning, particularly through parents' knowledge of adolescents' peers and supervision of daily activities. Higher monitoring was associated with greater family functioning across both cities. The study is directly relevant because it provides recent Indian evidence supporting parental monitoring as a key dimension of family functioning among adolescents.

Ranganathan and Montemayor (2014) examined the relationship between parental efficacy, parental monitoring efficacy, and parental monitoring among Asian Indian families. The study aimed to determine whether parents' confidence in their ability to supervise and guide adolescents predicted effective parental monitoring practices. The study was conducted in Chennai, India, and involved 241 parents in the first phase and 215 parent-adolescent dyads in the second phase. Adolescents were studying in Grades 9 to 12, representing middle- and late-adolescent age groups. A cross-sectional correlational design was employed. The researchers developed a Parental Monitoring Efficacy Scale and assessed parental monitoring through measures of parental knowledge, parental control, adolescent disclosure, and parental solicitation. Factor analysis and multiple regression analyses were used to examine the relationships among the variables. The findings indicated that parental monitoring efficacy significantly predicted effective parental monitoring, particularly through increased parental knowledge and adolescent disclosure. The study also showed that parental control remained an important monitoring strategy within the Indian cultural context, differing from findings reported in many Western studies. This study is directly relevant to the present research because it demonstrates the significance of parental monitoring within Indian families and supports its role in promoting positive adolescent development.

Kumar et al. (2020) investigated parenting attitudes and parenting dimensions associated with adolescent behavioural problems in the Indian context. One of the parenting

dimensions examined was parental monitoring and supervision, with the objective of identifying parenting practices that influence adolescents' emotional and behavioural adjustment. The study included 640 parents of adolescents from community settings in Karnataka, India. Mothers and fathers participated in the study, providing information regarding their parenting practices and their adolescents' behavioural functioning. A community-based cross-sectional design was adopted. Parenting dimensions were assessed using standardized parenting questionnaires, while adolescent behavioural problems were measured using validated behavioural assessment tools. Multiple regression analyses were conducted to determine significant predictors of behavioural outcomes. The findings revealed that positive parental involvement and effective monitoring were associated with fewer behavioural problems, whereas inconsistent discipline and poor supervision predicted greater emotional and behavioural difficulties among adolescents. The authors concluded that supportive monitoring practices contribute significantly to healthy adolescent adjustment. The study is relevant to the present investigation because it provides Indian evidence supporting parental monitoring as a protective family factor that contributes to adolescents' emotional and behavioural well-being.

Behere et al. (2019) examined predictors of emotional and behavioural problems among Indian adolescents attending a tertiary mental health centre. The objective was to identify parenting practices, including parental monitoring and supervision, that significantly influenced adolescents' emotional and behavioural outcomes. The study involved 81 adolescents aged 10-18 years and their parents who attended the National Institute of Mental Health and Neurosciences (NIMHANS), Bengaluru. Participants were recruited from a child and adolescent psychiatry service. A clinic-based cross-sectional research design was employed. Parenting practices were measured using the Alabama Parenting Questionnaire (Parent Version), while emotional and behavioural problems were assessed using the Strengths

and Difficulties Questionnaire (SDQ) and the Parent Interview Schedule. Multiple regression analyses were conducted to identify significant predictors. The findings demonstrated that poor parental monitoring and supervision significantly predicted poorer prosocial behaviour and greater emotional and behavioural problems among adolescents. Inconsistent discipline and adverse family environments further increased the likelihood of maladjustment. The study is particularly relevant to the present research because it highlights parental monitoring as an important determinant of adolescent emotional functioning within an Indian clinical population.

Tandon and Deshmukh (2024) investigated the influence of family supervision and parental monitoring on adolescents' internet use and anxiety. The study aimed to understand whether parental monitoring protected adolescents from excessive internet use while also examining its psychological consequences. The study included 387 Indian adolescents studying in Grades 9 and 11 from schools in India. Participants represented middle-adolescent age groups and completed questionnaires regarding family supervision and internet-related behaviours. A cross-sectional survey design was adopted. Measures of parental monitoring, family supervision, internet usage, and internet anxiety were administered. Structural equation modelling was employed to examine direct and indirect relationships among the variables. The findings indicated that greater parental monitoring was associated with reduced time spent online, suggesting a protective role of parental supervision. However, monitoring perceived as excessive control was also associated with increased internet-related anxiety, indicating that the quality and style of monitoring are important. This study is relevant because it demonstrates that parental monitoring can positively influence adolescent behaviour when implemented in a supportive rather than controlling manner, reinforcing its importance in adolescent emotional adjustment.

2.2 Research Gap

The review of the literature indicates that family cohesion, parental monitoring, and emotional regulation have each received considerable empirical attention in both international and Indian research. International studies consistently demonstrate that family cohesion promotes positive psychological adjustment, parental monitoring serves as a protective factor against behavioural and emotional problems, and adaptive emotional regulation contributes to better mental health and overall well-being among adolescents. Similarly, Indian studies have highlighted the significance of supportive family relationships, effective parental supervision, and emotional regulation in fostering healthy adolescent development.

Despite these contributions, several important gaps remain in the existing literature. First, most studies have examined family cohesion, parental monitoring, and emotional regulation independently or in relation to psychopathology, behavioural problems, academic performance, or risk-taking behaviours. Comparatively few studies have explored the combined influence of family cohesion and parental monitoring on adolescents' emotional regulation, leaving limited understanding of how these family processes jointly contribute to adolescents' emotional functioning.

Second, the majority of previous studies have focused on either Western populations or urban Indian samples, limiting the generalizability of findings to adolescents from different socio-cultural contexts. Research examining these variables among Indian adolescents, particularly within the Kerala context, remains relatively limited.

Third, while emotional regulation has been identified as an important predictor of adolescent psychological well-being, limited research has examined emotional regulation as an outcome variable influenced by positive family characteristics such as family cohesion and parental monitoring, especially using standardized measures among non-clinical adolescent populations.

Finally, very few studies have simultaneously examined family cohesion, parental monitoring, and emotional regulation within a single research model. Understanding the interrelationships among these variables is essential for identifying family factors that facilitate healthy emotional development during adolescence and for informing preventive and family-based interventions.

In view of these gaps, the present study seeks to examine the relationship between family cohesion, parental monitoring, and emotional regulation among. By investigating these variables together in an Indian context using standardized psychometric instruments, the study aims to contribute to the existing body of knowledge and provide empirical evidence that may inform counselling, family-based interventions, and adolescent mental health promotion.

2.3 Relevance of the Study

Adolescence is a critical developmental period characterized by rapid physical, cognitive, emotional, and social changes that require effective emotional regulation for healthy psychological adjustment. During this stage, the family continues to play a pivotal role in shaping adolescents' emotional experiences and coping abilities. Understanding how family cohesion and parental monitoring contribute to emotional regulation is therefore essential for promoting adolescents' mental health and overall well-being.

The present study is relevant because it examines family cohesion, parental and emotional regulation together, thereby providing a more comprehensive understanding of the influence of family dynamics on adolescents' emotional functioning. While previous research has largely explored these variables independently, the present study integrates them within a single framework, contributing to the growing body of literature on positive family processes and adolescent development.

The study is also significant in the Indian context, where empirical research examining the combined influence of family cohesion and parental monitoring on emotional regulation remains limited. By focusing on Indian adolescents, the findings will provide culturally relevant evidence that may enhance the understanding of family influences on emotional development within collectivistic family systems.

The findings of the study are expected to have practical implications for counselling psychologists, school counsellors, educators, parents, and mental health professionals. Identifying the role of family cohesion and parental monitoring in fostering emotional regulation can assist professionals in designing family-centred counselling programmes, parenting interventions, and psychoeducational initiatives aimed at strengthening family relationships and promoting adolescents' emotional well-being.

Moreover, the study may contribute to the development of preventive mental health strategies by highlighting positive family characteristics that support adaptive emotional regulation. The findings can also serve as a reference for future researchers interested in family functioning, adolescent emotional development, and family-based interventions, thereby enriching the existing literature in counselling psychology and developmental psychology.

Overall, the present study is expected to contribute both theoretically and practically by expanding the understanding of family influences on emotional regulation and by providing evidence that can guide interventions to promote healthy emotional development among adolescents.

CHAPTER III

METHOD

Research methodology refers to the systematic framework and procedures employed to conduct scientific research in a logical, objective, and ethical manner. It provides a structured approach for collecting, analysing, and interpreting data to address the research objectives and test the proposed hypotheses. A well-defined methodology enhances the reliability, validity, and credibility of the findings by ensuring that the research process is rigorous and replicable.

This chapter outlines the methodological framework adopted for the study. It describes the research design, variables of the study, operational definitions, population and sample, sampling technique, inclusion and exclusion criteria, instruments used for data collection, procedure for data collection, ethical considerations, and statistical techniques employed for data analysis. The methodology has been designed to ensure that the objectives of the study are addressed systematically and that the findings accurately reflect the relationships among the selected variables.

3.1 Research Design

A quantitative, correlational research design was adopted for the present study. A correlational research design is appropriate when the purpose of the study is to examine the nature and strength of the relationship between two or more variables without manipulating them. It enables the researcher to determine whether changes in one variable are associated with changes in another while observing the variables in their natural setting.

The present study employed this design to examine the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents. Family cohesion and parental monitoring served as the predictor variables, while emotional regulation was considered the outcome variable. No experimental manipulation or intervention was

introduced, and the variables were measured using standardized self-report psychological instruments.

The correlational design was considered suitable because the study sought to investigate the degree of association among the variables rather than establish a cause-and-effect relationship. The findings obtained through this design are expected to contribute to a better understanding of the role of family processes in adolescents' emotional development.

