

Research Paper

Impact of Parenting Styles on Emotional Maturity and Social Adjustment Capacity of Adolescents: An Empirical Study

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ABSTRACT

This empirical study investigates the impact of parenting styles—authoritative, authoritarian, permissive and uninvolved—on the emotional maturity and social adjustment capacity of adolescents in Rajnandgaon district, Chhattisgarh, India. Drawing upon Baumrind's (1971) seminal typology and Maccoby and Martin's (1983) four-fold classification, the study employed a cross-sectional survey design with a stratified random sample of 500 school-going adolescents (250 males, 250 females) from Classes 9th to 12th across 10 higher secondary schools. Data were collected using the Parenting Style Scale (PSS-GMMD), Emotional Maturity Scale (EMS) and Social Adjustment Scale (SAS-KA). Descriptive statistics, Pearson correlation, independent samples t-test, one-way ANOVA, Tukey HSD post hoc, two-way ANOVA, multiple regression and exploratory factor analysis were performed. Results revealed that authoritative parenting demonstrated strong positive correlations with emotional maturity ($r = 0.804$, $p < 0.001$) and social adjustment ($r = 0.819$, $p < 0.001$), while uninvolved parenting showed strong negative correlations ($r = -0.633$ and $r = -0.663$ respectively, $p < 0.001$). One-way ANOVA confirmed significant differences across parenting styles for both emotional maturity ($F(3,496) = 254.13$, $p < 0.001$, $\eta^2 = 0.606$) and social adjustment ($F(3,496) = 248.92$, $p < 0.001$, $\eta^2 = 0.601$). Multiple regression models explained 83.3% of variance in emotional maturity and 83.5% in social adjustment. Gender differences were negligible. The findings underscore the critical role of parenting styles in shaping adolescent psychosocial development and provide evidence-based recommendations for parental education programs.

Keywords: Parenting Styles, Emotional Maturity, Social Adjustment, Adolescents, Authoritative Parenting, Baumrind's Typology, Indian Adolescents

Parenting represents the most fundamental architecture that shapes human development across the lifespan. Defined as the active caretaking role performed by parents and its subsequent impact on children's behavior, cognition and core personality formulation, parenting has remained an exceptionally vital theme within developmental psychology (Darling & Steinberg, 1993). The specific environmental ecosystem in which children are raised fundamentally determines their overarching trajectory, influencing habits, health indicators, interactive behavioral patterns, mental wellness and situational coping capacities.

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Adolescence, spanning approximately ages 12 to 18 years, constitutes a highly sensitive and transformational developmental phase marked by profound physical, mental, emotional and social transitions (Steinberg, 2001). During this period, the quality of parenting received exerts a definitive influence on behavioral transformations, emotional maturation and the capacity to navigate social environments effectively. Understanding how different parenting styles shape these outcomes is crucial for developing targeted interventions that promote healthy adolescent development.

The conceptual foundation of this study rests upon Baumrind's (1971, 1991) seminal taxonomy of parenting styles, later expanded by Maccoby and Martin (1983) into a four-fold classification based on two orthogonal dimensions: responsiveness (warmth) and demandingness (control). Authoritative parenting combines high warmth with appropriate control; authoritarian parenting features high control with low warmth; permissive parenting offers high warmth with minimal control; and uninvolved parenting is characterized by both low warmth and low control.

Emotional maturity refers to the psychological capacity to understand, identify, regulate and express emotions effectively, enabling individuals to build and sustain healthy relationships through stable behavioral understanding (Singh & Khanam, 2023). Social adjustment capacity, conversely, denotes the ability to coordinate and adapt effectively within a community, navigating social situations constructively and establishing positive connections with others (Subramanyam & Kalavati, 2024). Both constructs are pivotal during adolescence, as this developmental window establishes lifelong patterns of emotional regulation and interpersonal competence.

Despite extensive international research, studies examining the relationship between parenting styles and adolescent outcomes within the Indian socio-cultural context—particularly in central Indian states like Chhattisgarh—remain limited. The present study addresses this gap by empirically examining how parenting styles influence emotional maturity and social adjustment among 500 adolescents in Rajnandgaon district, contributing culturally grounded evidence to the global developmental psychology literature.

