Perceived Parental Involvement and Psychological Capital among College Students: Mediating Role of Self-Identity

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Abstract

The relationship between perceived parental involvement and self-identity and psychological capital (goal orientation, optimism, self-efficacy, and resilience) was studied among college students. It was supposed that the perceived parental involvement would be positively related to self-identity and psychological capital and the relationship between the perceived parental involvement and the psychological capital would be mediated by self-identity. The research design was correlational. A purposive sample of 300 college students (M_{age}= 17 years, SD=1.19) was selected through the different colleges of Lahore in the government and the private sectors. The measures were the Helicopter Parenting Scale (LeMoyne & Buchanan, 2011), Self Concept & Identity Measure (Kaufman et al., 2015), and the Psychological Capital Scale (Batool et al., 2023), which involved subscales viz goals orientation, resilience, self-efficacy, and optimism. All measures were in their standardized form. Data was analyzed using SPSS; descriptive statistics, Pearson product-moment correlation, mediation using Hayes PROCESS macro (Model 4) were used. It was found that the perceived parental involvement had a positive correlation with self-concept, psychological capital, goal orientation, optimism, self-efficacy, and resilience. Psychological capital was also positively related to self-identity. Mediation analysis showed that self-identity significantly mediates the relationship between perceived parental involvement and psychological capital along with its four dimensions; goal orientation, resilience, self-efficacy and optimism. The study underscores the significance of perceived parental involvement in enhancing self-identity and psychological capital among college students.

Keywords: Goal Orientation, Optimism, Perceived Parental Involvement, Resilience, Self-Efficacy, Self-Identity

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Introduction

The transition to college life constitutes a significant developmental phase, which is characterized by dramatic physiological, psychological, social, and emotional shifts (Mastorci et al., 2024). This is also a time of radical transition, as the start of adulthood, a time that exposes young people to a variety of new situations including the making of career choices, experimenting with different versions of identities, in academics, interaction with changing social roles (Branji et al., 2021). Parental influences are significant in younger phases of life as well, with many people falling in line with parental suggestions and actions. But as they move to adult life, they must figure out life on their own, have to adapt to life in a more unexplained way, and they must handle problems and solve them through their means and their strategies (Ahmed et al., 2025).

Theories of childhood development suggest that there is a central role of a healthy parent to child relationship to contribute to the development of life skills. These relationships offer the emotional base that is required to venture and acquire skills, and self-confidence (Frosch et al., 2019). Martín-Quintana et al. (2023) point out that safe relationships with one or both parents enable exploration, learning, and the discovery of skills as well as contributing to the self-confidence. The instrumental role of parental support, therefore, leads to further shaping the ways of how individuals react to difficulties, establishing their ambitions, and their personal success achievements.

Parental involvement is the degree to which an individual feels that their parents are actively participating in their emotional, social and academic life. During emerging adulthood, such involvement will usually shift in nature, as this will involve more guidance than control, with autonomy-supportive behaviors positively contributing to their self-esteem, role clarity and resources (Pine et al., 2024). Parent involvement has been associated with improved academic performance, self-efficacy, and positive emotional well-being (Salgado et al., 2021).

According to Nunez et al. (2019), parental involvement and support as perceived by the individuals contribute to their competence, autonomy and relatedness that leads to persistence and achievement in them. Although every research does not show a direct correlation between parental involvement and academic persistence, the consistent finding is that parental involvement predicts autonomy and relatedness, and therefore, they play a role in self-processes and accumulations in adolescents. Li et al. (2022) added that intensive parent-child interactions improve academic performance, gratitude, and form psychological capital. On the same note, Gillani et al. (2025) revealed that maternal

and paternal involvement have a positive effect on self-actualization, regulatory abilities, and self-fulfillment by students.

Identity is a complex phenomenon consisting of personal traits, social alliances and perceptions of oneself as a result of exploration and interaction (Pfeifer & Berkman, 2018). Having a positive and stable sense of identity promotes autonomous decision-making, a sense of competence and enhances resiliency. Some studies show that the presence of a strong sense of identity during adolescence contributes to academic involvement and stimulates vocational development and social achievement in adulthood (Zinn et al., 2020).

The psychosocial theory, by Erikson, proposes identity formation (versus role confusion) as one of the central developmental barriers in the adolescent stage to establish the framework of healthy psychosocial functioning in adulthood. Stable identity is associated with higher well-being and a sense of continuity and unity (Klimstra & Van Doeselaar, 2017). Since parental involvement plays a very important role in developing the identity, self-identity, perhaps, can be a major mediator between parental involvement and other psychological resources (Krauss et al., 2020). Psychological capital (PsyCap) refers to a constructual set of psychological state that includes resilience, goal orientation, self-efficacy, optimism, and hope. It is considered an important personal resource that increases confidence and competency to attain academic goals among students (Carter & Youssef-Morgan, 2022). Carmona-Halty et al. (2019) also stress the importance of students having PsyCap, as it gives the person all the powers and mind frames to cope with academic needs successfully. Self-efficacy is the key component of PsyCap related to personal accomplishment, flexibility and resilience that helps people to overcome failures and flourish in difficult

times (Li et al., 2023). Wang et al. (2022) point out that family support contributes significantly to the formation of these psychological resources that enhance the psychological well-being of the students.

