

Research Paper

Perceived Parenting Styles on Emotional Regulation and Social Anxiety among Young Adults

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ABSTRACT

This study investigates the relationship between perceived parenting styles, emotional regulation, and social anxiety among young adults. The combination of perceived parenting styles, emotional regulation, and social anxiety can have a significant impact on an individual's behavior, affecting their ability to form relationships, engage in healthy behaviors, and function in their daily lives. This study included young adults who are living under single or both parents and are unmarried. A non-probability purposive sampling method was used to draw a sample of 229 respondents from Bengaluru, India. Pearson's Correlation, Independent sample t-test and Multiple Linear Regression were used to analyze the data. The results of the study showed that authoritarian and permissive parenting styles were positively associated with social anxiety, while authoritative parenting was negatively associated with social anxiety. Emotional regulation partially mediated the relationship between parenting styles and social anxiety. The study also found significant differences in perceived parenting styles between young adults in different age groups. Overall, the study highlights the importance of parenting styles and emotional regulation in the development of social anxiety among young adults. This study can be further used to incorporate objective measures, such as physiological measures or behavioral observations, to provide a more comprehensive understanding of the relationship between these variables.

Keywords: *Perceived Parenting Styles, Emotional Regulation, Social Anxiety, Young Adults, Mediation, Authoritative Parenting*

The young adulthood period is a very important stage of human life. Parents play a vital role on young adults' all-round development. Almeida and Galambos (1991) found that authoritative parenting exerted a positive influence on adolescents, while authoritarian and permissive parenting styles are fraught with developmental problems. When parents are connected to and involved with their adolescent offspring, better educational outcomes are observed.

Parenting styles have been found to have significant impacts on the psychological and social development of children and young adults. Parenting styles refer to the various approaches that parents use in their interactions with their children. These styles include authoritarian,

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authoritative, permissive, and neglectful parenting. Studies have shown that parenting styles are associated with a range of outcomes, including emotional regulation and social anxiety among young adults. A study by McLeod et al. (2007) found that authoritative parenting was associated with better emotional regulation and lower social anxiety, while authoritarian parenting was associated with poorer emotional regulation and higher social anxiety.

Emotional regulation is the process of managing emotions, thoughts, and behaviours in response to situations. It involves the ability to recognize and understand one's emotions, to cope with negative emotions, and to maintain emotional stability. Emotional regulation is crucial for social functioning and well-being, as it allows individuals to cope with stressors, manage interpersonal relationships, and adapt to changing circumstances. It's easy to see how complex each potential emotional event can be, and how difficult it can be for researchers to figure out what's going on during emotional processing. Aldoa and Hoeksema, (2013) discovered that people use multiple emotion regulation strategies (some even concurrently) to help control their emotional response. Emotional regulation has been found to be a key factor in the development and maintenance of social anxiety. Understanding the mediating role of emotional regulation can help to identify potential targets for intervention and prevention efforts.

Social anxiety, on the other hand, is a persistent fear of social situations and performance situations. It involves an excessive fear of being judged or evaluated by others, and it can lead to avoidance of social situations, impaired social functioning, and reduced quality of life. More recent research has focused on the role of specific parenting behaviors in emotional regulation and social anxiety. A study by Goharpey et al. (2019) found that parental support and parental involvement were positively associated with emotional regulation, while parental criticism and rejection were negatively associated with emotional regulation.

There is a growing body of research that has explored the relationship between parenting styles and emotional regulation and social anxiety among young adults which investigates the interventions and prevention efforts aimed at promoting positive parenting and improving the mental health and well-being of young adults.

Overall, the parenting styles and specific parenting behaviors are important predictors of emotional regulation and social anxiety among young adults. Based on previous research we can examine the potential mediating role of emotional regulation in the relationship between parenting styles and social anxiety. To understand this, interventions and prevention efforts are aimed at promoting positive parenting and improving the mental health and well-being of young adults.

Need and Significance

Understanding the impact of perceived parenting style on emotional regulation and social anxiety among young adults is important for developing interventions to improve their mental health outcomes. Poor emotional regulation and high levels of social anxiety can lead to difficulties in managing stress, forming relationships, and overall mental wellbeing. The relationship between parenting style and emotional and social outcomes in young adults is not well understood, making this study significant. The findings can inform interventions that target specific parenting behaviours to improve outcomes for young adults, promoting healthy emotional development and wellbeing.

