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A COMPARATIVE STUDY ON THE IMPACT OF PARENTING STYLES ON CHILDREN'S MENTAL HEALTH

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CHAPTER 1

The sign of great parenting is not the child's behavior, the sign of truly great parenting is the parent's behavior."- Andy Smithson. In the intricate landscape of human development, the role of parenting stands as a pivotal determinant of children's mental health. Parenting styles, characterized by a blend of attitudes, behaviors, and emotional atmospheres, wield a profound influence on the psychological well-being of adolescents. The dynamic interplay between parents and children, the establishment of boundaries, and the expression of warmth and support constitute the core elements within this intricate framework. Extensive research spanning decades has meticulously explored the intricate relationship between parenting styles and children's mental health outcomes.

This dissertation embarks on a comprehensive exploration of this relationship, aiming to shed light on the mechanisms through which diverse parenting approaches impact psychological wellbeing. By unraveling these complexities, we endeavor to glean insights crucial for fostering healthy parent-adolescent relationships and crafting interventions that optimize children's mental health. With a steadfast commitment to understanding the profound impact of parenting on children's mental health, this research seeks to pave the way for a future where every child thrives within the nurturing embrace of supportive parenting practices.

By delving into the theoretical underpinnings and empirical evidence, this dissertation endeavors to provide valuable insights into the complexities of parenting dynamics and their implications for child's mental health. Through an exploration of diverse supporting strategies, this study aims to shed light on how these approaches shape the psychological resilience and overall well-being of children. Ultimately, this research aims to inform interventions aimed at fostering healthy parent-child relationships and promoting positive mental health outcomes among children.

History of Parenting Styles

The progression of parenting styles from the 1930s to the 1960s reflects a rich exploration by researchers employing diverse theoretical frameworks and methodological tools to discern the fundamental dimensions underlying observer evaluations of parental behavior. Key studies from this era involved skilled assessors utilizing Likert scales to gauge parental characteristics, employing descriptors like strictness, acceptance, or harshness to delineate general parental traits.

These assessments often entailed meticulous examination of records, interviews, or direct observations of parental interactions. Across numerous investigations, predominantly within middle-class European-American contexts, two primary dimensions of parental conduct consistently emerged: warmth and control. Terminologies such as warmth versus aggression, acknowledgment versus dismissal, and warmth versus antagonism were crafted to encapsulate these dimensions.

In the mid-1960s, Diana Baumrind's seminal work distinguished three prevalent parenting styles, a notable departure from the prevailing focus on categorizing universal child-rearing dimensions and their interrelations. Baumrind's approach departed from singularly analyzing each dimension by concurrently assessing multiple facets of parenting. Her contributions have since assumed significant importance in the realm of family socialization studies, although some researchers may encounter her work primarily through secondary sources.

Types of Parenting Styles

Parenting styles encompass a variety of approaches, attitudes, and methodologies utilized by caregivers in nurturing their children. Initially introduced by psychologist Diana Baumrind, the fundamental research on parenting styles delineated three principal typologies: authoritative, authoritarian, and permissive, with the neglectful or uninvolved style later included by Maccoby and Martin.

1. Authoritative Parenting:

This style is characterized by a high degree of warmth, responsiveness, and support coupled with clearly defined and consistent boundaries. Authoritative parents create an atmosphere of mutual respect and independence, offering guidance while encouraging autonomy. Positive mental health outcomes, including enhanced self-esteem, improved emotional regulation, and reduced stress and depression levels, are associated with this approach.

2. Authoritarian Parenting:

In contrast, authoritarian parents prioritize obedience and discipline over warmth and responsiveness. They enforce strict rules and expect unwavering compliance from their children. This style often leads to negative psychological consequences, such as diminished self-esteem, increased aggression, and heightened levels of anxiety and depression.

3. Permissive parenting:

Permissive parents exhibit warmth and responsiveness but are lenient in setting boundaries and enforcing rules. They tend to be more indulgent and less inclined to exert control over their children's behavior. While permissive parenting may foster a sense of freedom and creativity, it can also result in challenges like impulsivity, inadequate self-discipline, and difficulties coping with stress.

4. Uninvolved parenting:

This style is characterized by a lack of warmth, support, and involvement in the child's life. Uninvolved parents may be emotionally distant or physically absent, failing to fulfill their children's basic needs for care and guidance. Consequently, this approach is linked to various adverse mental health outcomes, including low self-esteem, emotional insecurity, and an elevated risk of social problems and substance abuse. Baumrind's initial classification included eight distinct parenting types, such as rejecting, neglecting, nonconforming, authoritative, and authoritarian. However, these styles can be categorized into four primary types based on their levels of responsiveness and demandingness. Each style presents unique characteristics and implications for children's development and well-being.

The Effect Of Parenting Styles On Children's Mental Health

The influence of parental approaches on adolescents' mental well-being holds significant sway, intricately guiding their cognitive, emotional, and social maturation from early childhood through adolescence and into adulthood. This intricate interplay is grounded in various psychological frameworks, encompassing the dynamics of parent-child attachment, the cultivation of adaptive coping mechanisms, and the transmission of parental values and expectations.

Attachment theory, which posits that the quality of the parent-child bond serves as a foundational pillar for emotional stability and psychological flourishing. A secure attachment, characterized by feelings of trust, intimacy, and open communication, is nurtured through authoritative caregiving practices that prioritize sensitivity and responsiveness to the child's emotional needs.

Parenting characterized by authoritarianism or neglect may impede the formation of a secure attachment, fostering feelings of insecurity, mistrust, and emotional dysregulation in adolescents. Moreover, parenting styles significantly shape adolescents' resilience and coping strategies, crucial for navigating life's adversities and stressors. Authoritative parenting facilitates the development of critical thinking skills, adaptive coping mechanisms, and emotional expression, empowering adolescents to effectively manage challenges.

Conversely, authoritarian or permissive parenting may hinder the acquisition of coping skills, leaving adolescents ill-prepared to confront life's demands and increasing their vulnerability to mental health issues. Additionally, parenting styles influence the internalization of parental values, beliefs, and cultural norms, profoundly impacting adolescents' sense of identity and selfconcept. Authoritative parents promote independence and autonomy while instilling virtues such as empathy, accountability, and self-discipline. In contrast, authoritarian or permissive parenting may engender dependency or defiance, triggering internal conflicts and identity crises, often leading to mental health challenges such as anxiety, depression, or behavioral disorders.

Aversion Strategies to Reduce Detrimental Parenting Behaviors and Promote Child Mental Wellbeing

Aversion strategies are indispensable tools for curbing detrimental parenting behaviors and nurturing child mental wellbeing, crucial for fostering favorable developmental outcomes. These strategies encompass a spectrum of interventions tailored to steer negative interactions towards more constructive avenues. Central to their effectiveness is the identification and mitigation of parenting practices that erode children's psychological health, such as inconsistent discipline, harsh criticism, or emotional neglect.

Implementing aversion strategies involves equipping parents with the knowledge, guidance, and support necessary to recognize and rectify maladaptive behaviors. This often entails offering psychoeducation on child development, stress management techniques, and training in effective communication skills. By enhancing parents' understanding of how their actions impact their children's mental health, aversion strategies empower them to embrace positive changes in their parenting style

Furthermore, aversion strategies frequently incorporate interventions focused on disrupting the cycle of harmful behaviors through cognitive restructuring and behavior modification methods. For example, cognitive-behavioral interventions enable parents to challenge negative thought patterns and adopt more adaptive parenting beliefs and practices. Similarly, behaviorally-based approaches utilize reinforcement and punishment mechanisms to reinforce desired parenting behaviors while discouraging detrimental ones. Beyond individual-focused approaches, aversion strategies can extend to systemic approaches that address broader societal and environmental factors impacting parenting behaviors. This may entail advocating for policy reforms supporting parental leave and affordable childcare, along with implementing community-based programs offering resources and aid to families in challenging circumstances. Ultimately, aversion strategies are pivotal in promoting constructive parenting practices and ensuring the mental wellbeing of children by effectively tackling harmful behaviors and fostering stronger parentchild relationships.