Rationale

The existing literature highlights the crucial role perceived parental involvement in the formation of student's self-identity and shaping of psychological capital as well. Previous studies suggested that the students whose parents are consistently involved in their studies and other life chores and provide them support develop psychological capital than those students whose parents don't show interest or show a little bit. Moreover, parental warmth and autonomy support are also seen to contribute significantly in the development of child's self-identity. Self-Identity is seen as a result of different environmental influences such as parental support in different research but never treated as a mediator leading to an outcome. Also, limited research has inspected the interaction among these variables in single coherent frames. Most of the parental involvement research focus on children or adolescents but college students as emerging adults are not studied in terms of parental involvement which also gives rise to the thought whether parenting influence on an individual's life get stopped at this age. PsyCap is an important construct linked to a persons' success, resilience and well-being, in most research it is linked to institutional (academic) interventions but never studied in other dynamics like family influence and parental involvement. There is noticeable difference in cultural values of Western countries and Pakistani culture in terms of parenting practices, family system, and identity

development, there is very limited literature on this topic from our culture. To address these concerns, the present study aims to examine the perceived parental involvement as a predictor of psychological capital, while considering self-identity as a potential mediator in this relationship. So, this research seeks to provide a thorough understanding of how parental involvement and self-identity contribute to the development of psychological capital among college students.
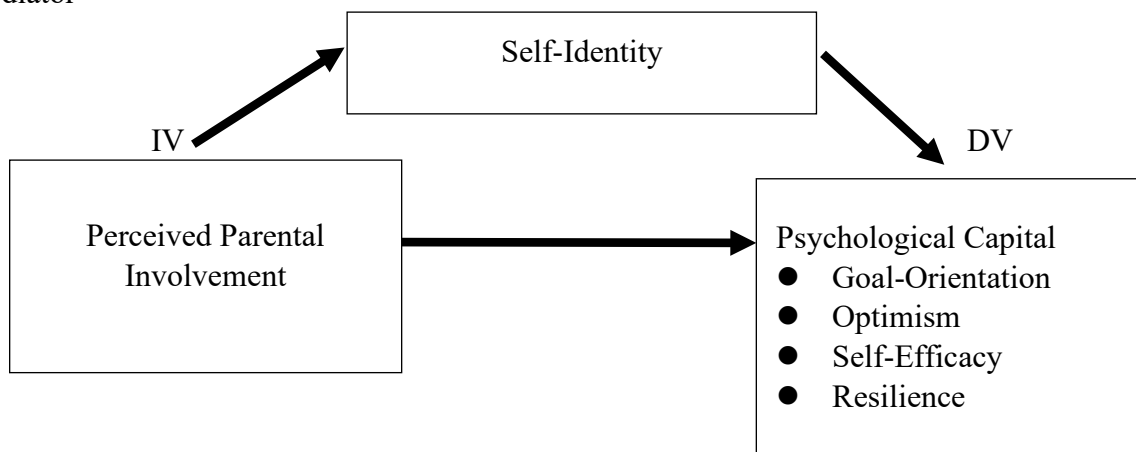
Objectives

- To examine the association between perceived parental involvement, self-identity and psychological capital in college students.
- To establish the perceived parental involvement and self-identity as a predictor of psychological capital (goal orientation, optimism, self-efficacy and resilience) among college students.
- To find out the mediating effects of self-identity, on the relationship between the perceived parental involvement and psychological capital (goal orientation, optimism, self-efficacy and resilience) in college students.

Hypotheses

- Perceived parental involvement would positively be related with self-identity and psychological capital in college students.
- Self-identity would mediate the relationship between perceived parental involvement and psychological capital in college students.

Hypothesized Model
Figure 1
Mediator

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                          ┌─────────────────────────┐
                          │      Self-Identity       │
                          └─────────────────────────┘
                         ↗                           ↘
              IV                                           DV
    ┌─────────────────────┐                    ┌──────────────────────────┐
    │  Perceived Parental │                    │  Psychological Capital   │
    │     Involvement     │ ──────────────────→│  ● Goal-Orientation      │
    │                     │                    │  ● Optimism              │
    │                     │                    │  ● Self-Efficacy         │
    │                     │                    │  ● Resilience            │
    └─────────────────────┘                    └──────────────────────────┘
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Method
Research Design
Correlational research design was used.
Sample and Sampling Strategy
The sample of the study consisted of college students. Sample required for the study calculated by using G-power (Erdfelder et al., 1996) was 300. Non-probability purposive sampling strategy was used to collect the sample of 300 college students from different colleges (Scholar School System and college, Government college university and Kips college).

