

Research Paper

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

Ms. Angeline Kate Seejo<sup>1\*</sup>, Mr. Vignanth Babu K.G<sup>2</sup>

### ABSTRACT

This study aims to find out the difference between the different Perceived Paternal and Maternal Parenting Styles on the Psychological Well-Being among Adolescents. The study made use of a quantitative research design and the sampling used was convenience sampling. The sample size was 130 out of which 70 were boys and 60 were girls. Adolescents between the ages of 13-17 who were in grades 8th, 9th and 10th were included in the study. In order to find if any significant difference exists between Paternal and Maternal Parenting Styles and Psychological Well-Being, the non-parametric test Kruskal Wallis test was performed. The results indicated that there was no statistically significant difference found between Perceived Paternal Parenting Styles on the Psychological Well-Being among adolescents. However, a statistically significant difference was found between Perceived Maternal Parenting Styles and the Psychological Well-Being among adolescents. There was also no significant difference found on Psychological Well-Being among adolescents with respect to gender, educational qualification, family setting and socio-economic status. The study findings can help the professionals understand the importance of parenting and the parent's role and responsibility in the development of psychological health of children in a multimodal approach to parenting.

**Keywords:** *Perceived Paternal Parenting Styles, Perceived Maternal Parenting styles, Psychological Well-Being, Adolescents.*

Family processes are considered to have a profound impact on human development. The most crucial family processes in terms of the parent-child relationship include parenting, nurturance, conflict, and natural interactions between parent and child (Amato, 1989). Parenting style, which communicates the parents' views and behaviors through casual and goal-directed involvement, has a significant impact on the relationship itself (Darling & Steinberg, 1993). As the foundational setting for interactions between parents and children, parenting style is crucial to the growth of both children and adolescents.

<sup>1</sup>M.Sc Counselling Psychology Student, Kristu Jayanti College, Bengaluru

<sup>2</sup>Assistant Professor, Kristu Jayanti College, Bengaluru

\*Corresponding Author

Received: April 18, 2023; Revision Received: May 24, 2023; Accepted: May 28, 2023

### *Parenting Styles*

The behaviors, attitudes, and values parents adopt to decide how they interact with their children are referred to as parenting styles (Mussen, 1983). The three parenting styles that are discussed here are permissive, authoritative, and authoritarian and these parenting styles were initially mentioned in a study by Baumrind (1966).

Santrock (1990, 2004), Mussen (1983), and Chan and Chan (2005) all characterized the authoritarian parenting style as repressive and confining and punishing. Parents demand adolescents to follow their rules and adolescents are demanded to comply and meet their standard for work and effort. With this parenting approach, parents impose strong limits and limitations on the adolescents and submit to only a minute amount of compromise. Parents who employ this strategy are the "bosses" and want total control over the actions, activities, and behaviors of their children (Mussen; Santrock 1990, 2004). The relationship between the parent and the adolescent in this parenting style is described as one of command-giving and acceptance with little further dialogue or communication present. Adolescent behaviors associated with this parenting style are "anxiety and social comparison, failure to initiate activity, and ineffective social interaction" (Santrock, 1990). Further, these children are notably "unhappy, fearful, anxious about comparing themselves with others, fail to initiate activity, and have weak communication skills" (Santrock, 2004).

Steinberg (2001) described the authoritative parenting style in this way: "Parents are warm and involved, but firm and consistent in establishing and enforcing guidelines, limits, and developmentally appropriate expectations". Santrock (1990, 2004) further described authoritative parenting as a style that advocates independence while still maintaining boundaries and structure over actions. This support of independence or autonomy allows for "a sense of self-efficacy, agency, and individuation that enable persons to be self-determining" (Baumrind, 2005). Parents using this technique allow compromise and are noted as being the most flexible in their regulation of behaviors. Regulation of behaviors is completed through explanation rather than enforcing stern punishment (Baumrind; Chan & Chan, 2005). The authoritative parent also uses communication styles that create a nurturing environment for their adolescents, while parents exhibit pleasure and support to them (Mussen, 1983). These parents openly show deep caring for their children and determination to know their whereabouts and the events occurring in their lives. This parenting style also supports parental participation and emphasizes setting behavioral boundaries while allowing psychological exploration (Baumrind; Mussen; Santrock). Children of parents who exercise the authoritative parenting style are notably "often cheerful, self-controlled, self-reliant, achievement-oriented, maintain friendly relations with peers, cooperate with adults, and cope well with stress" (Santrock, 2004).

Parents who use the permissive parenting style establish miniscule amounts of control and are unavailable to aid their children throughout decision-making processes (Chan & Chan, 2005). Santrock (1990) divided the permissive parenting style into two separate techniques: the permissive indifferent parenting style and the permissive indulgent parenting style. Parents who use the permissive indifferent parenting style do not participate in their adolescents' lives (Santrock, 2004). They are thought to be heedless and impassive. Adolescent behaviors associated with this parenting style are non-existence of self-control, social incompetence, inability to handle independence, possession of low self-esteem, immaturity, and possible alienation from the family (Mussen, 1983; Santrock, 2004). The behavioral patterns of truancy and delinquency are also evident (Santrock, 2004). On the other hand, parents who use the permissive indulgent parenting style require nothing; they

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

completely accept and submit to their adolescents (Santrock, 1990, 2004). Santrock explained that parents who use this parenting style are very involved in their adolescents' lives but also encourage freedom in behaviors and actions. Consequently, adolescents develop behaviors such as a disregard for rules and the expectation that anything and everything is allowed (Santrock, 1990). Further, this parenting style leads to a lack of respect and an inability to control personal behaviors; these children or adolescents may be "domineering, egocentric, non-compliant, and have difficulties in peer relation" (Santrock, 2004).

### *Adolescence and Psychological Well-Being*

Adolescence is a crucial time for development. Adolescents undergo ongoing physical, mental, and psychological changes (Santrock, 2004). They become more aware of the "real world" and strive to pursue both parental independence and social inclusion (Santrock & Yussen, 1984). While still wanting to be a part of a sizable social group, adolescents want to be seen as capable adults with sound judgment and capable decision-making skills. Although initially they exhibit an apathetic exterior and resist their parents' attempts to provide them with structure and support, adolescents desire supportive measures of their parents.

