

Impact Of Parenting Style On Resilience Among Adolescent And Early Adults

Pranitha. R^{1*}, Kiruthika. V², Yuva Harini. S³

^{1,2,3}Hindustan college of arts and science., Email: ¹yuvaharini08@gmail.com, ²Pranithar2022@gmail.com, ³kiruthikavelusamy 042@gmail.com

*Corresponding Author:- Pranitha. R

^{*}Hindustan college of arts and science., Email: yuvaharini08@gmail.com

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Abstract

One of the effective factors in shaping and growth of resilience is style of parent-child relationship. Every parent has their own style to interact with their children and this interaction process is one of the very important features in development of resilience in adolescents. Authoritative or acceptance –involvement style of parenting is very responsive and sensitive to their children, they create a secure environment which help to building resilience among adolescents The present study investigated the relationship between the parenting styles and resilience. Two fifty students of the age group (14 -18) were participants of the study. Robison’s Parenting style and Canner-Davidson Resilience Scale (CD-RISC) were used as measures of the study. Simultaneous multiple regression of CD-RISC total score on the parenting styles subscales, revealed that the “acceptance-involvement” style was significant positive predictor of the resilience, whereas the “psychological autonomy-granting” and “behavioural strictness-supervision” styles didn’t had a significant predict power for the resilience.

Keywords — Resilience, Parenting styles, Authoritative, Authoritarian, Permissive Parenting, Psychological autonomy-granting, Parents control.

INTRODUCTION PARENTING STYLE

Parenting style is defined as a constellation of parents' attitudes and behaviours toward children and an emotional climate in which the parents' behaviours are expressed (Darling and Steinberg, 1993).

Parenting begins with the parent means that when you are in the position of having a child now you are accountable for someone else. What you do, how you behave, and what you say will have an affect on your child or children. It does not do any good just to supply food, clothing, and shelter alone. Even though those things are essential for a child’s development and acclimation to their environment. A child’s soul must be nurtured as well. This means their mind, will, emotions. Without this taking place in the home the child will struggle emotionally, socially, and even mentally. Nurturing a child’s soul is predicated on the parent’s self-awareness, knowledge, and understanding of when to teach, coach, support, discipline, and listen to their child. As the parent, it is essential to engage with your child in various facets to develop their gifts, social skills, knowledge and understanding of what it takes to be a good human being. However, parenting can be more difficult if the parent does not know who they are or have not done anything to better themselves as a person. Then you become a parent and not only struggle with yourself, but the expectation of children can pull a lot out of you as a parent. So, it helps to be grounded as a person. It helps to know what is acceptable and what is not acceptable in your home. This awareness comes from gaining knowledge about parenting and aligning it with your experiences with your parents and you formulate a parenting style that benefits your child and yourself. If you are married or in a co-parenting situation it is imperative to agree on a common form of parenting so that the child will not have room to place the parents against each other. So, let’s look at the most common forms of parenting. If you do not know your parenting style it will help you see if your style is good or not and whether it benefits your child. Parenting Styles refers to the manner in which parents raise their children. This can refer to the parents’ levels of expectations, performance demands, attentiveness to rules, etc., as well as the style of discipline that the parent’s utilize to enforce their expectations. These styles can range from from highly authoritarian (rigid, “my way or the highway”) to an “anything goes” attitude. As an example, we all remember having friends while we were growing up, and seeing how each family’s household worked differently from our own, and from each other. This is one of the results of differences in parenting styles. The 4 parenting styles commonly used in psychology today are authoritative parenting style, authoritarian parenting style, permissive parenting style, and neglectful parenting style. They are based on the work of psychologist Diana Baumrind, a developmental psychologist at the University of California at Berkeley, in the 1960s. Maccoby and Martin also contributed by refining the model in the 1980s.

Diana Baumrind’s Parenting Styles Theory

Baumrind noticed that preschoolers exhibited distinctly different types of behaviour. Each type of behaviour was highly correlated to a specific kind of parenting. Baumrind’s theory is that there is a close relationship between the type of

parenting style and children's behaviour. Different styles of parenting can lead to different child development and child outcomes. Based on extensive observation, interviews, and analyses, Baumrind initially identified these three parenting styles: authoritative parenting, authoritarian parenting, and permissive parenting. Although Diana Baumrind is known for her work on categorizing parenting styles, Maccoby and Martin (1983) were the ones who expanded this 3-parenting-styles model using a two-dimensional framework. They expanded Baumrind's permissive parenting style into two different types: permissive style (also known as indulgent parenting style) and neglectful parenting (also known as uninvolved parenting style). These four parenting styles are sometimes called the Diana **Baumrind**

The four types of parenting styles are:

- Authoritative
- Authoritarian (or Disciplinary)
- Permissive (or Indulgent)
- Neglectful (or Uninvolved)

Statistics On Parenting Style

In the US, roughly 46% of parents use authoritative parenting style, 26% authoritarian parenting style, 18% permissive parenting style, and 10% neglectful parenting style³. The distribution is relatively stable within the population, except that European-American parents are about 2% more likely to have an authoritative style, while Asian-American parents are 2% more likely to have an authoritarian style.

Effects On Children's Behavior

Parenting styles are categorized based on two dimensions of parenting behavior and styles. Demandingness refers to the extent to which parents control their child's behaviour or demand their maturity.

Responsiveness

It refers to the degree to which parents are accepting and sensitive to their children's emotional and developmental need. here are the impacts of parenting styles on child development.

AUTHORITATIVE PARENTING

High demandingness. High responsiveness.

Authoritative parents have high expectations for achievement and maturity, but they are also warm and responsive. These parents set rules and enforce boundaries by having open discussions, providing guidance, and using reasoning. These parents provide their kids with reasoning and explanation for their actions. Explanations allow children to have a sense of awareness and teach kids about values, morals, and goals. Their disciplinary methods are confrontive, i.e. reasoned, negotiable, outcome-oriented, and concerned with regulating behaviours as oppose to coercive. Authoritative parents are affectionate and supportive. They respect their children's autonomy, provide them with a lot of freedom and encourage independence. They also allow bidirectional communication. This style of parenting is also known as the democratic parenting style. Children of authoritative parents are cherished.

Based on Baumrind's research on parenting styles, children of authoritative parents tend to⁷:

- Appear happy and content.
- Are more independent
- Are more active.
- Achieve higher academic performance.
- Develop good self-esteem.
- Interact with peers using competent social skills.
- Have better mental health — less depression, anxiety, suicide attempts, delinquency, alcohol and drug use.
- Exhibit less violent tendencies.
- Are securely attached.

Child buries his face when authoritarian parent points at him – authoritarian parenting style

AUTHORITARIAN PARENTING

High demandingness. Low responsiveness

High levels of parental control and low levels of parental responsiveness are the two characteristics of the authoritarian style. Although authoritarian parenting and authoritative parenting styles have similar names, they have several important differences in parenting belief, demand, and approach. While both parental styles demand high standards, authoritarian parents demand blind obedience using reasons such as "because I said so". They only allow one-way communication through strict rules and orders. Any attempts to reason with them are seen as backtalk. These parents use stern discipline and often employ harsh punishment, such as corporal punishment, as a way to obtain behavioural control. Their disciplinary methods are coercive, i.e. arbitrary, peremptory, domineering, and concerned with marking status distinctions. Authoritarian parents are unresponsive to their child's needs and are generally not nurturing. They usually justify using mean treatment to toughen up their kids. Children whose parents have an authoritarian parenting style tend to:

- Have an unhappy disposition.
- Be less independent.

- Appear insecure.
- Possess low self-esteem.
- Exhibit more behavioural problems or conduct issues.
- More temper tantrums.
- Perform worse academically.
- Have poorer social competence.
- Be more prone to internalizing behaviour and mental issues.
- Be more likely to have drug use problems.
- Have worse coping skills.

Parents show indulgent behaviour while boy is acting like a king

PERMISSIVE PARENTING (INDULGENT)

Low demandingness. High responsiveness.

Permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These indulgent parents are warm and indulgent but they do not like to say no or disappoint their Children of permissive parents tend to have the worst outcomes:

- Cannot follow rules.
- Have worse self-control.
- Possess egocentric tendencies.
- Encounter more problems in relationships and social interactions.
- Father watches TV and ignores son who speaks into a loud speaker – neglectful parenting style, negligent parenting

NEGLECTFUL PARENTING (UNINVOLVED)

Low demandingness. Low responsiveness.