Inclusion Criteria
College students with age range 15-19 years were included in the study. Only regular college students were included in the study. College students, both from private and government colleges, were included in the study.
Exclusion Criteria
The students living in hostels were not included in the study. The students whose parents were deceased were not included in study. The students whose parents were living apart or separated were not included in the study.

Table 1
Socio-demographic Characteristics of Participants (N=300)

Variables	f	%	M	SD
Age			17.80	1.19
Gender				
Male	275	91.7		
Female	25	8.3		
Field of study				
Science	251	83.7		
Arts	49	16.3		
Year of study				
1st year	242	80.7		
2nd year	58	19.3		
Institution				

Pivate	89	29.7
Government	211	70.3
Family type		
Nuclear	138	46
Joint	162	54
Mother occupation		
Working	80	26.7
Non-working	220	73.3
Father Occupation		
Working	266	88.7
Non-working	34	11.3
Monthly family income		
20,000 or low	36	12
20,000 - 50,000	104	34.7
50,000 - 100,000	107	35.7
100,000 - above	53	17.7

Assessment Measures
Demographic Sheet
Self-constructed personal information sheet was used. It consists of following items i.e., age, gender, field of study, year of study, institution, residential area, family system, mother occupation, father occupation, family monthly income.

Helicopter Parenting Scale (LeMoyne & Buchanan, 2011)
Helicopter Parenting Scale is a scale constructed by LeMoyne and Buchanan (2011) with 10 items used to assess the degree of parental involvement in the life of the child. It is answered on a 5-point likert scale 1=strongly disagree and 5=strongly agree). The questionnaire measures various elements of helicopter parenting such as making decisions on behalf of their children, intervening into the life issues of their children. The reliability level of this scale is Cronbach alpha =.70

Self-Concept & Identity Measure (Kaufman et al., 2015)
Self-Concept and Identity measure scale was created by Kaufman et al. in 2015. This scale assesses the extent that one can have a clarity of who he is and is able to have consistent beliefs about him/herself. It consists of 27 items, which assess how well articulated, internally coherent as well as consistent individuals feel about their self-beliefs are. It quantifies central constructs of identity such as self-concept and role continuity, congruence of values and interests, self-worth, self/other differentiation and unity. The scale consists of 5-point Likert scale (1= strongly disagree and 5= strongly agree) indicating that the higher the individual scores in the scale, the more identity disturbance. The scale is used to measure how well individuals have developed a clear notion of who they are with confidence and with a sense of internal consistency which is one of the major constituents of self-identity. Cronbach alpha of this scale is .86.

Psychological Capital Scale (Batool et al., 2023)
The scale of psychological capital was formed to assess the psychological capital of a person (Batool et al., 2023) Each of these four main elements consists of a psychological state of goals orientation (7 items), self-efficacy (5 items), optimism (6 items) and resilience (3 items). It is a 21 item scale. It is utilized through a 5-point likert scale. Analysis indicated an excellent internal consistency (alpha reliability =.89), excellent

loadings (all exceeding.45), and stable four factors structure, goal orientation (alpha =.79) optimism (alpha =.79) self-efficacy (alpha =.83) and resilience (alpha =.65).

Procedure

Initially, permission was obtained from the original authors of the scales via email for using their subsequent measures. Subsequently, permission to collect data was sought from the Supervisor and Departmental Research Committee. Then the permission to collect data from respected colleges from Lahore was also sought through letters written to the administration of each college. During the data collection and storage process, all ethical norms and rules were guaranteed. Building connections with students and guaranteeing the secrecy of their answers helped to get their genuine answers. They were told that the data they provided would only be used for study. The college administration would not get any information of any type. Following the distribution of the permission form to get written consent for study participation, each participant was given a Personal Information Sheet to complete. Under the researcher's guidance, the participants completed the questionnaire. Every participant had the option to leave the study at any time. The setting in which the data was collected was calm and ideal. Participants were acknowledged for their participation in the data gathering process.

Results

The present study aimed to examine the relationship between perceived parental involvement, self-identity and psychological capital (goal-orientation, optimism, self-efficacy and resilience) in college students.

Reliability Analysis

The data mentioned below is reliability and descriptive analysis for each measure used for assessment.

Table 2

Descriptive Statistics and Reliabilities of Study Variables (N=300)

Variables	M	SD	Actual Range	Cronbach α
Perceived Parental Involvement	31.57	6.85	15-50	.71
Self-Identity	34.37	6.22	16-52	.77
Psychological Capital	70.85	16.18	23-102	.92
Goal Orientation	23.37	5.27	7-35	.74
Optimism	19.93	5.84	7-30	.85
Self-Efficacy	17.51	5.31	5-25	.94
Resilience	10.03	2.86	3-15	.64

Table 2 showed that reliability of all scales is within acceptable range.