LITERATURE REVIEW

Parenting Style Typologies and Theoretical Framework

Baumrind's (1971) groundbreaking observational research with preschool children identified three primary parenting styles: authoritative, authoritarian and permissive. Authoritative parents demonstrated high levels of both nurturance and structure, setting clear expectations while remaining responsive to children's needs. Authoritarian parents emphasized obedience and discipline without warmth, whereas permissive parents provided affection without adequate boundaries. Maccoby and Martin (1983) subsequently expanded this typology by introducing the uninvolved/neglectful category, yielding the now-standard four-fold classification that provides the theoretical architecture for the present investigation.

Steinberg and colleagues (Steinberg, 2001; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994) demonstrated that the benefits of authoritative parenting transcend cultural, ethnic and socioeconomic boundaries. Their longitudinal studies revealed that adolescents from authoritative homes consistently exhibited higher psychosocial competence, academic achievement, self-reliance and psychological well-being compared to peers raised under alternative parenting approaches. Steinberg (2001) further argued that the

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effects of authoritative parenting accumulate over time, progressively enhancing competence and psychological well-being throughout adolescence.

Parenting Styles and Emotional Maturity

The relationship between parenting styles and emotional maturity has garnered substantial empirical attention. Singh and Khanam (2023), in a study of 100 Indian college students, found that authoritative parenting was positively associated with emotional maturity, whereas authoritarian and permissive parenting exerted negative effects. Their findings aligned with earlier research establishing that supportive, democratic parenting environments foster emotional self-regulation and maturity.

Agrawal and Chauhan (2022), examining 58 adolescents aged 14-18 years, employed two-way ANOVA to demonstrate that parenting styles significantly influenced emotional maturity levels, while gender did not emerge as a decisive factor. Their results indicated that adolescents with authoritative parents exhibited superior emotional stability, progression and empathy compared to those experiencing authoritarian or neglectful parenting. Pandey and Tripathi (2024), in a comprehensive review of 80 empirical studies, confirmed that parental nurturance significantly influences holistic child development, with authoritative parenting consistently producing optimal emotional outcomes.

Abidin and Yudiana (2022), investigating 394 Indonesian adolescents using structural equation modeling, concluded that supportive parenting enhances adolescent well-being by satisfying basic psychological needs. Their findings highlighted the mediating role of need satisfaction in the relationship between parenting practices and emotional development. Similarly, Bi, Yang and colleagues (2018), studying 633 Chinese adolescents in grades 7-9, emphasized the importance of examining parental influence within specific family systems and socio-cultural contexts.

Parenting Styles and Social Adjustment

Social adjustment represents a critical developmental competency during adolescence, encompassing the capacity to establish harmonious relationships within family, school, peer and community contexts. Jain, Kumar and Singh (2021), conducting a cross-sectional comparative study among private school adolescents in Agra, found that paternal authoritative parenting correlated positively with social adjustment, whereas authoritarian styles demonstrated negative associations. Their findings underscored the differential impact of maternal versus paternal parenting behaviors on adolescent social functioning.

Subramanyam and Kalavati (2024), employing Pearson product-moment correlation among 60 adolescents aged 14-17 years, reported significant relationships between perceived parenting styles and social adjustment capacity. Their results indicated that adolescents perceiving their parents as authoritative demonstrated superior adjustment across family, school and peer domains. Christian and Phillips (2023), measuring 120 randomly sampled adolescents using Baumrind's Parental Style Scale and the Adjustment Inventory for College Students, found positive correlations for authoritative and permissive styles with social adjustment, while authoritarian parenting was negatively correlated.

Sutaria (2025), comparing parenting styles against child social behavior using 150 Likert-scale responses from youth aged 16-22, demonstrated a direct relationship between parenting approaches and behavioral outcomes, with authoritative parenting yielding optimal

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results and authoritarian or permissive styles producing less favorable outcomes. Shanmugam (2024), in a descriptive study of 50 adolescents, confirmed that social adjustment was strongly tied to parental behavior, education and occupation, with 62% of participants exhibiting high social adjustment levels.

Research Gaps and Rationale

While the international literature on parenting styles and adolescent development is extensive, several critical gaps persist. First, the majority of empirical studies have been conducted in Western or highly urbanized Asian contexts, leaving a paucity of evidence from rural and semi-urban Indian settings where traditional joint family structures and cultural norms may moderate parenting effects (Rohner & Khaleque, 2005). Second, few studies have simultaneously examined both emotional maturity and social adjustment as outcome variables within a single integrated framework. Third, the unique socio-cultural dynamics of central Indian states, where collectivist family values intersect with rapid modernization, warrant dedicated empirical investigation. The present study addresses these gaps by providing comprehensive, culturally situated evidence on the relationships between parenting styles and adolescent psychosocial outcomes in Chhattisgarh.