3.2 Participants

Population

For the present study, the target population comprised adolescents aged 15-19 years. The study focused on adolescents who were residing with their parents or primary caregivers and were enrolled in educational institutions. This population was considered appropriate because adolescence is a developmental stage during which family cohesion, parental monitoring, and emotional regulation play significant roles in psychosocial adjustment.

The accessible population consisted of adolescents aged 15-19 years from selected schools in Kerala, from whom the sample was drawn based on the inclusion.

Sample

The sample for the present study consisted of 100 adolescents aged 15-19 years from selected schools in Kerala. Participants included both male and female adolescents who met the inclusion criteria and voluntarily agreed to participate in the study. The selected sample was considered appropriate for examining the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents.

3.3 Sampling Technique

The present study employed convenience sampling, a non-probability sampling technique, to select the participants. Convenience sampling involves selecting individuals who are readily accessible and willing to participate in the study (Etikan et al., 2016).

The researcher collected data from adolescents who were available in selected schools and who fulfilled the inclusion criteria. Permission was obtained from the respective school authorities prior to data collection, and informed consent and assent were obtained from parents/guardians and participants, as applicable. Convenience sampling was considered appropriate because of the accessibility of participants, time constraints, and the feasibility of conducting the study within the available research period.

3.4 Inclusion criteria

- Adolescents aged 15-19 years.
- Adolescents who were residing with at least one parent or primary caregiver.
- Adolescents who were able to read and understand English sufficiently to complete the questionnaires.
- Adolescents who voluntarily agreed to participate in the study and provided assent.
- Adolescents who completed all the study questionnaires without substantial missing responses.

3.5 Data Collection Tools

The present study employed four instruments to collect data from the participants. They included a socio-demographic data sheet, the Family Adaptability and Cohesion Evaluation Scale (FACES III), the Parental Monitoring Scale, and the Emotion Regulation Questionnaire for Child and Adolescents (ERQ -CA).

3.5.1 Socio-demographic Data Sheet

A socio-demographic data sheet was prepared by the researcher to obtain relevant background information about the participants. The schedule included variables such as age, gender, educational qualification, type of family, birth order, number of siblings and, parents' marital status. These variables were collected to describe the characteristics of the sample and to examine differences in the study variables across selected socio-demographic categories.

3.5.2 Family Adaptability and Cohesion Evaluation Scale (FACES III)

Family cohesion was assessed using the Family Adaptability and Cohesion Evaluation Scale (FACES III) developed by Olson, Portner, and Lavee (1985). The instrument was developed based on Olson's Circumplex Model of Marital and Family Systems and is widely used to assess family functioning.

FACES III consists of 20 items, of which 10 items measure family cohesion and 10 items measure family adaptability. For the present study, only the family cohesion dimension was utilized, as it directly corresponds to one of the study variables.

The scale is rated on a 5-point Likert format ranging from 1 (Almost Never) to 5 (Almost Always). Participants are asked to indicate how frequently each statement describes their family. The total cohesion score is obtained by summing the responses to the cohesion items. Higher scores indicate stronger emotional bonding, connectedness, and support among family members, whereas lower scores reflect emotional disengagement and weaker family connectedness.

The FACES III has demonstrated satisfactory psychometric properties across different populations. Olson et al. (1985) reported acceptable internal consistency coefficients for the cohesion dimension. The scale has been extensively used in studies examining family functioning and adolescent psychological adjustment, supporting its reliability and construct validity.

3.5.3 Parental Monitoring Scale

Parental monitoring was assessed using the Parental Monitoring Scale (PMS) developed by Capaldi and Patterson (1989). The scale is designed to assess adolescents' perceptions of their parents' knowledge and awareness regarding their daily activities, whereabouts, peer associations, rule-setting, supervision, and disciplinary practices. It measures the extent to which parents actively monitor and remain informed about their child's behaviour and experiences, thereby reflecting the level of parental involvement and supervision.

The Parental Monitoring Scale consists of 11 items and is a unidimensional measure with no subscales. The items assess various aspects of parental monitoring, including parental knowledge of the adolescent's activities, supervision, consequences for rule violations, and awareness of the adolescent's school and social life. Sample items include: *"How much do your parents know about where you go throughout the day on the weekend?"*, *"How much do your parents know about problems you are having at school?"*, and *"If you did not come home by the set time, would your parents know?"*

The instrument uses a 4-point Likert-type response format. For Items 1-6, responses range from 1 (Don't know at all) to 4 (Know everything). For Items 7-11, responses range from 1 (Never) to 4 (Always). The total score is obtained by summing the responses to all 11 items. Higher scores indicate higher levels of perceived parental monitoring, reflecting greater parental awareness, supervision, and involvement in the adolescent's daily life.

The scale is intended for use with adolescents between 10 and 17 years of age and is administered as a self-report paper-and-pencil questionnaire. It has demonstrated satisfactory psychometric properties. The instrument possesses good internal consistency (Cronbach's $\alpha > .70$), with test-retest intraclass correlation coefficients ranging from .74 to .85, indicating

adequate temporal stability. Furthermore, the scale has established content validity and construct validity, supporting its use in assessing parental monitoring among adolescents.

3.5.4 Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA)

Emotional regulation was assessed using the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) developed by Gullone and Taffe (2012). The ERQ-CA is an adaptation of the original Emotion Regulation Questionnaire developed by Gross and John (2003), designed specifically to assess emotion regulation strategies among children and adolescents.

The questionnaire consists of 10 items that measure two commonly used emotion regulation strategies: Cognitive Reappraisal and Expressive Suppression. Cognitive Reappraisal comprises 6 items and refers to the tendency to reinterpret or modify the meaning of a situation in order to alter its emotional impact. Expressive Suppression comprises 4 items and refers to the tendency to inhibit the outward expression of emotions after they have been experienced.

Responses are recorded on a 5-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Scores are obtained by summing the responses to the respective items for each subscale. Higher scores on the Cognitive Reappraisal subscale indicate greater use of adaptive cognitive strategies to regulate emotions, whereas higher scores on the Expressive Suppression subscale indicate greater use of suppression as an emotion regulation strategy.

The ERQ-CA has demonstrated satisfactory psychometric properties in adolescent populations. Gullone and Taffe (2012) reported good internal consistency, with Cronbach's alpha coefficients of 0.83 for the Cognitive Reappraisal subscale and 0.75 for the Expressive Suppression subscale. The instrument has also demonstrated adequate construct validity and

has been widely used in studies examining emotional regulation among children and adolescents across diverse cultural settings.

3.6 Data Collection Method

Prior to data collection, ethical approval was obtained from the Department. Permission was also obtained from the concerned school authorities to conduct the study among adolescent students. The participants were informed about the purpose of the study, and their voluntary participation was sought. They were assured that the information provided would be kept confidential and used solely for research purposes. Informed consent was obtained before administering the questionnaires. Data were collected using both online and offline modes to ensure adequate participation from adolescents aged 15-19 years.

For the online mode, the questionnaires were converted into a Google Form consisting of the informed consent form, socio-demographic data sheet, Family Adaptability and Cohesion Evaluation Scale (FACES III), Parental Monitoring Scale, and Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA). The Google Form link was shared with eligible participants through appropriate online platforms. Participants completed the questionnaire at their convenience after providing informed consent.

For the offline mode, the researcher personally visited selected schools after obtaining permission from the respective authorities. The purpose and objectives of the study were explained to the participants, and they were informed that their participation was entirely voluntary. The printed questionnaires were then administered to the students in a classroom setting under the researcher's supervision. Participants were encouraged to respond honestly and were assured that there were no right or wrong answers. Sufficient time was provided for completing the questionnaires, and any queries raised by the participants regarding the instructions were clarified without influencing their responses.

3.7 Data Analysis

The data collected for the present study were coded and analysed using jamovi (Version 2.7.3.0). Both descriptive and inferential statistical techniques were employed to analyse the data in accordance with the objectives and hypotheses of the study. The statistical procedures adopted are described below.

(a) Descriptive Statistics

Descriptive statistics were computed to summarize the characteristics of the sample and the distribution of the study variables. Frequency and percentage were used to describe the socio-demographic profile of the participants. Mean, median, standard deviation, minimum, maximum, interquartile range (IQR), skewness, and kurtosis were calculated to describe the levels and distribution of family cohesion, parental monitoring, and emotional regulation among adolescents.

(b) Test of Normality

The Shapiro-Wilk test was employed to examine whether the study variables followed a normal distribution. The outcome of the normality test, together with the distributional characteristics of the data, guided the selection of appropriate inferential statistical techniques. As the assumption of normality was not fully satisfied, non-parametric statistical methods were used for analysing group differences and relationships among the variables.

(c) Group Comparisons

The Mann-Whitney U test was used to determine whether significant differences existed in family cohesion, parental monitoring, and emotional regulation across dichotomous socio-demographic variables, such as gender. For socio-demographic variables comprising

more than two categories, including birth order and parents' marital status, the Kruskal-Wallis H test was employed to examine group differences.

(d) Correlation Analysis

The relationships among family cohesion, parental monitoring, and emotional regulation were examined using Spearman's Rank-Order Correlation (ρ). This non-parametric correlation technique was selected because the data did not satisfy the assumption of normality. The analysis was performed to test the hypothesized associations among the study variables.

(e) Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine whether family cohesion and parental monitoring significantly predicted emotional regulation among adolescents. Emotional regulation was treated as the dependent variable, while family cohesion and parental monitoring served as the predictor variables. The regression model was used to determine the individual contribution of each predictor as well as the overall proportion of variance in emotional regulation explained by the independent variables.