Table 3

Correlation between Perceived Parental Involvement, Self-Identity Psychological Capital, Goal Orientation, Optimism, Self-Efficacy, Resilience (N=300)

Sr #	Variables	M (SD)	1	2	3	4	5	6	7
1	Parental Involvement	31.57 (6.85)	-	.596***	.655***	.561***	.626***	.433***	.588***
2	Self Identity	34.37 (6.22)		-	.636***	.557***	.593***	.436***	.552***
3	Psychological Capital	70.85 (16.18)			-	.834***	.897***	.804***	.793***
4	Goal Orientation	23.37 (5.27)				-	.640***	.510***	.621***
5	Optimism	19.93 (5.84)					-	.617***	.703***
6	Self Efficacy	17.51 (5.31)						-	.485***
7	Resilience	10.03 (2.86)							-

Table 3 has indicated that there is positive correlation of perceived parental involvement and self-identity (r = .60, p < .01). Self-identity had a great positive correlation with psychological capital (r = .64, p < .01). There was also a substantial positive correlation between perceived parental involvement and psychological capital, (r = .66, p < .01). Furthermore, perceived parental involvement was also significantly related positively with goal orientation (r = .56, p < .01), optimism (r = .63, p < .01), self-efficacy (r = .43, p < .01) and resilience (r = .59, p < .01).

Table 4

Mediation for Parental Involvement (X), Self Identity (M) and Psychological Capital (Y) among College Students (N=300)

		Consequents					
		Self-Identity (*M*)			Psychological Capital (*Y*)		
Antecedents		β	SE	*p*	β	SE	*p*
Parental Involvement (*X*)	a	.60	.06	.000	c' .43	.12	.000
Self-Identity (*M*)					b .38	.10	.000
Constant		16,17	1.78	.000	9.65	3.46	.006
		R^2 =.36			R^2 =.52		
		F(1, 298)=164.26, *p*= .000			F(2, 297)=162.81, *p*= .000		

The results indicate that perceived parental involvement significantly predicts self-identity (a = .60, SE = .05, p = .000). In addition, both perceived parental involvement (c' = .43, SE = 0.11, p .000) and self-identity (b = .38, SE = 0.10, p = .000) significantly predict psychological capital. This means that even after accounting for self-identity, parental involvement still has a significant positive impact on psychological capital, but its effect size decreases compared to the total effect (c = .66).

Table 5

Direct & Indirect Effect of Parental Involvement (X), Self Identity (M) and Psychological Capital (Y) among College Students (N=300)

Direct Path	Unstandardized path	Standardized Estimates	Lower Bond	Upper Bond
Parental Involvement → Psychological Capital	1.01	.43	.78	1.24
Indirect Path	**Unstandardized path**	**Standardized Estimates**	**Lower Bond**	**Upper Bond**
Parental Involvement → Self Identity → Psychological Capital	.54	.23	.35	.74

The direct effect of perceived parental involvement on psychological capital (c′) was 1.01, which is lower than the total effect (c = 1.54), indicating that a portion of the effect passes through the mediator. Both effects are statistically significant (p = .000), confirming that parental involvement is positively associated with psychological capital, both directly and indirectly. The indirect effect through self-identity was 0.54, and its 95% bootstrap confidence interval [.35, .74] confirms that self-identity significantly mediates the relationship between parental involvement and psychological capital. The completely standardized indirect effect (.23) suggests that approximately 23% of the total effect operates through the mediator.

Figure 2

Emerge Model 1
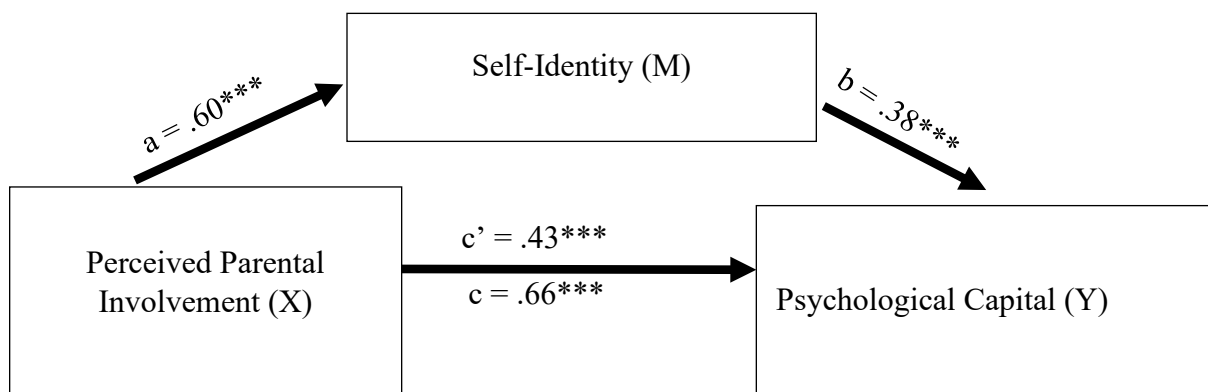
Table 6

Mediation for Parental Involvement (X), Self Identity (M) and Goal Orientation (Y) among College Students (N=300)

