

Review Article

Role of Parenting Styles in Adolescents well-being: A Psychological Perspective

Moumita Ghosh^{1*}¹Ph.D. Scholar, Department of Education, Jadavpur University, Kolkata, India

Article History

Received: 18.07.2025

Accepted: 15.09.2025

Published: 17.09.2025

Journal homepage:

<https://www.easpublisher.com>

Quick Response Code



Abstract: Parenting style is a pattern of behavioural approaches used by a parent when interacting with their child, which significantly influences their lives. Parenting styles also significantly impact adolescent well-being across various aspects. Adolescence is a crucial stage of development, spanning the ages of 10-19, which is marked by rapid biological, psychological, and social changes. The study examines four parenting styles, such as authoritative, authoritarian, permissive, and neglectful, which are effects on adolescents' psychological, physical, social, emotional, and educational well-being. The study revealed that authoritative parenting style is characterised by warmth, responsiveness, and structured guidance, which consistently support positive outcomes in all areas of well-being. Conversely, authoritarian and permissive styles often result in adverse outcomes such as poorer mental health and diminished well-being. The study emphasises the significance of supportive family environments, open communication, and nurturing practices in promoting adolescents' well-being. The findings hold significant educational implications, emphasising the need for strong home-school partnerships and parental guidance programmes to enhance adolescent well-being. The study concludes by emphasising the profound impact of parenting styles on adolescent development and the crucial role of authoritative methods in promoting overall well-being.

Keywords: Parenting, Parenting Styles, Adolescents, Well-Being, Physical Well-being, Psychological Well-Being, Emotional Well-Being, Educational Well-being.

Copyright © 2025 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution **4.0 International License (CC BY-NC 4.0)** which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.

INTRODUCTION

Adolescence is a crucial stage of human development, which is characterised by rapid growth in biological, psychological, and social aspects of a child (Ghorai & Mohakud, 2024). Adolescence is widely recognised as a sensitive stage of development between infancy and adulthood, which is spanning the age range of 10 to 19 years (Kaushik & Sundaresan, 2024). Adolescents in this stage face significant physical, social, cognitive, psychological, and emotional challenges that profoundly influence their lives (Argyriou *et al.*, 2016). In this situation, adolescents require proper care and support from their families and schools. During this transitional period, the family is a primary socialisation agent that plays a crucial role in moulding their proper development where parents play a vital role in guiding adolescents through these challenges, and their parenting styles, which is a patterns of interaction and child-rearing practices that affect not only their immediate behaviours

but also their long-term psychological well-being and adjustment (Mihret *et al.*, 2019; Zhang, 2022). Parenting styles play a crucial role in shaping adolescents' mental health and well-being (Zheng *et al.*, 2022; Khosla & Sharma, 2024). It is closely related to the psychological and emotional well-being of adolescents (Ijaz & Mahmood, 2009; Quach, 2008; Adubale, 2017). It is a multifaceted task that involves parents as "architects" or "conductors" of an adolescent's development, as well as their offspring's survival and optimal growth (Kang & Moore, 2011; Mihret *et al.*, 2019). It involves caring for their emotional growth and maintaining psychological well-being and happiness (Garcia *et al.*, 2019; Adubale, 2017).

Parenting Style

Parenting is a complex pattern of behaviour of parents to care and nurture for their children. It is a style or pattern of behaviours involving parents' actions which influence children's growth and development (Kang &

*Corresponding Author: Moumita Ghosh

Ph.D. Scholar, Department of Education, Jadavpur University, Kolkata, India

Moore, 2011; Mihret *et al.*, 2019). It describes the lasting bond between children and caregivers who nurture and support the children (Sharabany *et al.*, 2006; Sing, 2024). Parenting styles describe consistent patterns of discipline, values, and interactions between parents and children, which significantly influence the development of physical, cognitive, social, psychological, and emotional aspects. (Mihret *et al.*, 2019; Zheng *et al.*, 2022). Moreover, the maternal and paternal parenting styles are interconnected and collectively affect a child's development and their well-being (McKinney & Renk, 2008; Zheng *et al.*, 2022).