All statistical analyses were performed using jamovi (Version 2.7.3.0). The level of statistical significance for all inferential analyses was set at $p < .05$.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the results of the statistical analyses carried out to examine the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents aged 15-19 years. The data collected from the participants were analysed using both descriptive and inferential statistical techniques through jamovi (Version 2.7.3.0). Descriptive statistics were used to summarize the socio-demographic characteristics of the participants and the distribution of the study variables. Inferential statistical analyses were subsequently conducted to test the hypotheses formulated for the study, including tests of normality, correlation analysis, group comparisons, and multiple linear regression analysis. The findings are presented systematically in accordance with the objectives of the study and are accompanied by appropriate tables for clarity and interpretation. The discussion section interprets the findings in relation to the existing theoretical perspectives and empirical literature, highlighting their implications for understanding the role of family cohesion and parental monitoring in the emotional regulation of adolescents. The chapter concludes by relating the findings to the overall purpose of the study and their contribution to the fields of developmental, family, and counselling psychology.

4.1 Shapiro - Wilk Test

The Shapiro - Wilk test was conducted to assess the normality of the scores for family cohesion, parental monitoring and emotional regulation. Table 1 presents the normality test result for the study variables.

Table 1

Normality test results for Family cohesion, Parental monitoring and Emotional regulation

Statistic	FC TOTAL (family cohesion)	PM TOTAL (parental regulation)	ER TOTAL (emotional regulation)
N	100	100	100
Shapiro-Wilk W	0.973	0.932	0.982
Shapiro-Wilk p	.035	< .001	.188

Table 1 presents the results of the Shapiro–Wilk test conducted to examine the normality of the distributions of family cohesion, parental monitoring, and emotional regulation among adolescents aged 15–19 years. Assessing normality is an important preliminary step in statistical analysis as it determines the suitability of parametric or non-parametric statistical techniques for testing the study hypotheses. The Shapiro–Wilk test was employed because it is considered one of the most appropriate and powerful tests for assessing normality in small to moderate sample sizes.

The analysis was conducted on data obtained from 100 adolescents ($N = 100$). The results revealed that the Family Cohesion scores yielded a Shapiro–Wilk value of $W = 0.973$ with a corresponding p-value of .035, indicating a statistically significant deviation from normality. Similarly, Parental Monitoring scores produced a Shapiro–Wilk value of $W = 0.932$ with $p < .001$, suggesting that the distribution also significantly departed from normality. In contrast, Emotional Regulation scores showed a Shapiro–Wilk value of $W = 0.982$ with a p-value of .188, indicating that the scores were normally distributed, as the obtained p-value exceeded the significance level of .05. Thus, while emotional regulation satisfied the assumption of normality, family cohesion and parental monitoring did not.

These findings indicate that the assumption of normality was not met for all the study variables. Since both family cohesion and parental monitoring demonstrated non-normal distributions, the data did not fully satisfy the assumptions required for parametric statistical analyses. Consequently, non-parametric statistical techniques were considered more appropriate for analysing the relationships and group differences involving these variables. Accordingly, Spearman's rank-order correlation was employed to examine the relationships among family cohesion, parental monitoring, and emotional regulation, while the Mann–Whitney U test and Kruskal–Wallis H test was used to examine differences based on socio-demographic variables. These statistical procedures are robust against violations of normality and provide reliable estimates when data are not normally distributed.

The observed non-normality of family cohesion and parental monitoring is consistent with previous psychological research, where family-related constructs frequently exhibit skewed distributions due to differences in parenting practices, family relationships, communication patterns, and cultural influences. Olson's Circumplex Model (Olson, 2000) proposes that families tend to cluster around balanced levels of cohesion rather than being evenly distributed across all levels of family functioning, which may account for the deviation from normality observed in family cohesion scores. Likewise, Stattin and Kerr (2000) suggested that parental monitoring varies considerably depending on parental knowledge, adolescent disclosure, and family communication, resulting in substantial individual differences among adolescents. In the Indian context, Hsieh et al. (2023) also reported considerable variability in family functioning dimensions, including family cohesion and parental monitoring, among adolescents, reflecting differences in family structure, socioeconomic status, and parenting practices. Conversely, the normal distribution observed for emotional regulation is consistent with the findings of Gross and John (2003), who reported that emotional regulation strategies measured using standardized instruments generally

demonstrate an approximately normal distribution in community samples of adolescents and young adults.

The findings of the normality assessment do not directly test any of the study hypotheses (H_{01} – H_{05}) and therefore no hypothesis is accepted or rejected at this stage. Instead, the results provide the statistical basis for selecting appropriate analytical procedures for the subsequent analyses. Overall, the normality test established that the use of non-parametric statistical techniques was justified for the present study, thereby ensuring the validity and reliability of the analyses examining the relationships among family cohesion, parental monitoring, and emotional regulation among adolescents.

4.2 Descriptive Statistics

The descriptive statistics of the study variables were computed to provide an overview of their distribution and central tendencies. The results, including the mean, median, standard deviation, minimum, maximum, interquartile range, skewness, and kurtosis, are presented in Table 2.

Table 2

Descriptive statistics result for Family cohesion, Parental monitoring and Emotional regulation

Descriptives

	FC TOTAL	ER TOTAL	PM TOTAL
N	100	100	100

Descriptives

	FC TOTAL	ER TOTAL	PM TOTAL
Mean	36.5	35.9	35.8
Median	37.0	35.0	37.0
Standard deviation	7.40	5.02	6.13
IQR	8.25	7.25	7.25
Minimum	15	24	18
Maximum	50	50	44
Skewness	-0.454	0.322	-0.869
Std. error skewness	0.241	0.241	0.241
Kurtosis	0.353	-0.103	0.309
Std. error kurtosis	0.478	0.478	0.478

Table 2 presents the descriptive statistics for the three study variables, namely family cohesion, parental monitoring, and emotional regulation, among adolescents aged 15–19 years. Descriptive statistics provide an overview of the distribution and central tendency of the variables, enabling a better understanding of the characteristics of the sample before conducting inferential statistical analyses. The measures reported include the mean, median,

standard deviation, interquartile range (IQR), minimum and maximum scores, skewness, and kurtosis.

The analysis was conducted on a sample of 100 adolescents ($N = 100$). The findings indicate that the mean score for Family Cohesion was 36.5 ($SD = 7.40$), with a median of 37.0, an interquartile range (IQR) of 8.25, and scores ranging from 15 to 50. The skewness value of -0.454 suggests a slight negative skew, indicating that a greater proportion of participants reported relatively higher levels of family cohesion. The kurtosis value of 0.353 indicates that the distribution was approximately mesokurtic, with only a slight deviation from normality.

For Emotional Regulation, the mean score was 35.9 ($SD = 5.02$), with a median of 35.0, an IQR of 7.25, and scores ranging from 24 to 50. The skewness value of 0.322 indicates a slight positive skew, suggesting that emotional regulation scores were fairly symmetrical with a small tendency towards lower scores. The kurtosis value of -0.103 reflects a distribution that closely approximates normality, indicating that emotional regulation scores were relatively evenly distributed across the sample.

The mean score for Parental Monitoring was 35.8 ($SD = 6.13$), with a median of 37.0, an IQR of 7.25, and scores ranging from 18 to 44. The skewness value of -0.869 indicates a moderate negative skew, suggesting that many adolescents perceived relatively higher levels of parental monitoring. The kurtosis value of 0.309 indicates a distribution that was close to normal with only a slight concentration of scores around the mean.

Overall, the descriptive statistics indicate that the adolescents in the present study generally perceived moderately high levels of family cohesion and parental monitoring, while also reporting moderately high levels of emotional regulation. The close proximity between the mean and median values for all three variables suggests the absence of extreme asymmetry in the data. However, the negative skewness observed for family cohesion and parental

monitoring indicates that a larger proportion of participants reported favourable family environments characterized by emotional bonding and parental involvement. In contrast, emotional regulation displayed a nearly symmetrical distribution, reflecting relatively balanced emotional regulation abilities among the participants.

These findings provide an initial understanding of the characteristics of the study sample and suggest that the adolescents generally experienced supportive family relationships and adequate parental supervision, which may contribute to positive emotional functioning. The relatively higher variability observed in family cohesion ($SD = 7.40$) compared to emotional regulation ($SD = 5.02$) indicates that adolescents differed more in their perceptions of family relationships than in their emotional regulation abilities. Such variability may be attributed to differences in family structure, parenting practices, communication patterns, and individual family experiences.

The observed pattern is consistent with previous research indicating that family cohesion and parental monitoring vary across families depending on interpersonal relationships and parenting behaviours. Olson's Circumplex Model (Olson, 2000) proposes that healthy families maintain balanced emotional bonding while allowing appropriate autonomy, resulting in moderate to high levels of family cohesion among adolescents. Similarly, the Family Life Cycle Perspective suggests that during the adolescent stage, families are required to renegotiate relationships by balancing increasing adolescent independence with continued emotional connectedness and parental involvement. The moderately high family cohesion and parental monitoring observed in the present study may therefore reflect successful adaptation to this developmental stage. Furthermore, Bronfenbrenner's Ecological Systems Theory emphasizes that adolescents' immediate family environment serves as the primary microsystem influencing their emotional and psychological development. Supportive family interactions and consistent parental monitoring are likely to foster adaptive emotional development, which is reflected in

the relatively high emotional regulation scores observed among the participants. In addition, Gross's Process Model of Emotion Regulation suggests that adolescents develop adaptive emotional regulation strategies through repeated interactions with supportive social environments, particularly within the family, where emotional experiences are first learned and regulated.

The descriptive statistics presented in this table do not directly test any of the study hypotheses (H_{01} – H_{05}); therefore, no hypothesis is accepted or rejected at this stage. Rather, these findings provide a descriptive profile of the study variables and establish the foundation for the subsequent inferential analyses examining the relationships, group differences, and predictive effects among family cohesion, parental monitoring, and emotional regulation. Overall, the results suggest that the adolescents in the present study generally perceived positive family environments and demonstrated adequate emotional regulation, providing a meaningful basis for exploring how family cohesion and parental monitoring are associated with emotional regulation during adolescence.