Antecedents		Self-Identity (*M*)				Goal Orientation (*Y*)		
		β	SE	*p*		β	SE	*p*
Parental Involvement (*X*)	a	.60	.06	.000	c'	.35	.04	.000
Self-Identity (*M*)					b	.22	.04	.000
Constant		16.17	1.78	.000		6.10	1.27	.000
		$R^2 = .36$				$R^2 = .39$		
		$F(1, 298)=164.26, p= .000$				$F(2, 297)=95.64, p= .000$		

The regression analysis indicated that perceived parental involvement significantly predicted self-identity (B = .70, β = .59, $p <$ .001), accounting for 35.5% of the variance. In the second regression model, both perceived parental involvement (B = .27, β = .35, $p <$ .001) and self-identity (B = .22, β = .34, $p <$ .001) significantly predicted goal orientation, collectively explaining 39.2% of its variance. These findings suggest that higher parental involvement is associated with stronger self-identity and better goal orientation among students, and that self-identity itself also contributes significantly to predicting goal orientation.
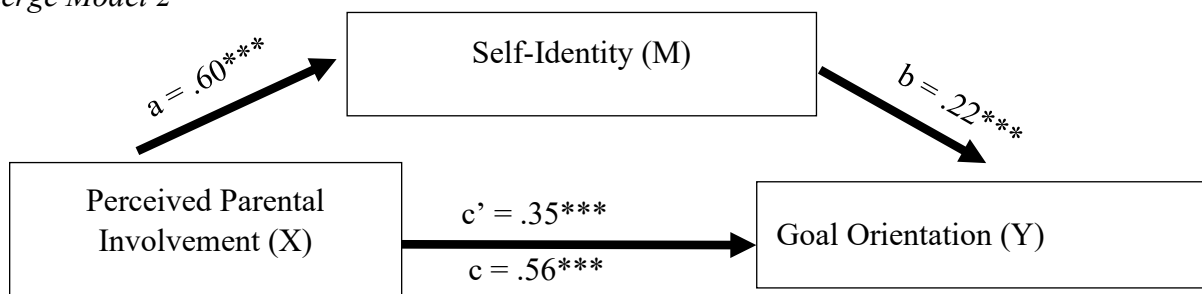
Table 7

Direct & Indirect Effect of Parental Involvement (X), Self Identity (M) and Goal Orientation (Y) among College Students (N=300)

Direct Path	Unstandardized path	Standardized Estimates	Lower Bond	Upper Bond
Parental Involvement → Goal Orientation	.27	.35	.19	.36
Indirect Path	**Unstandardized path**	**Standardized Estimates**	**Lower Bond**	**Upper Bond**
Parental Involvement → Self-Identity → Goal Orientation	.16	.21	.09	.23

Table indicates that the direct effect (c′ path) from parental involvement to goal orientation, while controlling for self-identity, remained significant (B = .27, β = .35, CI [.19, .36]). Table shows the indirect path (Parental Involvement → Self-Identity → Goal Orientation) was significant (B = .15, β = .20, CI [.09, .22]). The confidence interval indicates that self-identity partially mediates the relationship between parental involvement and goal orientation.

Figure 3
Emerge Model 2

Table 8
Mediation for Parental Involvement (X), Self Identity (M) and Optimism (Y) among College Students (N=300)

	Consequents						
	Self-Identity (*M*)			**Optimism (*Y*)**			
Antecedents		β	SE	*p*		β	SE	*p*
Parental Involvement (*X*)	a	.60	.06	.000	c'	.42	.04	.000
Self-Identity (*M*)					b	.34	.04	.000
Constant		16.17	1.78	.000		-.89	1.32	.49
	R^2 =.36				R^2 =.47			
	F(1, 298)=164.26, *p*= .000				F(2, 297)=129.74, *p*= .000			

Table 8 shows that perceived parental involvement significantly predicts self-identity (β = .60, *p* < .001), indicating that higher parental involvement is associated with higher levels of self-identity. When both parental involvement and self-identity are included in predicting optimism, both predictors are significant (Parental Involvement: β = .42, *p* < .001; Self-Identity: β = .34, *p* < .001), explaining 46.6% of the variance in optimism.