Neglectful parents do not set firm boundaries or high standards. They are indifferent to their children's needs and uninvolved in their lives. These uninvolved parents may have mental issues themselves such as depression, physical abuse, or child neglect when they were kids. Children of neglectful parents:

- Are more impulsive.
- Cannot self-regulate emotion.
- Encounter more delinquent behaviour and addictions problems.
- Have more mental issues — e.g. suicidal behaviour in adolescents.

Which Parenting Style Is The Most Effective?

From decades of studies, research shows that authoritative parenting is consistently linked to the best outcomes in kids. The authoritative parenting style is considered the best parenting style by psychologists and psychiatrists. This classification of child rearing styles has been studied for over 25 years in different countries. Results are generally found to be as expected for each parenting style. However, inconsistencies and exceptions in some areas remain. Here are some important factors that may also play a part in determining how a child turns out.

CULTURAL AND ETHNIC DIFFERENCES

Some studies found that the authoritative style isn't always linked to the best school achievement across families from diverse ethnic (e.g. Asian, Black, Hispanic) and socioeconomic backgrounds (e.g. income level, parental education, number of active parents). For example, in one study, researchers found that African-American students with authoritative parents but without peer support did not perform the best academically. As for Asian-American students, in some studies, they performed the best in school when they had authoritarian parents and peer support. In Spain, a study showed that both indulgent and authoritative parenting styles were associated with positive outcomes.

CHILD TEMPERAMENT

Children's own behaviour can affect the parent's choice and the outcomes, too.

For example, kids with a more sensitive temperament may be perceived as difficult causing the parents to change their parenting style towards more authoritarian. In a study, it was also found that some aspect of child behaviour such as sociable and aggressive behaviours are better correlated to the child's temperament than to the parenting style of their parents. It seems like parenting style is not the only determining factor in the child's outcomes. Differences in social context and in child temperaments can make a difference, too. But it is worth noting that, despite being widely publicized, not all of these study results have been successfully reproduced by other researchers. In addition, these results are also not consistent across other types of outcomes, such as behaviour or mental health. For example, while some studies found the use of authoritarian parenting in the Chinese American population was associated with the best academic outcomes, others found the authoritative parenting to be the best in predicting school performance. To this date, no study has conclusively disproved the benefits of authoritative parenting, while many others have consistently shown its advantages.

PARENTING STYLES VS PARENTING PRACTICES

Another component that can impact the outcome is the distinction between parenting style and parenting practice. Parenting style is the emotional climate and control in which parents raise their children. Parenting practices are

specific actions that parents employ in their parenting. Even for parents with the same parenting style, they may choose to different ways or different approaches to implementing specific parenting practices and that will affect the degree of outcomes.

LIMITATIONS AND CRITICISMS OF PARENTING STUDIES

When interpreting research results, it is important to note that most of these parenting studies only find links between parenting styles and outcomes. That is, the results are only correlation and not causation. For example, parents who are warm and responsive tend to have children who exhibit less behaviour problems. One is tempted to say that therefore warm and responsive parents result in better behaving kids. But you can easily turn that around and say that kids who behave cause their parents to be more warm and responsive. Different children have different temperaments and they can, in turn, affect parents' behaviour. These parenting research does not tell us which one is the correct cause-and-effect relationship. So why do most psychologists and experts still recommend authoritative parenting style?

One reason is that there are overwhelming volumes of studies showing these connections consistently, including longitudinal studies and those involving intervention. When choosing a parenting style, parents must consider their parenting goals and the type of parent they want to be most parents' ultimate parenting goal is to raise a healthy, happy, kind, and responsible person who will love them and their family when they grow up. And they also want to enjoy the experience of parenting. It is hard to imagine being cold and strict (authoritarian), cold and indifferent (neglectful), or warm and indulgent (permissive) will achieve all of these goals. .

Other Parenting Styles

A number of new forms of parenting have surfaced in recent years, and those ideas describe today's parenting styles perfectly. These are a few of the most popular parenting styles in the United States today.

ATTACHMENT PARENTING

Attachment parenting is a style of parenting aimed at meeting the emotional needs of infants responsively through close physical contact and emotional attachment. Parents create a positive, warm and safe environment where their children can develop trust and closeness. They also give their child enough time to feel comfortable and familiar with the world. In 1993, William Sears' book about attachment parenting popularized this parenting style. Parenting practices he recommends are based upon the Attachment Theory developed by psychiatrist John Bowlby. In Baumrind's parenting style paradigm, attachment parenting emphasizes responsiveness. Since it focuses on a baby's early years, there are no references to parents' demands. Children with responsive parents tend to have

- More cognitive competence
- Better Communication
- Healthier social-emotional development

HELICOPTER PARENTING

Helicopter parenting is a term used to describe the over-protective attitude and constant involvement of parents with their children. A helicopter parent hovers over their child, monitors, and controls every aspect of their children's lives, and steps in whenever a problem arises. They tend to control the environment and activities that the child participates in, forcing them to conform to the parent's expectations, while at the same time depriving them of the chance to learn things on their own. This parenting style often interferes with a child's development and leads to negative results. This parenting style does not fit neatly under any of Baumrind's categories. Helicopter parents are typically insensitive to the child's emotional needs. When the child fails to live up to their high expectations, these parents jump in to help. Therefore, this parenting style is close to authoritarian. Children raised by helicopter parents tend to have

- Lower self-esteem³⁰
- Fear of failure
- More likely to develop disorder such as anxiety, depression and drug abuse
- Poor stress coping skills
- Less independent

TIGER PARENTING

Tiger parenting is a strict parenting style. It is alleged to be a common parenting style among Chinese American families, but research has proven otherwise. It is characterized by a very strict and harsh set of rules and regulations. Tiger parents create a very rigid environment where the children have very little freedom or choices. Emotional abuse such as shaming and insulting is often used to force children to comply. A tiger parenting style exemplifies the authoritarian parenting style. Children of tiger parenting are more likely to have:

- Lower academic performance
- Less sense of family obligation
- More depressive symptoms

FREE-RANGE PARENTING

Free-range parenting is the practice of allowing children to be more independent than traditional parenting would allow. It is the antithesis of helicopter parenting. Free-range parents allow children to make decisions and develop a strong sense

of responsibility for their own lives. In a free-range household, there is less control, less supervision, and more freedom. Children can explore their environment and develop into independent adults. They make choices and learn from the consequences of their choices. This parenting style emphasizes the child's right to make decisions and has been described as a natural parenting style that emphasizes self-direction and respect for the child's needs. These parents are sometimes accused of neglect in the United States, although the definition of child neglect is sufficiently vague. According to Baumrind's parenting classification, neglectful parents are cold and unresponsive and have no demands or expectations from their children. Nonetheless, free-range parents can indeed be warm and responsive to their children, but simply believe that children should be given more freedom and autonomy.

RESILIENCE

Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands.

7C's of resilience

Dr Ginsburg, child paediatrician and human development expert, proposes that there are 7 integral and interrelated components that make up being resilient—competence, confidence, connection, character, contribution, coping and control.

From APA dictionary;

A number of factors contribute to how well people adapt to adversities, predominant among them: The ways in which individuals view and engage with the world, the availability and quality of social resources, specific coping strategies. Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced.

Helping children cope and build resilience APA is working to lessen the long-term impact of COVID-19 on children's mental health By Arthur C. Evans, Jr., PhD

More than a year into the COVID-19 crisis, people are struggling to cope—with grief from losing hundreds of thousands to this virus, worry about our families' safety, and anger and fear sparked by ongoing issues like racism and discrimination. This cumulative stress is taking a toll on mental and physical health. And, critically, some populations are being disproportionately affected—including communities of colour, essential workers, and parents of young children. Pandemic-related stress has also had an enormous effect on children, who, because of their age, face unique challenges with coping. APA and the field of psychology are working at the individual and community levels to help children effectively cope now and build future resilience.

Here are two examples of approaches we are taking:

Infusing a developmental perspective into strategies and solutions.