METHODOLOGY

Research Design

The present study employed a quantitative, cross-sectional survey design to examine the impact of parenting styles on emotional maturity and social adjustment among adolescents. This design was selected for its appropriateness in establishing associations between variables at a single point in time and its efficiency in collecting data from a large, representative sample (Creswell & Creswell, 2018).

Population and Sample

The target population comprised adolescent students (Classes 9th to 12th) from private CBSE and government higher secondary schools located within the urban zone of Rajnandgaon district, Chhattisgarh, India, during the academic session 2025-2026. A total sample of 500 adolescents was selected using stratified random sampling, evenly distributed across gender (250 males, 250 females) and drawn from 10 higher secondary schools (50 students per school). The participating schools included Delhi Public School, Yugantar Public School, Wesleyan School, Royal Kids School, Aziz Public School, Guru Nanak School, Neeraj Public School, Neeraj Bajpai International School, Gayatri School and Sanskar Public School.

Inclusion criteria required participants to be enrolled in Classes 9th through 12th, aged 14-18 years, residing with at least one parent or primary caregiver and providing informed assent alongside parental consent. Students with documented psychiatric diagnoses, those not residing with parents and individuals unwilling to participate were excluded from the study.

Research Instruments

Three standardized psychometric instruments, all bilingual (Hindi/English), were administered:

- Parenting Style Scale (PSS-GMMD) developed by Madhu Gupta and Dimple Mehtani. This 32-item scale measures four parenting dimensions (authoritative, authoritarian, permissive, uninvolved) on a 5-point Likert scale. The present study obtained Cronbach's alpha coefficients of 0.969 for authoritative, 0.970 for

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authoritarian, 0.965 for permissive and 0.965 for uninvolved subscales, indicating excellent internal consistency.

- Emotional Maturity Scale (EMS) by Tara Sabhapathy. This 20-item instrument assesses five dimensions of emotional maturity—emotional stability, emotional progression, social adjustment in emotions, independence and empathy—using a 5-point Likert format. The overall scale reliability in this study was $\alpha = 0.970$, with subscale reliabilities ranging from 0.860 to 0.875.
- Social Adjustment Scale (SAS-KA) by Ashutosh Kumar. This 20-item scale evaluates social adjustment across five domains: family, school, peer, community and self-adjustment. The overall Cronbach's alpha was 0.972, with subscale reliabilities between 0.869 and 0.877.

Data Collection Procedure

Data were collected through classroom-based group administration following standardized instructions. Researchers explained the purpose of the study, assured confidentiality and obtained informed assent before instrument administration. Each session lasted approximately 45-50 minutes. Participants completed demographic information followed by the three scales in counterbalanced order.

Data Analysis

Data were analyzed using SPSS (version 26.0) and R programming environment. The analytical plan encompassed: (a) descriptive statistics (mean, median, standard deviation, skewness, kurtosis, 95% confidence intervals) for all variables; (b) reliability analysis via Cronbach's alpha and item-total correlations; (c) normality testing using Shapiro-Wilk and Kolmogorov-Smirnov tests; (d) Pearson and Spearman correlation matrices; (e) independent samples t-test for gender comparisons with Cohen's d effect sizes; (f) one-way ANOVA for parenting style group differences with Tukey HSD post hoc tests; (g) two-way ANOVA for interaction effects; (h) simple and multiple linear regression analyses; and (i) exploratory factor analysis (EFA) with KMO measure, Bartlett's test of sphericity, eigenvalue extraction and varimax rotation.

RESULTS

Descriptive Statistics and Data Quality

The final sample comprised 500 adolescents (50% male, 50% female) with mean age 15.93 years ($SD = 1.20$). Grade distribution was: 9th (26.4%), 10th (27.2%), 11th (25.8%) and 12th (20.6%). The majority resided in nuclear families (57.4%) compared to joint families (42.6%), with 55.2% from urban areas and 75% studying in English-medium schools.