Table 9
Direct & Indirect Effect of Parental Involvement (X), Self Identity (M) and Optimism (Y) among College Students (N=300)

| Direct Path	Unstandardized path	Standardized Estimates	Lower Bond	Upper Bond
Parental Involvement → Optimism	.36	.42	.27	.45
Indirect Path	**Unstandardized path**	**Standardized Estimates**	**Lower Bond**	**Upper Bond**
Parental Involvement → Self-Identity → Optimism	.17	.20	.11	.23

Table 9 indicates that the direct effect (c' path) from parental involvement to optimism, while controlling for self-identity, remained significant (B = .36, β = .42, CI [.27, .45]). The indirect effect of perceived parental involvement on optimism through self-identity was significant (b = .17, 95% CI [.11, .23]). The standardized indirect effect was .20, indicating that self-identity partially

mediates the relationship between parental involvement and optimism.

Figure 4
Emerge Model 3
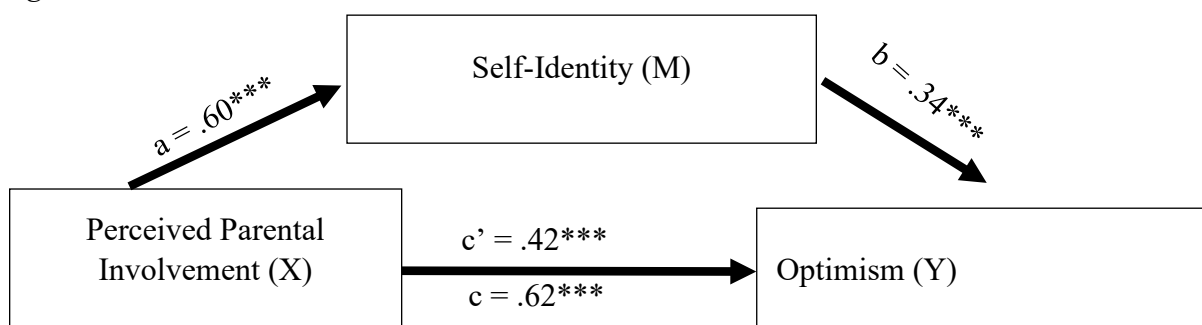
Table 10
Mediation for Parental Involvement (X), Self Identity (M) and Self Efficacy (Y) among College Students (N=300)

Antecedents		Consequents					
		Self-Identity (*M*)			**Self Efficacy (*Y*)**		
		β	**SE**	***p***		**β**	**SE**	***p***
Parental Involvement (*X*)	a	.60	.06	.000	c'	.27	.05	.000
Self-Identity (*M*)					b	.27	.04	.000
Constant		16.17	1.78	.000		3.97	1.44	.006
		R^2 =.36				R^2 =.24		
		$F(1, 298)$=164.26, *p*= .000				$F(2, 297)$=46.02, *p*= .000		

Table 10 shows that perceived parental involvement significantly predicts self-identity (β = .60, *p* < .001), indicating that higher parental involvement is associated with higher levels of self-identity. When both parental involvement and self-identity are included in predicting self-efficacy, both predictors are significant (Parental Involvement: β = .27, *p* < .001; Self-Identity: β = .27, *p* < .001), explaining 24% of the variance in optimism.

Table 11
Direct & Indirect Effect of Parental Involvement (X), Self Identity (M) and Self-Efficacy (Y) among College Students (N=300)

Direct Path	**Unstandardized path**	**Standardized Estimates**	**Lower Bond**	**Upper Bond**
Parental Involvement → Self-Efficacy	.21	.27	.27	.45
Indirect Path	**Unstandardized path**	**Standardized Estimates**	**Lower Bond**	**Upper Bond**
Parental Involvement → Self-Identity → Self-Efficacy	.13	.16	.07	.20

Table 11 indicates that the direct effect (c′ path) from parental involvement to self-efficacy, while controlling for self-identity, remained significant (B = .21, β = .27, CI [.11, .31]). The indirect effect of perceived parental involvement on self-efficacy through self-identity was significant (b = .13, 95% CI [.07, .20]). The standardized indirect effect was .16, indicating that self-identity partially mediates the relationship between parental involvement and self-efficacy.

Figure 5
Emerge Model 4
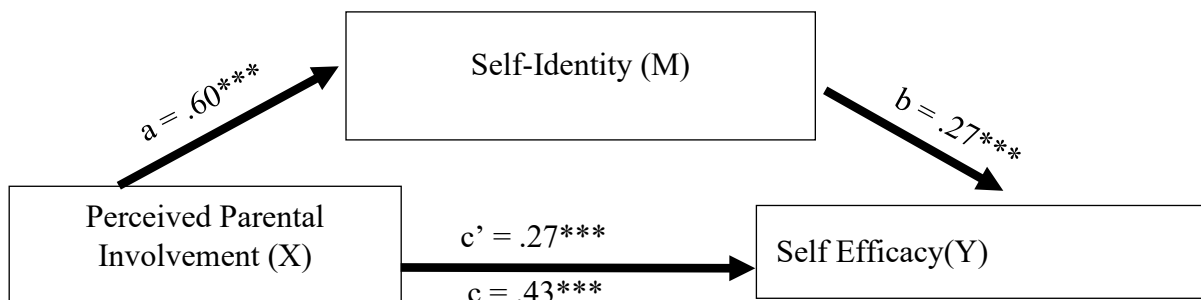
Table 12
Mediation for Parental Involvement (X), Self Identity (M) and Resilience (Y) among College Students (N=300)