The neurological, emotional, and social characteristics that change with age lead children to think and behave differently than adults. APA and psychologists are helping children and their caregivers employ stress-reduction strategies that more accurately connect to children's evolving capabilities. We are also helping parents, caregivers, and teachers understand the importance of social milestones for healthy youth development—such as attending graduation—and how to provide support when milestones are missed. Focusing on children's strengths.

Psychological research with children is weighted toward a focus on pathology, which limits the solutions we can develop. APA is raising awareness about biases like this that shape our work, particularly for children of color. For instance, while Black youth exhibit lower levels of substance use and suicide than White youth, most studies have remained centered on reducing the likelihood of negative outcomes. Now, with Black youth suicide rising dramatically, we see how relying on this perspective has led to missed opportunities to identify the protective factors that could help address these issues. APA is also using a strengths-based approach to inform public policy affecting children. For example, we participated in an invited conversation with the National Parent Teacher Association on the importance of mental health support in schools, enabling us to talk about resilience and its importance to children's long-term educational success.

As an organization and a field, we can have a positive impact on children if we use knowledge from the breadth of our field and work with partners to support children—today and far into the future

What Is Resilience Theory?

People face all kinds of adversity in life. There are personal crises, such as illness, loss of a loved one, abuse, bullying, job loss, and financial instability. There is the shared reality of tragic events in the news, such as terrorist attacks, mass shootings, natural disasters, a global pandemic, and war. People have to learn to cope with and work through very challenging life experiences.

Resilience theory refers to the ideas surrounding how people are affected by and adapt to challenging things like adversity, change, loss, and risk. Resilience theory has been studied across different fields, including psychiatry, human development, and change management. Resilience theory tells us that resilience isn't a fixed trait (you can grow your capacity to practice resilience). And it's not constant, in that you might demonstrate a lot of resilience when it comes to one challenge you're faced with, but struggle more with being resilient when it comes to another stressor you're up against. Flexibility, adaptability, and perseverance

Can help people tap into their resilience by changing certain thoughts and behaviours. Research shows that when students believe that both intellectual abilities and social attributes can be developed and improved they increase their own resilience, showing a lower stress response to adversity and improved performance.

Dr. Sood says resilience involves these five principles:

- Gratitude
- Compassion
- Acceptance
- Meaning
- Forgiveness

The Top Factors That Build Resilience

Developing resilience is both complex and personal. It involves a combination of inner strengths and outer resources, and there isn't a universal formula for becoming more resilient.

According to APA, some of the key factors that contribute to one's personal resilience include:

The ways someone views and engages with the world
The availability and quality of social resources

Specific coping strategies

A combination of factors contributes to building resilience, and there isn't a simple to-do list to work through adversity. Resilience is also something that you develop over time. In a previous longitudinal study, factors that were protective for adolescents at risk of depression, such as family cohesion, positive self-appraisals, and good interpersonal relations, also led to more resilience in young adulthood.

Signs of Resilience

Resilient people often have a number of different characteristics that help them weather life's challenges. Some of the signs of resilience include:

A survivor mentality: When people are resilient, they view themselves as survivors. They know that even when things are difficult, they can keep going until they make it through.

Effective emotional regulation: Resilience is marked by an ability to manage emotions in the face of stress.² This doesn't mean that resilient people don't experience strong emotions such as anger, sadness, or fear. It means that they recognize those feelings are temporary and can be managed until they pass.

Feeling in control: Resilient people tend to have a strong internal locus of control and feel that their actions can play a part in determining the outcome of events.

Problem-solving skills: When problems arise, resilient people look at the situation rationally and try to come up with solutions that will make a difference.

Self-compassion: Another sign of resilience is showing self-acceptance and self-compassion. Resilient people treat themselves with kindness, especially when things are hard.

Social support: Having a solid network of supportive people is another sign of resilience. Resilient people recognize the importance of support and knowing when they need to ask for help.

Types of Resilience

Resilience represents an ability to handle life's setbacks and is an overall representation of adaptability. However, there are also different types of resilience, each of which can influence a person's ability to cope with various forms of stress.

Physical Resilience

Physical resilience refers to how the body deals with change and recovers from physical demands, illnesses, and injuries. Research suggests that this type of resilience plays an important role in health. It affects how people age as well as how they respond and recover from physical stress and medical issues.

Mental Resilience

Mental resilience refers to a person's ability to adapt to change and uncertainty. People who possess this type of resilience are flexible and calm during times of crisis. They use mental strength to solve problems, move forward, and remain hopeful even when they are facing setbacks.

Emotional Resilience

Emotional resilience involves being able to regulate emotions during times of stress. Resilient people are aware of their emotional reactions and tend to be in touch with their inner life. Because of this, they are also able to calm their mind and manage their emotions when they are dealing with negative experiences. This type of resilience also helps people maintain a sense of optimism when times are tough. Because they are emotionally resilient, they understand that adversity and difficult emotions won't last forever.

Social Resilience

Social resilience, which may also be called community resilience, involves the ability of groups to recover from difficult situations. It involves people connecting with others and working together to solve problems that affect people both individually and collectively. Aspects of social resilience include coming together after disasters, supporting each other socially, becoming aware of the risks that the community faces, and building a sense of community.⁴ Such responses can be important during challenges such as natural disasters that affect communities or large groups of people.

Causes of Resilience

Some people are naturally resilient, with personality traits that help them remain unflappable in the face of challenge.⁵ However, these behaviours are not just inborn traits found in a select few. Resilience is the result of a complex series of internal and external characteristics, including genetics, physical fitness, mental health, and environment. Social support is another critical variable that contributes to resilience. Mentally strong people tend to have the support of family and friends to help bolster them up in times of trouble.

Resilient people also tend to have characteristics like

- Being a good communicator
- Having an internal locus of control
- Having high emotional intelligence and managing emotions effectively
- Holding positive views of themselves and their abilities
- Possessing the capacity to make realistic plans and stick to them
- Viewing themselves as fighters rather than victims of circumstance

Impact of Resilience

Resilience is what gives people the psychological strength to cope with stress and hardship.⁸ It is the mental reservoir of strength that people are able to call on in times of need to carry them through without falling apart. Psychologists believe that resilient individuals are better able to handle adversity and rebuild their lives after a struggle.

Dealing with change or loss is an inevitable part of life. At some point, everyone experiences varying degrees of setbacks. Some of these challenges might be relatively minor (not getting into a class or being turned down for a promotion at work), while others are disastrous on a much larger scale (hurricanes and terrorist attacks).

Those who lack resilience may become overwhelmed by such experiences. They may dwell on problems and use unhelpful coping mechanisms to deal with them.

Disappointment or failure might drive them to unhealthy, destructive, or even dangerous behaviours. These individuals are slower to recover from setbacks and may experience more psychological distress as a result.

REVIEW OF LITERATURE

Unpacking authoritative parenting:

Reassessing a multidimensional construct Marjory Roberts Gray, Laurence Steinberg *Journal of Marriage and the Family*, 574-587, 1999

This study examines the independent and joint contributions of three core dimensions of authoritative parenting—acceptance-involvement, strictness-supervision, and psychological autonomy granting—to adolescent adjustment. A sample of 8,700 14- to 18-year-olds completed questionnaires that included indices of authoritative parenting and a set of instruments assessing different aspects of adjustment. Behaviour problems were related more strongly to behavioural control than to psychological autonomy granting. Psychosocial development and internal distress were more strongly associated with both psychological autonomy granting and acceptance-involvement than with behavioural control. Academic competence demonstrated significant relations with all three parenting variables. Curvilinear and interactive relations between parenting practices and adolescent adjustment were observed, but the specific pattern varied as a function of outcome assessed.

The relationship of parenting styles to commitment to the church among young adults Roger L Dudley, Randall L Wisbey *Religious Education* 95 (1), 38-50, 2000

A survey of 653 Seventh-day Adventist young adults, randomly distributed throughout the United States and Canada, compared their perceptions of the way their parents treated them as children with their present commitment to the church. Warm, caring behaviours from parents predicted strong religious commitment when the children entered adulthood. In the case of the mother it also predicted regularity in worship attendance. Of the four styles of parenting, "affectionate constraint," a mixture of care and control, produced the largest percentage of enthusiastic members and the fewest drop-outs.