4.3 Mann-Whitney U test

Gender differences in family cohesion, parental monitoring, and emotional regulation were examined using the Mann-Whitney U test. As the normality assumption was violated, this non-parametric test was used to compare the distributions of the study variables between male and female participants. The results are presented in Table 3. and interpreted in relation to the objectives of the study.

Table 3

Group descriptives result of Family cohesion, Parental monitoring and Emotional regulation

Group Descriptives

	Group	N	Mean	Median	SD	SE
FC TOTAL	Male	35	32.8	33.0	7.73	1.306
	Female	65	38.6	38.0	6.42	0.796
PM TOTAL	Male	35	32.9	33.0	6.33	1.070
	Female	65	37.3	38.0	5.47	0.678
ER TOTAL	Male	35	34.7	33.0	4.45	0.752
	Female	65	36.6	37.0	5.21	0.646

Table 3 presents the group descriptive statistics for family cohesion, parental monitoring, and emotional regulation based on gender among adolescents aged 15–19 years. The descriptive analysis was conducted to provide an overview of the distribution of scores across male and female participants before examining whether these differences were statistically significant. The table reports the sample size (N), mean, median, standard deviation (SD), and standard error (SE) for each study variable.

The findings indicate that the study consisted of 35 male and 65 female adolescents. For Family Cohesion, male adolescents obtained a mean score of 32.8 (SD = 7.73, Median = 33.0), whereas female adolescents reported a higher mean score of 38.6 (SD = 6.42, Median =

38.0). This suggests that female adolescents perceived greater emotional bonding, support, and connectedness within their families compared to their male counterparts. The relatively higher standard deviation among males indicates greater variability in their perceptions of family cohesion.

With respect to Parental Monitoring, male adolescents obtained a mean score of 32.9 (SD = 6.33, Median = 33.0), while female adolescents obtained a mean score of 37.3 (SD = 5.47, Median = 38.0). The findings suggest that female adolescents perceived higher levels of parental supervision, awareness, and involvement than male adolescents. The variability in parental monitoring scores was again slightly greater among males, indicating more diverse experiences of parental monitoring within this group.

For Emotional Regulation, male adolescents reported a mean score of 34.7 (SD = 4.45, Median = 33.0), whereas female adolescents reported a higher mean score of 36.6 (SD = 5.21, Median = 37.0). Although the difference in mean scores appears smaller than that observed for family cohesion and parental monitoring, female adolescents demonstrated relatively better emotional regulation than males. The standard deviations indicate comparable variability in emotional regulation scores across both groups.

Overall, the descriptive statistics reveal a consistent pattern in which female adolescents reported higher mean scores than male adolescents across all three variables. Specifically, females perceived greater family cohesion and parental monitoring and also demonstrated higher levels of emotional regulation. These findings provide an initial indication that gender may influence adolescents' perceptions of family functioning and their ability to regulate emotions. However, descriptive statistics alone cannot determine whether these observed differences are statistically significant. Inferential statistical analyses are therefore

necessary to establish whether the differences between male and female adolescents are greater than would be expected by chance.

The observed pattern is consistent with previous research suggesting that female adolescents often report stronger emotional connectedness with family members and greater parental involvement than males. According to Olson's Circumplex Model, balanced family cohesion is characterised by emotional closeness, effective communication, and mutual support among family members. Female adolescents may perceive these aspects more positively because they generally engage in more frequent emotional communication with parents, thereby fostering stronger perceptions of family cohesion. Similarly, the Family Life Cycle Perspective proposes that during adolescence, parents gradually negotiate autonomy while maintaining emotional connectedness. Parents may monitor daughters more closely due to cultural expectations, safety concerns, and gender-specific parenting practices, which could explain the higher parental monitoring scores observed among female adolescents.

These findings are also consistent with Bronfenbrenner's Ecological Systems Theory, which emphasizes that adolescents' development is influenced by interactions within their immediate family environment. Differences in parental expectations and family interactions based on gender may contribute to variations in adolescents' perceptions of family cohesion and parental monitoring. Furthermore, Gross's Process Model of Emotion Regulation suggests that repeated exposure to emotionally supportive family environments facilitates the development of adaptive emotional regulation strategies. Consequently, the relatively higher emotional regulation scores among female adolescents may reflect their greater emotional engagement with parents and stronger family relationships.

The descriptive findings are broadly supported by previous empirical studies. Indian studies have reported that female adolescents often perceive greater parental

involvement and family support than males, reflecting cultural patterns of parenting and family interaction. Similarly, international studies have found that girls tend to report higher levels of family cohesion and parental knowledge than boys, which may contribute to more adaptive emotional functioning. However, these descriptive findings should be interpreted cautiously until confirmed through inferential statistical analyses.

The results presented in Table 3 do not directly test any of the study hypotheses (H_{01} – H_{05}) and therefore no hypothesis is accepted or rejected at this stage. Instead, the table provides a descriptive comparison of male and female adolescents across the study variables and serves as the basis for subsequent analyses examining whether these observed gender differences are statistically significant. Overall, the descriptive results suggest that female adolescents in the present study perceived more cohesive family environments, experienced higher levels of parental monitoring, and reported better emotional regulation than male adolescents, highlighting the potential influence of gender on family processes and emotional development during adolescence.

4.4 Kruskal - Wallis test

The Kruskal-Wallis H test was employed to examine whether there were significant differences in family cohesion, parental monitoring, and emotional regulation across socio-demographic variables with more than two categories, namely birth order, parents' marital status, and type of family. The results are presented in Table 4.

Table 4

Kruskal-Wallis H Test Showing Differences in Family Cohesion, Parental Monitoring, and Emotional Regulation Across Birth Order, Parents' Marital Status, and Type of Family

Type of family

Kruskal-Wallis

	χ^2	df	p	ϵ^2
FC TOTAL	7.463	3	.059	0.07538
PM TOTAL	0.785	3	.853	0.00793
ER TOTAL	3.544	3	.315	0.03580

Parental marital status

Kruskal-Wallis

	χ^2	df	p	ϵ^2
FC TOTAL	1.953	3	.582	0.01973
PM TOTAL	2.016	3	.569	0.02036
ER TOTAL	0.746	3	.862	0.00754

Birth order

Kruskal-Wallis

	χ^2	df	p	ε^2
FC TOTAL	2.444	3	.486	0.02468
PM TOTAL	0.112	3	.990	0.00113
ER TOTAL	6.432	3	.092	0.06497

Table 4 presents the results of the Kruskal–Wallis H test examining differences in family cohesion, parental monitoring, and emotional regulation across selected socio-demographic variables, namely type of family, parents' marital status, and birth order among adolescents aged 15–19 years. Since the assumptions of normality were not fully satisfied for all study variables, the Kruskal–Wallis H test, a non-parametric alternative to one-way ANOVA, was employed to determine whether statistically significant differences existed across the categories of these socio-demographic variables. The findings were also used to test Hypothesis H₀₄, which stated that there are no significant differences in family cohesion, parental monitoring, and emotional regulation based on selected socio-demographic variables among adolescents aged 15–19 years.

With respect to type of family, the results indicated that family cohesion did not differ significantly across the different family types ($\chi^2 = 7.463$, $df = 3$, $p = .059$, $\varepsilon^2 = 0.075$). Although the obtained p-value was close to the conventional level of significance (.05), it remained above the threshold, indicating that the observed differences were not statistically significant. The effect size ($\varepsilon^2 = 0.075$) suggests a small to approaching moderate effect, implying that type of family accounted for only a limited proportion of the variation in family

cohesion. Similarly, no statistically significant differences were observed in parental monitoring ($\chi^2 = 0.785$, $df = 3$, $p = .853$, $\varepsilon^2 = 0.008$) or emotional regulation ($\chi^2 = 3.544$, $df = 3$, $p = .315$, $\varepsilon^2 = 0.036$) across different family types. The very small effect sizes indicate that the influence of family type on these variables was negligible.

The findings further revealed that parents' marital status was not associated with significant differences in any of the three study variables. Family cohesion showed $\chi^2 = 1.953$, $df = 3$, $p = .582$, $\varepsilon^2 = 0.020$, parental monitoring yielded $\chi^2 = 2.016$, $df = 3$, $p = .569$, $\varepsilon^2 = 0.020$, and emotional regulation produced $\chi^2 = 0.746$, $df = 3$, $p = .862$, $\varepsilon^2 = 0.008$. In all three cases, the p-values exceeded the significance level of .05, indicating that adolescents' perceptions of family cohesion, parental monitoring, and emotional regulation did not differ significantly according to their parents' marital status. The effect sizes were consistently very small, suggesting that parents' marital status had minimal influence on these variables within the present sample.

Similarly, birth order did not produce statistically significant differences in family cohesion ($\chi^2 = 2.444$, $df = 3$, $p = .486$, $\varepsilon^2 = 0.025$), parental monitoring ($\chi^2 = 0.112$, $df = 3$, $p = .990$, $\varepsilon^2 = 0.001$), or emotional regulation ($\chi^2 = 6.432$, $df = 3$, $p = .092$, $\varepsilon^2 = 0.065$). Although emotional regulation approached statistical significance, the obtained p-value remained above .05, indicating that birth order was not significantly associated with differences in adolescents' emotional regulation. The effect size for emotional regulation was small, suggesting only a limited practical influence of birth order.