	Consequents						
	Self-Identity (M)				**Resilience (Y)**		
Antecedents		**β**	**SE**	**p**		**β**	**SE**	**p**
Parental Involvement (X)	a	.60	.06	.000	c'	.40	.02	.000
Self-Identity (M)					b	.31	.02	.000
Constant		16.17	1.78	.000		.49	.68	.47
	R^2 =.36				R^2 =.41			
	F(1, 298)=164.26, *p*= .000				F(2, 297)=102.69, *p*= .000			

Table 12 shows that perceived parental involvement significantly predicts self-identity (β = .60, p < .001), indicating that higher parental involvement is associated with higher levels of self-identity. When both parental involvement and self-identity are included in predicting self-efficacy, both predictors are significant (Parental Involvement: β = .40, p < .001; Self-Identity: β = .31, p < .001), explaining 41% of the variance in optimism.

Table 13
Direct & Indirect Effect of Parental Involvement (X), Self Identity (M) and Resilience (Y) among College Students (N=300)

Direct Path	Unstandardized path	Standardized Estimates	Lower Bond	Upper Bond
Parental Involvement → Resilience	.17	.40	.12	.21
Indirect Path	**Unstandardized path**	**Standardized Estimates**	**Lower Bond**	**Upper Bond**
Parental Involvement → Self-Identity → Resilience	.08	.19	.05	.11

Table 13 indicates that the direct effect (c′ path) from parental involvement to resilience, while controlling for self-identity, remained significant (B = .17, β = .40, CI [.12, .21]). The indirect effect of perceived parental involvement on resilience through self-identity was significant (b = .08, 95% CI [.05, .11]). The standardized indirect effect was .19, indicating that self-identity partially mediates the relationship between parental involvement and resilience.

Figure 6
Emerge Model 5
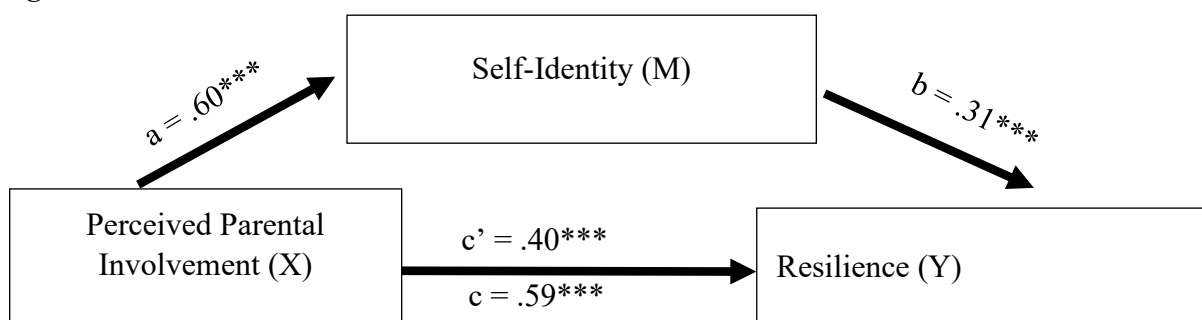
Discussion
The current study evaluated the relationship between the self-identity, perceived parental involvement, and psychological capital in college students. Moreover, it examined the possibility of self-identity as a mediating factor between perceived parental involvement and psychological capital. The initial hypothesis put forward the view that self-identity is positively linked to perceived parental involvement among college students. The results justified the assumption and indicated the significant positive correlation between parental involvement and self-identity. This suggests that students who perceive higher parental support, contact, and engagement are more likely to experience clarity and stability in their self-concept. These results are consistent with developmental theories emphasizing the role of parental figures in fostering identity formation during adolescence (Jiang et al., 2017). Adolescents who engage with parents in academic decision-making and life choices are provided with guidance and emotional security, which facilitates exploration and commitment in their identity development process. In the context of Pakistani culture, where family involvement remains strong even during late adolescence, parental support can provide both emotional

grounding and directional clarity, resulting in enhanced self-identity.

The second hypothesis proposed that perceived parental involvement would be positively associated with overall psychological capital. The results supported this hypothesis, showing a significant positive correlation. Students perceiving greater parental involvement reported higher levels of optimism, resilience, self-efficacy, and goal orientation. From a socio-cultural perspective, Pakistani students often depend on family involvement due to collective cultural values, making parental support particularly impactful on psychological resource development. Regular parental guidance may reduce uncertainty and academic stress, allowing students to channel their energy into constructive goals and resilient responses to challenges (Ahmed et al., 2025).