UNDERGRADUATE STUDENTS' GOAL ORIENTATIONS AND THEIR RELATIONSHIP TO PERCEIVED PARENTING STYLES

Alyssa Gonzalez, Gordon Greenwood, JinWenHsu *College Student Journal* 35 (2), 182-182, 2001

The purpose of this study was to examine the relationships among Baumrind's three parenting styles (as perceived by the student) and the mastery and performance goal orientations of undergraduate college students. In addition, parent educational attainment and parent involvement were included in the analysis for the purposes of controlling the effects of these variables on student goal orientation. The sample consisted of 311 undergraduate students enrolled in education or psychology courses. Many expected relationships appeared in line with the parenting and goal theory literature. The differential findings for parent involvement, and student gender and ethnicity are also discussed. Overall, conclusions are tempered by limitations of a relatively narrow sample and moderately strong raw correlations.

The study of students' goal orientations focuses on the types of learning goals students adopt in academic situations. The first goal has been labelled a mastery goal (Ames & Archer, 1988), learning goal (Dweck & Leggett, 1988) or task involved (Nicholls, Patashnick, & Nolen, 1985). Students who are oriented toward mastery goals are interested in learning new skills and improving their understanding and competence. The second is a performance goal (Ames & Archer, 1988; Dweck & Leggett) or ego involved (Nicholls, et al., 1985). Students who orient towards performance goals are more concerned with proving their ability or avoiding negative judgments of their competence. Research done with children prior to adolescence (Dweck, 1986 & Dweck & Leggett, 1988) indicates that students with mastery goals seek out challenge and persist in the face of difficulty, view errors as opportunities to learn, see competence as malleable, and are more likely to be intrinsically motivated. Students with performance goals see intelligence as fixed, avoid challenging tasks in an effort to avoid negative evaluations, are less likely to be intrinsically motivated, and view errors as indicative of a lack of ability.

Moral reasoning and its relationship to parenting style, religious commitment, and gender Heather Jankowski *Kean University*, 2002

The present study examined the correlation between moral reasoning, parenting style, religion and gender. There were 28 participants, 16 males and 12 females, ages ranged between 18 and 22. They completed three questionnaires to determine religiosity level, moral reasoning level, and parenting acceptance level. The results failed to show a significant correlation between variables. Suggestions for future studies include a larger and more culturally diverse sample.

The role of life satisfaction in the relationship between authoritative parenting dimensions and adolescent problem behaviour Shannon M Suldo, E Scott Huebner *Social indicators research* 66 (1), 165-195, 2004

Research examining environmental factors associated with adolescents' life satisfaction (LS) has revealed that familial variables (e.g., parent-child conflict, family structure) are crucial correlates. The purpose of the current study was to identify particular dimensions of authoritative parenting (strictness-supervision, social support/involvement, and psychological autonomy granting) that are related to LS during early, middle, and late adolescence, as well as to explore the hypothesis that LS serves as a mediator between authoritative parenting and adolescent internalizing and externalizing behaviour. A sample of 1201 middle and high school students completed self-report measures assessing these constructs. Results indicated statistically significant relationships between each authoritative parenting dimension and adolescent LS. Although all three parenting dimensions were positively related to LS, perceived parental social support emerged as the strongest correlate. Important developmental differences were revealed, including the finding that the association between parenting behaviours and adolescents' LS changed as children aged. Last, LS fully mediated the relationship between social support and adolescent problem behaviour and partially mediated relationships between the remaining authoritative parenting dimensions (i.e., strictness-supervision, psychological autonomy granting) and maladaptive adolescent behaviour.

The relationship between perceived parenting styles and resilience during adolescence

Natasha Kritzas, Adelene Ann Grobler

Journal of Child and Adolescent Mental Health 17 (1), 1-12, 2005

Objective — the aim of this research was to investigate the relationship between perceived parenting styles and resilience in adolescence.

Method — the respondents were a sample of 360 English speaking subjects, with a mean age of 17.6 years. Hierarchical regression analyses were used to investigate this relationship. The criterion variables included sense of coherence and problem-focused, emotion-focused and dysfunctional coping strategies. The predictor variables included six scales.

Results — Authoritative parenting provided the most significant contribution to the explanation of the variance in resilience for black and white adolescents, and both genders. Surprisingly, the findings suggest that there is a positive relationship between fathers' authoritarian styles and emotion-focused coping strategies in white adolescent learners. In contrast, other researchers found that authoritarian and harsh parental styles are closely related to psychological disturbance. Conclusions — the identified relationships between the criterion and predictor variables found in this study for both black and white adolescents of both genders have distinct and far-reaching implications for envisaged interventions. A future study might also investigate the present study qualitatively. Further research will be necessary to enhance and develop appropriate parenting styles that facilitate resilience in adolescent children. Making use of more

sophisticated methodologies, paying greater attention to the interaction between internal and external circumstances and refining theories to make specific predictions about how input variables influence components, should be considered in future.

Authoritarian parenting style in Asian societies: A cluster-analytic investigation Rebecca P Ang, Dion H Goh *Contemporary family therapy* 28 (1), 131-151, 2006

While the beneficial effects of authoritative parenting style have consistently been demonstrated for Caucasian samples, these effects have not always been found for Asians. It appears that adolescents who perceived their parents' style of parenting as authoritarian are not one homogeneous group. Cluster analyses performed for adolescents' perceived mothers' and fathers' authoritarian parenting style using adolescents' self-report scores on personal adjustment and social variables as the clustering variables found similar two-cluster solutions (maladjusted and well-adjusted). External validation evidence revealed that adolescents in the maladjusted cluster had poorer attitudes towards school and teachers compared to adolescents in the well-adjusted cluster for both samples. These findings suggest that authoritarian parenting style could possibly have a different cultural meaning for Asians.

THE RELATIONSHIP OF PARENTING STYLES TO COMMITMENT TO THE CHURCH AMONG YOUNG ADULTS

Roger L. Dudley & Randall L. Wisbey Published online: 10 Jul 2006

A survey of 653 Seventh-day Adventist young adults, randomly distributed throughout the United States and Canada, compared their perceptions of the way their parents treated them as children with their present commitment to the church. Warm, caring behaviours from parents predicted strong religious commitment when the children entered adulthood. In the case of the mother it also predicted regularity in worship attendance. Of the four styles of parenting, "affectionate constraint," a mixture of care and control, produced the largest percentage of enthusiastic members and the fewest drop-outs Parenting styles and child social development Lea Bornstein, March H Bornstein, 2007

During the first years of life—thought by many to be a unique period of human development—parents assume special importance. As parents guide their young children from complete infantile dependence into the beginning stages of autonomy, their styles of care giving can have both immediate and lasting effects on children's social functioning in areas from moral development to peer play to academic achievement. Ensuring the best possible outcome for children requires parents to face the challenge of balancing the maturity and disciplinary demands they make to integrate their children into the family and social system with maintaining an atmosphere of warmth, responsiveness and support. When parent conduct and attitude during the preschool years do not reflect an appropriate balance on these spectra, children may face a multitude of adjustment issues.

The structural relationships of parenting style, creative personality, and loneliness Sungtaek Lim, Joshua Smith *Creativity Research Journal* 20 (4), 412-419, 2008

The purpose of this study was to examine the nature of the relationships between children's reports of their mother's and father's parenting style (leniency and acceptance), teacher's reports of children's creative personality, and teacher's reports of children's loneliness in school in a sample of South Korean sixth graders ($N = 421$). Using structural equation modelling, the results showed that parenting styles that reflected higher levels of leniency were associated with higher levels of loneliness and no relationship with children's creative personality. Parenting styles that reflected higher levels of acceptance were associated with higher levels of creativity in their children, but did not have a direct effect on loneliness. However, there was an indirect effect; the relationship between acceptance and loneliness was mediated by creativity.

The role of parenting style, ethnicity, and identity style on identity commitment and career decision self-efficacy Ryan J White *University of Southern California*, 2009

The purpose of this study was to examine the relationship among ethnicity, parenting styles, identity styles, identity commitment, and career decision self-efficacy in early college students. A non-experimental quantitative design was utilized to sample 210 students from a four-year private university in Southern California. The survey consisted of demographic information, the Parental Authority Questionnaire, the Identity Style Inventory—Version 4, and the Career Decision Making Self-Efficacy—Short Form Role of Authoritative and Authoritarian Parenting in Home, Health and Emotional Adjustment.