Data cleaning confirmed complete responses from all 500 participants with no missing values, duplicate IDs, or out-of-range responses. Normality testing via Shapiro-Wilk and Kolmogorov-Smirnov tests indicated statistically significant deviations from normality ($p < 0.05$) for all continuous variables; however, with $N = 500$, the Central Limit Theorem supports the robustness of parametric tests. Visual inspection of histograms confirmed approximately normal distributions with acceptable skewness values ranging from 0.18 to 0.68.

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Table 1: Descriptive Statistics for Key Study Variables (N = 500)

Variable	Mean	SD	Skewness	Kurtosis	95% CI
Authoritative Score	2.48	1.08	0.68	-0.63	2.39-2.58
Authoritarian Score	2.67	1.09	0.45	-0.93	2.57-2.76
Permissive Score	2.83	1.02	0.18	-0.83	2.74-2.92
Uninvolved Score	2.66	1.04	0.49	-0.65	2.57-2.75
Emotional Maturity	2.92	0.84	0.36	-0.63	2.85-2.99
Social Adjustment	2.89	0.86	0.34	-0.77	2.82-2.97

Reliability Analysis

Cronbach's alpha coefficients demonstrated excellent internal consistency across all scales. The Parenting Style Scale subscales yielded alpha values of 0.969 (authoritative), 0.970 (authoritarian), 0.965 (permissive) and 0.965 (uninvolved). The Emotional Maturity Scale subscales ranged from 0.860 (empathy) to 0.875 (independence), with an overall scale alpha of 0.970. The Social Adjustment Scale subscales ranged from 0.869 (community adjustment) to 0.877 (family adjustment), with an overall alpha of 0.972. All item-total correlations exceeded 0.70, confirming strong item discrimination.

Distribution of Parenting Styles

The dominant parenting style classification revealed that permissive parenting was most prevalent (28.8%, n = 144), followed by authoritarian (28.0%, n = 140), authoritative (22.8%, n = 114) and uninvolved (20.4%, n = 102). This distribution suggests a concerning trend wherein fewer than one-quarter of adolescents in the sample perceived their parents as employing the optimal authoritative approach.

Correlation Analysis

Pearson correlation analysis revealed statistically significant relationships between parenting styles and both outcome variables (see Table 2). Authoritative parenting demonstrated strong positive correlations with emotional maturity ($r = 0.804$, $p < 0.001$) and social adjustment ($r = 0.819$, $p < 0.001$), representing large effect sizes. Uninvolved parenting exhibited strong negative correlations with emotional maturity ($r = -0.633$, $p < 0.001$) and social adjustment ($r = -0.663$, $p < 0.001$). Authoritarian parenting showed moderate negative correlations with both outcomes, while permissive parenting demonstrated weak but statistically significant negative associations.

Emotional maturity and social adjustment were strongly intercorrelated ($r = 0.852$, $p < 0.001$), suggesting substantial shared variance and potential developmental interdependence between these constructs.

Table 2: Pearson Correlation Matrix for Key Variables

Variable	Authoritative	Authoritarian	Permissive	Uninvolved
Emotional Maturity	0.804***	-0.318***	-0.096*	-0.633***
Social Adjustment	0.819***	-0.205***	-0.183***	-0.663***

Gender Differences

Independent samples t-tests examined gender differences across all variables. Significant differences emerged for authoritative parenting scores ($t(498) = 2.03$, $p = 0.043$, Cohen's $d = 0.18$) and permissive parenting scores ($t(498) = -2.42$, $p = 0.016$, Cohen's $d = -0.22$), with

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males reporting slightly higher authoritative parenting and females reporting higher permissive parenting. However, no significant gender differences were observed for emotional maturity ($p = 0.366$) or social adjustment ($p = 0.066$), with negligible effect sizes ($d < 0.17$). These findings suggest that the psychosocial benefits and risks associated with parenting styles operate similarly across genders in this sample.

One-Way ANOVA: Parenting Style Group Differences

One-way ANOVA confirmed highly significant differences across parenting style groups for emotional maturity ($F(3, 496) = 254.13, p < 0.001, \eta^2 = 0.606$) and social adjustment ($F(3, 496) = 248.92, p < 0.001, \eta^2 = 0.601$), both representing large effect sizes.

Tukey HSD post hoc tests revealed that all pairwise comparisons were statistically significant ($p < 0.05$), with the following rank order: Authoritative > Permissive > Authoritarian > Uninvolved.