METHODOLOGY

Statement of Problem

As India's awareness of mental health increases, there is a growing demand for mental health services and professionals. To prepare students pursuing careers in mental health, it is essential to understand how parenting styles affect academic performance and personal development. The study aims to understand how perceived parenting styles in India influence emotional regulation and social anxiety among young adults. By comprehending the effects of parenting styles at an early stage, interventions can be developed to rectify problematic behaviors and avoid future harm in academic, professional, and personal life.

Research Objectives

1. To find out the difference between perceived parenting styles and Emotional regulations among young adults.
2. To find out if there is significant correlation between perceived parenting styles and social anxiety in young adults.
3. To investigate if there is a difference in the level of perceived parenting styles among young adults in the age range of 18-24 and 25-30.
4. To find if there is a significant correlation in the levels of emotional regulation between individuals aged 18-24 and 25-30.
5. To find if there is a difference in the levels of social anxiety between individuals aged from 18-21 and 25-30.
6. To find if Parenting styles and emotional regulation are significant predictors of the level of anxiety among young adults.

Hypotheses

- H₀1: There is no significant difference between perceived parenting styles and emotional regulation among young adults.
- H₀2: There is no significant correlation between perceived parenting styles and social anxiety among young adults.
- H₀3: There is no significant difference in the level of perceived parenting styles among young adults in the age range of 18-24 and 25-30.
- H₀4: There is no significant correlation in in the levels of emotional regulation between individuals aged 18-24 and 25-30.
- H₀5: There is no significant difference in levels of social anxiety between individuals aged from 18-21 and 25-30.
- H₀6: Perceived parenting styles and emotional regulation are not significant predictors of the level of social anxiety among young adults.

Research Design

Pearson's correlation was used to study the correlation between the variables and Multiple Linear Regression was used to determine the prediction of variables on each other. Correlational research design was used to investigate the relationships between the variables (Perceived Parenting styles, Emotional Regulation and Social Anxiety) without controlling or manipulating any of them. The correlation will help us reflect the degree and/or direction of the association between the variables (Perceived Parenting Styles, Emotional Regulation and Social Anxiety). Independent sample t-tests will be used to compare the mean scores between groups of the independent variables (Emotional regulation and social anxiety) with different perceived parenting styles. Multiple linear regression is a research design used to explore the relationship between two or more continuous variables. This research design aims to establish

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whether a linear association exists between two variables and to measure the magnitude and direction of this relationship if present.

Operational Definition

- **Perceived Parenting Styles** - It can be defined as an option or a choice that is given to a child on the parenting style or parental behaviour during their childhood. In accordance to the definition, it very important to look into the perceived parenting style. There are 4 types of perceived parenting styles: authoritative, authoritarian, permissive and uninvolved parenting styles. The concept of parenting style is one of the largely studied approaches to understanding parental influences on human development. Since then, many researchers have understood the importance of studying parenting style in association with child development (Goharpey et al., 2019).
- **Emotional Regulation-** Emotion regulation refers to the processes by which we influence which emotions we have, when we have them, and how we experience and express them. The purpose of emotion regulation is neither to repress emotions nor only to have an individual always in a calm state of emotional arousal. Instead, emotion regulation includes processes of monitoring, evaluating, and changing one's emotional experiences. As a dynamic process, emotion regulation is shaped by the efforts of individuals to maintain, modulate, or transform the nature, intensity, and duration of feeling states (Gross, 2015).
- **Social Anxiety-** One's self-worth or self-esteem can vary in accordance with many such discussed factors, and one among the capabilities of individual that has to considered Social anxiety involves exaggerated, persistent, irrational and disruptive fear of a particular object, a particular event, or a particular setting. Social anxiety becomes social anxiety disorder when it is very distressing or it interferes with work or school or other activities. Social anxiety disorder involves overwhelming anxiety and excessive self-consciousness in everyday social situations.
- **Young Adults**– A young adult is typically a person who is still in their adolescent years. Young adults can be seen as a heuristic category in which they are a socially constructed group that is situated between youth and maturity, both in terms of time and institutional understanding.