Psychological well-being refers to how individuals self-evaluate and their ability to fulfill certain aspects of their lives, such as relationships, support, and work (Amato, 1994; Flouri & Buchanan, 2003; Knoester, 2003; Roberts & Bengtson, 1993; Wilkinson, 2004). Numerous factors might have an impact on the overall and psychological well-being of adolescents. The level of psychological well-being of adolescents is influenced by a variety of elements, including biological factors, social environment, culture, poverty, education, technology, personal and environmental influences. In regard to this, numerous studies have demonstrated that the social environment, in particular, the quality of relationships within families, and the interaction between children and parents, plays a significant role in influencing adolescents' psychological well-being (Cunsolo, 2014; Rapheal & Paul, 2014; Falci, 1997; Wingar & Valsiner, 1992). Even though a variety of combined factors including socioeconomic position, culture, education, and other family characteristics, contribute to psychological well-being of adolescents, the most important ones are those that are connected to family variables.

Hedonism and eudaimonism, two widely used psychological traditions, have been used to evaluate wellbeing. Hedonism is seen as the main source of happiness, and happiness is seen as both a pleasure to be enjoyed and a pain to be avoided by the individual. In other words, it refers to the subjective well-being that a person uses to evaluate their life (Ryan & Deci 2001).

According to Carol Ryff, well-being should not be viewed as a simple concept but rather as an equivalent to hedonistic experiences as against pain. Instead, a well-being embraces an all-encompassing effort to achieve perfection and realize one's potential. The existence of criteria like a positive view of oneself (self-acceptance), the capacity to develop context that is adaptable to one's self-psychology (environmental mastery), positive relationships with others, a sense of purpose in life, personal growth, and autonomy are all in accord with the scholars. The most typical PWB criterion, according to the "eudemonic perspective" (Ryan & Deci, 2001), is connected to the person's sense of "self-acceptance," which is regarded as a crucial aspect of mental health as well as the traits of self-actualization, optimal functioning, and maturity (Ryff & Singer, 1996). "Positive relations with other individuals"

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

which is linked to the capacity to express strong feelings of empathy and affection for all humans and to be capable of greater love, deeper friendship, and more complete identification with others, is another crucial component of PWB (Ryff & Singer, 1996). The definition of "autonomy" according to this standard includes self-determination, independence, and behavior regulation through internal locus of control, all of which are essential to guarantee a state of wellbeing in individuals. The ability of an individual to create environments that are favorable to his or her psychic states is regarded as the "environmental mastery" criterion (Ryff & Singer, 1996). The concept of "purpose in life" is another recurring PWB criterion that is defined as a sense of directedness and intentionality in shifting objectives or goals in life, such as being productive and creative or reaching emotional integration in later life (Ryff & Singer, 1996). The final component of PWB is "personal growth" which requires an individual to actualize oneself to realize one's potential and also to continue and grow as a person by underlining the importance of tasks and challenges in different stages of life. (Ryff & Singer, 1996).

### *Parenting and Psychological Well-Being*

The quality of the relationship that adolescents have with their parents is characterized as the most reliable predictor of adolescent mental health and psychological well-being and the relationship between parents and their adolescents can be explained by their parenting style (Andersen & Dinisman, 2015; Rothon, et al, 2011; Shek, 2002). To clarify further, adolescents who regard their parents as being loving, warm, caring, and in reasonable control are better equipped to handle stressful situations and generally have greater psychological wellbeing (Gladstone & Parker, 2005). On the other hand, adolescents who perceive their parents are much less loving and more controlling have a higher propensity for psychological problems (Ferguson, 2006; Chao, 2001). In conclusion, a family is the most secure and comfortable environment for children. The parenting style of parents also directly affects adolescents' psychological well-being. There are two realities that underlie the connection between adolescents' well-being and perceived parenting. The first reality, which is the home environment, is the first social setting wherein adolescents have consistently been influenced and attended by their parents. Later, these individuals begin to seek a different reality, disconnecting from their parents and attempting to integrate in with their peers when they reach adolescence (Bossard & Boll, 1966; Santrock & Yussen, 1984).

## **METHODOLOGY**

### *Statement of the problem*

The overall development of our adolescent children, which includes their physical and psychological well-being, should be a top priority since they are tomorrow's future, and a healthy population symbolizes a healthy nation. Adolescent children's psychological health is influenced by a variety of factors, primarily their parents and also other demographic factors including school, friends, neighborhood, family setting, their gender, their religion, and their socioeconomic status. The study's review of literature reveals that there are few Indian studies that explore how parenting styles can facilitate adolescents' psychological well-being. As a result, this study focuses on whether there is a significant difference found between various perceived parenting styles such as authoritative, authoritarian, and permissive parenting and socio-demographic characteristics on an adolescents' psychological well-being.

### *Objectives of the study*

- To study and assess if there is any significant difference among Perceived Paternal Parenting Styles on Psychological Well-Being among adolescents.

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

- To study and assess if there is any significant difference among Perceived Maternal Parenting Styles on Psychological Well-Being among adolescents.
- To study and assess if there is any significant difference among both genders on Psychological Well-Being among adolescents.
- To study and assess if there is any significant difference among family settings on Psychological Well-Being among adolescents.
- To study and assess if there is any significant difference among Socio-Economic Status on Psychological Well-being among adolescents.
- To study and assess if there is any significant difference among Educational Qualifications on the Psychological Well-Being among adolescents.

### *Variables of the study*

The variable of the study is Parenting style consisting of Permissive Parenting Style, Authoritarian Parenting Style and Authoritative Parenting Style. Psychological well-being was the prime interest and is also a variable of the present study. Psychological well-being consists of six dimensions which are autonomy, environmental mastery, personal sense of growth, positive relations with others, purpose in life and self-acceptance.

In the present study, the demographic variables included were gender, grade level and/or age, Socio-economic status, and family setting.

### *Hypotheses*

**H01:** There is no significant difference among Perceived Paternal Parenting Styles on Psychological Well-Being among adolescents.

**H02:** There is no significant difference among Perceived Maternal Parenting Styles on Psychological Well-Being among adolescents.

**H03:** There is no significant difference among both genders on Psychological Well-Being among adolescents.

**H04:** There is no significant difference among family settings on Psychological Well-Being among adolescents.

**H05:** There is no significant difference among Socio-Economic Status on Psychological Well-Being among adolescents.

**H06:** There is no significant difference among current educational qualifications of adolescents on Psychological Well-Being among adolescents.

### *Sample Size*

The sample consisted of 130 adolescents ranging from the ages of 13-17 from classes 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>.