Hypothesis 3 was that self-identity would mediate the connection between the perceived parental involvement and the psychological capital. Perceived parental involvement was a significant predictor of self-identity and perceived parental involvement as well as self-identity were significant predictors on psychological capital. Self-identity was also important as an indirect effect. These findings suggest that parental involvement influences psychological capital both directly and indirectly, with self-identity functioning as an important psychological mechanism. In other words, students who perceive higher parental involvement tend to develop a clearer and more stable sense of self, which in turn strengthens their psychological resources, including optimism, resilience, goal orientation, and self-efficacy. This is consistent with identity development theories, which propose that identity clarity is a foundation for adaptive psychological functioning and goal-directed behavior (He & Shi, 2025). Adolescents with a coherent

self-identity are more likely to exhibit confidence in their abilities, maintain a positive outlook on life, persist in the pursuit of goals, and bounce back from challenges (Song et al., 2025). The present findings empirically demonstrate that parental involvement contributes not only to immediate psychological support but also to long-term internalized resources via self-identity formation.

To further explore this mediation, analyses were conducted for each subscale of psychological capital separately. Results revealed that self-identity partially mediated the relationship between parental involvement and all four subcomponents: Goal Orientation; Self-identity partially explained how parental involvement fosters clarity and commitment toward academic and life goals. Students with strong identity structures are more capable of aligning parental guidance with their personal goals. Optimism: Students with a stronger sense of identity reported more positive expectations for the future, which partially explained the link between parental support and optimism. Self-Efficacy; Identity clarity contributed to greater confidence in students' own abilities, showing that parental involvement influences students' belief in their capacity to succeed partly through shaping identity. Resilience; Although the mediation effect was weaker for resilience compared to other subscales, identity clarity still played a role in enabling students to cope effectively with challenges when parental support was perceived to be high.

The current study's findings are generally in line with other research that highlights the beneficial influence of parental participation in forming adolescents' and young adults' identities and psychological resources (Lowe & Dotterer, 2013). Similar to earlier studies, this research confirms that parental involvement is not limited to providing academic support but extends to fostering

emotional and psychological strengths, particularly during early college years when identity development is still in progress.

Conclusion

The current research sought to investigate the link among college students between psychological capital (resilience, optimism, goal orientation, and self-efficacy) and self-identity and perceived parental engagement. The results demonstrated a favorable correlation between higher perceived parental engagement and psychological capital and self-identity. Furthermore, self-identity strongly mediated the association between psychological capital and parental involvement, indicating that students' psychological resources are enhanced when parents take a more active role in their academic and personal growth.

Limitations and Suggestions

Firstly, the use of a cross-sectional design prevents causal inferences from being drawn. Secondly, data were gathered from a non-probability purposive sample of college students in Lahore. This limits the generalizability of findings to broader populations, particularly students from rural areas, different cultural regions, or those enrolled in professional degree programs. Including a more diverse and representative sample in future research would enhance external validity. Thirdly, the study relied entirely on self-report measures, which lead to social desirability, bias and subjective interpretation. Students might have overestimated parental involvement or underreported aspects of their psychological struggles due to social norms or personal perceptions. Incorporating multi-informant approaches, such as parental reports or teacher observations, could yield a more comprehensive understanding of the constructs studied. Future research should adopt longitudinal designs to examine how parental involvement and self-identity evolve over time and how these changes influence

students' psychological capital during and beyond their college years. Researchers should seek to include participants from multiple regions, cultural backgrounds, and academic disciplines. This will help in understanding how contextual factors influence parental involvement, identity clarity, and psychological resources.

Implications

Firstly, the findings highlight the significance of parental involvement in shaping not only academic outcomes but also psychological strengths among college students. Parental involvement, as shown in this study, is positively associated with students' self-identity clarity and psychological capital, both of which are crucial for academic persistence and overall well-being. Institutions can benefit from family-inclusive programs, where parents are actively engaged in students' academic planning and emotional support. Secondly, the mediation effect of self-identity highlights the need for identity development interventions within educational settings. Programs that help students explore and consolidate their sense of self, such as career counseling, self-exploration workshops, and mentorship programs, can amplify the positive effects of parental involvement. Finally, policymakers could consider initiatives that promote parental education regarding positive involvement styles. When parents are educated on the importance of balanced involvement, where autonomy is respected while providing emotional and academic guidance—students are more likely to build the psychological strengths required to thrive in college and beyond.

Ethics Statement

All the ethical standards of APA were met. Informed consent was taken in written form from all the respondents to participate in this study.

Contribution of Authors
Esha Saeed: Conceptualization, Investigation, Methodology, Data Curation, Formal Analysis, Writing – Original Draft, Amna Shafique: Methodology, Writing - Reviewing & Editing, Supervision

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There is no conflict of interest declared by the authors.

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The datasets of the current study are not available publicly due to ethical reasons but are available from the corresponding author [E.S.] upon the reasonable request.

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