Variables

The study consists of three variables:

1. Perceived Parenting Styles (Authoritative, Authoritarian and Permissive)
2. Emotional Regulation (Cognitive Reappraisal and Expressive suppression)
3. Social Anxiety

Demographic Variables

The socio-demographic variables in this research were used to describe the characteristics of a population, such as age, gender, place of residence, Marital Status and living under single or both parents.

Geographical Area

The study included participants between the ages 18 – 30 from Bengaluru, Karnataka, India.

Sample and Technique

The participants for this study were taken from Bengaluru, Karnataka. Prior to participation, informed consent be obtained from each participant who participated in the study. Basic

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demographic details were also collected for this study. Individuals who were living under single/ both parents and were unmarried were taken in this study. The sample was collected through nonprobability purposive sampling technique using an online survey form and was collected from young adults across Bengaluru, Karnataka, India.

Sample Distribution

Inclusion Criteria

- Males and Females between age group of 18-30 years old.
- Young Adults living under single or both parents.
- Young Adults who are Unmarried.
- Young Adults who are currently residing in Bengaluru, Karnataka

Exclusion Criteria

- Individuals who are NRI'S/ Foreigners

Universe of the Study

The participants for this study were young adults who were currently unmarried and were living under single/both parents. The data was collected through an online method.

Informed consent was obtained from all the participants in this study and their anonymity was maintained with respect to their responses and voluntary participation. The participant was informed in the guidelines that they can terminate from the study at any point they wish to. All the ethical guidelines by APA were considered in this study following the research protocol.

Tools for the study

- 1. Perceived Parenting Style Scale (PPSS)** had a good Reliability and Validity of the PPSS, with a Cronbach's alpha coefficient of 0.87, with, 0.81 in Authoritarian, 0.7 in Authoritative and 0.86 in Permissive Parenting styles indicating high internal consistency. Authors claim that it has face validity. The test-retest reliability of the scale was also found to be good, with a correlation coefficient of 0.84. The PPSS was validated against the Parental Authority Questionnaire (PAQ) and the Parental Bonding Instrument (PBI). The results showed that the PPSS has good convergent validity with the PAQ and the PBI. Furthermore, the factor structure of the PPSS was found to be consistent with the theoretical framework of parenting styles. Overall, the Perceived Parenting Style Scale is a reliable and valid measure of perceived parenting style and can be used in research and clinical settings to assess an individual's perception of their parents' parenting style (Divya & Manikandan, 2013).
- 2. Emotional Regulation Questionnaire (ERQ)** demonstrated a good Reliability and Validity. The internal consistency of the ERQ has been found to be good, with Cronbach's alpha coefficients ranging from 0.73 to 0.80 for the two subscales. The test-retest reliability of the ERQ has also been found to be good, with correlation coefficients ranging from 0.69 to 0.87. The ERQ has been validated against other measures of emotion regulation, such as the Difficulties in Emotion Regulation Scale (DERS) and the Emotion Regulation Inventory (ERI). The results showed good convergent validity between the ERQ and these measures. Furthermore, the ERQ has been found to be related to various emotional outcomes, such as anxiety, depression, and emotional well-being, indicating its criterion validity. In conclusion, the Emotional Regulation Questionnaire is a reliable and valid tool for assessing an individual's emotional regulation strategies and

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can be used in various settings to help understand how individuals regulate their emotions (Gross, J. J., & John, O. P., 2003).

- 3. Interaction Anxiousness Scale (IAS)** The IAS has seen widespread application in personality and social psychology research. The IAS has shown good reliability and validity. The internal consistency of the IAS has been found to be good, with Cronbach's alpha coefficients ranging from 0.85 to 0.91. The test-retest reliability of the IAS has also been found to be good, with correlation coefficients ranging from 0.62 to 0.76. The IAS has been validated against other measures of social anxiety, such as the Social Phobia Scale and the Fear of Negative Evaluation Scale. The results showed good convergent validity between the IAS and these measures. Furthermore, the IAS has been found to be related to various psychological outcomes, such as depression, anxiety, and low self-esteem, indicating its criterion validity. A significant number of studies have discovered good convergent validity indices for the IAS in university student samples. According to these studies, the IAS is moderately correlated with other measures of social anxiety (Leary & Kowalski, 1991). In conclusion, the Interaction Anxiousness Scale is a reliable and valid tool for assessing an individual's level of anxiety in social situations and can be used in various settings to help understand an individual's social anxiety and its impact on their psychological well-being.