### *Inclusion criteria*

- Adolescents between the age group of 13 years to 17 years.
- Adolescents of both male and female gender.
- Adolescents who are literate in English.
- Adolescents who voluntarily participate by giving assent through the Assent Form.
- Adolescents whose parents gave consent through the Parental Consent Form.
- Adolescents who currently live with their parents.

### *Exclusion criteria*

- Single parent adolescents.

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

- Adolescents diagnosed with neurodevelopmental disorders.
- Adolescents who currently do not live with their parents.

### *Instruments*

1. Socio-Demographic Data Sheet
2. Parental Authority Questionnaire
3. Ryff's Scale of Psychological Well-being (RSPWB)

#### **1.Socio-demographic Data Sheet**

This is a questionnaire specifically designed for the study, which has two subsections.

Personal information: - This included the adolescent's personal details such as Name, Age, Gender, Class & School.

Other information-This included information about the Socio-economic status, Family setting and details about whether or not the individual suffers from any intellectual disability.

#### **2.Parental Authority Questionnaire**

The Parental Authority Questionnaire (PAQ) was first developed by Buri (1991) based on the definition of the three parenting styles (authoritarian, permissive, and authoritative) proposed by Baumrind (1971). The parenting styles assessed by the PAQ is regarded as reflecting the respondents' internalized views of their parents. The questionnaire consists of 30 items and yields permissive, authoritarian, and authoritative scores for both the mother and the father. Mother and father forms of the assessment are identical except for references to gender. The PAQ is scored easily by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50. The following Cronbach (1951) coefficient alpha values were obtained for each of the six PAQ scales: 0.75 for mother's permissiveness, 0.85 for mother's authoritarianism, 0.82 for mother's authoritative, 0.74 for father's permissiveness, 0.87 for father's authoritarianism, and 0.85 for father's authoritative.

#### **3.Ryff's Scale of Psychological Well-being (RSPWB)**

The Scales of Psychological Well-being (RSPWB, Ryff, 1989) is a self-report scale designed to measure psychological well-being. The 42-item instrument consists of six subscales:

(a) Autonomy, (b) Environmental mastery, (c) Personal growth, (d) Positive relationships with others, (e) Purpose in life, and (f) Self-Acceptance. Each subscale consists of 7 items divided approximately equally between positive and negative items. Participants respond on a 6-point scale that ranges from "strongly disagree" (1) to "strongly agree" (6). Certain items are reverse coded. Scores are summed and subscale scores are obtained. The total score is the sum of the 42 items. Higher scores indicate higher psychological well-being within the respective dimension. Responses to negatively scored items (—) are reversed in the final scoring procedures so that high scores indicate high self-ratings on the dimension assessed. That is, negatively worded items are flipped so that a "6" (Strongly Agree) is recoded as a "1", "5" is recoded as a "2," and so on.

Interpretation of Scores: - There are no specific scores or cut points for defining high or low well-being. Those distinctions can be derived from distributional information from the data collected. For high well-being, scores in the top 25% (quartile) of the distribution is referred to whereas for low well-being scores in the bottom 25% (quartile) of the distribution is

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

referred to. To obtain an overall psychological well-being score, scores on individual scales can be combined into a composite score, which could be interpreted following the above guidelines.

### Procedure

The researcher proceeded with a Non-Probability Convenient Sampling method for the research by randomly selecting schools for the research from which students from classes 8,9 and 10 were chosen respectively as they would have better understanding and enable the study to succeed. The researcher randomly selected schools from the list of all English Medium schools in Urban Bangalore. 150 adolescents aged between 13-17 years old were selected based on the inclusion criteria and exclusion criteria. The method of data collection was through the Questionnaire Method and was done in an offline manner. Out of the 150 samples collected, only 130 samples met the required criteria for the study. Remaining samples were rejected and were done on the basis of the inclusion and exclusion criteria. Samples of adolescents' who failed to complete the questionnaire were also rejected. Out of the 130 samples that were finalized, 70 were adolescent boys and 60 were adolescent girls and scoring was done manually for the rest 130 participants. After scoring was completed, data was organized and tabulated and computed on MS-Excel and coding for the variables was done. Making use of Statistical Package for Social Sciences (SPSS) software, version 21.0 statistical analysis were performed based on the different hypotheses and the results were interpreted using inferential statistics.

## RESULTS

**Table No. 1 Difference in Psychological Well-Being with respect to various Paternal Perceived Parenting Styles**

Variable	Perceived Parenting Styles	N	Mean	Kruskal Wallis	df	p
Autonomy	Permissive	27	31.55	5.248	2	0.073
	Authoritarian	40	31.38			
	Authoritative	63	34.77			
Environmental Mastery	Permissive	27	31.55	3.403	2	0.182
	Authoritarian	40	31.38			
	Authoritative	63	34.77			
Personal Growth	Permissive	27	31.55	2.340	2	0.310
	Authoritarian	40	31.38			
	Authoritative	63	34.77			
Positive Relations With Others	Permissive	27	31.55	1.363	2	0.506
	Authoritarian	40	31.38			
	Authoritative	63	34.77			
Purpose in Life	Permissive	27	31.55	4.270	2	0.118
	Authoritarian	40	31.38			
	Authoritative	63	34.77			
Self-Acceptance	Permissive	27	31.55	4.620	2	0.099
	Authoritarian	40	31.38			
	Authoritative	63	34.77			
Overall Psychological Well-Being	Permissive	27	31.55	5.502	2	0.064
	Authoritarian	40	31.38			
	Authoritative	63	34.77			

**Note:** N=Sample Size, df=Degrees of Freedom, p= significance level

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

Table 1 shows the results of the Kruskal Wallis Test conducted to find if there is any significant difference among the three Perceived Paternal Parenting Styles on the Psychological Well Being among Adolescents. The three different Perceived Paternal Parenting styles being looked into are Authoritative, Authoritarian and Permissive and since the data was not normally distributed a non-parametric test was used and the Kruskal Wallis test was opted.

While looking at the Overall Psychological Well-Being of adolescents, Permissive Parenting Style's mean was found to be 31.55 (N = 27), Authoritarian Parenting Style's mean was found to be 31.38 (N=40) and for Authoritative Parenting Style mean is 34.77 (N=63). The Kruskal Wallis value was found to be 5.502 (df=2) with a p value of 0.064 which is greater than 0.05 and hence it is found to be statistically insignificant. This means that there is no significant difference on the Overall Psychological Well-Being among adolescents with respect to different Perceived Paternal Parenting styles.