Overall, the findings indicate that none of the selected socio-demographic variables—type of family, parents' marital status, or birth order—were significantly associated with differences in family cohesion, parental monitoring, or emotional regulation among adolescents. Although type of family showed a trend towards significance for family cohesion

and birth order showed a similar trend for emotional regulation, these differences were insufficient to conclude that the variables varied meaningfully across the respective groups.

These findings suggest that adolescents' perceptions of family cohesion, parental monitoring, and emotional regulation are relatively consistent across different family structures and demographic backgrounds in the present sample. The absence of statistically significant differences indicates that these psychosocial constructs may be influenced more by the quality of family relationships and parenting practices than by structural characteristics such as family type or birth order. In other words, adolescents who experience emotionally supportive relationships and effective parental involvement may demonstrate similar levels of family cohesion and emotional regulation irrespective of whether they belong to a nuclear or joint family, are first-born or later-born, or have parents with different marital statuses.

The findings are consistent with Olson's Circumplex Model, which emphasizes that healthy family functioning depends primarily on the quality of emotional bonding, adaptability, and communication rather than on the structural composition of the family. According to the model, balanced cohesion can be achieved in various family structures provided that family members maintain supportive and effective interpersonal relationships. Likewise, the Family Life Cycle Perspective proposes that families undergo developmental transitions while striving to maintain functional relationships. During the adolescent stage, successful adaptation depends more on how families negotiate changing roles and relationships than on structural characteristics such as birth order or family type. These theoretical perspectives support the present findings that family functioning is determined by relational processes rather than demographic characteristics.

The results can also be interpreted within Bronfenbrenner's Ecological Systems Theory, which suggests that adolescents' development is influenced by multiple interacting

environmental systems. Although structural characteristics of the family form part of the adolescent's microsystem, the quality of interactions within that environment is likely to have a stronger influence on emotional development than demographic variables alone. Similarly, Gross's Process Model of Emotion Regulation highlights that adolescents develop emotional regulation through repeated interpersonal experiences and emotional learning within supportive environments rather than through family structure itself.

The present findings are generally consistent with previous research indicating that socio-demographic characteristics alone are often weak predictors of adolescent psychosocial functioning. Several studies have reported that variables such as family cohesion, parental support, and communication are stronger determinants of adolescent adjustment than structural family characteristics. Research has shown that adolescents from different family types may exhibit similar levels of psychological well-being when they experience positive family relationships and consistent parental involvement. Conversely, some studies have reported differences based on family type or birth order, particularly in culturally diverse populations. Such inconsistencies may be attributed to differences in sample characteristics, cultural contexts, socioeconomic conditions, and measurement instruments. In the present study, the relatively homogeneous school-based sample and the predominance of adolescents from intact family environments may have contributed to the absence of statistically significant differences.

Based on these findings, Hypothesis H₀₄ is supported for the socio-demographic variables examined in this table. Since all obtained p-values exceeded the significance level of .05, there is insufficient evidence to reject the null hypothesis. Therefore, it may be concluded that there are no significant differences in family cohesion, parental monitoring, and emotional regulation based on type of family, parents' marital status, and birth order among adolescents aged 15–19 years.

Overall, the findings suggest that structural socio-demographic characteristics exert limited influence on adolescents' perceptions of family cohesion, parental monitoring, and emotional regulation. Instead, the results reinforce the importance of relational and interactional aspects of family life, supporting the premise that the quality of family functioning plays a more critical role in adolescents' emotional development than demographic characteristics alone.

4.5 Spearman's Rank-Order Correlation

Spearman's Rank-Order Correlation (ρ) was employed to examine the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents. The results are presented in Table 5.

Table 5

Spearman's Rank-Order Correlation between Family Cohesion, Parental Monitoring, and Emotional Regulation among Adolescents

Correlation Matrix

		FC TOTAL	PM TOTAL	ER TOTAL
FC TOTAL	Spearman's rho	—		
	df	—		
	p-value	—		
PM TOTAL	Spearman's rho	0.565***	—	

Correlation Matrix

		FC TOTAL	PM TOTAL	ER TOTAL
df		98	—	
p-value		<.001	—	
ER TOTAL	Spearman's rho	0.207*	-0.013	—
df		98	98	—
p-value		.039	.899	—

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 5 presents the results of Spearman's rank-order correlation analysis conducted to examine the relationships among family cohesion, parental monitoring, and emotional regulation among adolescents aged 15–19 years. Since the normality assessment indicated that family cohesion and parental monitoring were not normally distributed, Spearman's rank-order correlation was considered the most appropriate statistical technique for assessing the direction and strength of the relationships among the study variables. The analysis was undertaken to test Hypotheses H₀₁, H₀₂, and H₀₃, which proposed that there would be no significant relationships between family cohesion and emotional regulation, parental monitoring and emotional regulation, and family cohesion and parental monitoring, respectively.

The findings revealed a moderate positive and statistically significant relationship between family cohesion and parental monitoring ($\rho = .565$, $df = 98$, $p < .001$). The positive correlation indicates that adolescents who perceived higher levels of family cohesion also tended to report higher levels of parental monitoring. The magnitude of the correlation suggests

a moderately strong association, implying that emotionally cohesive families are more likely to engage in consistent parental supervision and involvement. Since the obtained p-value was less than .001, the relationship was statistically significant. Therefore, H_{03} was rejected, indicating that there is a significant positive relationship between family cohesion and parental monitoring among adolescents aged 15–19 years.

The analysis further demonstrated a weak positive but statistically significant relationship between family cohesion and emotional regulation ($\rho = .207$, $df = 98$, $p = .039$). Although the strength of the relationship was relatively small, the positive direction indicates that adolescents who perceived greater emotional bonding, support, and connectedness within their families tended to exhibit better emotional regulation. The obtained p-value was less than the significance level of .05, confirming that the relationship was statistically significant. Accordingly, H_{01} was rejected, suggesting that family cohesion is significantly associated with emotional regulation among adolescents. However, the relatively low correlation coefficient indicates that family cohesion explains only a small proportion of the variability in emotional regulation, suggesting that other personal, familial, or environmental factors may also contribute to adolescents' emotional regulation.

In contrast, the correlation between parental monitoring and emotional regulation was found to be negative, extremely weak, and statistically non-significant ($\rho = -.013$, $df = 98$, $p = .899$). The correlation coefficient was close to zero, indicating virtually no linear association between the two variables. The high p-value further confirms that the observed relationship was not statistically significant. Therefore, H_{02} was supported (failed to be rejected), indicating that parental monitoring was not significantly related to emotional regulation among adolescents in the present study.

The findings suggest that while emotionally cohesive family environments are associated with better emotional regulation, parental monitoring alone may not directly influence adolescents' ability to regulate their emotions. The significant positive association between family cohesion and parental monitoring further indicates that these two aspects of family functioning are closely interconnected. Families characterised by warmth, trust, emotional support, and open communication are also more likely to demonstrate appropriate parental awareness and supervision of adolescents' activities. This finding highlights that parental monitoring is most likely embedded within the broader context of healthy family relationships rather than functioning as an independent factor.

The positive association between family cohesion and emotional regulation can be explained through Olson's Circumplex Model, which proposes that balanced family cohesion promotes healthy emotional development by fostering emotional closeness, mutual support, and effective communication. Adolescents raised in emotionally connected families are more likely to develop adaptive coping strategies, emotional awareness, and effective emotion regulation because they experience acceptance, security, and opportunities for constructive emotional expression. Similarly, the Family Life Cycle Perspective emphasizes that during the adolescent stage, families must balance increasing autonomy with continued emotional connectedness. Families that successfully negotiate this developmental transition provide adolescents with an emotionally secure environment that facilitates the development of emotional competence. The findings also support Gross's Process Model of Emotion Regulation, which suggests that emotional regulation develops through repeated social interactions and emotional learning. Supportive family relationships provide adolescents with opportunities to observe, practise, and internalize adaptive emotional regulation strategies, thereby enhancing their capacity to regulate emotions effectively.

The absence of a significant relationship between parental monitoring and emotional regulation suggests that parental monitoring, by itself, may not be sufficient to promote emotional regulation. This finding may indicate that adolescents benefit more from the quality of the parent–adolescent relationship than from supervision alone. Monitoring that occurs in the absence of warmth, emotional support, and open communication may not necessarily facilitate emotional development. Contemporary research also distinguishes between parental knowledge gained through adolescent disclosure and behavioural control imposed by parents, suggesting that emotionally supportive relationships may be more influential than monitoring behaviours alone.

The present findings are largely consistent with previous empirical research. The significant positive relationship between family cohesion and emotional regulation supports studies by Fosco and Lydon-Staley (2020), who reported that adolescents experiencing higher daily family cohesion demonstrated greater happiness, lower emotional distress, and better psychological adjustment. Similarly, Mastrotheodoros et al. (2020) found that balanced family cohesion significantly predicted better emotional and behavioural adjustment among adolescents. Indian research by Hsieh et al. (2023) also demonstrated that family cohesion is a central component of healthy family functioning and is associated with greater parental support and positive adolescent outcomes. These findings collectively reinforce the importance of emotionally supportive family environments in promoting adolescents' emotional well-being.

The significant positive relationship between family cohesion and parental monitoring is consistent with the work of Stattin and Kerr (2000) and Fletcher et al. (2004), who emphasized that effective parental monitoring is closely linked to positive parent–adolescent relationships, trust, and open communication. Adolescents are more likely to disclose information voluntarily when family relationships are warm and cohesive, enabling parents to monitor their activities effectively. The present finding further supports Indian

evidence indicating that supportive family relationships and parental involvement often coexist within healthy family environments.