BeenishSartaj, Naeem Aslam *Journal of Behavioural Sciences* 20 (1), 2010

The present study aimed at investigating the impact of authoritarian and authoritative parenting in home, health and emotional adjustment. Moreover, the study explored the relationship of parenting with Adjustment. Relationships of authoritative and authoritarian parenting with home, health and emotional adjustment of adolescents were compared. The sample of the study consisted of 200 college students (100 female and 100 male). They were selected from the different colleges of Rawalpindi and Islamabad, Pakistan. Age range of the sample was 16 to 19 years. Parental Authority

Questionnaire (PAQ, Babree, 1997) and Indian Adaptation of Bell's Adjustment Inventory Scale (Sharma, 1988) were used in the study. Correlation and t-test were used to analyse data. Findings showed that adolescents raised by authoritative parents have better home, health and emotional adjustment as compared to adolescents raised by authoritarian parents. Authoritative parents have positive and authoritarian parents have negative relationship with home, health and emotional adjustment Parenting styles and resilience Department of Educational psychology, University of Shiraz, Shiraz, Iran One of the effective factors in shaping and growth of resilience is style of parent-child relationship. The present study investigated the relationship between the parenting styles and resilience. Three-hundred-fifty Shiraz University students (23females and 115 males) were participants of the study. Steinberg's Parenting Styles Scale (2005) and Canner-Davidson Resilience Scale (CD-RISC) were used as measures of the study. Simultaneous multiple regression of CD-RISC total score on the parenting styles subscales, revealed that the "acceptance-involvement" style was significant positive predictor of the resilience, whereas the " psychological autonomy-granting" and "behavioural strictness-supervision" styles didn't had a significant predict power for the Resilience.

The influence of authoritative parenting during adolescence on depressive symptoms in young adulthood Joan H Liem, Emily Cohen Cavell, Kara Lustig *The Journal of Genetic Psychology* 171 (1), 73-92, 2010

A diverse sample of 1,143 high school seniors and 182 students who were part of the same cohort but who left high school without graduating were interviewed during late adolescence (Time 1 [T1]) as well as 2 (Time 2 [T2]) and 4 years later (Time 3 [T3]). Perceived self-development, peer support, and prior levels of depressive symptoms (T2) were hypothesized to mediate the relationship between authoritative parenting during adolescence (T1) and depressive symptoms during young adulthood (T3). T2 sense of self as worthy and efficacious and depressive symptoms, but not peer support, fully mediated the effect of authoritative parenting on T3 depressive symptoms. The authors discuss the importance of parenting for healthy, emerging adult self-development and the continuing influence of parenting styles during adolescence on young adult depressive symptoms.

Parenting and obsessive compulsive symptoms: Implications of authoritarian parenting Kiara R Timpano, *Journal of Cognitive Psychotherapy* 24 (3), 151-164, 2010

Cognitive behavioural theories of obsessive-compulsive disorder (OCD) have hypothesized a central role of social learning in the development of OCD. Research indicates that learning via key developmental relationships, such as parent-child interactions, may account for the emergence and maintenance of OC symptoms in adulthood. Baumrind identified three parental authority prototypes or styles, including permissive, authoritative, and authoritarian, that differ on the two dimensions of nurture and behavioural control. Permissive parents allow their children to do as they wish with little discipline, whereas authoritative parents implement reasonable guidelines while still providing a warm and nurturing environment. The third style, authoritarian, represents parenting that is rigid and values strict adherence to rules with lower levels of nurturing. To date, there has been no study examining these parenting styles and OCD symptomatology. The current investigation examined the relationships between parenting styles, obsessive-compulsive (OC) symptoms, and OC-related dysfunctional beliefs (i.e., "obsessive beliefs") in a nonclinical sample ($N = 227$). Participants completed measures of these constructs, as well as a measure of general mood and anxiety symptoms. Results indicated that the authoritarian parenting style was significantly associated with both OC symptoms and OC beliefs (e.g., beliefs about the importance of thoughts and personal responsibility), even after controlling for general distress. Analyses also revealed that OC beliefs act as a partial mediator of the relationship between parenting style and OC symptoms. Findings are discussed in light of the implications for future research, particularly that pertaining to risk for OCD and the development of vulnerability factors.

The influence of authoritative parenting style on adolescents' academic achievement Kingsley Nyarko *American journal of social and management sciences* 2 (3), 278-282, 2011

The study was carried out to find out the influence of parental authoritativeness on adolescents' academic achievement. As expected, the result shows that both mothers and fathers' authoritativeness positively relate to the academic achievement of the students. The implications of the result are discussed.

The mediating role of self-esteem in the relationship between the authoritative parenting style and aggression *Procedia-social and behavioural sciences* 30, 1724-1730, 2011

This study used a structural model to investigate the mediating role of self-esteem in the relationship between an authoritative parenting style and aggression. For this purpose, 300 female college students in the social and basic sciences from Payame -Noor University chosen through multistage sampling, completed a questionnaire on parenting style, another on self-esteem, and an aggression scale. Researchers analysed the data by using a structural equation model. The results show that the causal effect of an authoritative parenting style on self-esteem was positive while the effect on aggression was negative. The causal effect of self-esteem on aggression was also negative. The data allowed us to accept the proposed model by indicating that self-esteem has a mediating role in the relationship between an authoritative child-rearing style and aggression.

Parenting Style and Personality: Perceptions of Mothers, Fathers, and Adolescents.

Kelly P Gfroerer, *Journal of Individual Psychology* 67 (1), 2011

The researchers investigated personality development and parenting styles using Individual Psychology as a theoretical base. Specifically, the researchers examined the extent to which Baumrind's (1996) parenting styles relate to particular personality lifestyle attributes of adolescents and their parents. A second aspect of this study was to identify the extent to which adolescents' psychological birth order relates to perceptions about parenting. The sample consisted of 80 adolescents from a high school in the southeastern United States and their parents. Statistically significant relationships were found relating parenting style to Adlerian personality lifestyle attributes and psychological birth order. This study provides cross-generational information about personality lifestyle attributes and parenting. Understanding specifically how lifestyle personality attributes and psychological birth order relate to parenting is beneficial information for clinicians and parent educators.

On the origins of early leadership: The role of authoritative parenting practices and mastery orientation Franklin T Kudo, Jeffrey L Longhofer, Jerry E Floersch *Leadership* 8 (4), 345-375, 2012

This is an exploratory study that examines how leadership potential may initially develop in adolescent children through specific parenting practices. It investigates whether adolescent children raised in an authoritative parenting environment can be linked to transformational leadership. Additionally, this study looks at the healthy parent-child interaction that promotes emotional autonomy and mastery orientation. These important psychological dispositions may form the basis for transformational leadership thinking and behaviour, especially in young nascent leaders.

Through the use of survey instruments, data from 245 adolescent boys and a few girls were collected. The results obtained help explain the possible interactions between parenting and leadership development in adolescents. The study revealed a positive relationship between authoritative parenting practices, emotional autonomy, mastery orientation, and transformational leadership.

Authoritative parenting style and adolescent smoking and drinking Bettina F Piko, Máté Á Balázs *Addictive behaviours*, 2012

While peer influences have often found to be a risk factor in terms of adolescent substance use, parental variables may continue to serve as an adaptive and protective function, although the role of parents is more latent and controversial. Therefore, the main goal of this paper was to investigate the role of authoritative parenting style and other family variables in adolescents' smoking and drinking. Using a sample of Hungarian youth ($N = 2072$; age range between 12 and 22; Mean = 15.4 years, S.D. = 1.8 years; 49.2% males) logistic regression analyses confirmed that authoritative parenting style (particularly responsiveness) and positive identification with parents may serve as a protection, whereas negative family interactions may act as a risk factor. These relationships are particularly decisive in case of monthly prevalence of drinking and both lifetime and current prevalence of smoking. Gender differences are slight (namely, parental control for boys, whereas responsiveness for girls seem to be more relevant), however, the role of certain parental variables may change with age. Although parental control tends to decrease among high school students, it even serves as a greater protection for those whose parents continue providing parental monitoring.