On the subscales of Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life and Self-Acceptance ,Permissive Parenting Style's mean was found to be 31.55 (N=27), Authoritarian Parenting Style's mean was found to be 31.38 (N=40) and for Authoritative Parenting Style mean is 34.77 (N=63).The p values were found to be 0.073 for Autonomy, 0.182 for Environmental Mastery, 0.310 for Personal Growth, 0.506 for Positive Relations with Others, 0.118 for Purpose in Life and 0.099 for Self-Acceptance and since these values are greater than 0.05, hence it is found to be statistically insignificant. This means that there is no significant difference found between the different Perceived Paternal Parenting Styles on these subscales among adolescents.

**Therefore, the null hypothesis *H01*: There is no significant difference among Perceived Paternal Parenting Styles on Psychological Well-Being among adolescents has been accepted.**

**Table No. 2 Difference in Psychological Well-Being with respect to various Maternal Perceived Parenting Styles**

Variable	Perceived Parenting Styles	N	Mean	Kruskal Wallis	df	p
Autonomy	Permissive	26	31.11	3.924	2	0.141
	Authoritarian	43	32.53			
	Authoritative	61	34.62			
Environmental Mastery	Permissive	26	31.11	1.627	2	0.443
	Authoritarian	43	32.53			
	Authoritative	61	34.62			
Personal Growth	Permissive	26	31.11	2.727	2	0.256
	Authoritarian	43	32.53			
	Authoritative	61	34.62			
Positive Relations With Others	Permissive	26	31.11	0.529	2	0.768
	Authoritarian	43	32.53			
	Authoritative	61	34.62			
Purpose in Life	Permissive	26	31.11	11.241	2	0.004
	Authoritarian	43	32.53			
	Authoritative	61	34.62			



## Perceived Parenting Styles and Psychological Well-Being among Adolescents

Self-Acceptance	Permissive	26	31.11	2.771	2	0.250
	Authoritarian	43	32.53			
	Authoritative	61	34.62			
Overall Psychological Well-Being	Permissive	26	31.11	6.053	2	0.048
	Authoritarian	43	32.53			
	Authoritative	61	34.62			

*Note: N=Sample Size, df=Degrees of Freedom, p= significance level*

Table 2 shows the results of the Kruskal Wallis Test conducted to find if there is any significant difference among the three Perceived Maternal Parenting Styles on Psychological Well Being among Adolescents. The three different Perceived Maternal Parenting Styles being looked into are Authoritative, Authoritarian and Permissive and since the data was not normally distributed a non-parametric test was used and Kruskal Wallis test was opted.

While looking at the Overall Psychological Well-Being of adolescents, Permissive Parenting Style's mean was found to be of 31.1(N=26), Authoritarian Parenting Style's mean was found to be 32.53(N=43) and for Authoritative Parenting Style mean is 34.62(N=61). The Kruskal Wallis value was 6.053 (df=2) and p value is found to be 0.048 which is lesser than 0.05 and hence it is found to be statistically significant. This means that there is a significant difference on the Overall Psychological Well-Being among adolescents with respect to different Perceived Maternal Parenting styles.

On the subscale of Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life and Self-Acceptance, Permissive Parenting Style's mean was found to be of 31.1(N=26), Authoritarian Parenting Style's mean was found to be 32.53(N=43) and for Authoritative Parenting Style mean is 34.62 (N=61). The p values were found to be 0.141for Autonomy, 0.443 for Environmental Mastery, 0.256 for Personal Growth, 0.768 for Positive Relations with Others, and 0.250 for Self-Acceptance and since these values are greater than 0.05, hence it is found to be statistically insignificant. This means that there is no significant difference found between the different Perceived Paternal Parenting Styles on these subscales among adolescents. On the subscale of Purpose in Life, the p value is found to be 0.004 which is lesser than 0.05 and hence it is found to be statistically significant. This means that there is a significant difference found between the different Perceived Maternal Parenting Styles on Purpose in Life among adolescents.

**Therefore, the null hypothesis *H02*: There is no significant difference among Perceived Maternal Parenting Styles on Psychological Well-Being among adolescents has been rejected.**

***Table No.3 Difference in Psychological Well-Being with respect to Gender.***

Variable	Gender	N	Mean	Std Deviation	Mann-Whitney U	p
Autonomy	Male	70	26.47	4.542	1786.500	0.142
	Female	60	28.35	6.276		
Environmental Mastery	Male	70	26.31	5.812	1927.500	0.420
	Female	60	25.80	5.662		
Personal Growth	Male	70	26.63	4.941	1762.000	0.114
	Female	60	28.15	5.092		

### Perceived Parenting Styles and Psychological Well-Being among Adolescents

Positive Relations With Others	Male	70	26.93	4.888	2002.500	0.648
	Female	60	26.80	6.332		
Purpose in Life	Male	70	27.56	5.674	1761.000	0.113
	Female	60	29.17	5.594		
Self-Acceptance	Male	70	26.61	5.425	1756.500	0.108
	Female	60	28.70	5.438		
Overall Psychological Well-Being	Male	70	160.51	20.436	1837.000	0.219
	Female	60	166.97	24.142		

*Note: N=Sample Size, p= significance level, Std deviation=Standard Deviation*

Table 3 shows the results of the Mann-Whitney U Test conducted to find if there is any significant difference among gender on the Psychological Well Being of adolescents. The genders that were considered were males and females and since there were only two groups to find the difference between, Mann-Whitney U Test was performed.

Out of 130 participants, both Males(N=70) and Females (N= 60) scored 1837.000 for Overall Psychological Well Being on the Mann-Whitney U test, and the p value found to be 0.219 which is greater than 0.05 and hence this means that there is no significant difference on the Overall Psychological Well-Being among adolescents with respect to different genders. The mean on the Overall Psychological Well Being among males and females was found to be 160.51 and 166.97 respectively. While considering the mean values it is evident that the mean of females is higher than that of males so we can interpret that females have a higher level of Overall Psychological Well Being than males when taking all the six subscales of Psychological Well-Being into consideration.

On the subscale of Autonomy, the p value was found to be as 0.142 which is greater than 0.05 and hence there is no significant difference in gender among males and females on Autonomy and the mean among males and females was found to be 26.47 and 28.35 respectively and since the mean of females is higher than that of males we can interpret females to have a higher level of Autonomy than males.