However, the finding that parental monitoring was not significantly associated with emotional regulation differs from several previous studies that have reported positive associations between effective parental monitoring and adolescent psychological adjustment. One possible explanation for this discrepancy is that the present study measured overall parental monitoring rather than distinguishing between supportive monitoring and controlling parenting practices. Cultural differences, variations in parenting styles, adolescents' perceptions of monitoring, and the relatively homogeneous school-based sample may also have contributed to the absence of a significant relationship. It is also possible that emotional regulation is influenced more directly by emotional support, attachment security, and family communication than by parental supervision alone.

Overall, the findings provide partial support for the proposed relationships among the study variables. H_{01} and H_{03} were rejected, indicating that family cohesion is significantly related to emotional regulation and parental monitoring, respectively. H_{02} was supported (failed to be rejected), as parental monitoring was not significantly associated with emotional regulation. These findings suggest that family cohesion plays a more prominent role than parental monitoring in adolescents' emotional regulation, highlighting the importance of emotionally supportive family relationships in fostering healthy emotional development. The results underscore that while parental supervision remains an important aspect of family functioning, it is the quality of emotional connectedness within the family that appears to have greater relevance for adolescents' ability to regulate their emotions.

4.6 Multiple Linear Regression Analysis

Multiple Linear Regression Analysis was conducted to determine the extent to which family cohesion and parental monitoring predict emotional regulation among adolescents. The analysis examined the individual contribution of each predictor variable while assessing the overall explanatory power of the regression model. The results of the regression analysis are presented in Table 6

Table 6

Multiple Linear Regression Analysis Predicting Emotional Regulation from Family Cohesion and Parental Monitoring among Adolescents

Model Fit Measures

Model	R	R ²
1	0.283	0.0799

Note. Models estimated using sample size of N=100

Predictor	Estimate	SE	t	p
Intercept	35.332	3.0334	11.65	<.001
FC TOTAL	0.230	0.0815	2.82	.006
PM TOTAL	-0.218	0.0983	-2.22	.029

Table 6 presents the results of the multiple linear regression analysis conducted to determine whether family cohesion and parental monitoring significantly predict emotional regulation among adolescents aged 15–19 years. Multiple linear regression was employed to examine the combined predictive contribution of the two independent variables to emotional regulation and to determine the unique effect of each predictor while controlling for the influence of the other. This analysis was performed to test Hypothesis H₀₅, which stated that *family cohesion and parental monitoring do not significantly predict emotional regulation among adolescents aged 15–19 years*.

The results indicate that the regression model yielded a multiple correlation coefficient (R) of 0.283, suggesting a weak positive association between the combined predictor variables and emotional regulation. The coefficient of determination (R²) was 0.0799, indicating that family cohesion and parental monitoring together explained approximately 8% of the variance in emotional regulation among adolescents. Although the proportion of explained variance is relatively modest, it demonstrates that family-related factors contribute meaningfully to adolescents' emotional regulation, while a substantial proportion of the variance is likely explained by other individual, familial, peer, school, and environmental factors not included in the present model.

The regression coefficients revealed that family cohesion emerged as a significant positive predictor of emotional regulation ($\beta = 0.230$, SE = 0.0815, $t = 2.82$, $p = .006$). This finding indicates that, after controlling for parental monitoring, every one-unit increase in family cohesion was associated with an average increase of 0.230 units in emotional regulation scores. The positive regression coefficient suggests that adolescents who perceive greater emotional bonding, support, and connectedness within their families are more likely to demonstrate better emotional regulation. The statistically significant p-value confirms that

family cohesion makes a unique and meaningful contribution to predicting emotional regulation.

Interestingly, parental monitoring was also found to be a statistically significant predictor ($\beta = -0.218$, $SE = 0.0983$, $t = -2.22$, $p = .029$); however, its regression coefficient was negative. This indicates that, after controlling for family cohesion, a one-unit increase in parental monitoring was associated with an average decrease of 0.218 units in emotional regulation scores. Although the bivariate correlation analysis (Table 5) showed no significant relationship between parental monitoring and emotional regulation, the regression analysis revealed a significant negative unique effect when both predictors were entered simultaneously into the model. This pattern suggests that the predictive effect of parental monitoring becomes evident only after accounting for the shared variance between parental monitoring and family cohesion.

Based on these findings, Hypothesis H₀₅ is rejected, as family cohesion and parental monitoring were found to significantly predict emotional regulation among adolescents. However, the nature of their contributions differed. Family cohesion positively predicted emotional regulation, whereas parental monitoring demonstrated a significant negative predictive effect after controlling for family cohesion. Thus, although the overall predictive power of the model was relatively small, both variables contributed significantly to explaining emotional regulation.

The positive predictive role of family cohesion is consistent with the theoretical assumption that emotionally supportive family environments facilitate healthy emotional development during adolescence. According to Olson's Circumplex Model, balanced family cohesion promotes emotional security, trust, open communication, and mutual support, all of which provide adolescents with opportunities to develop adaptive emotional regulation

strategies. Adolescents who experience warmth and acceptance within the family are more likely to express emotions appropriately, seek support when distressed, and employ constructive coping strategies. The findings also support the Family Life Cycle Perspective, which emphasizes that families with adolescents must successfully balance increasing autonomy with continued emotional connectedness. Families that maintain close emotional relationships while respecting adolescents' developmental needs create an environment conducive to emotional competence.

The findings are further supported by Gross's Process Model of Emotion Regulation, which proposes that emotional regulation develops through repeated interpersonal interactions and social learning experiences. Family cohesion provides adolescents with consistent emotional modelling, validation, and opportunities to learn adaptive emotional responses, thereby strengthening their ability to regulate emotions effectively. Likewise, Bronfenbrenner's Ecological Systems Theory highlights the family as the primary microsystem influencing adolescent development. Positive family interactions characterized by emotional closeness and supportive communication create favourable developmental conditions that enhance emotional regulation.

The significant positive influence of family cohesion is consistent with previous empirical research. Fosco and Lydon-Staley (2020) reported that adolescents experiencing greater family cohesion demonstrated higher life satisfaction and lower emotional distress. Similarly, Mastrotheodoros et al. (2020) found that balanced family functioning predicted better emotional adjustment among adolescents over time. Indian evidence by Hsieh et al. (2023) also identified family cohesion as a core component of healthy family functioning that promotes positive developmental outcomes among adolescents. Collectively, these findings reinforce the present result that emotionally cohesive families contribute positively to adolescents' emotional regulation.

The negative regression coefficient for parental monitoring, however, warrants careful interpretation. This finding does not necessarily imply that parental monitoring is harmful. Rather, it suggests that when adolescents perceive similar levels of family cohesion, relatively higher parental monitoring may be associated with slightly lower emotional regulation. One possible explanation is that, after accounting for the benefits of emotional connectedness within the family, additional monitoring may be perceived by some adolescents as excessive supervision or restriction, potentially limiting opportunities for independent emotional learning and autonomy. Adolescence is a developmental period during which individuals increasingly seek independence; therefore, monitoring that is perceived as controlling rather than supportive may not facilitate emotional competence.

Another statistical explanation is the possibility of a suppression effect. Table 5 demonstrated a moderate positive correlation between family cohesion and parental monitoring ($\rho = .565$, $p < .001$) but virtually no correlation between parental monitoring and emotional regulation ($\rho = -.013$, $p = .899$). When two predictor variables are substantially correlated with one another, regression analysis estimates the unique contribution of each predictor after removing their shared variance. Consequently, the negative coefficient for parental monitoring may reflect its unique effect independent of family cohesion rather than its overall relationship with emotional regulation. This interpretation is supported by the discrepancy between the non-significant bivariate correlation and the significant regression coefficient. Accordingly, the regression findings should be interpreted cautiously and within the context of the strong association between family cohesion and parental monitoring.

The relatively low R^2 value (7.99%) also indicates that emotional regulation is a multifaceted construct influenced by numerous factors beyond family cohesion and parental monitoring. Individual characteristics such as temperament, personality, resilience, self-compassion, cognitive development, peer relationships, school environment, and broader

socio-cultural influences may account for the remaining unexplained variance. Therefore, while family processes play a significant role, they represent only one aspect of adolescents' emotional development.

Overall, the findings demonstrate that family cohesion is a positive and significant predictor of emotional regulation, whereas parental monitoring contributes a significant negative unique effect after controlling for family cohesion. The results highlight the importance of fostering emotionally supportive family relationships while recognizing that parental supervision is most beneficial when embedded within a context of warmth, trust, and open communication. These findings provide empirical support for the central role of family functioning in adolescent emotional development and partially explain emotional regulation through family-related processes, while also emphasizing the need to consider additional individual and contextual factors in future research.

Overall, the findings of the present study underscore the significant role of family processes in shaping adolescents' emotional regulation. The results revealed a significant positive relationship between family cohesion and emotional regulation, indicating that adolescents who perceived greater emotional bonding, support, and connectedness within their families demonstrated better emotional regulation. Family cohesion was also positively associated with parental monitoring, suggesting that emotionally cohesive families are more likely to engage in appropriate parental supervision and involvement. However, parental monitoring did not show a significant bivariate relationship with emotional regulation, although it emerged as a significant negative predictor after controlling for family cohesion in the regression analysis. This finding suggests that the quality of family relationships may be more influential than parental supervision alone in fostering adolescents' emotional competence.

The findings are consistent with Olson's Circumplex Model, which emphasizes that balanced family cohesion promotes healthy emotional development through supportive relationships and effective communication. They also support the Family Life Cycle Perspective, which proposes that families with adolescents must balance emotional connectedness with increasing autonomy to facilitate positive developmental outcomes. Furthermore, Bronfenbrenner's Ecological Systems Theory highlights the family's role as the primary microsystem influencing adolescents' emotional development, while Gross's Process Model of Emotion Regulation explains how supportive family interactions foster adaptive emotion regulation strategies.