Description of the tools

- **Perceived Parenting Style Scale (PPSS):** The Perceived Parenting Style Scale (PPSS) is a self-report questionnaire developed by Divya and Manikandan in 2013 to assess an individual's perception of their parents' behaviour. The scale consists of 30 items that measure three dimensions of parenting style: authoritative, authoritarian, and permissive. The authoritative parenting style is characterized by high levels of warmth and support, along with clear expectations and limits. Authoritarian parenting style involves high levels of control and demands but low levels of warmth and support. Permissive parenting style is characterized by low levels of control and demands but high levels of warmth and support. The respondents are asked to rate their parents' behaviour on a 5-point Likert scale ranging from strongly disagree to strongly agree. The PPSS is designed for individuals aged 15 years and above and is available in English and Tamil.
- **Emotional Regulation Questionnaire (ERQ):** The Emotional Regulation Questionnaire (ERQ) is a 10-item scale that assesses respondents' propensity for controlling emotions by either expressive suppression or cognitive reappraisal. The scale was developed by Gross, J.J., & John, O.P. in 2003. Responses are graded on a 7-point Likert scale ranging from "strongly disagree" to "strongly agree". Cognitive reappraisal & expressive suppression sub scales are each scored using the average of all the scores. The ERQ can be used in various settings, including research, clinical, and educational settings.

Interaction Anxiousness Scale (IAS)

A 15-item scale which was developed by Leary (1983). Responses are assessed on a 5-point Likert scale. The IAS is designed to assess people's general propensity to experience anxious feelings (the subjective or affective component of social anxiety) in situations involving contingent social interactions ("face-to-face interactions"), that is, situations in which a person requires feedback from others. The IAS also includes four reversed items to control acquiescence: items describing subjective responses of calmness (feeling relaxed, at ease) in social situations or items describing the absence of anxiety or shyness in those situations (items 3, 6, 10, and 15). It is also the shortened version for the Social Interaction Anxiety Scale (SIAS). The IAS has seen widespread application in personality and social psychology research.

Statistical Analysis

For the analysis, Pearson's correlation independent sample t-test and Multiple Linear regression to study and determine the correlation between the three variables in this study and to predict the value of the response variable based on the value of the predictor variable.

RESULT AND DISCUSSION

Results

The current study sought to investigate Perceived Parenting Styles, Emotional Regulation and Social Anxiety among Young Adults. To compare the categories, Cognitive Reappraisal and Expressive Suppression with Parenting styles and social anxiety, Pearson's Correlation, independent sample t-test and Multiple Linear Regression were used. The data was gathered online using Google Forms. Personal messages were sent to participants via different social media platforms such as LinkedIn, WhatsApp, and Instagram. The research excluded 21 participants who lived outside of Bengaluru and were married. As a result, a total of 229 samples were examined. For each research variable, descriptive statistics and reliability values were computed. Using the Statistical Package for Social Sciences (SPSS) version 26, Pearson Correlation, Independent sample t-test and Multiple Linear Regression were used to test the claim.

Table 1 Distribution of participants based on their gender.

Gender		
	Frequency	Cumulative Percent
Male	106	46%
Female	123	54%
Total	229	

Table 1 indicates gender distribution of participants in this study. There was a total of 229 participants in this study and consisted of Males and females in this study. The cumulative percentage of the male population in this study was found to 46% and for female was found to be 54%.

Table 2 Distribution of participants according to age groups (18-24 and 25-30)

Age groups of the young Adults		
	Frequency	Cumulative Percent
18-24	160	70%
25-30	69	30%
Total	229	

Table 3 indicates that there was a total of 229 participant's this study among which 160 participants belonged to age group of 18-24 contributing to a total of 70% of the population in this study and 69 participants were belonged to ages group of 25-30 contributing to a total of 30% of the population in this study.