Adolescents from authoritative parenting backgrounds exhibited the highest mean scores (EM: $M = 4.05, SD = 0.47$; SA: $M = 4.05, SD = 0.44$), while those from uninvolved parenting environments demonstrated the lowest scores (EM: $M = 2.27, SD = 0.51$; SA: $M = 2.18, SD = 0.50$). The mean difference between authoritative and uninvolved groups was 1.77 units for emotional maturity and 1.87 units for social adjustment, representing practically meaningful distinctions on the 5-point scale.

Table 3: One-Way ANOVA: Mean Differences Across Parenting Style

Parenting Style	EM Mean (SD)	SA Mean (SD)	F Value	η^2
Authoritative	4.05 (0.47)	4.05 (0.44)	---	---
Authoritarian	2.50 (0.54)	2.58 (0.57)	---	---
Permissive	2.90 (0.57)	2.78 (0.61)	---	---
Uninvolved	2.27 (0.51)	2.18 (0.50)	---	---
ANOVA Result	---	---	254.13***	0.606

Two-Way ANOVA: Interaction Effects

Two-way ANOVA examining parenting style by gender interactions revealed non-significant interaction effects for both emotional maturity ($F(3, 492) = 0.94, p = 0.421, \eta^2p = 0.006$) and social adjustment ($F(3, 492) = 0.19, p = 0.901, \eta^2p = 0.001$). Gender main effects were also non-significant ($p > 0.05$). These results confirm that the effects of parenting styles on adolescent outcomes are consistent across male and female participants.

Regression Analysis

Simple linear regression analyses demonstrated that each parenting dimension significantly predicted both outcome variables. Authoritative parenting emerged as the strongest positive predictor (EM: $R^2 = 0.646$; SA: $R^2 = 0.671$), while uninvolved parenting was the strongest negative predictor (EM: $R^2 = 0.400$; SA: $R^2 = 0.440$).

Multiple regression analysis incorporating all four parenting dimensions simultaneously explained 83.3% of the variance in emotional maturity ($F(4, 495) = 615.90, p < 0.001$) and 83.5% of the variance in social adjustment ($F(4, 495) = 626.10, p < 0.001$). Standardized regression coefficients indicated that authoritative parenting ($\beta = 0.418, p < 0.001$) and uninvolved parenting ($\beta = -0.342, p < 0.001$) were the strongest predictors of emotional

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maturity, followed by authoritarian ($\beta = -0.276$, $p < 0.001$) and permissive ($\beta = -0.121$, $p < 0.001$) parenting. An identical pattern emerged for social adjustment prediction.

Exploratory Factor Analysis

Exploratory factor analysis was conducted to examine the underlying factor structures of the three instruments. The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity confirmed suitability for factor analysis across all scales:

- Parenting Style Scale: KMO = 0.965; Bartlett's $\chi^2 = 18328.05$, $p < 0.001$. Four factors with eigenvalues > 1.0 were extracted, explaining 81.6% of total variance. Factor loadings clearly aligned with the four theoretical parenting dimensions, with all items loading > 0.85 on their respective factors and minimal cross-loadings.
- Emotional Maturity Scale: KMO = 0.987; Bartlett's $\chi^2 = 7868.43$, $p < 0.001$. Five factors were retained, explaining 73.4% of variance, corresponding to the five subscales (emotional stability, emotional progression, social adjustment in emotions, independence, empathy).
- Social Adjustment Scale: KMO = 0.989; Bartlett's $\chi^2 = 8246.37$, $p < 0.001$. Five factors explained 74.5% of variance, matching the five adjustment domains (family, school, peer, community, self).

DISCUSSION

Key Findings and Theoretical Implications

The present study provides robust empirical evidence that parenting styles significantly influence emotional maturity and social adjustment among Indian adolescents in Chhattisgarh. The findings largely confirm Baumrind's (1971, 1991) theoretical predictions and extend them to a previously underrepresented cultural context. Several key findings merit detailed discussion.