Theories Of Parenting

1. Baumrind's Parenting Styles:

Baumrind's seminal work in parenting styles delineates four distinct approaches: authoritative, authoritarian, permissive, and neglectful. Authoritative parenting, epitomizing high levels of both responsiveness and demandingness, correlates positively with children's mental well-being, nurturing warmth, support, and effective communication alongside reasonable boundaries. In contrast, authoritarian parenting, typified by high demandingness but low responsiveness, often yields negative outcomes such as anxiety and low self-esteem due to its controlling and punitive nature. Permissive parenting, marked by high responsiveness yet low demandingness, tends to result in children lacking in self-discipline and struggling with autonomy. Neglectful parenting, characterized by low levels of both responsiveness and demandingness, can lead to significant emotional and behavioral challenges in children, stemming from the absence of parental involvement and support.

Maccoby and Martin expanded on Baumrind's framework, introducing parental control and warmth as additional dimensions. They categorized parenting styles into authoritative, authoritarian, permissive, and neglectful, further delineating the impact of warmth and control on child development. Indulgent parenting mirrors Baumrind's permissive style, while neglectful parenting, characterized by low warmth and control, can have detrimental effects on children's well-being and overall development. Understanding one's parenting approach through the lens of Baumrind's styles offers valuable insight for self-reflection and conscious decision-making. While striving for an authoritative style, which balances structure and warmth, it's crucial to recognize the influence of cultural contexts and individual variations in parenting practices. Ultimately, nurturing a supportive environment that fosters both independence and emotional connection is paramount for promoting healthy child development.

Criticism of Baumrind

While Baumrind's classifications have significantly influenced parenting research, there are notable oversights that warrant scrutiny. Two primary issues stand out initially, with a later exploration of cultural influences. The first issue concerns Baumrind's initial neglect of the psychological control dimension, which is now recognized as the third parenting dimension. Originally, Baumrind gave little consideration to psychological control, as her control dimension primarily focused on parental socializing practices aimed at integrating the child into family and society (Darling and Steinberg, 1993). However, in her subsequent work (1971, 1989, 1991), Baumrind began to incorporate aspects of psychological control. While limited research has identified four parenting styles that align with theoretically distinct styles, psychological control tended to coincide with levels of behavioral control within the authoritarian parenting style.

2. Social Learning Speculation and Association Theory:

Social Learning Theory, originating from Bandura's framework, asserts that parenting behaviors are primarily acquired through observation, imitation, and reinforcement. Children absorb parental actions by observing caregiver interactions, thereby shaping their own parenting styles. Association Theory, rooted in environmental influences, suggests that children establish connections between parenting behaviors and outcomes, guiding their future practices. Interventions designed to improve parenting often amalgamate elements of these theories to facilitate positive change. It underscores the significance of observation, imitation, and social reinforcement in behavior formation. Children selectively attend to behaviors based on their novelty and relevance, encoding them for later replication. The motivation to imitate arises from perceived rewards or social status linked to the model's behavior, with cognitive processes mediating decision-making.

Association Theory, influenced by Pavlov and Skinner, emphasizes conditioning through stimulus-response associations. Modeled behaviors observed by children can serve as stimuli, with subsequent positive or negative consequences reinforcing or deterring their recurrence. These theories complement each other, providing insights into the multifaceted nature of human learning.

Social Learning Theory accentuates the pivotal role of parents as models in children's development. Attachment Theory underscores the importance of secure attachment relationships, nurtured through sensitive and responsive caregiving, in fostering children's socioemotional wellbeing. Secure attachment lays the groundwork for exploration and resilience in the face of stressors, essential for healthy development. Together, these theories emphasize the critical influence of parental behavior and relationships on shaping children's attitudes, beliefs, and adaptive skills. Critics argue that Social Learning Theory oversimplifies the complexity of parenting influences on children's mental health. It neglects individual differences in children's perceptions and interpretations of modeled behaviors, overlooking the role of temperament and genetic factors. Additionally, the theory may underestimate the influence of other contextual factors, such as peer interactions and societal norms, on children's development. Thus, while Social Learning Theory provides valuable insights into the role of observation and imitation in behavior acquisition, it may not fully capture the intricate dynamics involved in the impact of parenting styles on children's mental health.

Emerging Patterns in the Present Moment

The primary aim of exploring the impact of nurturing approaches on the well-being of young individuals is a multifaceted endeavor. At its core, it seeks to unravel the intricate mechanisms through which parent-child dynamics contribute to the mental flourishing of youth. By delving into the diverse effects of various nurturing styles on the mental health outcomes of adolescents, scholars, practitioners, and policymakers can develop targeted interventions and emotionally supportive environments to foster optimal growth and resilience in children.

The underlying rationale driving this inquiry is rooted in recognizing the significant influence that early familial experiences wield in shaping individuals' long-term psychological functioning and overall life satisfaction. Through a psychological lens, the investigation aims to unearth valuable insights that can inform evidence-based nurturing interventions, family therapy approaches, and public health initiatives aimed at nurturing positive parent-child relationships and fostering environments conducive to the mental well-being of young people.

Moreover, this study underscores a commitment to the well-being of future generations by investing in the foundational relationships that lay the groundwork for young individuals' autonomy, social adeptness, and adaptive coping strategies. By addressing the nuanced complexities of nurturing styles and their implications for the personal well-being of youth, the endeavor seeks to contribute to the cultivation of nurturing, resilient, and emotionally balanced caregiving practices that enhance children's flourishing and adaptability across diverse social and economic contexts.

<u>Insights from Wisdom Traditions and Approaches to Individual Growth:</u>

Beyond psychological theories and empirical research, insights from wisdom traditions offer valuable perspectives on nurturing and personal development. Wisdom traditions encompass various philosophical and spiritual frameworks that emphasize mindfulness, compassion, and interconnectedness, providing timeless wisdom and practical methods for cultivating inner harmony, personal resilience, and fulfilling relationships, including parent-child dynamics.

For instance, mindfulness practices derived from Buddhist traditions offer strategies for cultivating present-moment awareness, non-judgmental acceptance, and compassionate gratitude. Mindful nurturing encourages parents to approach their interactions with children with heightened presence, attunement, and emotional guidance, fostering deeper connections and mutual understanding.

Similarly, teachings from contemplative traditions such as yoga, Taoism, and Stoicism offer principles and practices for cultivating tranquility, adaptability, and ethical conduct in nurturing. These practices underscore the importance of cultivating virtues like patience, kindness, and humility in fostering healthy parent-child relationships and facilitating the holistic development of children.

By integrating insights from wisdom traditions with psychological research on nurturing styles and the personal well-being of young individuals, there is potential to enhance our understanding of effective nurturing practices and holistic approaches to individual growth. Ultimately, the aim is to harness the collective wisdom of diverse traditions to create nurturing environments and supportive contexts that promote the health and flourishing of youth and families.

CHAPTER 2

Review Of Literature

1. **Kokkinos, Panayiotou, and Davazoglou (2022)** explored correlates of bullying and victimization among intermediate students in Cyprus, highlighting the role of parenting styles in influencing children's involvement in aggressive behaviors and their mental health consequences.

2. **Gershoff and Aber (2022)** conducted a cross-sectional analysis examining the association between African American mothers' use of corporal punishment and children's cognitive development. Their findings underscored the detrimental effects of authoritarian parenting practices on children's mental health and cognitive outcomes.