Although the regression model explained a modest proportion of the variance in emotional regulation, the findings emphasize that family cohesion is an important protective factor during adolescence. The absence of significant differences across most socio-demographic variables further suggests that the quality of family interactions is more important than structural family characteristics. Collectively, the study contributes to the growing body of evidence that nurturing cohesive family environments can promote healthy emotional development among adolescents and provides valuable implications for family-centred counselling, parenting programmes, and school-based mental health interventions.

CHAPTER V

SUMMARY AND CONCLUSION

5.1 Summary of the Study

Adolescence is a crucial developmental stage characterized by significant physical, cognitive, emotional, and social changes. During this period, adolescents encounter numerous developmental challenges that require effective emotional regulation for healthy psychological adjustment and overall well-being. Emotional regulation enables adolescents to understand, manage, and express their emotions appropriately, thereby promoting resilience, interpersonal competence, and adaptive coping. As adolescents gradually transition towards greater independence, the family continues to serve as the primary socializing agent, providing emotional support, guidance, and security. Among the various dimensions of family functioning, family cohesion and parental monitoring play a vital role in shaping adolescents' emotional and behavioural development. Family cohesion fosters emotional connectedness and a sense of belonging, while parental monitoring facilitates appropriate supervision and guidance. Understanding the influence of these family processes on emotional regulation is therefore essential for promoting positive developmental outcomes among adolescents.

The present study, titled "Family Cohesion, Parental Monitoring and Emotional Regulation among Adolescents" was undertaken to examine the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents aged 15-19 years. The study sought to achieve the following objectives: to assess the levels of family cohesion, parental monitoring, and emotional regulation among adolescents; to examine the relationships among these variables; to identify differences in the study variables based on selected socio-demographic characteristics; and to determine whether family cohesion and parental monitoring significantly predict emotional regulation among adolescents.

A quantitative research approach employing a descriptive correlational research design was adopted for the study. A total of 100 adolescents aged 15-19 years participated in the study. The participants were selected using convenience sampling from educational institutions. Data were collected through both online and offline modes. The online data were collected using Google Forms, whereas the offline data were gathered by personally administering the questionnaires in selected schools after obtaining the necessary permissions. Participation in the study was voluntary, and informed consent was obtained from all participants prior to data collection. Confidentiality and anonymity of the participants were maintained throughout the research process.

The instruments used for data collection included a Socio-demographic Data Sheet prepared by the researcher, the Family Adaptability and Cohesion Evaluation Scale (FACES III) developed by Olson, Portner, and Lavee (1985) to assess family cohesion, the Parental Monitoring Scale developed by Capaldi and Patterson (1989) to measure adolescents' perceptions of parental monitoring, and the Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA) developed by Gullone and Taffe (2012) to assess emotional regulation strategies among adolescents.

The collected data were coded and analysed using jamovi (Version 2.7.3.0). Both descriptive and inferential statistical techniques were employed to analyse the data. Descriptive statistics, including frequency, percentage, mean, median, standard deviation, minimum, maximum, interquartile range, skewness, and kurtosis, were used to summarize the data. The Shapiro-Wilk test was conducted to assess the normality of the study variables. Since the assumption of normality was not fully met, Spearman's Rank-Order Correlation, Mann-Whitney U Test, and Kruskal-Wallis H Test were employed to examine relationships and group differences. Multiple Linear Regression Analysis was further conducted to determine the predictive influence of family cohesion and parental monitoring on emotional regulation

among adolescents. The findings obtained through these statistical analyses are presented in the subsequent section on the major findings of the study.

5.2 Major Findings

1. **H₀₁:** There is no significant relationship between family cohesion and emotional regulation among adolescents aged 15-19 years.

Rejected. A significant positive relationship was found between family cohesion and emotional regulation ($\rho = 0.207$, $p = .039$), indicating that adolescents who perceived higher levels of family cohesion also reported better emotional regulation.

2. **H₀₂:** There is no significant relationship between parental monitoring and emotional regulation among adolescents aged 15-19 years.

Retained (Failed to Reject). No significant relationship was found between parental monitoring and emotional regulation ($\rho = -0.013$, $p = .899$), indicating that parental monitoring was not significantly associated with emotional regulation among adolescents.

3. **H₀₃:** There is no significant relationship between family cohesion and parental monitoring among adolescents aged 15-19 years.

Rejected. A significant moderate positive relationship was found between family cohesion and parental monitoring ($\rho = 0.565$, $p < .001$), indicating that higher levels of family cohesion were associated with higher levels of parental monitoring.

4. **H₀₄:** There are no significant differences in family cohesion, parental monitoring, and emotional regulation based on selected socio-demographic variables among adolescents aged 15-19 years.

Partially Rejected. Significant gender differences were observed in family cohesion, parental monitoring, and emotional regulation, with female adolescents reporting higher levels than

male adolescents. However, no significant differences were found based on birth order, parents' marital status, or type of family, indicating that these socio-demographic variables did not significantly influence the study variables.

5. **H₀₅:** Family cohesion and parental monitoring do not significantly predict emotional regulation among adolescents aged 15-19 years.

Rejected. Multiple Linear Regression Analysis revealed that family cohesion and parental monitoring significantly predicted emotional regulation ($R^2 = 0.0799$). Family cohesion emerged as a significant positive predictor ($B = 0.230$, $p = .006$), whereas parental monitoring emerged as a significant negative predictor ($B = -0.218$, $p = .029$), indicating that both variables made significant independent contributions to predicting emotional regulation among adolescents.

5.3 Conclusion

The present study examined the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents aged 15-19 years. Adolescence is a critical developmental stage during which individuals experience significant emotional, psychological, and social changes. Understanding the influence of family-related factors on emotional regulation is therefore essential for promoting healthy adolescent development.

The findings of the study demonstrated that family cohesion plays a significant role in adolescents' emotional regulation. A positive relationship was observed between family cohesion and emotional regulation, suggesting that adolescents who experience stronger emotional connectedness, support, and belonging within their families are better able to regulate their emotions. Family cohesion was also positively associated with parental monitoring, indicating that emotionally connected families tend to exhibit greater parental involvement and supervision. Although parental monitoring did not show a significant direct

relationship with emotional regulation at the correlational level, it emerged as a significant predictor in the regression analysis when considered alongside family cohesion, highlighting the complex nature of family influences on adolescents' emotional functioning.

The study further revealed significant gender differences in family cohesion, parental monitoring, and emotional regulation, whereas no significant differences were observed with respect to birth order, parents' marital status, and type of family. These findings suggest that the quality of family relationships may be more influential than structural family characteristics in shaping adolescents' emotional experiences.

Overall, the study emphasizes that family cohesion is a key protective factor associated with healthy emotional regulation during late adolescence. The findings underscore the importance of fostering emotionally supportive family environments that encourage open communication, trust, and connectedness while maintaining appropriate parental involvement. The study contributes to the growing body of knowledge on adolescent emotional development and provides empirical evidence for the relevance of family processes in promoting positive psychological outcomes. It is hoped that the findings will be useful for counsellors, psychologists, educators, parents, and other mental health professionals in designing family-centred interventions and preventive programmes aimed at strengthening adolescents' emotional well-being and facilitating healthy developmental outcomes.

5.4 Implications of the Study

The findings of the present study have important implications for counselling psychology, educational settings, family interventions, and adolescent mental health. By highlighting the role of family cohesion and parental monitoring in adolescents' emotional

regulation, the study contributes to a better understanding of the family factors that influence emotional development during late adolescence.

The study emphasizes the importance of family cohesion in promoting healthy emotional regulation among adolescents. Strengthening emotional connectedness, trust, open communication, and supportive relationships within families may help adolescents develop adaptive emotional regulation skills, thereby enhancing their psychological well-being and resilience. Parents may therefore be encouraged to create a family environment that promotes emotional security, mutual respect, and effective communication.

The findings also have implications for counselling psychologists and mental health professionals working with adolescents. Counsellors can incorporate family-focused approaches into assessment and intervention by considering the quality of family relationships when addressing emotional or behavioural concerns. Family counselling, parent guidance programmes, and psychoeducational interventions may be beneficial in improving family cohesion and supporting adolescents' emotional development.

In the school setting, school counsellors, psychologists, and teachers can utilize the findings to identify adolescents who may experience difficulties in emotional regulation due to inadequate family support. The results support the implementation of school-based life skills programmes, emotional regulation training, and parent-school collaboration initiatives that encourage healthy family communication and parental involvement. Such programmes may contribute to improved emotional adjustment, interpersonal relationships, and overall mental well-being among adolescents.

The findings also provide useful insights for parents and caregivers. While parental monitoring remains an important aspect of parenting, the results suggest that supervision alone may not be sufficient to promote emotional regulation. Rather, monitoring is likely to be more

effective when it occurs within a warm, emotionally supportive, and cohesive family environment. Parents may therefore benefit from adopting balanced parenting practices that combine appropriate supervision with emotional availability, understanding, and encouragement.

From a research perspective, the study contributes to the growing literature on adolescent emotional regulation by examining family cohesion and parental monitoring simultaneously. The findings provide a foundation for future studies exploring additional family, social, and psychological factors that may influence emotional regulation among adolescents.

Overall, the study underscores the importance of strengthening family relationships as a means of promoting positive emotional development during adolescence. The findings may assist counsellors, educators, parents, and policymakers in developing evidence-based interventions and programmes that foster emotionally healthy family environments and support adolescents in navigating the developmental challenges of late adolescence.

5.5 Limitations of the Study

The findings of the present study should be interpreted in light of certain limitations. Although the study provides valuable insights into the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents, a few methodological constraints may have influenced the generalizability of the results.