Control or involvement? Relationship between authoritative parenting style and adolescent depressive symptomatology BF Piko, MátéÁdámBalázs *European child & adolescent psychiatry* 21 (3), 149-155, 2012

Among factors predicting adolescent mood problems, certain aspects of the parent-adolescent relationship play an important role. In previous studies, children whose parents had an authoritative style of parenting reported the best behavioural and psychological outcomes. Therefore, the main goal of this paper was to investigate the role of authoritative parenting style and other family variables (negative family interactions and positive identification with parents) in adolescents' depressive symptomatology. The study was carried out in all primary and secondary schools in Mako and the surrounding region in Hungary in the spring of 2010, students of grades 7-12 ($N = 2,072$): 49.2% of the sample were males; 38.1% primary school pupils; and 61.9% high school students. Self-administered questionnaires contained items of measuring depressive symptoms (CDI) and parental variables beyond sociodemographics. Beyond descriptive statistics and calculation of correlation coefficients, multiple linear regression analyses were applied to detect relationships between parental variables and depressive scores by gender. Overall, our data support a negative association between authoritative parenting style and adolescent mood problems, particularly among girls. Among boys, only mother's responsiveness was a significant predictor. Among girls, father's parenting played a decisive role; not only his responsiveness but also demandingness. Interestingly, mother's demandingness went together with an elevated depressive score for girls. Prevention programs cannot guarantee success without taking into account the role of parents. Teaching positive parenting seems to be a part of these prevention programs that may include facilitating intimate yet autonomous relationships.

Relationship of perceived parenting with psychological distress and resilience among adolescents Javeria Khalid, Naeem Aslam *Pakistan Journal of Psychology* 43 (2), 2012

The present study was conducted to examine the relationship of perceived parenting styles with psychological distress and resilience among adolescents. Additionally, the effect of demographic variables such as gender and socioeconomic status in relation to perceived parenting styles, psychological distress and resilience among adolescents was also explored. Sample of 200 individuals, with equal participation of male and female, was collected by using the self-report measures Parental Authority Questionnaire (PAQ; Babree, 1997); Depression, Anxiety, Stress Scale (DASS; Aslam & Tariq, 2007) and EgoResiliency Scale (ER; Nangiana, 2002). The results showed that psychological distress is negatively related with resilience. Authoritative parenting was positively associated with resilience and negatively associated with psychological distress. Permissive parenting was negatively related with resilience, whereas, authoritarian and permissive styles are positively related with psychological distress. The findings of present study provided an additional evidence to support the role of healthy family relationship in empowering adolescents to coping with stress, trauma, and life pressures who experienced.

The impact of authoritarian parenting style on educational performance of learners at high school level Monika R Seth, VH Asudani *Asian Journal of Research in Social Sciences and Humanities* 3 (10), 234-245, 2013

Educational performance gets affected by a number of factors such as intelligence, achievement, motivation, home environment, school environment, interest and resources. The most significant influence on child is his or her parents. Psychologists and educationists are of the opinion that child rearing practices have the direct bearing on the educational performance of children. In this competitive era, where every parent expects that his child should do well at school, it is necessary to understand how different parenting styles determine the child's educational performance at school.

Authoritative parenting revisited: History and current status.

Diana Baumrind *American Psychological Association*, 2013

One purpose of this chapter is to standardize the meaning of the authoritative parenting pattern by grounding the pattern in its theoretical heritage and expanding on constructs, in particular, confrontive control, that are integral to its definition but sometimes overlooked. I begin this chapter by defining the authoritative prototype, followed by a review of the philosophical and theoretical heritages and social ideology that ground my parent typology. I then distinguish between confrontive and coercive kinds of power assertion, a crucial distinction accounting for the differential effects of authoritative and authoritarian parenting. I then describe my longitudinal program of research by presenting its research strategy and methodology and the research variables and procedures used to test hypotheses concerning the differential effects on child outcomes of contrasting patterns of parental authority. I conclude by summarizing what I consider to be the distinctive features of my longitudinal program of research. (PsycINFO Database Record (c) 2016 APA, all rights reserved.

Authoritative parenting: Synthesizing nurturance and discipline for optimal child development.

Robert E Larzelere, Amanda Sheffield Ed Morris, Amanda W Harrist *American Psychological Association*, 2013

There has been an extensive body of empirical research focusing on Baumrind's parenting dimensions, and her theory has been widely summarized in introductory textbooks on child development and parenting. However, the present book is the first scholarly book on authoritative parenting by leading researchers. As such, its purpose is to summarize the most important current parenting research relevant to authoritative parenting, including research on its three unresolved issues as noted by Parke and Buriel (2006). First, the specific mechanisms that account for the effectiveness of authoritative parenting are addressed in several chapters that pinpoint and expand the aspects of responsiveness and demandingness that are particularly helpful or harmful for important child outcomes. Second, Sorkhabi and Mandara (see Chapter 5) address another unresolved issue by exploring how the effects of authoritative parenting vary across cultures. Finally, Morris, Cui, and Steinberg (see Chapter 2) and Larzelere, Cox, and Mandara explore the third issue of whether the positive outcomes associated with authoritative parenting are due to parent or child effects. The chapters not only summarize the current research relevant to authoritative parenting but also clarify its distinctive attributes in important ways. Examples include the relevance of psychological control and of cultural variations in authoritative parenting and equally effective approximations to it. Several chapters supplement Baumrind's recent research by suggesting different ways to distinguish appropriate from counterproductive types of demandingness. Other authors summarize how authoritative parenting is related to emotion socialization, adolescent negotiations for increasing autonomy, cognitive development, and treatments to reduce aggression. Overall, this book incorporates research on authoritative parenting that has been conducted with diverse samples (e.g., clinical and nonclinical, fathers and mothers, younger and adolescent children, urban and rural) in North America and around the world. This book is divided into four sections. Part I covers the history and current state of authoritative parenting research. In Part II, authors distinguish harmful from appropriate types of demandingness, including how demandingness can support disciplinary reasoning and autonomy development in various cultural contexts. In Part III, authors consider the implications of authoritative parenting for clinical and educational interventions. In Part IV, the final section of the book, Henry and Hubbs-Tait (Chapter 10) highlight important themes about parenting that have emerged from these chapters. It is our hope that this book advances Baumrind's original

aim: to understand and promote optimal ways in which parents can combine responsiveness and demandingness in socializing their children for the best possible outcomes for them and for society. We believe that this book will benefit students and parenting scholars as well as parenting educators, teachers, and ultimately parents and their children themselves. (PsycINFO Database Record (c) 2016 APA, all rights reserved) The relationship between parenting styles and adult attachment styles from Jordan university students Ahmad M Mahasneh, Zohair H Al-Zoubi, Omar T Batayenh, Mohammad S Jawarneh *International Journal of Asian Social Science* 3 (6), 1431-1441, 2013

The purpose of this study was to examine the relationship between parenting styles and adult attachment styles. A random sample of (564) male and female students at the faculty of educational sciences was chosen selected. Two questionnaires on attachment styles and parenting styles were administered to the selected sample population during the academic year of 2012-2013. Results indicated significant positive correlations between the authoritative, negligent and authoritarian parenting styles and secure, anxious-ambivalent and avoidant attachment styles, and negative correlation between negligent and anxious-ambivalent, redundant protection and secure. Results also indicate that parenting styles explain attachment styles and patterning styles predict two sub-dimensions of attachment styles

Influence of parenting style on children's behaviour *Journal of Education and Educational Development* 3 (2), 2016

This research determined the influence of parents and their parenting styles on children's behaviour. The author examined different parenting styles to understand which style leads the children to be the juvenile delinquent that ultimately makes the children low academic achievers. In this paper, the researcher attempts to bring an original contribution to the identification of what is missing in the literature thus offering recommendations for future research on the role of parents in shaping the future of their children. Much research has been done on the role of parents in shaping the future of their children; however, more comprehensive research needs to be conducted on the role of parents and different parenting styles on their children's behaviour. A qualitative paradigm was preferred using in-depth interviews with two mothers of children with delinquent behaviour. The findings revealed that authoritarian parenting style leads the children to become rebellious and adopt problematic behaviour due to more than necessary power exercised on children by parents. In contrast, authoritative parenting style is effective for children, as it encourages moderate parenting style. There is a demonstrated need reported in the literature that parents who spend maximum time with their children reduce the probability of developing delinquent behaviour among their children. Spending more time together with the adolescents reciprocate through reducing their problematic behaviours. This study is based on a limited data and refers to the experience of only two mothers.