3. **Singh, Gera, and Behmani (2021)** investigated the influence of paternal parenting styles on adolescent mental health. Their study, conducted in Haryana, India, involved 150 adolescents aged 14-17 from local schools. Utilizing the Parenting Authority Questionnaire and the General Health Questionnaire (GHQ-28), findings indicated that adolescents raised under permissive parenting exhibited inferior mental health compared to authoritative and authoritarian styles. These results emphasize the importance of promoting healthy parenting practices to alleviate adolescent mental health concerns.

4. **Pellerin (2021)** applied Baumrind's parenting typology to high school environments, proposing a middle-range theory of authoritative socialization. The study emphasized the importance of authoritative school climates in promoting positive mental health outcomes among adolescents.

5. **Lengua, Wolchik, Sandler, and West (2020)** investigated the combined and interactive effects of parenting styles and child temperament on adjustment problems among children of divorce. Their findings highlighted the buffering role of authoritative parenting in mitigating the adverse effects of divorce on children's mental health.

6. **Branje, Hale, Frijns, and Meeus (2020)** conducted a longitudinal study on the association between perceived parent-child relationship quality and depressive symptoms in adolescence. Their results indicated that authoritative parenting characterized by warmth and support correlated with lower levels of depressive symptoms among adolescents.

7. **Soenens, Vansteenkiste, and Sierens (2019)** employed a cluster-analytic approach to investigate the relationship between parental psychological control and autonomy support. Their findings underscored the harmful effects of psychological control and the advantages of autonomy support, affirming the significance of authoritative parenting for children's mental well-being.

8. **Garcia and Gracia (2019)** examined the applicability of Baumrind's parenting typology in Spanish families. Their research indicated that while authoritative parenting generally yields positive outcomes, cultural nuances may moderate its effectiveness, emphasizing the importance of cultural sensitivity in understanding parenting styles and mental health outcomes.

9. **Hosokawa and Katsura (2019)** explored parenting attitudes and styles within Japanese families and their impact on the child-parent relationship. Their study revealed that authoritative parenting fosters positive parent-child relationships and enhances children's mental well-being within the cultural context of Japan

10. **McKinney and Renk (2018)** investigated the variance in parenting practices between mothers and fathers, elucidating their repercussions on late adolescents' mental well-being. They emphasized the unique contributions of authoritative parenting from both parents in nurturing positive psychological adjustment in adolescents.

11. **Wang, Pomerantz, and Chen (2018)** conducted a longitudinal study in the United States and China to explore parental control's role in early adolescents' psychological functioning. Their research highlighted cultural discrepancies in the effects of authoritarian and authoritative parenting on adolescents' mental health, emphasizing the need for cultural sensitivity in parenting interventions.

12. **Oliva, Parra, and Arranz (2018)** investigated the association between parenting styles and children's personality dimensions. Their findings demonstrated that authoritative parenting correlated with desirable personality traits and improved mental health outcomes, underscoring the importance of nurturing environments in shaping children's development.

13. **Pinquart (2017)** conducted a meta-analysis investigating the relationship between parenting styles and academic achievement in children and adolescents. Although extending beyond the specified timeframe, the study synthesized research to provide insights into how parenting styles affect cognitive and socioemotional well-being, emphasizing their broader impact on development.

14. **McKee, Roland, Coffelt, Olson, Forehand, Massari, and Jones (2017)** explored the moderating role of positive parenting in the association between harsh discipline and child problem behaviors. They emphasized the protective effects of authoritative parenting on children's mental health, shedding light on the importance of nurturing parenting practices in mitigating behavioral issues.

15. **Shek (2017)** examined the associations between perceived parental control processes, parent-child relational qualities, and psychological well-being in Chinese adolescents, with or without economic disadvantage. The study revealed insights into cultural variations in nurturing practices and their implications for adolescents' mental well-being, contributing valuable knowledge to the field.

16. **McLeod, Wood, and Weisz (2017)** conducted a meta-analysis exploring the correlation between parenting styles and childhood anxiety. Their findings underscored an inverse relationship between authoritative parenting and childhood anxiety, underscoring the significance of parental warmth and support in alleviating anxiety symptoms.

17. **Chuang, Lamb, and Hwang (2016)** conducted a longitudinal study focusing on the impact of temperament and parenting style on personality development from childhood to adolescence. Their findings highlighted the positive influence of authoritative parenting on children's adaptive personality traits and mental health outcomes.

18. **Piko and Balázs (2015)** examined the impact of authoritative parenting on adolescent smoking and drinking behaviors. Their research highlighted the protective role of authoritative parenting in reducing the likelihood of substance use among teenagers, thereby promoting better mental health outcomes. It emphasized the importance of parenting style in mitigating risky behaviors in adolescents

19. **Yap and Jorm (2015)** conducted a systematic review and meta-analysis focusing on parental factors associated with childhood internalizing problems such as anxiety and depression. While not explicitly centered on parenting styles, their study provided insights into the broader influence of parental behaviors on children's mental health during the specified developmental periods. This underscores the multifaceted role parents play in shaping their children's psychological well-being.

20. **Wang and Kenny (2014)** investigated the relationship between parental autonomy support and psychological well-being among Tibetan and Han emerging adults. Their study revealed a serial multiple mediation model linking parental autonomy support to enhanced psychological well-being. This underscores the universal significance of authoritative parenting in fostering positive mental health outcomes across diverse cultural contexts.

21. **Gonzalez, Jones, and Parent (2014)** delved into coparenting experiences within African American families, particularly focusing on single mothers and their nonmarital coparents. Their research emphasized the importance of cooperative coparenting and authoritative parenting in nurturing positive mental health outcomes among children in nontraditional family structures. This underscores the value of supportive parenting dynamics in diverse family settings.

22. **Gadeyne, Ghesquière, and Onghena (2014)** conducted a longitudinal study exploring the bidirectional relationship between parenting styles and child adjustment in young children. Their findings underscore the significance of authoritative parenting in fostering positive mental health outcomes. They emphasized the pivotal role parents play in shaping their children's adjustment processes**.**

23. **Lam, McHale, and Crouter (2014)** investigated the developmental trajectory of peer interactions from middle childhood to late adolescence and its association with adjustment. Their study revealed that authoritative parenting is linked with favorable peer relationships and improved mental well-being among adolescents. This underscores the importance of parental influence on social development.

24. **Karavasilis, Doyle, and Markiewicz (2013)** conducted a longitudinal study exploring the correlation between parenting styles and attachment to mothers during middle childhood and adolescence. The research underscores the significance of secure attachment in fostering children's mental health and overall well-being throughout different developmental stages. Their findings emphasize the enduring impact of parenting approaches on the emotional bond between children and their mothers, highlighting the pivotal role of parental nurturing in shaping healthy attachment dynamics over time.

25. **McMahon, Grant, Compas, Thurm, and Ey (2013)** conducted a study exploring the relationship between stress and psychopathology in children and adolescents. Their findings suggest that authoritative parenting functions as a protective factor against the emergence of psychopathology amidst stress. This underscores the crucial role of authoritative parenting in safeguarding children's mental health.

26. **Barnett, Gustafsson, Deng, Mills-Koonce, and Cox** (2012) conducted a study delving into the bidirectional links among sensitive parenting, language development, and social competence during early childhood. Their research underscores the significance of authoritative parenting in fostering children's socioemotional growth and mental wellbeing. The findings highlight the intricate interplay between parental sensitivity, linguistic proficiency, and social adeptness, elucidating the pivotal role of nurturing caregiving in facilitating holistic child development.

27. **Piko and Balázs (2012)** explored the relationship between Authoritative parenting style and adolescent smoking and drinking. Addictive Behaviors - While fairly past the foreordained stretch of time, this study researches that authoritative parenting was negatively associated with adolescent smoking and drinking behaviors. This suggests a protective influence on mental health outcomes. These findings underscore the importance of parental influence in deterring substance use among adolescents.