On the subscale of Environmental Mastery, the p value was found to be as 0.420 which is greater than 0.05 and hence there is no significant difference in gender among males and females on Environmental Mastery and the mean among males and females was found to be 26.31 and 25.80 respectively and since the mean of males is higher than that of females we can interpret that males have a higher level of Environmental Mastery than females.

On the subscale of Personal Growth, the p value was found to be 0.114 which is greater than 0.05 and hence there is no significant difference in gender among males and females on Personal Growth and the mean among males and females was found to be 26.63 and 28.15 respectively and since the mean of females is higher than that of males we can interpret that females have a higher level of Personal Growth than males.

On the subscale of Positive Relations with Others, p value was found to be 0.648 which is greater than 0.05 and hence there is no significant difference in gender among males and females on Positive Relations with Others and the mean among males and females was found to be 26.93 and 26.80 respectively and since the mean of males is higher than that of

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

females we can interpret that males have a higher level of Positive Relations with Others than females.

On the subscale Purpose in Life, the p value was found to be 0.113 which is greater than 0.05 and hence there is no significant difference in gender among males and females on Purpose in Life and the mean of Purpose in Life among males and females was found to be 27.56 and 29.17 respectively and since the mean of females is higher than that of males we can interpret that females have a higher level of Purpose in Life than males.

On the subscale of Self-Acceptance, the p value was found to be 0.108 which is greater than 0.05 and hence there is no significant difference in gender among males and females on Self-Acceptance and the mean of Self-Acceptance among males and females was found to be 26.61 and 28.70 respectively and since the mean of females is higher than that of males we can interpret that females have a higher level of Self-Acceptance than males.

**Therefore, the null hypothesis *H03*: There is no significant difference among both genders on Psychological Well-Being among adolescents is accepted.**

**Table No.4 Difference in Psychological Well-Being with respect to Family setting**

Variable	Family Setting	N	Mean	Std Deviation	Mann-Whitney U	p
Autonomy	Nuclear Family	103	27.75	5.419	1013.500	0.030
	Joint Family	27	25.78	5.487		
Environmental Mastery	Nuclear Family	103	26.17	6.001	1286.500	0.550
	Joint Family	27	25.70	4.614		
Personal Growth	Nuclear Family	103	27.28	5.081	1361.500	0.868
	Joint Family	27	27.52	5.018		
Positive Relations With Others	Nuclear Family	103	27.16	5.620	1218.500	0.332
	Joint Family	27	25.78	5.380		
Purpose in Life	Nuclear Family	103	28.41	5.384	1295.500	0.585
	Joint Family	27	27.89	6.762		
Self-Acceptance	Nuclear Family	103	27.69	5.470	1254.500	0.434
	Joint Family	27	27.10	5.743		
Overall Psychological Well-Being	Nuclear Family	103	164.46	22.327	1208.000	0.295
	Joint Family	27	169.81	22.565		

**Note: N=Sample Size, p=significance value, Std.Deviation= Standard Deviation**

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

Table 4 shows the results of the Mann-Whitney U Test conducted to find if there is any significant difference among Family settings on Psychological Well Being among Adolescents. The type of family settings that were considered were Nuclear Family Setting and Joint Family Setting and since there were only two groups to find the difference between, Mann-Whitney U Test was performed.

Out of 130 participants, both Nuclear Family Setting (N= 103) and Joint type of family setting(N=27) scored 1208.000 for the Overall Psychological Well-Being on the Mann-Whitney U test, and the p value was found to be 0.295 which is greater than 0.05 and hence this means that there is no significant difference on the Overall Psychological Well-Being among adolescents with respect to the different Family Settings. The mean of Overall Psychological Well Being among Nuclear Family and Joint Family was found to be 164.46 and 169.81 respectively. While considering the mean values it is evident that the mean of Joint Family is higher than that of Nuclear Family so we can interpret that adolescents of Joint Families have a higher level on Overall Psychological Well-Being than adolescents of Nuclear families.

On the subscale of Autonomy, the p value was found to be 0.030 which is lesser than 0.05 which is statistically significant. Hence there is a significant difference among nuclear family and joint Family on the Autonomy of adolescents. The mean of Autonomy among Nuclear Family and Joint Family was found to be 27.75 and 25.78 respectively and since the mean of Nuclear Family is higher than that of Joint Family we can interpret that adolescents in Nuclear Families have a higher level of Autonomy.

On the subscale of Environmental Mastery, the p value was found to be 0.550 which is greater than 0.05 and hence there is no significant difference found among Nuclear family and Joint Family on the Environmental Mastery among adolescents .The mean of Environmental Mastery among Nuclear Family and Joint Family was found to be 26.17and 25.70 respectively and since mean of Nuclear Family is higher than that of Joint Family we can interpret that adolescents of Nuclear Families have a higher level of Environmental Mastery.

On the subscale of Personal Growth, the p value was found to be 0.868 which is greater than 0.05 and hence there is no significant difference among nuclear family and Joint Family on Personal Growth among adolescents. The mean of Personal Growth among Nuclear Family and Joint Family was found to be 27.28 and 27.52 respectively and since the mean of Joint Family is higher than that of Nuclear Family we can interpret that adolescents of Joint Families have a higher level of Personal Growth.

On the subscale Positive Relations with Others, the p value was found to be 0.332 which is greater than 0.05 and hence there is no significant difference among nuclear family and Joint Family on Personal Relationship with Others among adolescents. The mean of Positive Relations with Others among Nuclear Family and Joint Family was found to be 27.16 and 25.78 respectively and since the mean of Nuclear Family is higher than that of Joint Family we can interpret that adolescents of Nuclear Families have a higher level of Personal Relationship with Others.

On the subscale Purpose in Life, the p value was found to be 0.585 which is greater than 0.05 and hence there is no significant difference among nuclear family and Joint Family on Purpose In Life among adolescents. The mean of Purpose in Life among Nuclear Family and

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

Joint Family was found to be 28.41 and 27.89 respectively and since the mean of Nuclear Family is higher than that of Joint Family we can interpret that adolescents of Nuclear Families have a higher level of Purpose in Life.

On the subscale Self-Acceptance the, p value was found to be 0.434 which is greater than 0.05 and hence there is no significant difference among nuclear family and Joint Family on Self-Acceptance among adolescents. The mean of Self-Acceptance among Nuclear Family and Joint Family was found to be 27.69 and 27.10 respectively and since the mean of Nuclear Family is higher than that of Joint Family we can interpret that adolescents of Nuclear Families have a higher level of Self-Acceptance.