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Table 3 Descriptive Statistics of variables Parenting Styles (Authoritative, Authoritarian and Permissive), Emotional Regulation (Cognitive Reappraisal and Expressive Suppression) and Social Anxiety (N=229)

	Mean	SD	N
Authoritative	71.85	542.5	229
Authoritarian	29.86	8.34	229
Permissive	28.66	8.15	229
Cognitive Reappraisal	27.22	5.22	229
Expressive Suppression	32.7	8.29	229
Social Anxiety	47.93	7.49	229

The table indicates the descriptive statistics for all three variables- Parenting Styles, Emotional Regulation and Social Anxiety among Young Adults (N=229) i.e., Authoritative (M=71.85; SD=542.5), Authoritarian (M=29.86; SD=8.24), Permissive (M=28.66; SD=8.15), Cognitive Reappraisal (M=27.22; SD=5.22), Expressive Suppression (M=32.7; SD=8.29), and Social Anxiety (M=47.93; SD=7.49).

Table 4 Correlation among the variables Perceived Parenting Styles (Authoritative, Authoritarian and Permissive), Emotional Regulation (Cognitive Reappraisal and Expressive Suppression), (N=229)

	Authoritative	Authoritarian	Permissive	Cognitive Reappraisal	Expressive Suppression
Authoritative		-0.32**	-0.24**	0.22**	-0.31**
Authoritarian			0.7**	-0.09	1**
Permissive				-0.11	0.7**
Cognitive Reappraisal					-0.08**
Expressive Suppression					

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

The table shows that there is a negative correlation between authoritative and authoritarian parenting style among young adults ($r=-0.32$). It indicates that these two variables are inversely related, which means that as one variable increases, the other tends to decrease.

Furthermore, there is a positive correlation between authoritarian and Expressive Suppression, indicating that these two variables are strongly related.

There is a negative correlation between cognitive reappraisal and expressive suppression. ($r= -0.08$), implying that these two variables are slightly inversely related.

Finally, there is a negative correlation between authoritative and expressive suppression. ($r=-0.31$), and a weak negative correlation between authoritative and permissive ($r= -0.24$). These correlations suggest that authoritative parenting style is inversely related to both expressive suppression and permissive parenting style.

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Overall, The Pearson r correlation test reveals that the correlation between Cognitive reappraisal was significant with authoritative parenting style. While the correlation with expressive suppression was significant with all the parenting styles (authoritative, authoritarian, and permissive).

Therefore, the null hypothesis which states that there is no significant correlation between perceived parenting styles and emotional regulation among young adults is partially accepted.

Table 5 Correlation among the variables Perceived Parenting Styles (Authoritative, Authoritarian and Permissive), and Social Anxiety.

	Authoritative	Authoritarian	Permissive	Social Anxiety
Authoritative	1	-0.32**	-0.24**	0.00
Authoritarian		1	0.7**	-0.00**
Permissive			1	-0.00**
Social Anxiety				1

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

From the above table, we see that Authoritative parenting has a negative correlation of -0.231 with anxiety scale, which is statistically significant at $p < 0.01$. This suggests that higher levels of authoritative parenting are associated with lower levels of anxiety. Authoritarian parenting has a positive correlation of 0.458 with anxiety scale, which is statistically significant at $p < 0.01$. This suggests that higher levels of authoritarian parenting are associated with higher levels of anxiety.

Permissive parenting has a positive correlation of 0.373 with anxiety scale, which is statistically significant at $p < 0.01$. This suggests that higher levels of permissive parenting are associated with higher levels of anxiety.

The correlations between the parenting styles themselves are also statistically significant at $p < 0.01$. Specifically, authoritative parenting has a negative correlation with authoritarian parenting (-0.322) and permissive parenting (-0.237), while authoritarian parenting has a positive correlation with permissive parenting (0.702).

Therefore, the null hypothesis which states that there is there is no significant correlation between perceived parenting styles and social anxiety among young adults is rejected.

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Table 6 Table showing mean scores, Standard Deviation, t-score, and p values among the two age groups in the Parenting Styles.

	Age groups	N	M	SD	t-value	p-value
Authoritative	1	69	36.84	5.81	1.24	.216
	2	160	35.76	6.17		
Authoritarian	1	69	31.8	8.36	2.36	.019
	2	160	29.03	8.07		
Permissive	1	69	30.8	9	2.64	.009
	2	160	27.74	7.6		

Note: M=Mean; SD=Standard Deviation; Age Groups=1:18-24; 2: 25-30; N=Sample Size

The above table provides the results of the Independent sample t-test in terms of the two age groups and their differences in the type of parenting styles.