28. **Reitman, Rhode, Hupp, and Altobello (2012)** developed and validated the Parental Authority Questionnaire–Revised (PAQ-R), aiming to assess parental authority dimensions. This tool facilitates further investigation into the correlation between specific parental authority aspects and children's mental health outcomes.

29. **Khaleque and Rohner (2012)** conducted a meta-analytic review spanning worldwide research to explore associations between perceived parental acceptance and psychological adjustment in both children and adults. Their findings underscore the universal significance of parental acceptance, a crucial element of authoritative parenting, in fostering positive psychological adjustment and mental well-being across diverse cultural contexts.

30. **Hosokawa and Katsura (2012)** examined the correlation between parenting approaches and internalizing/externalizing issues among Japanese teenagers. Their study emphasized the significance of authoritative parenting in mitigating the likelihood of internalizing and externalizing problems, thereby fostering improved mental well-being among adolescents within the cultural framework. These findings underscore the pivotal role of parenting practices in shaping adolescent mental health outcomes, particularly within the context of Japanese culture.

<div align="center">CHAPTER 3</div>

Methodology

− **Aim:**

A comparative study on The Impact of Parenting Styles on Children's Mental Health.

− **Objectives:**

− The objective of this comparative study is to investigate and analyze the impact of different parenting styles on children's mental health.

− **Hypothesis:**

1. There is a significant difference in the mental health outcomes of children raised by authoritative parents compared to those raised by authoritarian parents.

2. Children raised by permissive parents exhibit lower levels of mental health compared to those raised by authoritative parents.

3. The mental health of children raised by neglectful parents is significantly worse compared to those raised by authoritative parents.

4. The impact of parenting styles on children's mental health varies across different developmental stages, with authoritative parenting showing the most consistent positive effects across all ages.

− **Variables**

Independent Variable: Parenting Styles

Dependent Variable: Children's Mental Health

Sample

− In our study investigating the impact of parenting styles on children's mental health in the Delhi & NCR region, we have carefully selected a representative sample comprising 100 participants aged between 13 and 20 years According to inclusive data, 61 of the participants identified as female, while 45 identified as male.

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We ensured sample representativeness through meticulous application of diverse sampling methods, offering equitable opportunities for inclusion across the general populace. Demographic diversity was achieved by accounting for variables such as age, gender, ethnicity, socioeconomic status, and geographic location. Our study includes families exhibiting various parenting styles, encompassing authoritative, authoritarian, permissive, and neglectful approaches, facilitating a comprehensive examination of their impact on children's mental health outcomes. Additionally, we incorporated diverse family structures and secured informed consent from both parents/guardians and children, thereby upholding ethical standards and ensuring comprehension of the study's aims and procedures.

Research Design

- **Focus on Type:** Cross-sectional review.
- **Inspecting Technique:** Portrayed sporadic testing.

1. **Research Variables:**

Parenting Styles: This pertains to the methodologies and attitudes employed by parents in nurturing and disciplining their children, encompassing authoritarian, authoritative, permissive, and neglectful paradigms.

Children's Mental Health: This denotes the psychological welfare and emotional equilibrium of children, comprising aspects such as anxiety, depression, self-esteem, and resilience.

Inclusion Criteria:

1. Relevant Parenting Styles: Studies included in the comparative analysis must focus on traditional parenting styles such as authoritative, authoritarian, permissive, and neglectful. Additionally, studies examining variations or combinations of these styles are also eligible for inclusion.

2. Children's Mental Health Outcomes: Research must measure and report on various aspects of children's mental health, including but not limited to emotional well-being, self-esteem, anxiety, depression, behavioral problems, academic performance, and social functioning.

3. Gender Diversity: Both males and females were included to ensure gender inclusivity and to capture potential gender-specific differences in the impact of parenting styles on children's mental health.

4. Geographic Focus: The study involved individuals predominantly from the Delhi and NCR regions to provide insights into how parenting styles affect the mental health of children within this specific population.

5. Consent: Individuals ought to give informed consent to participate in the survey.

Exclusion Criteria:

1. Age Limit: Individuals below the age of 13 and above the age of 20 were excluded to maintain consistency within the chosen age range.

2. Severe Mental Illness: Participants with severe mental illnesses were excluded from the study to ensure that the effects of parenting styles on children's mental health outcomes were not confounded by pre-existing severe conditions.

3. Geographic Exclusion: Individuals from cities outside of Delhi and NCR were excluded to maintain the study's focus on the targeted population and to minimize potential variability introduced by different regional contexts.

4. Non-English Studies: Studies published in languages other than English will be excluded due to limitations in translation resources and the potential for misinterpretation.

5. Irrelevant Studies: Studies that do not directly investigate the impact of parenting styles on children's mental health outcomes will be excluded. This includes studies focusing solely on adult populations, animal studies, or those examining parenting interventions without assessing mental health outcomes in children.

Description Of Tool

Parental Authority Questionnaire (PAQ) by John Buri: The PAQ assesses parental authority styles based on John Buri's model, which categorizes parental behavior into permissive, authoritarian, and authoritative styles. It consists of 30 items that measure the intentionality estimations of parental commands over their children. Scores for both mothers and fathers are obtained, reflecting their respective parenting styles on a continuum from permissive to authoritative.

Reliability: The PAQ demonstrates good internal consistency, with Cronbach's alpha coefficients typically ranging from 0.70 to 0.90, indicating high reliability. Test-retest reliability has also been satisfactory, showing stability over time with correlations ranging between 0.70 and 0.80.

Validity: Content validity is supported by expert reviews ensuring that PAQ items adequately cover dimensions of parental authority. Construct validity is confirmed through factor analysis, with items loading onto authoritative, authoritarian, and permissive parenting styles as theoretically expected. Criterion validity is established by comparing PAQ scores with observations of parenting behaviors, showing significant correlations with established measures of parenting styles.

Mental Health Inventory 38 (MHI-38): The MHI-38 is a self-report instrument designed to assess various aspects of mental health in individuals. It consists of 38 items covering domains such as anxiety, depression, positive affect, emotional ties, and overall psychological well-being. Item response theory (IRT) has been utilized to investigate the psychometric properties of the MHI-38, revealing that the scale items are not equally discriminating and are distinctly linked to self-esteem. This understanding aids in validating and refining personality assessment instruments, considering the functioning patterns of the scale items.

Reliability: The MHI-38 demonstrates good internal consistency, with Cronbach's alpha coefficients typically ranging from 0.80 to 0.90, indicating high reliability. Test-retest reliability is also satisfactory, with correlations typically exceeding 0.70 over short-term intervals.

Validity: Content validity is ensured through expert review, confirming that MHI-38 items adequately cover various domains of mental health. Construct validity is supported by factor analysis, indicating that items load onto meaningful factors related to mental health. Criterion validity is established by comparing

MHI-38 scores with diagnoses made by mental health professionals or with other validated measures of mental health, showing significant associations

APPENDIX

Parental Authority Questionnaire

Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your parents.

Try to read and think about each statement as it applies to you and your parents during your years of growing up at home. There are no right or wrong answer. Be sure not to omit any items.

If your parents were separated or divorced before you reached age 12, think about the parent with whom you spent the most time when you answer the questions.

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly agree

1. While I was growing up my parents felt that in a well-run home the children *
should have their way in the family as often as the parents do.