The concept of parenting styles originates from the groundbreaking research of Diana Baumrind (1966,

1967), who describes a consistent pattern or inclination in parenting behaviour (Zheng *et al.*, 2022; Ghorai *et al.*, 2024). Diana Baumrind (1967) identified four types of parenting styles (Figure 1) based on two dimensions, such as responsiveness and demandingness, which have unique characteristics that affect a child's development (Baumrind, 1991; Zheng *et al.*, 2022; Mihret *et al.*, 2019). Here are the four types of parenting styles: (1) Authoritative (high responsiveness and high demandingness), (2) Authoritarian (low responsiveness and high demandingness), (3) Permissive (high responsiveness and low demandingness), and (4) Neglecting (low responsiveness and low demandingness) (Baumrind, 1966).

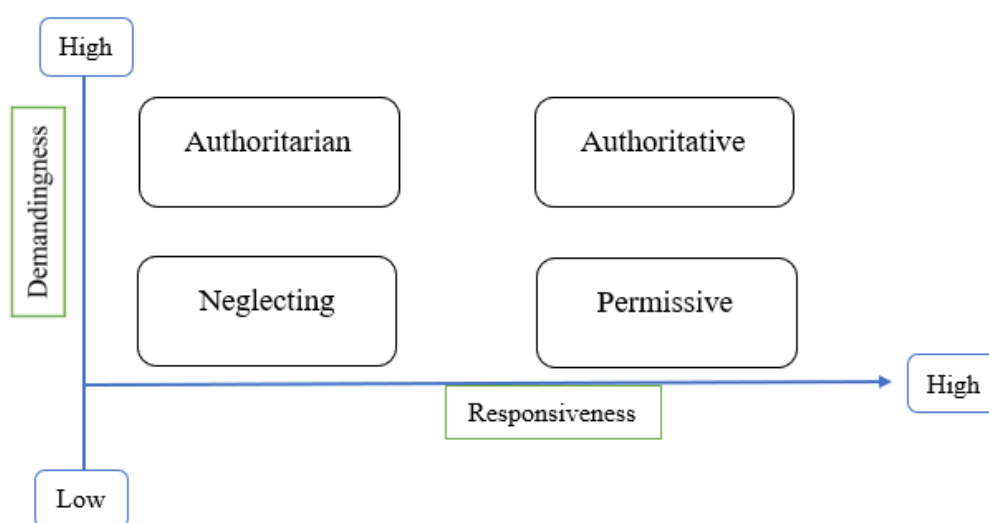


Figure 1: Four types of parenting styles

1. Authoritative Parenting

Authoritative parenting involves parents who are responsive, supportive, and emotionally connected to their children, characterised by high responsiveness and low demandingness (Knutson *et al.*, 2004; Maccoby & Martin, 1983; Kisku, 2018). This style features high expectations and acceptance, where parents clearly communicate their expectations for behaviour and offer explanations (Sigelman & Rider, 2014; Baumrind, 1991; Ghorai *et al.*, 2024). It is a child-centred approach that emphasises autonomy and open communication (Baumrind, 1972), fostering proper development and close parent-child relationships, highlighting the importance of this parenting style for school-aged children, particularly in avoiding punishment for mistakes (Sigelman & Rider, 2014; Ghorai *et al.*, 2024).

2. Authoritarian Parenting

Authoritarian parenting style refers to parents who exhibit low support, control their children, and enforce specific rules (Baumrind, 1967; Kisku, 2018). Unrealistic expectations characterise this style, a lack of boundaries, and neglect of children's needs, often relying on punishment rather than problem-solving, and

exhibiting lower responsiveness and higher demandingness (Knutson *et al.*, 2004; Maccoby & Martin, 1983; Sigelman & Rider, 2014; Ghorai *et al.*, 2024). It encourages children to be independent while maintaining clear limits and controls (Maccoby & Martin, 1983), where strict disciplinary measures, a punitive style, and a strong emphasis on following parental directions (Mihret *et al.*, 2019). This style makes it difficult for teens to discuss family rules, resulting in a controlling environment (Ijaz & Mahmood, 2009). It promotes dialogue, warmth, and autonomy, ensuring flexibility and responsiveness while enforcing reasonable control standards (Adubale, 2017).