**Therefore, the Null Hypothesis *H04*: There is no significant difference among family settings on Psychological Well-Being among adolescents has been accepted.**

**Table No. 5 Difference in Psychological Well Being with respect to various Socio-Economic Status.**

Variable	Socio-Economic Status	N	Mean	Kruskal Wallis	df	p
Autonomy	Lower Class	13	10.0	2.047	2	0.359
	Middle Class	76	58.5			
	Upper Middle Class	41	31.5			
Environmental Mastery	Lower Class	13	10.0	2.894	2	0.235
	Middle Class	76	58.5			
	Upper Middle Class	41	31.5			
Personal Growth	Lower Class	13	10.0	1.094	2	0.579
	Middle Class	76	58.5			
	Upper Middle Class	41	31.5			
Positive Relations With Others	Lower Class	13	10.0	0.095	2	0.954
	Middle Class	76	58.5			
	Upper Middle Class	41	31.5			
Purpose in Life	Lower Class	13	10.0	2.203	2	0.332
	Middle Class	76	58.5			
	Upper Middle Class	41	31.5			
Self Acceptance	Lower Class	13	10.0	0.089	2	0.956
	Middle Class	76	58.5			
	Upper Middle Class	41	31.5			
Overall Psychological Well-Being	Lower Class	13	10.0	1.140	2	0.565
	Middle Class	76	58.5			
	Upper Middle Class	41	31.5			

**Note:** N=Sample Size, df=Degrees of Freedom, p= significance level

Table 5 shows the results of the Kruskal Wallis Test conducted to find if there is any significant difference among the different Socio-Economic Statuses on the Psychological Well Being among Adolescents. The three different Socio-Economic Statuses being looked

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

into in the research are Lower Class, Middle Class and Upper Middle Class and since the data was not normally distributed a non-parametric test was used and the Kruskal Wallis test was opted.

While looking at the Overall Psychological Well-Being of adolescents, the mean for participants belonging to the Lower Class was found to be 10.0 (N=13), the mean for participants belonging to the Middle class was 58.5 (N=76) and the mean for the participants belonging to the Upper Middle Class was 31.5 (N=41). The Kruskal Wallis value is found to be 1.140 (df=2) and p value is found to be 0.565 which is greater than 0.05 and hence it is found to be statistically insignificant. This means that there is no significant difference on the Overall Psychological Well-Being among adolescents with respect to different Socio-Economic Status.

On the subscales of Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life and Self-Acceptance the mean for participants belonging to the Lower Class was found to be 10.0 (N=13), the mean for participants belonging to the Middle class was 58.5 (N=76) and the mean for the participants belonging to the Upper Middle Class was 31.5 (N=41). The p values were found to be 0.359 for Autonomy, 0.235 for Environmental Mastery, 0.579 for Personal Growth, 0.954 for Positive Relations with Others, 0.332 for Purpose in Life and 0.956 for Self-Acceptance and since these values are greater than 0.05, hence it is found to be statistically insignificant. This means that there is no significant difference found between the different Socio-Economic Statuses on these subscales among adolescents.

**Therefore, the null hypothesis H05: There is no significant difference among Socio-Economic Status on Psychological Well-being among adolescents has been accepted.**

**Table No.6 Difference in Psychological Well-being with respect to Educational Qualification.**

Variable	Educational Qualification	N	Mean	Kruskal Wallis	df	p
Autonomy	8th Grade	45	34.6	6.832	2	0.033
	9th Grade	31	23.8			
	10th Grade	54	41.5			
Environmental Mastery	8th Grade	45	34.6	8.917	2	0.012
	9th Grade	31	23.8			
	10th Grade	54	41.5			
Personal Growth	8th Grade	45	34.6	1.860	2	0.395
	9th Grade	31	23.8			
	10th Grade	54	41.5			
Positive Relations With Others	8th Grade	45	34.6	3.969	2	0.137
	9th Grade	31	23.8			
	10th Grade	54	41.5			
Purpose in Life	8th Grade	45	34.6	0.983	2	0.612
	9th Grade	31	23.8			
	10th Grade	54	41.5			
Self Acceptance	8th Grade	45	34.6	1.815	2	0.403
	9th Grade	31	23.8			
	10th Grade	54	41.5			
Overall	8th Grade	45	34.6			

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

Psychological Well-Being	9th Grade	31	23.8	1.561	2	0.458
	10th Grade	54	41.5			

*Note: N=Sample Size, df=Degrees of Freedom, p= significance level*

Table 11 shows the results of the Kruskal Wallis Test conducted to find if there is any significant difference among the Educational Qualifications on the Psychological Well Being among Adolescents. The three different Educational Qualifications being looked into in the research are the 8th Grade, 9th Grade, and 10th Grade and since the data was not normally distributed a non-parametric test was used and the Kruskal Wallis test was opted.

While looking at the Overall Psychological Well-Being of adolescents, out of 130 participants, the mean for participants belonging to the 8th grade was 34.6 (N=45) and the mean for participants belonging to the 9th grade was 23.8 (N= 31) and the mean for participants belonging to the 10th grade was 41.5 (N=54). The Kruskal Wallis value is found to be 1.561 (df=2) and p value is found to be 0.458 which is greater than 0.05 and hence it is found to be statistically insignificant. This means that there is no significant difference on the Overall Psychological Well-Being among adolescents with respect to different Educational Qualifications.

On the subscales of Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life and Self-Acceptance the mean for participants belonging to the 8th grade was 34.6 (N=45) and the mean for participants belonging to the 9th grade was 23.8 (N= 31) and the mean for participants belonging to the 10th grade was 41.5 (N=54).

On the subscale of Autonomy the p value is found to be 0.033 and on the subscale of Environmental Mastery the p value is found to be 0.012 which is lesser than 0.05 and hence it is found to be statistically significant. This means that there is a significant difference found between the different Educational Qualifications on Autonomy and Environmental Mastery among adolescents.

The p values were found to be 0.395 for Personal Growth, 0.137 for Positive Relations with Others, 0.612 for Purpose in Life and 0.458 for Self-Acceptance and since these values are greater than 0.05, hence it is found to be statistically insignificant. This means that there is no significant difference found between the different Socio-Economic Statuses on these subscales among adolescents.