For Authoritative Parenting Style: The results of the descriptive statistics show that the age group 2 has higher values for the dependent variable Authoritative (M = 36.84, SD = 5.81) than the age group 1 (M = 35.76, SD = 6.17). A two-tailed t-test for independent samples (equal variances assumed) showed that the difference between 25 - 30 and 18 - 24 with respect to the dependent variable Authoritative was not statistically significant, $t(227) = 1.24$, $p = .216$ at 95% confidence interval.

For Authoritarian Parenting Style: The results of the descriptive statistics show that the age group 2 has higher values for the dependent variable Authoritarian (M = 31.8, SD = 8.36) than the age group 1 (M = 29.03, SD = 8.07). A two-tailed t-test for independent samples (equal variances assumed) showed that the difference between age groups 1 and 2 with respect to the dependent variable Authoritarian was statistically significant, $t(227) = 2.36$, $p = .019$, at 95% confidence interval.

For Permissive Parenting Style: The results of the descriptive statistics show that the age group 2 has higher values for the dependent variable Permissive (M = 30.8, SD = 9) than the age group 1 (M = 27.74, SD = 7.6).

A two-tailed t-test for independent samples (equal variances assumed) showed that the difference between the age group 1 and 2 with respect to the dependent variable Permissive was statistically significant, $t(227) = 2.64$, $p = .009$, at 95% confidence interval.

Overall, There are t-values and p-values provided for each parenting style and age group combination.

Looking at the p-values provided, we can see that for Authoritarian and Permissive parenting styles, there is a significant difference between age groups, as the p-values are less than 0.05 (0.019 and 0.009, respectively). For the Authoritative parenting style, the p-value is 0.216,

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which is not significant, meaning there is no significant difference in this parenting style between the two age groups.

Thus, we can conclude that there are significant differences in the levels of perceived Authoritarian and Permissive parenting styles between young adults in the age range of 18-24 and 25-30, but not for the Authoritative parenting style.

Therefore, the null hypothesis stating that There is no significant difference in the level of perceived parenting styles among young adults in the age range of 18-24 and 25-30 is partially accepted.

Table 7 Table showing mean scores, Standard Deviation, t-score and p values among the two age groups in relation to Emotional Regulation.

	Age groups	N	M	SD	t	P value
Emotional Regulation	2	69	45.39	5.99	0.94	0.349
	1	16	44.46	7.28		

Note: M=Mean; SD=Standard Deviation; Age Groups=1:18-24; 2: 25-30; N=Sample Size

The above table displays the mean (M), standard deviation (SD), and sample size (N) for two age groups in relation to their level of emotional regulation. The independent samples t-test was conducted to examine if there is a significant difference in the levels of emotional regulation between individuals aged 18-24 and 25-30. The results of the descriptive statistics show that the 25 - 30 group has higher values for the dependent variable Emotional Regulation (M = 45.39, SD = 5.99) than the 18 - 24 group (M = 44.46, SD = 7.28). A two-tailed t-test for independent samples (equal variances assumed) showed that the difference between 25 - 30 and 18 - 24 with respect to the dependent variable Emotional Regulation was not statistically significant, $t = 0.94$, $p = .349$, at 95% confidence interval.

The result shows that there is no significant difference between the two groups ($t = 0.94$, $p = 0.349$). Therefore, it can be concluded that age does not significantly affect the level of emotional regulation in this sample.

Therefore, the null hypothesis which states that there is no significant difference in the levels of emotional regulation between individuals aged 18-24 and 25-30 is accepted.

Table 8 Table showing mean scores, Standard Deviation, t-score and p values among the two age groups in relation to social anxiety.

	Age groups	N	M	SD	t	p value
Social Anxiety	2	69	50.19	6.06	3.06	0.002
	1	160	46.5	7.84		

Note: M=Mean; SD=Standard Deviation; Age Groups=1.18-24; 2. 25-30., N=Sample Size

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The above table shows the results of a statistical analysis comparing the mean scores for emotional regulation between two age groups (18-24 and 25-30). The t-test is used to determine if there is a significant difference between the two means.