Effect of Authoritarian Parenting style on self-esteem of the Child: A Systematic Review Priyansha Singh Jadon, Shraddha Tripathi *International Journal of Advanced Research and Innovative Ideas* 3, 909-913, 2017

This study has been conducted to find out the effect of authoritarian parenting style on self-esteem of the children between the ages of 6 to 19 years, authoritarian parenting is very strict, expecting, controlling and rigid style of parenting which is being carried out by the parents with an objective to keep their kids safe and secure, but they often forget its consequences on the mental health of the child. 10 research papers were reviewed to find out the relationship and it was found that authoritative parenting style is being considered as the best parenting style giving limited independence and opportunities to understand their children which considerably has a positive impact on self-esteem of their children, on the other hand all the researches have proved that authoritarian parenting style always has a negative effect on the self-esteem, it destroys their self-confidence and increases their insecurity and inferiority. It is very important in today's era that we choose an appropriate and efficient parenting style to rear our child that is to keep their future secure and to help them be interdependent.

The role of authoritarian parenting style and family chronic stress Zoey A Shaw, Lisa R Starr *Journal of Child and Family Studies* –2019

Results: showed maternal emotion dysregulation predicted authoritarian parenting style that, in turn, predicted adolescent emotion dysregulation, with a significant indirect effect. Family chronic stress strengthened the association between maternal emotion dysregulation and authoritarian parenting style, such that the indirect effect of maternal emotion regulation on adolescent emotion regulation via authoritarian parenting style was stronger at high levels of chronic stress.

Conclusions: Results suggest that authoritarian parenting style and family chronic stress serve as important factors in the intergenerational transmission of emotion regulation.

THE RELATIONSHIP OF PARENTING STYLES TO COMMITMENT TO THE CHURCH AMONG YOUNG ADULTS

Roger L. Dudley & Randall L. Wisbey

A survey of 653 Seventh-day Adventist young adults, randomly distributed throughout the United States and Canada, compared their perceptions of the way their parents treated them as children with their present commitment to the church. Warm, caring behaviours from parents predicted strong religious commitment when the children entered adulthood. In

the case of the mother it also predicted regularity in worship attendance. Of the four styles of parenting, “affectionate constraint,” a mixture of care and control, produced the largest percentage of enthusiastic members and the fewest drop-outs.

Perceived parental style, cognitive style, and resilience in females with dissociative disorder in India *Indian J Psychiatry*. 2019

Dissociative disorders are theorized to be caused by extremely stressful situations, including abuse, kidnapping, incest, rape, and other threats of death. Such childhood experiences alter one's cognitive style as well as one's ability to deal with adverse situations. It is important to understand how cognitive style influences the relationship between parental style and resilience to help in the management. We aimed to assess the relationship between perceived parental styles and resilience mediated by cognitive styles in females with dissociative disorder.

Parenting warmth and strictness across three generations: Parenting styles and psychosocial adjustment *Journal of environmental research and public health* 2020

Recent emergent research is seriously questioning whether parental strictness contributes to children's psychosocial adjustment in all cultural contexts. We examined cross-generational differences in parental practices characterized by warmth and practices characterized by strictness, as well as the relationship between parenting styles (authoritative, indulgent, authoritarian, and neglectful) and psychosocial adjustment in adulthood. Parenting practices characterized by warmth (affection, reasoning, indifference, and detachment) and strictness (revoking privileges, verbal scolding, and physical punishment) were examined. Psychosocial adjustment was captured with multidimensional self-concept and well-being (life satisfaction and happiness). Participants were 871 individuals who were members of three generations of Spanish families: College students (G3), their parents (G2), and their grandparents (G1). Results showed two different cross-generational patterns in parenting practices, with an increased tendency toward parental warmth (parents use more affection and reasoning but less indifference across generations) and a decreased tendency toward parental strictness (parents use revoking privileges, verbal scolding, and physical punishment less across generations). Interestingly, despite cross-generational differences in parenting practices, a common pattern between parenting styles and psychosocial adjustment was found: indulgent parenting was related to equal or even better self-concept and well-being than authoritative parenting, whereas parenting characterized by non-warmth (authoritarian and neglectful) was related to poor scores.

Parenting style, parental personality, and child temperament in children with anxiety disorders—A clinical study from India *Indian Journal of Psychological Medicine* 43 (5), 382-391, 2021.

Results: There were significant differences between the two groups on parenting style, parent personality, and child temperament. Anxiety disorder was positively associated with the father's permissiveness and negatively with the mother's authoritarianism and child's sociability. A combination of parenting styles and child temperament explained 69% of the variances in child anxiety disorders. There were significant associations between parental personality, child temperament, and parenting style. Parent and child characteristics explained 14%–46% of the variances in parenting styles.

Conclusion: Results of this study are generally consistent with Western studies outlining the influence of child temperament and parenting styles on child outcome and have important implications for clinical management of anxiety disorders.

Parenting styles and its relations with personal and social adjustment beyond adolescence *European Journal of Developmental Psychology* 19 (5), 749-769, 2022

This study examines the relationship between parenting styles (authoritarian, indulgent, authoritative, and neglectful) and its relations with personal and social adjustment beyond adolescence. Participants were 2131 Spanish children, divided into adolescents ($n = 616$), young adults ($n = 606$), middle-aged adults ($n = 502$) and older adults ($n = 407$). A MANOVA ($4 \times 2 \times 4$) with parenting style, sex and age as independent variables was applied. Personal adjustment criteria were emotional and physical self-concept, and nervousness, while social adjustment criteria were internalization of social values and hostile sexism. The indulgent and authoritative parenting styles showed better socialization outcomes in all adjustment criteria across all children ages. However, children from indulgent families scored higher on emotional self-concept and lower on hostile sexism and nervousness than those from authoritative families. These findings seriously question whether strictness parenting dimension is necessary not only during the parental socialization (for adolescent children) but also beyond adolescence (for adult children), once parental socialization is over.

The effects of authoritative parenting style on young adult children's prosocial behaviour: the mediating role of emotion-regulation Juyoung Kang, HaoyiGuo *China Journal of Social Work* 15 (2), 162-177, 2022

This study aims to examine how the authoritative parenting style influences young adult children's prosocial behaviour through self-regulation (i.e. cognitive reappraisal and expressive suppression). Using survey data collected from Chinese young adults (N = 307), 19 to 25 years old, we conducted regression and bootstrap analyses. The results revealed that the authoritative parenting style was associated with cognitive reappraisal and prosocial behaviour but not expressive suppression. Also, cognitive reappraisal correlated with prosocial behaviour and had a partial mediation between authoritative parenting and prosocial behaviour. Implications for social work and social policies are also discussed

Procedure:

- This study was conducted from 3 districts that are Tripura, Erode and Coimbatore.
- First of all we gave the willingness form to other subjects of our study and we explained the details that their personal details will not be shared out.
- Then we explained about our study and questionnaire that we issued them.
- They use the questionnaire by filling their responses according to that.
- We used to collect the data from school both in private and government schools.
- After collecting the data, we started to score the data according to the manual of the questionnaire
- Finishing of the scoring, we started to enter the data and we analyse using psychological statistics. At last, we got the result of our study

RESEARCH METHODOLOGY

Aim

To find Parenting style and Resilience

METHODOLOGY OF THE STUDY

Objectives of the study:

- To find out demographic profile such as (age, gender, accommodation, parenting, birth order, family type) of the respondent.
- To access the best parenting style to prefer adults.
- To examine association between demographic profile and parenting style on adults of the respondent.
- To evaluate difference between demographic profile and parenting style on adults of the respondent.
- To provide valuable selection about parenting style and adults resilience among early adults and adolescence.

Research Design

The research design adopted by the researcher is descriptive in nature.

Universe of the study

The universe of the study is consist of private and government schools around 3 districts.

Sampling

The sampling technique used in the present investigation is random purposive and snow ball sampling. The size of the sample was collected on 250 early adults and adolescents.