○ 1 Strongly disagree

○ 2 Disagree

○ 3Neutral

○ 4 Agree

○ 5 Strongly agree

2. Even if their children didn't agree with them, my parents felt that it was for our *
own good if we were forced to conform to what they thought was right.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

3.Whenever my parents told me to do something as I was growing up, they *
expected me to do it immediately without asking any questions.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

4. As I was growing up, once family policy had been established, my parents *
discussed the reasoning behind the policy with the children in the family.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

5. My parents have always encouraged verbal give-and-take whenever I have felt *
that family rules and restrictions were unreasonable.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

6. My parents has always felt that what children need is to be free to make up *
their own minds and to do what they want to do, even if this does not agree with
what their parents might want.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

7. As I was growing up my parents did not allow me to question any decision they *
had made.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

8. As I was growing up my parents directed the activities and decisions of the *
children in the family through reasoning and discipline.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

9. My parents have always felt that more force should be used by parents in order *
to get their children to behave the way they are supposed to.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

10. As I was growing up my parents did not feel that I needed to obey rules and   *
regulations of behavior simply because someone in authority had established
them.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

11. As I was growing up I knew what my parents expected of me in my family, but   *
I also felt free to discuss those expectations with my parents when I felt that they
were unreasonable.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

12. My parents felt that wise parents should teach their children early just who is   *
boss in the family.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

13. As I was growing up, my parents seldom gave me expectations and guidelines *
for my behavior.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

14. Most of the time as I was growing up my parents did what the children in the *
family wanted when making family decisions.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

15. As the children in my family were growing up, my parents consistently gave us *
direction and guidance in rational and objective ways.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

16. As I was growing up my parents would get very upset if I tried to disagree with *
them.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

17. My parents feel that most problems in society would be solved if parents *
would not restrict their children's activities, decisions, and desires as they are
growing up.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

18. As I was growing up my parents let me know what behavior they expected of *
me, and if I didn't meet those expectations, they punished me.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

19. As I was growing up my parents allowed me to decide most things for myself *
without a lot of direction from them.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly Agree

20. As I was growing up my parents took the children's opinions into consideration
when making family decisions but they would not decide something simply because
the children wanted it.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

21. My parents did not view themselves as responsible for directing and guiding *
my behavior as I was growing up.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

22. My parents had clear standards of behavior for the children in our home as I *
was growing up, but they were willing to adjust those standards to the needs of
each of the individual children in the family.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

23. My parents gave me direction for my behavior and activities as I was growing *
up and she expected me to follow their direction, but they were always willing to
listen to my concerns and to discuss that direction with me

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

24. As I was growing up my parents allowed me to form my own point of view on *
family matters and they generally allowed me to decide for myself what I was
going to do.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

25. My parents have always felt that most problems in society would be solved if ✳ we could get parents to strictly and forcibly deal with their children when they don't do what they are supposed to as they are growing up.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

26. As I was growing up my parents often told me exactly what they wanted me to ✳ do and how they expected me to do it.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

27. As I was growing up my parents gave me clear direction for my behaviors and ✳ activities, but they were also understanding when I disagreed with them.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

28. As I was growing up my parents did not direct the behaviors, activities, and *
desires of the children in the family.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

29. As I was growing up I knew what my parents expected of me in the family and *
they insisted that I conform to those expectations simply out of respect for their
authority.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

30. As I was growing up, if my parents made a decision in the family that hurt me, *
they were willing to discuss that decision with me and to admit it if they had made
a mistake.

○ Strongly disagree

○ Disagree

○ Neutral

○ Agree

○ Strongly agree

The Mental Health Inventory (MHI-38)

INSTRUCTIONS: Please read each question and tick the box by the ONE statement that best describes how things have been FOR YOU during the past month. There are no right or wrong answers.

1. How happy, satisfied, or pleased have you been with your personal life during the past month? *(Tick one)*
   - 1☐ Extremely happy, could not have been more satisfied or pleased
   - 2☐ Very happy most of the time
   - 3☐ Generally, satisfied, pleased
   - 4☐ Sometimes fairly satisfied, sometimes fairly unhappy
   - 5☐ Generally dissatisfied, unhappy
   - 6☐ Very dissatisfied, unhappy most of the time

2. How much of the time have you felt lonely during the past month? *(Tick one)*
   - 1☐ All of the time
   - 2☐ Most of the time
   - 3☐ A good bit of the time
   - 4☐ Some of the time
   - 5☐ A little of the time
   - 6☐ None of the time

3. How often did you become nervous or jumpy when faced with excitement or unexpected situations during the past month? *(Tick one)*
   - 1☐ Always
   - 2☐ Very often
   - 3☐ Fairly often
   - 4☐ Sometimes
   - 5☐ Almost never
   - 6☐ Never

4. During the past month, how much of the time have you felt that the future looks hopeful and promising? *(Tick one)*
   - 1☐ All of the time
   - 2☐ Most of the time
   - 3☐ A good bit of the time
   - 4☐ Some of the time
   - 5☐ A little of the time
   - 6☐ None of the time

5. How much of the time, during the past month, has your daily life been full of things that were interesting to you? *(Tick one)*
   - 1☐ All of the time
   - 2☐ Most of the time
   - 3☐ A good bit of the time
   - 4☐ Some of the time
   - 5☐ A little of the time
   - 6☐ None of the time

6. How much of the time, during the past month, did you feel relaxed and free from tension? *(Tick one)*
   - 1☐ All of the time
   - 2☐ Most of the time
   - 3☐ A good bit of the time
   - 4☐ Some of the time
   - 5☐ A little of the time
   - 6☐ None of the time

7. During the past month, how much of the time have you generally enjoyed the things you do? *(Tick one)*

    1☐ All of the time   4☐ Some of the time
    2☐ Most of the time   5☐ A little of the time
    3☐ A good bit of the time   6☐ None of the time

8. During the past month, have you had any reason to wonder if you were losing your mind, or losing control over the way you act, talk, think, feel, or of your memory? *(Tick one)*

    1☐ No, not at all
    2☐ Maybe a little
    3☐ Yes, but not enough to be concerned or worried about
    4☐ Yes, and I have been a little concerned
    5☐ Yes, and I am quite concerned
    6☐ Yes, I am very much concerned about it

9. Did you feel depressed during the past month? *(Tick one)*

    1☐ Yes, to the point that I did not care about anything for days at a time
    2☐ Yes, very depressed almost every day
    3☐ Yes, quite depressed several times
    4☐ Yes, a little depressed now and then
    5☐ No, never felt depressed at all

10. During the past month, how much of the time have you felt loved and wanted? *(Tick one)*

    1☐ All of the time   4☐ Some of the time
    2☐ Most of the time   5☐ A little of the time
    3☐ A good bit of the time   6☐ None of the time

11. How much of the time, during the past month, have you been a very nervous person? *(Tick one)*

    1☐ All of the time   4☐ Some of the time
    2☐ Most of the time   5☐ A little of the time
    3☐ A good bit of the time   6☐ None of the time

12. When you have got up in the morning, this past month, about how often did you expect to have an interesting day? *(Tick one)*

    1☐ Always   4☐ Sometimes
    2☐ Very often   5☐ Almost never
    3☐ Fairly often   6☐ Never

13. During the past month, how much of the time have you felt tense or "high-strung"? *(Tick one)*

    1☐ All of the time   4☐ Some of the time
    2☐ Most of the time   5☐ A little of the time
    3☐ A good bit of the time   6☐ None of the time

14. During the past month, have you been in firm control of your behaviour, thoughts, emotions or feelings? *(Tick one)*

    1☐ Yes, very definitely   4☐ No, not too well
    2☐ Yes, for the most part   5☐ No, and I am somewhat disturbed
    3☐ Yes, I guess so   6☐ No, and I am very disturbed

15. During the past month, how often did your hands shake when you tried to do something? *(Tick one)*

1☐ Always 4☐ Sometimes
2☐ Very often 5☐ Almost never
3☐ Fairly often 6☐ Never

16. During the past month, how often did you feel that you had nothing to look forward to? *(Tick one)*

1☐ Always 4☐ Sometimes
2☐ Very often 5☐ Almost never
3☐ Fairly often 6☐ Never

17. How much of the time, during the past month, have you felt calm and peaceful? *(Tick one)*

1☐ All of the time 4☐ Some of the time
2☐ Most of the time 5☐ A little of the time
3☐ A good bit of the time 6☐ None of the time