Based on the results, it can be interpreted that there is a significant difference in the mean scores for emotional regulation between individuals between ages 18-24 and 25-30, with a p-value of 0.002. The mean score for emotional regulation is higher for the group aged between 25-30 (M=50.19) than the group between the age 18-24 (M=46.5) with a difference of 3.06. The results of the descriptive statistics show that the 25 - 30 group has higher values for the dependent variable Anxiety Scale (M = 50.19, SD = 6.06) than the age group of 18 - 24 (M = 46.95, SD = 7.84).

A two-tailed t-test for independent samples (equal variances not assumed) showed that the difference between 25 - 30 and 18 - 24 with respect to the dependent variable Anxiety Scale was statistically significant, $t(164.85) = 3.38$, $p = .001$, at 95% confidence interval.

Therefore, the null hypothesis which states that There is no significant difference in levels of social anxiety between individuals aged from 18-21 and 25-30 is rejected.

Table 9 Coefficients for Multiple Linear Regression Analysis

	R²	Adjusted R²	B	β	t	p
Social Anxiety	0.23	0.22	38.54		8.59	<.001
Authoritative			-0.11	-0.09	-1.42	.157
Authoritarian			-0.88	-0.97	-1.18	.24
Permissive			0.1	0.11	1.29	.197
Cognitive Reappraisal			-0.08	-0.06	-0.92	.359
Expressive Suppression			1.2	1.32	1.62	.106

Note: Dependent Variable: Social Anxiety Scale

The above table displays the results of a multiple regression analysis examining the relationship between perceived parenting styles, emotional regulation strategies, and the level of social anxiety among young adults. The first row of the table displays the overall model fit statistics, including the R² and adjusted R² values, indicating that the model explains 23% of the variance in social anxiety. The remaining rows of the table display the unstandardized and standardized coefficients for each predictor variable, including the constant term. The unstandardized coefficients show the magnitude and direction of the relationship between each predictor variable and the dependent variable in its original unit of measurement, while the standardized coefficients indicate the magnitude and direction of the relationship in standard deviation units.

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The given regression model predicts the level of social anxiety in young adults based on perceived parenting styles and emotional regulation. The unstandardized regression coefficients reveal that when all independent variables are zero, the value of the dependent variable (anxiety scale) is 38.54. The coefficients also indicate the change in the dependent variable when the independent variables change by one unit. The standardized regression coefficients (beta) indicate the relative contribution of each independent variable to the dependent variable, with the variable expressive suppression having the largest influence.

The p-values associated with each coefficient indicate the likelihood of the observed coefficient being due to chance. A p-value greater than the significance level (0.05 in this case) suggests that the null hypothesis (the coefficient being zero in the population) cannot be rejected. Therefore, it is assumed that none of the independent variables significantly predict the level of social anxiety in young adults, including perceived parenting styles (authoritative, authoritarian, permissive) and emotional regulation strategies (cognitive reappraisal and expressive suppression).

Therefore, the null hypothesis which states that perceived parenting styles and emotional regulation are not significant predictors of the level of social anxiety among young adults is accepted.

SUMMARY AND CONCLUSION

Summary

The goal of the current study was to study the effect of Perceived Parenting Styles, Emotional Regulation and Social Anxiety among Young Adults. The participants consisted of young adults from Bengaluru, Karnataka, India. The sample of the study consisted of a total of 229 participants. All the participants in this study were 46 males and 54 females between the ages of 18-30 years. The responses for the study were collected through an electronic medium of data collection.

The research collected data on the variables using socio-demographic information and various tools. There were three variables in this study. Perceived Parenting Styles was measured using the Perceived Parenting Style Scale (PPSS) developed by Divya and Manikandan in (2013). Emotional Regulation was measured using the Emotional Regulation Questionnaire (ERQ) by Gross and John, (2003). Social Anxiety was measured using the Interaction Anxiousness Scale by Leary (1983).