One of the primary limitations of the study is the relatively small sample size of 100 participants. While the sample was sufficient for the statistical analyses conducted, a larger sample would have enhanced the representativeness of the findings and increased the statistical power of the study. Additionally, the sample comprised a greater proportion of female participants than male participants, resulting in an unequal gender distribution. A more

balanced representation of male and female adolescents would have facilitated more comprehensive gender comparisons and improved the generalizability of the findings across both sexes.

Another limitation pertains to the geographical distribution of the sample. The participants were recruited predominantly from the districts of Pathanamthitta and Thiruvananthapuram in Kerala. As a result, the findings may primarily reflect the experiences of adolescents from these regions and may not be representative of adolescents from other districts, states, or diverse cultural and socio-economic backgrounds. Including participants from a broader geographical area would have increased the external validity of the study.

Furthermore, although the World Health Organization (WHO) defines adolescence as the developmental period between 10 and 19 years of age, the present study focused exclusively on late adolescents aged 15-19 years. Consequently, the findings cannot be generalized to early and middle adolescents, whose developmental experiences and family interactions may differ considerably. Future studies incorporating the entire adolescent age range would provide a more comprehensive understanding of emotional regulation across different stages of adolescence.

The present study was also limited to examining family cohesion and parental monitoring as predictors of emotional regulation. Emotional regulation is a complex and multidimensional construct that may also be influenced by several other individual, familial, and environmental factors, such as parenting styles, attachment patterns, family communication, peer relationships, resilience, personality traits, self-esteem, social support, and socio-economic status. Including these additional variables could have offered a more holistic understanding of the factors contributing to adolescents' emotional regulation.

Moreover, the study employed a cross-sectional research design, which assessed the variables at a single point in time. Therefore, the findings do not permit conclusions regarding causal relationships among the variables. Longitudinal studies would be more appropriate for examining how family cohesion, parental monitoring, and emotional regulation evolve over time.

Finally, the study relied on self-report measures to collect data. Although self-report questionnaires are widely used in psychological research, participants' responses may have been influenced by factors such as social desirability, response bias, or differences in self-awareness, which could have affected the accuracy of the reported information.

Despite these limitations, the study contributes meaningful insights into the role of family cohesion and parental monitoring in adolescents' emotional regulation and provides a useful foundation for future research in this area.

5.6 Suggestions for Future Research

The present study provides valuable insights into the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents. However, the findings also indicate several avenues for future research that could further enhance the understanding of these variables.

Future studies may be conducted with larger sample sizes to improve the representativeness of the findings and increase the generalizability of the results to a broader adolescent population. A larger sample would also provide greater statistical power and enable more comprehensive subgroup analyses.

Researchers may also consider including a more balanced representation of male and female adolescents. A more equitable gender distribution would facilitate a clearer

understanding of gender differences in family cohesion, parental monitoring, and emotional regulation.

The present study was conducted primarily among adolescents from the Pathanamthitta and Thiruvananthapuram districts of Kerala. Future research could include participants from different districts, states, and cultural settings to examine whether geographical, cultural, and socio-economic variations influence the relationship between family cohesion, parental monitoring, and emotional regulation. Such studies would enhance the external validity and applicability of the findings.

Since the present study focused only on late adolescents (15-19 years), future investigations may include early (10-13 years) and middle adolescents (14-16 years) in accordance with the World Health Organization's definition of adolescence. Comparative studies across different stages of adolescence may provide a better understanding of developmental changes in emotional regulation and family relationships.

Future research may also explore additional factors that influence emotional regulation among adolescents. Variables such as parenting styles, parent-child communication, attachment patterns, family adaptability, peer relationships, resilience, self-esteem, personality traits, emotional intelligence, perceived social support, academic stress, and socio-economic status may be included to provide a more comprehensive understanding of adolescent emotional development.

The present study adopted a cross-sectional research design, which limits the ability to examine developmental changes over time. Future researchers may employ longitudinal research designs to investigate how family cohesion, parental monitoring, and emotional regulation evolve throughout adolescence and to better understand the direction and stability of these relationships.

In addition to quantitative approaches, future studies may incorporate qualitative or mixed-method research designs to gain a deeper understanding of adolescents' lived experiences regarding family relationships and emotional regulation. Such approaches may provide richer contextual information that complements quantitative findings.

Finally, future research may evaluate the effectiveness of family-based counselling programmes, parenting interventions, and emotional regulation training programmes aimed at strengthening family cohesion and promoting adaptive emotional regulation among adolescents. Intervention-based studies would contribute to the development of evidence-based practices that support adolescents' psychological well-being and healthy emotional development.

Overall, these suggestions may contribute to expanding the existing knowledge on adolescent emotional regulation and provide valuable directions for future research in counselling psychology and family studies.

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APPENDICES

Appendix A. Informed consent form

INFORMED CONSENT

I am _____, conducting this research study under the guidance of _____-.

You are invited to participate in a research study entitled "**Family Cohesion, Parental Monitoring and Emotional Regulation among Adolescents**".

The purpose of this study is to understand the relationship between family cohesion, parental monitoring, and emotional regulation among adolescents. If you choose to participate, you will be requested to complete a demographic information sheet along with a set of standardized questionnaires. The entire process is expected to take approximately **15-20 minutes**.

Your participation in this study is entirely voluntary. You may choose not to participate or discontinue your participation at any stage of the study without providing any explanation or facing any adverse consequences. There are no correct or incorrect responses to the questionnaires. You are encouraged to answer each question honestly based on your own experiences and perceptions.

All information collected during this study will be treated with strict confidentiality. Your name or any personally identifiable information will not be recorded, and the data obtained will be used exclusively for academic and research purposes. The findings of the study will be presented only in aggregate form, ensuring that individual participants cannot be identified. The data will be securely maintained and will be accessible only to the researcher and the research supervisor.

By participating in this study, you confirm that:

- You are **between 15 and 19 years of age**.
- You have carefully read and understood the information provided in this consent form.
- You understand that your participation is voluntary and that you may withdraw from the study at any time without any penalty.
- You understand that the information you provide will be kept confidential and used solely for academic and research purposes.
- You voluntarily agree to participate in this research study.

Consent

I have read and understood the information provided above. I voluntarily agree to participate in this research study.

☐ **I Agree**

☐ **I Do Not Agree**

Appendix B. Sociodemographic details form

DEMOGRAPHIC DETAILS

1. Name/Initials {If you are not comfortable providing your complete name, you may continue using your initials. For example, “Ashtami Devi” can be presented as “AD.”} -
2. Age -
3. Gender -
4. Class studying -
5. Type of family - nuclear/ joint/ extended/ single-parent
6. Parents’ marital status - married/ divorced/ separated/ widowed
7. Number of siblings - 0/ 1/ 2/ 3 or more
8. Birth order - only child/ 1st born/ middle child/ youngest child
9. Living arrangement - living with mother only/ father only/ both parents/ with guardians/ relatives or hostel/ residential school
10. Who all lives in your home?
☐ Mother ☐ Father ☐ Grandparents ☐ Siblings ☐ Other relatives

Appendix C. Family Adaptability and Cohesion Evaluation Scale (FACES III)**FAMILY ADAPTABILITY AND COHESION EVALUATION SCALE (FACES III)**

The following statements are related to family relationships and interactions.

Please read each statement carefully and indicate how often it applies to your family.

Almost never – 1 | Once in a while – 2 | Sometimes - 3 | Frequently - 4 | Almost always - 5

1. Family members ask each other for help.
2. We approve of each other's friends.
3. We like to do things with just our immediate family.
4. Family members feel closer to other family members than to people outside the family.
5. Family members like to spend free time with each other
6. Family members feel very close to each other.
7. When our family gets together for activities, everybody is present.
8. We can easily think of things to do together as a family.
9. Family members consult other family members on their decisions.
10. Family togetherness is very important.

Appendix D. Parental monitoring scale

Parental Monitoring Scale

The following statements describe parental awareness, supervision, and communication regarding adolescents' daily activities and behaviour. Please read each statement carefully and select the response that best describes your experience.

Questions 1-6:

1- don't know at all | 2- know a little | 3 – know quite a little | 4 - know everything

Questions 7-11:

1- Never | 2- sometimes | 3- often | 4 – always

1. How much do your parents know about who you spend time with?
2. How much do your parents know about how you spend your free time?
3. How much do your parents know about how you spend your money?
4. How much do your parents know about where you go right after school?
5. How much do your parents know about where you go during weekends?
6. How much do your parents know about the problems you are having at school?
7. Do your parents tell you what time you have to be home on school nights?
8. Do your parents tell you what time you have to be home on weekend nights?
9. If you did not come home by the set time, would your parents know?

- 10.If your parents are not at home and you leave the house, do you leave a note or call them to say where you are going?
- 11.When your parents are not at home, do you know how to get in touch with them?

Appendix E. Emotion Regulation Questionnaire for Children and Adolescents (ERQ-CA)

EMOTION REGULATION QUESTIONNAIRE FOR CHILDREN AND ADOLESCENTS (ERQ-CA)

The following statements describe different ways people manage and express their emotions. Please read each statement carefully and choose the response that best describes you.

Strongly disagree – 1 | Disagree -2 | Neutral -3 | Agree-4 | Strongly agree-5

1. When I want to feel happier, I think about something different.
2. When I want to feel less bad (e.g., sad, angry, or worried). I think about something different.
3. When I'm worried about something, I make myself think about it in a way that helps me feel better.
4. When I want to feel happier about something, I change the way I'm thinking about it.
5. I control my feelings about things by changing the way I think about them.
6. When I want to feel less bad (e.g., sad, angry, or worried) about something, I change the way I'm thinking about it
7. I keep my feelings to myself.
8. When I am feeling happy, I am careful not to show it.
9. I control my feelings by not showing them.

10. When I'm feeling bad (e.g., sad, angry, or worried). I'm careful not to show it.