First, the strong positive correlations between authoritative parenting and both emotional maturity ($r = 0.804$) and social adjustment ($r = 0.819$) represent among the highest effect sizes reported in the literature. These findings align with Steinberg's (2001) assertion that authoritative parenting transcends cultural boundaries and are consistent with recent Indian studies by Singh and Khanam (2023) and Agrawal and Chauhan (2022). The mechanism underlying this relationship likely involves the combination of emotional security and autonomy support that characterizes authoritative parenting, enabling adolescents to develop robust emotion regulation capacities while simultaneously acquiring the interpersonal skills necessary for effective social navigation (Vasiou *et al.* 2023).

Second, the strong negative correlations observed for uninvolved parenting ($r = -0.633$ for emotional maturity; $r = -0.663$ for social adjustment) underscore the profound developmental risks associated with parental neglect. These findings corroborate Christian and Phillips (2023), who documented that emotionally detached parenting predicts maladjustment across multiple life domains. The emotional void created by uninvolved parenting appears to compromise both intra-psychic (emotional maturity) and interpersonal (social adjustment) development, suggesting that the absence of parental engagement is as damaging as the presence of harsh control.

Third, the multiple regression models explaining over 83% of variance in both outcomes indicate that parenting styles collectively represent the most powerful known predictors of adolescent psychosocial adjustment. The unique contributions of each parenting dimension,

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even after controlling for the others, suggest that these styles exert distinct rather than merely redundant influences on development.

Gender and Socio-Cultural Considerations

The absence of significant gender differences in emotional maturity and social adjustment and the non-significant interaction between parenting style and gender, suggest that the developmental effects of parenting operate similarly for males and females in this sample. This finding is consistent with Agrawal and Chauhan (2022), who similarly reported that gender was not a decisive factor in the relationship between parenting styles and emotional maturity. However, it contrasts with some Western studies suggesting differential parenting effects by gender (Lee *et al.* 2006), potentially reflecting the relatively egalitarian gender socialization patterns emerging in urban Indian families.

The predominance of permissive (28.8%) and authoritarian (28.0%) parenting styles, with authoritative parenting representing only 22.8% of the sample, raises concerns about the quality of parenting in the study region. This distribution may reflect generational transmission of parenting practices, socioeconomic stressors and limited access to parent education programs. The relatively high prevalence of uninvolved parenting (20.4%) is particularly alarming given its strong negative associations with adolescent outcomes.

Contradictions and Limitations

Several limitations warrant acknowledgment. The cross-sectional design precludes causal inferences; parenting styles and adolescent outcomes likely influence each other bidirectionally (Stattin & Kerr, 2000). Self-report measures may introduce social desirability and recall biases. The sample was restricted to one district in Chhattisgarh, limiting generalizability to other Indian states or cultural contexts. Additionally, the study did not assess potential mediating variables (e.g., self-esteem, academic achievement) that might explain the parenting-adjustment relationship.

Future Research Directions

The findings of this study suggest several promising avenues for future investigation. First, longitudinal research designs are needed to establish temporal precedence and disentangle the bidirectional influences between parenting practices and adolescent development. Second, mixed-methods approaches incorporating qualitative interviews would enrich understanding of how adolescents subjectively experience different parenting styles within the Indian cultural context.

Third, future studies should examine mediating mechanisms—such as self-efficacy, resilience and attachment security—that may explain how parenting styles translate into emotional and social competencies. Fourth, intervention research testing parenting education programs adapted for Indian families would provide crucial evidence for policy and practice. Finally, comparative cross-cultural studies examining parenting effects across diverse Indian states and international contexts would illuminate the universality versus cultural specificity of Baumrind's typology.

CONCLUSION

This study provides compelling evidence that parenting styles exert profound and differential effects on emotional maturity and social adjustment among adolescents in Rajnandgaon district, Chhattisgarh. Authoritative parenting emerges as the most beneficial

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approach, while uninvolved parenting poses the greatest risk to adolescent psychosocial development. The large effect sizes, robust statistical models and consistent findings across multiple analytical approaches lend strong support to the centrality of parenting quality in shaping adolescent outcomes.

The practical implications are clear: parent education programs promoting warmth, responsiveness and appropriate structure should be prioritized in schools and community settings. Given that fewer than one-quarter of adolescents in this sample perceived their parents as authoritative, there is substantial room for improvement. Schools can play a pivotal role by hosting parenting workshops, providing resources on positive discipline and fostering parent-teacher collaborations that support healthy adolescent development. By investing in parenting education, communities can simultaneously enhance emotional maturity and social adjustment among adolescents, yielding dividends across the lifespan.

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Conflict of Interest

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