The sample was gathered using the non-Probability purposive sampling method, and data was collected using Google Forms. Before filling out the socio-demographic information and the remainder of the questionnaire, participants were required to provide informed consent. IBM SPSS version 26 was used to examine the collected data. The averages and standard deviations were determined using descriptive statistics. To comprehend the correlation and relationship between the variables, Pearson's Correlation and Multiple Linear Regression were used. Independent sample t-test was used to compare the mean scores of the Variables. The findings of this study demonstrated that there is a significant correlation between parenting styles and emotional regulation among young adults. Specifically, authoritative parenting is negatively correlated with anxiety, while authoritarian and permissive parenting are positively correlated with anxiety. Additionally, authoritative parenting is negatively correlated with expressive suppression and permissive parenting, while authoritarian parenting is positively correlated with permissive parenting. There are also significant differences in the levels of perceived authoritarian and permissive parenting styles between

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young adults in the age range of 18-24 and 25-30, but not for authoritative parenting style. The multiple regression model of the study revealed that than parenting styles and emotional regulation together explained around 23.39% of the variance in the Anxiety of the participants.

Moreover, research has also shown that perceived parenting styles are related to specific components of emotional regulation. For example, children of authoritarian parents may struggle with impulse control and emotional expression, while children of permissive parents may have difficulty regulating their emotions in response to stressors (Snyder et al., 2017). Another study also found that there was a significant difference in the levels of emotional regulation between individuals aged 18-24 and 25-30, with older individuals showing higher levels of emotional regulation. Finally, the study found that parenting styles and emotional regulation were significant predictors of the level of social anxiety among young adults (Smith et al., 2022).

CONCLUSION

In conclusion, the present study shed light on the relationship between Perceived Parenting Styles, Emotional Regulation and Social Anxiety among Young Adults in Bengaluru, Karnataka, India.

The results of this study showed a strong relationship between parental practices and young adults' ability to regulate their emotions. In particular, authoritarian, and permissive parenting are positively connected with anxiety, whereas authoritative parenting is adversely correlated with it. Furthermore, authoritarian parenting is favorably connected with lenient parenting, whereas authoritative parenting is adversely correlated with expressive repression and permissive parenting. Between young adults in the age range of 18-24 and 25-30, there are also appreciable differences in the degrees of perceived authoritarian and permissive parenting styles, but not for authoritative parenting style. According to the study's multiple regression model, emotional regulation and parenting approaches jointly accounted for about 23.39% of the variation in the participants' anxiety levels.

The findings of this study are consistent with research studies that have shown that authoritarian and permissive parenting styles are positively associated with social anxiety, while authoritative parenting is negatively associated with social anxiety. Emotional regulation also plays a mediating role in this relationship (Zarei et al., 2018). Findings suggest that authoritarian and neglectful parenting styles are positively associated with social anxiety, while authoritative parenting style is negatively associated with social anxiety. Emotional regulation partially mediates the relationship between parenting styles and social anxiety (Lashari et al., 2019).

Implications

The results obtained from this study have various theoretical and practical implications. The study shows that parenting styles have a significant impact on a young adult's emotional regulation and social anxiety levels. It emphasizes the need for parents to be aware of their parenting style's impact on their child's emotional development and highlights the importance of young adults developing effective emotional regulation strategies. The study also stresses the importance of interventions that address the relationship between parenting styles, emotional regulation, and social anxiety to improve mental health outcomes. Moreover, clear behavioural standards, emotional bonding, and open communication can help young adults be

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socially adaptive. In today's changing world, it is crucial for parents to discuss and understand their roles in child-rearing to ensure the welfare of the next generation.

Limitations

Despite extensive planning and effort, the research has its limitations. The perceived parenting styles are subjective to interpretation of children, any sudden disengagement in the family or incident can cause students to over or underreport parenting behavior. The Small sample size due to time and accessibility constraints also adds up to making generalization difficult. There are also no control variables like socio-economic status, geographical location or the role of gender was taken into mediating the levels of Emotional Intelligence and anxiety.

Scope for Future Research

A continued exploration of this research may help us in identifying individuals who may be at risk for these issues and develop appropriate interventions to address them. Further research could help identify individuals at risk for social anxiety and poor emotional regulation and develop appropriate interventions. Studies should use a larger sample from various socioeconomic levels and objective measures such as physiological or behavioral observations. Interventions targeting emotional regulation and social anxiety should be tested, including those addressing maladaptive cognitive beliefs. It would also be useful to explore the impact of parenting styles on other outcomes such as depression or substance use. Mixed methods approach, combining qualitative and quantitative methods, can provide a more nuanced understanding of the relationship between parenting styles, emotional regulation, and social anxiety.

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Conflict of Interest

The author(s) declared no conflict of interest.

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