18. How much of the time, during the past month, have you felt emotionally stable? *(Tick one)*

1☐ All of the time 4☐ Some of the time
2☐ Most of the time 5☐ A little of the time
3☐ A good bit of the time 6☐ None of the time

19. How much of the time, during the past month, have you felt downhearted and blue? *(Tick one)*

1☐ All of the time 4☐ Some of the time
2☐ Most of the time 5☐ A little of the time
3☐ A good bit of the time 6☐ None of the time

20. How often have you felt like crying, during the past month? *(Tick one)*

1☐ Always 4☐ Sometimes
2☐ Very often 5☐ Almost never
3☐ Fairly often 6☐ Never

21. During the past month, how often have you felt that others would be better off if you were dead? *(Tick one)*

1☐ Always 4☐ Sometimes
2☐ Very often 5☐ Almost never
3☐ Fairly often 6☐ Never

22. How much of the time, during the past month, were you able to relax without difficulty? *(Tick one)*

1☐ All of the time 4☐ Some of the time
2☐ Most of the time 5☐ A little of the time
3☐ A good bit of the time 6☐ None of the time

23. How much of the time, during the past month, did you feel that your love relationships, loving and being loved, were full and complete? *(Tick one)*

1☐ All of the time 4☐ Some of the time
2☐ Most of the time 5☐ A little of the time
3☐ A good bit of the time 6☐ None of the time

3

24. How often, during the past month, did you feel that nothing turned out for you the way you wanted it to? *(Tick one)*

1☐	Always	4☐	Sometimes
2☐	Very often	5☐	Almost never
3☐	Fairly often	6☐	Never

25. How much have you been bothered by nervousness, or your "nerves", during the past month? *(Tick one)*

1☐	Extremely so, to the point where I could not take care of things	4☐	Bothered some, enough to notice
2☐	Very much bothered	5☐	Bothered just a little by nerves
3☐	Bothered quite a bit by nerves	6☐	Not bothered at all by this

26. During the past month, how much of the time has living been a wonderful adventure for you? *(Tick one)*

1☐	All of the time	4☐	Some of the time
2☐	Most of the time	5☐	A little of the time
3☐	A good bit of the time	6☐	None of the time

27. How often, during the past month, have you felt so down in the dumps that nothing could cheer you up? *(Tick one)*

1☐	Always	4☐	Sometimes
2☐	Very often	5☐	Almost never
3☐	Fairly often	6☐	Never

28. During the past month, did you think about taking your own life? *(Tick one)*

1☐	Yes, very often
2☐	Yes, fairly often
3☐	Yes, a couple of times
4☐	Yes, at one time
5☐	No, never

29. During the past month, how much of the time have you felt restless, fidgety, or impatient? *(Tick one)*

1☐	All of the time	4☐	Some of the time
2☐	Most of the time	5☐	A little of the time
3☐	A good bit of the time	6☐	None of the time

30. During the past month, how much of the time have you been moody or brooded about things? *(Tick one)*

1☐	All of the time	4☐	Some of the time
2☐	Most of the time	5☐	A little of the time
3☐	A good bit of the time	6☐	None of the time

31. How much of the time, during the past month, have you felt cheerful, lighthearted? *(Tick one)*

1☐	All of the time	4☐	Some of the time
2☐	Most of the time	5☐	A little of the time
3☐	A good bit of the time	6☐	None of the time

32. During the past month, how often did you get rattled, upset or flustered? *(Tick one)*
   1☐ Always   4☐ Sometimes
   2☐ Very often   5☐ Almost never
   3☐ Fairly often   6☐ Never

33. During the past month, have you been anxious or worried? *(Tick one)*
   1☐ Yes, extremely to the point of being sick or almost sick
   2☐ Yes, very much so
   3☐ Yes, quite a bit
   4☐ Yes, some, enough to bother me
   5☐ Yes, a little bit
   6☐ No, not at all

34. During the past month, how much of the time were you a happy person? *(Tick one)*
   1☐ All of the time   4☐ Some of the time
   2☐ Most of the time   5☐ A little of the time
   3☐ A good bit of the time   6☐ None of the time

35. How often during the past month did you find yourself trying to calm down? *(Tick one)*
   1☐ Always   4☐ Sometimes
   2☐ Very often   5☐ Almost never
   3☐ Fairly often   6☐ Never

36. During the past month, how much of the time have you been in low or very low spirits? *(Tick one)*
   1☐ All of the time   4☐ Some of the time
   2☐ Most of the time   5☐ A little of the time
   3☐ A good bit of the time   6☐ None of the time

37. How often, during the past month, have you been waking up feeling fresh and rested? *(Tick one)*
   1☐ Always, every day   4☐ Some days, but usually not
   2☐ Almost every day   5☐ Hardly ever
   3☐ Most days   6☐ Never wake up feeling rested

38. During the past month, have you been under or felt you were under any strain, stress or pressure? *(Tick one)*
   1☐ Yes, almost more than I could stand or bear
   2☐ Yes, quite a bit of pressure
   3☐ Yes, some more than usual
   4☐ Yes, some, but about normal
   5☐ Yes, a little bit
   6☐ No, not at all

A. Procedure:

First, the research topic was chosen: investigating the relationship between parental style and child mental health.
Then, the researchers selected instruments to measure each variable:

Parental Style: **Parental Authority Questionnaire (PAQ) By John Buri** Child Mental Health: **A Mental Health Inventory**

However, (it's important to note that the PAQ is designed for children to report on their parent's style, not for adults to report on their own upbringing). Next, a sample of 100 participants (male and female) aged 13-20 was recruited. After data collection, scoring of the questionnaires was conducted. Finally, statistical analysis was performed on the scored data to explore the relationship between parental style and child mental health.

B. Experimental design:
This is a correlational design with two variables – one independent variable and one dependent variables

C. Statistical Analyses:
The Statistical measures taken were
- Pearson's Correlation
- Linear Regression

CHAPTER 4

RESULT

Correlation analysis

Table 1 Pearson's correlation between mental health and parenting styles.

	Global mental health	Permissive	Authoritarian	Authoritative/flexible
Global mental health	-			
Permissive	-.04	-		
Authoritarian	.10	-.05	-	
Authoritative/flexible	-.08	.45**	-.38	-

Table one represents the coefficient of correlation between mental health and parenting styles.

The association between permissive style and global mental health of the study sample was negative and not significant.

The association between authoritarian style and global mental health of the study sample was positive and not significant.

The association between authoritative style and global mental health of the study sample was negative and not significant.

Linear Regression Analysis

Table 3 linear regression table with parenting styles as predictor of mental health

Predictor	Criterion: Global mental health								
	B	S. E.	B	t	R	R^2	Adj. R^2	α	F
Permissive	-.12	.55	-.02	.22	.11	.01	-.01	824.93	.48
Authoritarian	.34	.42	.08	.81					
Authoritative/flex	-.17	.51	-.04	.33					

**significant at 0.01 level (p<0.01) *significant at 0.05 level (p<0.05)

Table three represents the linear regression with parenting styles as predictor of mental health. Model did not present a significant fit and there was no variance explained by parenting styles on global mental health of the participants.