Tools of data collection:

- RISC (Robinson's Parenting Style)
- NMRQ (Nicholson McBride Resilience Questionnaire)

Tools Description:

RISC (Robinson's Parenting Style)

- It was given by an author, Robinson.,C
- It was published in the year 01/2021.
- This Questionnaire consist of 30 questions, in the format of 1(never) to 6(always)

NMRQ (Nicholson McBride Resilience Questionnaire)

- It was given by an author Nicholson.
- He framed this questionnaire for adults resilience
- It was published in the year 2020
- This Questionnaire consist of 12 questions, it is based in the format of scoring points between 1 to 5 (5=Strongly agree to 1=strongly disagree)

SCORING AND INTERPRETATION

Robinson's Parenting style (RISC)

- 1(Never) to 6 (Always)

- For Authoritative Parenting Style (total points divided by 13)
- For Authoritarian Parenting Style (total points divided by 13)
- For Permissive Parenting Style (total points divided by 4)

Nicholson McBride Questionnaire (NMRQ)

- 1 =strongly disagree
- 5 =strongly agree

Scoring	Interpretation
0-37	Developing level
38-43	Established level
44-48	Strong level
49-60	Exceptional level

DATA ANALYSIS AND INTERPRETATION

Parenting style	Correlational analysis	Result
Authoritative	0.162727	positively correlated
Authoritarian	0.094034	no relation found
Permissive	0.153126	positively correlated

INTERPRETATION:

- Authoritative parenting and resilience are positively correlated.
- Authoritarian parenting and resilience are negatively correlated.
- Permissive parenting and resilience are positively correlated.

CONCLUSION

This study focuses on how parenting style involves in adolescents. The study that examines subject, age, gender, accommodation and birth order of different individual details. We are prefer that authoritative parenting style may be it would help to change adult's resilience in society. Authoritative parents have high demandingness and also adults have high responsiveness. Authoritative parenting style have good self-esteem. In case, the adults haven't their proper parenting style in this period they will suffer a lot. So that the results found that authoritative parenting style is more suitable than other parenting styles.

LIMITATION

- This research is conducted only on three districts.
- This research is conducted among students within the age range of 14-18 years, and may not be applicable to other age groups.

SUGGESTION

- On this basis of this study the impact of parenting style on resilience among adolescent and early adults we recommend to promote parenting style in order to boost their children's self-esteem.
- By developing parenting style, they can know their children's own needs and limitation as a parent.
- Treat children with respect—don't embarrass them, especially in front of their peers. When you treat them with respect, they will be more likely to treat you with respect. You must model the behaviour you want them to display.
- Mom and Dad must agree on discipline- they should support each other in discipline decisions. If they do not, discuss your differences behind closed doors, never in front of your child.
- Consequences for negative behaviour should be preceded and followed by expressions of love and support. Do not ignore or give the silent treatment.
- If you tell your child that you are going to give a certain consequence for negative behaviours, always follow through. This shows them that you mean what you say and can be trusted.
- Let them clearly know in advance, if possible, the consequences for their improper behaviours.
- Don't slap or hit your teen with hard or hurtful objects.
- Talk to your children often. Read articles on the internet with them, books and magazines.
- Sit on the side of their bed at night.
- Listen to them with full eye contact. Spend quality time at this. Stop what you are doing and adjust listen. This communicates that they have something important to say, and builds their self-esteem
- Last, but not least, enjoy them! Love them unconditionally especially when they don't deserve it. They will be gone before you know it, treasure the time you have.

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QUESTIONNAIRE

PARENTING

Authoritative Parenting Style:

1. I am responsive to my child's feelings and needs.
Rate your response. Choose from 1(never)to 6(always):
2. I take my child's wishes into consideration before I ask him/her to do something.
Rate your response. Choose from 1(never)to 6(always):
3. I explain to my child how I feel about his/her good/bad behaviour.
Rate your response. Choose from 1(never)to 6(always):
4. I encourage my child to talk about his/her feelings and problems.
Rate your response. Choose from 1(never)to 6(always):
5. I encourage my child to freely "speak his/her mind," even if he/she disagrees with me.
Rate your response. Choose from 1(never)to 6(always):
6. I explain the reasons behind my expectations.
Rate your response. Choose from 1(never)to 6(always):
7. I provide comfort and understanding when my child is upset.
Rate your response. Choose from 1(never)to 6(always):
8. I compliment my child.
Rate your response. Choose from 1(never)to 6(always):
9. I consider my child's preferences when I make plans for the family(e.g., weekends Away and Holidays).
Rate your response. Choose from 1(never)to 6(always):
10. I respect my child's opinion and encourage him/her to express them.
Rate your response. Choose from 1(never)to 6(always):
11. I treat my child as an equal member of the family.

Rate your response. Choose from 1(never)to 6(always):

12. I provide my child reasons for the expectations I have for him/her.

Rate your response. Choose from 1(never)to 6(always):

13. I have warm and intimate times together with my child.

Rate your response. Choose from 1(never)to 6(always):

Authoritarian Parenting Style

1. When my child asks me why he/she has to do something, I tell him/her it is because I Said so, I am your parent, or because that is what I want.

Rate your response. Choose from 1(never)to 6(always):

2. I punish my child by taking privileges away from him/her(e.g., TV, games, visiting Friends).

Rate your response. Choose from 1(never)to 6(always):

3. I yell when I disapprove of my child's behaviour.

Rate your response. Choose from 1(never)to 6(always):

4. I explore in anger towards my child.

Rate your response. Choose from 1(never)to 6(always):

5. I spank my child when I don't like what he/she does or says.

Rate your response. Choose from 1(never)to 6(always):

6. I use criticism to make my child improve his/her behaviour.

Rate your response. Choose from 1(never)to 6(always):

7. I use threats as a form of punishment with little or no justification.

Rate your response. Choose from 1(never)to 6(always):

8. I punish my child by withholding emotional expressions(e.g., kisses and cuddles).

Rate your response. Choose from 1(never)to 6(always):

9. I openly criticize my child when his/her behaviour does not meet my expectations.

Rate your response. Choose from 1(never)to 6(always):

10. I find myself struggling to try to change how my child thinks or feels about things.

Rate your response. Choose from 1(never)to 6(always):

11. I feel the need to point out my child's past behavioural problems to make sure him/her Will not do them again.

Rate your response. Choose from 1(never)to 6(always):

12. I remind my child that I am his/her parent.

Rate your response. Choose from 1(never)to 6(always):

13. I remind my child of all the things I am doing, and I have done for him/her.

Rate your response. Choose from 1(never)to 6(always)

Permissive Parenting Style

1. I find it difficult to discipline my child.

Rate your response. Choose from 1(never)to 6(always):

2. I give into my child when he/she causes a commotion about something.

Rate your response. Choose from 1(never)to 6(always):

3. I spoil my child.

Rate your response. Choose from 1(never)to 6(always):

4. I ignore my child's bad behaviour.

Rate your response. Choose from 1(never)to 6(always)

RESILIENCE

1. In a difficult spot, I turn at once to what can be done to put things right.

Rate your response. Choose from 1(never)to 5(always)

2. I influence where I can, rather than worrying about what I can't influence.

Rate your response. Choose from 1(never)to 5(always)

3. I don't take criticism personally.

Rate your response. Choose from 1(never)to 5(always)

4. I generally manage to keep things in perspective.

Rate your response. Choose from 1(never)to 5(always)

5. I am calm in a crisis.

Rate your response. Choose from 1(never)to 5(always)

6. I'm good at finding solutions to problems.

Rate your response. Choose from 1(never)to 5(always)

7. I wouldn't describe myself as an anxious person.

Rate your response. Choose from 1(never)to 5(always)

8. I don't tend to avoid conflict.

Rate your response. Choose from 1(never)to 5(always)

9. I try to control events rather than being a victim of circumstances.

Rate your response. Choose from 1 (never) to 5 (always)

10. I trust my intuition.

Rate your response. Choose from 1 (never) to 5 (always)

11. I manage my stress levels well.

Rate your response. Choose from 1 (never) to 5 (always)

12. I feel confident and secure in my position.

Rate your response. Choose from 1 (never) to 5 (always)