**Therefore, the null hypothesis *H06*: There is no significant difference among Current educational qualifications on Psychological Well-Being among adolescents is accepted.**

## **DISCUSSION**

From our results it was inferred that there was no significant difference among Perceived Paternal Parenting Styles on Psychological Well-Being among adolescents. The findings are found to be contradictory to the research study done by Lavasani et al., (2011) which was conducted to investigate the relation between parenting style and social support on psychological well-being and revealed that students who perceived their parents to be authoritarian and permissive parenting style showed a significant and negative relationship with psychological well-being.

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

From our results however it was inferred that a significant difference existed between the Perceived Maternal Parenting Styles and Purpose in Life which means that there is difference between these parenting styles of mothers that is found on the adolescents' sense of direction, goals and meaning in life. There was also a statistically significant difference found between Perceived Maternal Parenting Styles and the Overall Psychological Well-Being in adolescents.

In various path breaking studies conducted by Amato (1994), Amato & Ochiltree (1986), Buri et al., (1987), Dekovic & Meeus (1997), Dmitrieva et al., (2004), Flouri & Buchanan (2003), Gecas (1971) have all revealed that perceived parenting styles whether it is positive or negative does affect the adolescent's psychological well-being and these results are seen to be on par with the findings of our study. The results of the study are also on par with study done Niaraki & Rahimi (2012) on the impact of authoritative, permissive, and authoritarian behavior of parents on self-concept, psychological health, and life quality whose results revealed a significant impact of parenting style on psychological health as the adolescents raised with Authoritative parenting style had better psychological health than the adolescents raised by Authoritarian and Permissive parenting styles. Adolescents raised by authoritative parenting style were also found to have a better self-concept and quality of life than adolescents raised by authoritarian and permissive parenting style.

Our results have inferred that there is no significant difference among Male and Female adolescents on the Psychological Well-Being among adolescents. A study conducted among a group of Hong Kong adolescents by Sun et al., (2016) found that females had reported higher psychological well-being than males using Ryff's Psychological Well Being Scale on all subscales except for autonomy and self-acceptance. There were significant gender differences in overall psychological well-being and also compared to males, females also demonstrated higher endorsements for environmental mastery. The results are contradictory to our results where gender had no significant difference on Psychological Well-Being. In another study by Sagone et. al., (2014) the results had stated that while comparing the both genders, males were found to have a better psychological well- being in the subsets of environmental mastery and self-acceptance than females which means that males were more likely to express positive attitudes toward self-image and to accept multiple aspects of themselves, including good and bad qualities and also manage their environment and complex array of external activities along with making effective use of surrounding opportunities and to choose contexts suitable to personal needs and values which is also contradictory to our research findings.

Our research results have inferred that there is no significant difference among the different family settings, that is nuclear family setting and Joint family setting on Psychological Well-Being of adolescents. A study conducted by Bhupinder & Udainiya (2009) on the relationship between family structure and adolescence psychological well-being revealed that family structure had no significant effect on the measure of well-being which is on par with our results. Similar results have been found by other studies that observed that family configuration does not affect the well-being of children (Adler-Baeder et al., 2010; Fernandes, 2007).

From the results of the research, it was inferred that there was no significant difference among the three socio-economic statuses on the Psychological Well-Being among adolescents. These results are contradicting the major researches done by Chen (2004), Flook (2011), and Oppedal & Røysamb (2004) where individual traits such as immigrant



## Perceived Parenting Styles and Psychological Well-Being among Adolescents

background, socioeconomic status, and gender have been shown to influence psychological well-being. Several studies have also revealed that psychological well-being varies according to the level of socioeconomic status (SES) and young people with a lower Socioeconomic Status have a higher probability of experiencing negative emotions (Chen, 2004), a more elevated risk of developing psychosocial stress and lower levels of well-being (Currie et.al., 2012).

The results have inferred that there is no significant difference among the Current Educational Qualifications of adolescents on their Psychological Well-Being. These findings of the study are contradictory to the findings of the study done by Ebabush Yerdaw Kassa on the Psychological Well-Being Among Adolescents in relation to Family structure and Parenting styles in 2019 where on the subject of Overall psychological well-being difference based on grade level and age, the results indicated that grade twelve students scored significantly higher than grade ten students and in all the six subscales of Psychological Well-Being except self-acceptance subscale. Grade twelve students were far better than their counterparts of grade ten students which indicates that as grade level and age increase the state of adolescents' psychological well-being increases and has a significant contribution to Psychological Well-Being.

There has also been a dearth of Indian studies whose aim is to find the factors that influence the psychological well-being of adolescent children. The literature in this topic is with a lot of contrary findings where some studies depict that sociodemographic characteristics are major contributors to the psychological well-being of adolescent children while some suggest the reverse. While some literature suggest that the way boys and girls perceive their parents are similar, there are also a few that suggest the contrary and state that there is gender difference in perceiving the parenting styles. The literature related to parenting styles and psychological well-being also has contrary findings. Literature surveys suggest that parents adopt various parenting styles as per immediate need, environment and their personality and literature also suggest that while certain parenting styles affect psychological well-being in a positive manner, certain parenting styles affect it negatively. While some studies show fathers' negative parenting reducing the psychological well-being of adolescents, other studies mention mothers being major contributors to psychological well-being.

### **CONCLUSION**

The present study was conducted to demonstrate how adolescent children of different socio-demographic characteristics perceived parenting styles and its direct and indirect effects on their psychological well-being and the findings suggests that there was no significant difference to be found between Perceived Paternal Parenting Styles on Psychological Well Being, but a significant difference was found on Perceived Maternal Parenting styles on the Psychological Well-Being among adolescents. There was also no significant difference found among the different sociodemographic variables on the Psychological Well Being of Adolescents.

### ***Implications***

The study findings can help the professionals understand the importance of parenting and the parent's role and responsibility in the development of psychological health of children in a multimodal approach to parenting. This approach can help individuals develop Individualized Parenting Program (IPP) which will cater specifically to an adolescent and his/her parents based on their parenting styles and it can also aid in Psycho-Educating the

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

parents and help with behavior modifications and can guide parents to implement proper parenting for the betterment of their children. The study can help school counselors realize if an individual is lacking in any dimension of Psychological Well Being such as Self-Acceptance and Positive Relations with Others. The school counselors can also conduct this study to counsel the parents about the faulty parenting styles that are hampering their child's psychological well-being. This study can help older adults like parents, teachers, counselors, and other professionals to form an understanding on the psychological well-being of adolescents which might help to establish strong and positive relationships and interactions with their children and/or clients. It can enhance an adolescents' psychological well-being by helping policy makers and implementers to design and implement proper preventive and intervention strategies. Furthermore, the study can help adolescents in identifying and strengthening specific psychological well-being dimensions which individually strengths them and help to achieve more optimal functioning in other areas such as academic achievement and psychological health. Promoting psychological well-being in adolescents may also help to protect them from adversity as they continue through their lifespan by helping them flourish earlier in life.