Correlation

Correlations

		Global mental health	Permissive	Authoritarian	Authoritative/flexible
Global mental health	Pearson Correlation	1	-.049	.106	-.087
	Sig. (2-tailed)		.620	.286	.380
	N	104	104	104	104
Permissive	Pearson Correlation	-.049	1	-.054	.457**
	Sig. (2-tailed)	.620		.587	.000
	N	104	104	104	104
Authoritarian	Pearson Correlation	.106	-.054	1	-.384**
	Sig. (2-tailed)	.286	.587		.000
	N	104	104	104	104
Authoritative/flexible	Pearson Correlation	-.087	.457**	-.384**	1
	Sig. (2-tailed)	.380	.000	.000	
	N	104	104	104	104

**. Correlation is significant at the 0.01 level (2-tailed).

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Authoritative/flexible, Authoritarian, Permissive[b]	.	Enter

a. Dependent Variable: Global mental health

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.119[a]	.014	-.015	23.94002	.014	.480	3	100	.697

a. Predictors: (Constant), Authoritative/flexible, Authoritarian, Permissive

ANOVA[a]

| Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	824.934	3	274.978	.480	.697[b]
	Residual	57312.441	100	573.124		
	Total	58137.375	103			

a. Dependent Variable: Global mental health

b. Predictors: (Constant), Authoritative/flexible, Authoritarian, Permissive

Gender

106 responses
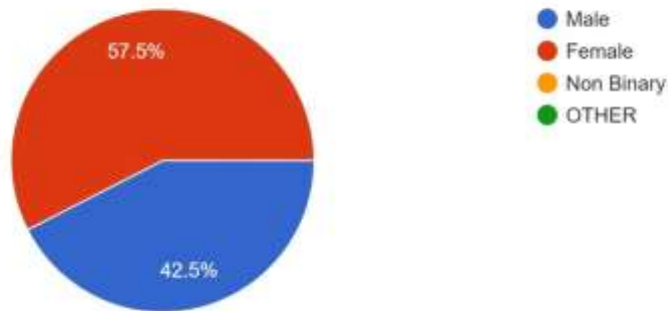
- Male
- Female
- Non Binary
- OTHER

57.5%
42.5%

25. My parents have always felt that most problems in society would be solved if we could get parents to strictly and forcibly deal with their chi...do what they are supposed to as they are growing up.

106 responses
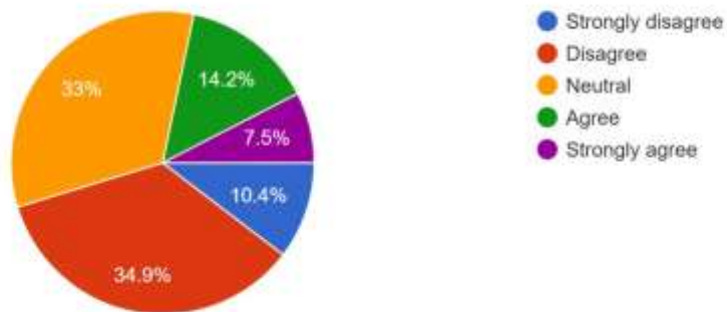
- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

33% 14.2%
7.5%
10.4%
34.9%

26. As I was growing up my parents often told me exactly what they wanted me to do and how they expected me to do it.

106 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

36.8%
9.4%
31.1% 19.8%
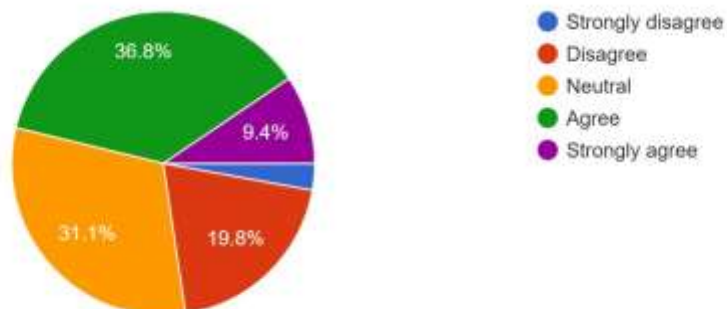
The Mental Health Inventory (MHI-38)

1.How happy, satisfied, or pleased have you been with your personal life during the past month? (Tick one)

106 responses
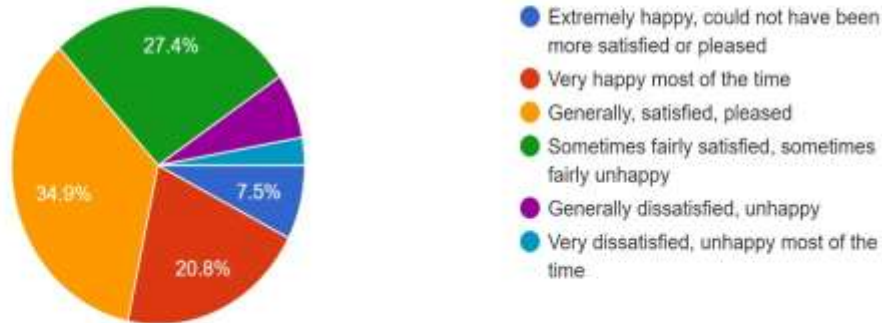
- Extremely happy, could not have been more satisfied or pleased
- Very happy most of the time
- Generally, satisfied, pleased
- Sometimes fairly satisfied, sometimes fairly unhappy
- Generally dissatisfied, unhappy
- Very dissatisfied, unhappy most of the time

6. How much of the time, during the past month, did you feel relaxed and free from tension? (Tick one)

106 responses
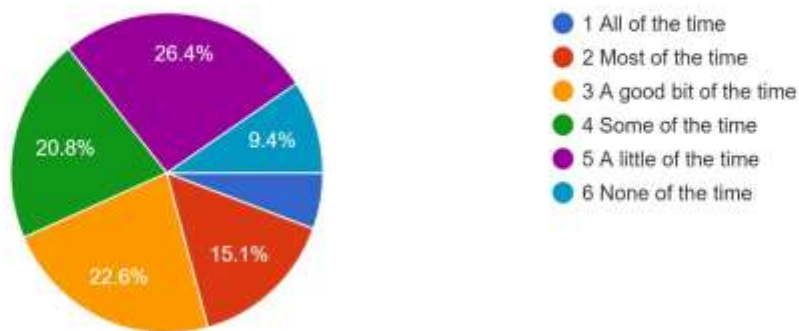
- 1 All of the time
- 2 Most of the time
- 3 A good bit of the time
- 4 Some of the time
- 5 A little of the time
- 6 None of the time

38.During the past month, have you been under or felt you were under any strain, stress or pressure ?(Tick one)

106 responses

- 1 Yes, almost more than I could stand or bear
- 2 Yes, quite a bit of pressure
- 3 Yes, some more than usual
- 4 Yes, some, but about normal
- 5 Yes, a little bit
- 6 No, not at al
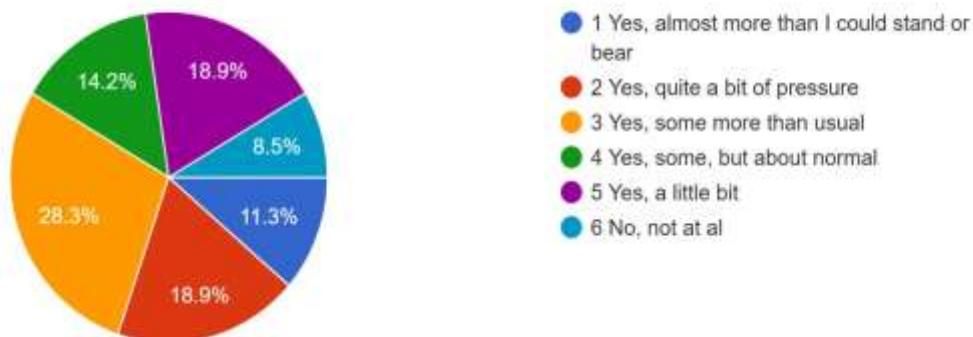
CHAPTER 5 DISCUSSION

In unraveling the intricate relationship between parenting styles and children's mental health, our study contributes to the evolving landscape of developmental psychology. By meticulously scrutinizing the impact of authoritative, authoritarian, permissive, and neglectful parenting paradigms on the global mental health of adolescents and young adults, we endeavor to shed light on the nuanced dynamics shaping psychological well-being in this demographic. Our findings, derived from robust statistical analyses, yield intriguing insights that challenge conventional assumptions regarding the direct influence of parenting styles on children's mental health. In contrast to prevalent beliefs, which posit authoritative parenting as a harbinger of positive psychological outcomes, our study reveals nonsignificant correlations between parenting styles and global mental health among participants. This deviation from expected outcomes underscores the complexity of factors influencing adolescent and young adult psychological well-being, transcending simplistic notions of parental determinism.

In contextualizing our findings within the broader literature, it becomes apparent that the relationship between parenting styles and children's mental health is multifaceted and nonlinear. While seminal works such as Baumrind's typology have delineated distinct parenting styles and their associated outcomes, subsequent research has highlighted the heterogeneity of effects across diverse cultural contexts and developmental stages. Our study aligns with emerging scholarship challenging the primacy of parenting styles in predicting children's mental health outcomes, emphasizing the need for a nuanced understanding of the myriad influences shaping psychological flourishing.

The implications of our findings extend beyond academic discourse, resonating deeply within familial and societal spheres. By dispelling the myth of parental determinism, we empower parents and caregivers to adopt a more holistic approach to fostering children's psychological well-being. Rather than fixating solely on parenting techniques, cultivating emotional resilience, nurturing supportive relationships, and fostering open communication emerge as imperative endeavors in promoting psychological flourishing among adolescents and young adults.

Moreover, our study underscores the importance of methodological rigor and ecologically valid research designs in elucidating the complex interplay between parenting dynamics and children's mental health outcomes. Longitudinal investigations spanning diverse demographic cohorts and incorporating objective measures offer a nuanced understanding of the enduring impact of parenting styles across developmental trajectories. By embracing complexity and transcending reductionist paradigms, researchers can illuminate the intricate web of factors shaping psychological well-being, thereby informing evidence-based interventions aimed at fostering optimal developmental outcomes.

In conclusion, while our study did not uncover significant associations between parenting styles and global mental health among adolescents and young adults, it serves as a catalyst for nuanced inquiry into the multifaceted determinants of psychological well-being. Through interdisciplinary collaboration and methodological rigor, we can pave the way for a more holistic understanding of the intricate interplay between parenting dynamics and children's mental health outcomes, ultimately fostering environments conducive to the thriving of the next generation.

CHAPTER 6

SUMMARY

Our study contributes significantly to the field of developmental psychology by examining the intricate the link between parental approaches and the psychological well-being of children. between parenting styles and children's mental health. Through meticulous analysis, we aim to shed light on how authoritative, authoritarian, permissive, and neglectful parenting paradigms affect the global mental health of adolescents and young adults. Contrary to prevailing beliefs, our findings reveal non-significant correlations between parenting styles and global mental health, highlighting the complexity of factors influencing psychological well-being in this demographic.

Contextualizing our findings within existing literature underscores the multifaceted and nonlinear nature of the relationship between parenting styles and children's mental health. While seminal works like Baumrind's typology have outlined distinct parenting styles and their outcomes, subsequent research emphasizes the diversity of effects across cultural contexts and developmental stages. Our study aligns with emerging scholarship challenging the sole reliance on parenting styles in predicting mental health outcomes, stressing the need for a nuanced understanding of the various influences at play.

Beyond academic discourse, our findings have profound implications for families and society at large. By dispelling the notion of parental determinism, we empower caregivers to adopt holistic approaches to fostering children's psychological well-being, emphasizing emotional resilience, supportive relationships, and open communication. Methodological rigor and ecologically valid research designs are crucial for understanding the complex interplay between parenting dynamics and mental health outcomes. Longitudinal investigations spanning diverse cohorts and utilizing objective measures provide insight into the enduring impact of parenting styles across developmental trajectories.

In conclusion, while our study did not find significant associations between parenting styles and global mental health among adolescents and young adults, it serves as a catalyst for nuanced inquiry into the determinants of psychological well-being. Through interdisciplinary collaboration and methodological rigor, we can deepen our understanding of the complex interplay between parenting dynamics and children's mental health outcomes, ultimately fostering environments conducive to the thriving of future generations.

CONCLUSION

The evaluation of The Influence of Parenting Approaches on the Mental Well-being of Children. underscores their profound significance in shaping psychological well-being, developmental trajectories, and adaptive capacities. It emphasizes the imperative for comprehensive research to fully comprehend the nuanced effects of various parenting approaches. Authoritative parenting emerges as pivotal, facilitating positive outcomes characterized by secure attachment and adaptive coping mechanisms. This nurturing style, characterized by warmth, responsiveness, and clearly defined boundaries, consistently correlates with favorable psychological outcomes. Recognizing the multifaceted interplay of individual, familial, and societal factors is paramount. Tailored interventions and policies are essential to nurture supportive parent-child relationships effectively. Integrating psychological theories, empirical research, and enduring wisdom traditions informs interventions, prioritizing holistic child development Ongoing exploration of parenting dynamics is vital for enhancing our comprehension of their effects on children's wellbeing.

The research, conducted as primary research which explored the influence of various parenting styles on the mental well-being of adolescents and young adults aged 13 to 20. Following the approval of the research proposal, participants were provided with informed consent forms, ensuring their voluntary participation and confidentiality

of their information. The independent variable in the study was "Parental Style," while the dependent variable was "Child's Mental Health." Utilizing the Parental Authority Questionnaire (PAQ) and the Mental Health Inventory, data were collected from a cohort of 100 individuals, consisting of 61 females and 45 males. Utilizing the Parental Authority Questionnaire (PAQ) and the Mental Health Inventory, data were collected from a cohort of 100 individuals, consisting of 61 females and 45 males. A debriefing session was conducted post-research to ensure participants understood the study's purpose and implications.

Pearson's correlation analysis revealed non-significant associations between parenting styles (permissive, authoritarian, and authoritative) and global mental health among the participants. Specifically, the correlation between permissive parenting style and mental health was negative but not significant.
Similarly, the correlation between authoritarian parenting style and mental health was positive but not significant, as was the correlation between authoritative parenting style and mental health. Further analysis through linear regression failed to demonstrate a significant relationship between parenting styles and global mental health, indicating that parenting styles did not significantly explain the variance in mental health among the participants. These findings underscore the complexity of factors influencing adolescent and young adult mental well-being, beyond the scope of parenting styles alone.

In future research endeavors, integrating longitudinal designs is imperative for comprehensively understanding the enduring influence of parenting styles on children's mental health trajectories. Moreover, employing diverse informants and objective measures is vital for enhancing the credibility of findings and facilitating a nuanced understanding of underlying mechanisms. While acknowledging limitations, particularly geographic constraints, is crucial to prevent potential generalizability issues, the cross-sectional design used limits exploration of longitudinal trends, necessitating larger and more diverse samples for broader conclusions. Additionally, the reliance on self-report measures may introduce biases, highlighting the necessity for incorporating diverse data sources and objective assessments. Broadening demographic and cultural samples can significantly augment findings' generalizability, enriching comprehension of parenting dynamics' profound impact on children's mental health.

An in-depth exploration of individual, familial, and societal influences on nurturing practices underscores the necessity for tailored interventions and future research pathways. Priority lies in elucidating the mechanisms linking parenting styles to children's mental health, facilitating culturally sensitive interventions for authoritative parenting and bolstering children's resilience. By integrating philosophical inquiry with psychological insights and timeless wisdom traditions, a holistic approach to nurturing children's well-being is cultivated. Urgent action is warranted for targeted interventions and policy measures supporting nurturing parent-child dynamics and fostering environments conducive to children's optimal development. The convergence of insights from psychological frameworks, empirical studies, and enduring wisdom traditions lays a robust foundation for informed interventions, prioritizing holistic growth and well-being. This discussion accentuates the ongoing necessity for delving into parenting dynamics, advocating for a comprehensive ethos that synthesizes psychological principles, empirical research findings, and age-old wisdom traditions.

CHAPTER 7

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