### **Limitations**

Based on culture and development, Psychological Well Being as a psychological construct has different dimensions and meanings and the present study focused on Ryff's multidimensional model among the various conceptualizations present. The study data were limited to adolescents between the age group of 13- 17 years and was collected from a small sample restricted to a particular geographical area in Urban Bangalore which could affect the generalizability of the findings to all adolescent population. The participants were aware that they were being assessed for various styles of parenting and subscales of psychological well-being and therefore might have manipulated their answers to conform to the expectations of the researcher. The results only relied on the self-reporting questionnaires of the respondents.

### **REFERENCES**

- Adler-Baeder, F., Russell, C., Kerpelman, J., Pittman, J., Ketring, S., Smith, T.,Stringer, K. (2010). Thriving in Stepfamilies: Exploring Competence and Well-being Among African American Youth. *Journal of Adolescent Health, 46(4)*, 396–398.
- Amato, P. R. (1994). Father-child relations, mother-child relations, and offspring psychological wellbeing in early adulthood. *Journal of Marriage and Family, 56*, 1031–1042.
- Amato, P. R., & Ochiltree, G. (1989). Family resources and the development of child competence. *Journal of Marriage and Family, 48*, 47–56.
- Andersen, S. & Dinisman, T. (2015). Family structure and family relationship from the child well-being perspective: Findings from comparative analysis. *Jacobs Foundation*.
- Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development, 37*, 887–907.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology, 4(1)*, 1– 103.
- Baumrind, D. (1991). *Effective parenting during the early adolescent transition*. In P. A. Cowan & M. Hetherington (Eds.), *Family Transitions* (pp. 111-163). Hillsdale, Lawrence Erlbaum.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence, 11(1)*, 56-95.

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

- Baumrind, D. (2005). Patterns of parental authority and adolescent autonomy. *New Directions for Child and Adolescent Development*, 108, 61–69.
- Buri, J. R., Kirchner, P. E., & Walsh, J. M. (1987). Familiar correlates of self-esteem in young American adults. *The Journal of Social Psychology*, 127, 583–588.
- Chan, K., & Chan, S. (2005). Perceived parenting styles and goal orientations: A study of teacher education students in Hong Kong. *Research in Education*, 74, 9–21.
- Chen, E. (2004). Why socioeconomic status affects the health of children: A psychosocial perspective. *Current Directions in Psychological Science*, 13(3), 112–115.
- Currie, C., Zanotti, C., Morgan, A., Currie, D., de Looze, M., Roberts, C., Barnekow, V. (Eds). (2012). *Social determinants of health and well-being among young people. Health Behaviour in Schoolaged Children (HBSC) study: International report from the 2009/2010 survey* (Health Policy for Children and Adolescents, No. 6). Copenhagen: WHO Regional Office for Europe.
- Currie, C., Zanotti, C., Morgan, A., Currie, D., Looze, MD., Roberts, C., Samdal, O., Smith, ORF., & Barnekow, V. (2004). *Social Determinants of health and well-being among young people, health behavior in school-aged children (HSBC) study*.
- Dekovic, M., & Meeus, W. (1997). Peer relations in adolescence: Effects of parenting and adolescents' self-concept. *Journal of Adolescence*, 20, 163–176.
- Dmitrieva, J., Chen, C., Greenberger, E., & Gilrivas, V. (2004). Family relationships and adolescent psychosocial outcomes: Converging findings from eastern and western cultures. *Journal of Research on Adolescence*, 14, 425–447.
- Flook, L. (2011). Gender differences in adolescents' daily interpersonal events and well-being. *Child Development*, 82(2), 454–461.
- Flouri, E., & Buchanan, A. (2003). The role of father involvement and mother involvement in adolescents' psychological well-being. *British Journal of Social Work*, 33, 399–406.
- Gecas, V. (1971). Parental behavior and dimensions of adolescent self-evaluation. *Sociometry*, 34, 466–482.
- Gecas, V., & Schwalbe, M. L. (1986). Parental behavior and adolescent self-esteem. *Journal of Marriage and Family*, 48, 37–46.
- Lavasani, M. G., Borhanzadeh, S., Afzali, L., & Hejazi, E. (2011). The relationship between perceived parenting styles, social support with psychological well-being. *Procedia - Social and Behavioral Sciences*, 15, 1852–1856.
- Niaraki, F., Rahimi, H. (2013). The impact of authoritative, permissive and authoritarian behavior of parents on self-concept, psychological health and life quality. *European Online Journal of Natural and Social Sciences*, 2, 78–85.
- Ryff, C. D., & Singer, B. (2008). Know thyself and become what you are: A eudemonic approach to psychological well-being. *Journal of Happiness Studies*, 9(1), 13–39.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57 (6), 1069–1081.
- Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. *Psychotherapy and Psychosomatics*, 65, 14–23.
- Sagone, E., & Caroli, M. E. D. (2014). Relationships between Psychological Well-being and Resilience in Middle and Late Adolescents. *Procedia - Social and Behavioral Sciences*, 141, 881–887.
- Santrock, J. W. (1990). *Adolescence* (4th ed.). Dallas, TX: Wm. C. Brown Publishers.
- Santrock, J. W. (2004). *Life-span development* (9th ed.). New York: McGraw-Hill.

## Perceived Parenting Styles and Psychological Well-Being among Adolescents

- Santrock, J. W., & Yussen, S. R. (1984). *Children and adolescents: A developmental perspective*. Dubuque, IA: Wm. C. Brown Publishers.
- Steinberg, L. (2001). We know some things: Parent adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, *11*, 1–19.
- Sun, X., Chan, D. W., & Chan, L. (2016). Self-compassion and psychological well-being among adolescents in Hong Kong: Exploring gender differences. *Personality and Individual Differences*, *101*, 288–292.

### **Acknowledgement**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

### **Conflict of Interest**

The author(s) declared no conflict of interest.

**How to cite this article:** Seejo, A.K. & Vignaanth, B.K.G (2023). Perceived Parenting Styles and Psychological Well-Being among Adolescents. *International Journal of Indian Psychology*, *11*(2), 1445-1464. DIP:18.01.155.20231102, DOI:10.25215/1102.155