3. Permissive Parenting

Permissive parenting style refers to parents who support their children with high responsiveness and a lack of demandingness (Knutson *et al.*, 2004; Maccoby & Martin, 1983; Kisku, 2018). It positively impacts children's development, emphasising the significance of effective parenting in fostering well-being (Setiyowati *et al.*, 2019; Ghorai *et al.*, 2024). It is also known as indulgent parents, where the lack of responsibility for their children's behaviour and their uncritical receptivity

to their demands (Macoby & Martin, 1983; Argyriou *et al.*, 2016). It sets no clear expectations and is kind, striving to fulfil their children's desires (Ghorai *et al.*, 2024).

4. Neglectful Parenting

Neglectful parenting styles involve emotional distance, lack of discipline, and negative behaviours, causing children to experience rejection, loneliness, and low self-confidence (Bedu-Addo *et al.*, 2023). They may focus on their children's needs and demands and be unresponsive to their children's experiences, school, or peers, expressing disinterest in their activities. Maccoby and Martin (1983) identified neglectful parenting as the last of the parenting styles. These parents do not supervise adolescents' behaviour or support their interests, with minimal interaction and involvement (Mihret *et al.*, 2019; Adebale, 2017).

Adolescents' Well-being

Adolescence is a vital developmental phase marked by increasing independence, social skill development, and habit formation (Kisku, 2018; Avedissian & Alayan, 2021), which covers the ages from 10 to 19 that generally categorised into early adolescence (ages 13–16) and late adolescence (up to age 18, when legal adulthood is reached), with the majority of adolescents starting their final years of high school during this stage (Kisku, 2018; Ghorai & Mohakud, 2024). This period involves complex physical, psychological, and social elements, characterised by autonomy, connectedness, optimism, and competence (Avedissian & Alayan, 2021). During this stage, the rapid development of physical, social, emotional, and cognitive aspects significantly influences adolescents' mental health and well-being (Ross *et al.*, 2020). Ensuring well-being during this transitional phase is essential for future health, resilience, and achievement (Mohamed *et al.*, 2018; Avedissian & Alayan, 2021). Well-being, a complex and multifaceted concept, has attracted extensive scientific interest due to its positive, holistic, and person-centred nature (Prescott *et al.*, 2019; Ryan & Deci, 2001; Avedissian & Alayan, 2021). It includes biological, psychological, social, and spiritual aspects, reflecting how individuals evaluate their life both cognitively and emotionally (Ryan & Deci, 2001; Lyubomirsky *et al.*, 2005). Well-being is mainly understood through two key approaches: (a) Hedonic perspective, which focuses on positive emotions, life satisfaction, and the absence of negative feelings; and (b) Eudaimonic perspective, which highlights meaning, purpose, and the alignment of life goals and values with personal growth (McDowell, 2010; Moreira *et al.*, 2015). The well-being of adolescents depends on parenting styles that have a substantial impact on various aspects of their lives. Their well-being is often viewed through both hedonic (encompassing pleasure, life satisfaction, and low negative affect) and eudaimonic (encompassing meaning, purpose, and personal development) perspectives, emphasising its multifaceted nature (Saeed

& Hanif, 2020). Consequently, adolescent well-being involves a dynamic interaction of psychological, emotional, and social elements essential for healthy development. Adolescent well-being is a complex, multidimensional construct that greatly influences psychological health and development. It encompasses various dimensions such as emotional, social, physical, spiritual, workplace, employee, psychological, subjective, and pedagogical well-being, among others (Alam *et al.*, 2018; Adhikary *et al.*, 2023).

Role of Parenting Styles in Adolescents' Well-being

1. Parenting Styles and Adolescents' Psychological Well-being

Adolescence is a crucial stage of development, during which parenting styles play a key role in shaping their psychological well-being. Parenting styles are a consistent strategy that parents use in raising their children and are often more impactful than simply the amount of time parents spend with their children (Kisku, 2018). A parent's own psychological factors are equally vital, which affect their ability to provide a stable, emotionally supportive environment, which in turn fosters adolescents' psychological well-being (Lei, 2023). Research shows that an authoritative parenting style, defined by warmth, responsiveness, and structured guidance, consistently encourages positive psychological well-being among adolescents. In contrast, authoritarian and permissive styles are frequently associated with adverse outcomes, such as poorer mental health, maladaptive behaviours, and compromised psychological well-being (Nathan & Huwae, 2024; Jazairi, 2024; Madalena *et al.*, 2024). Therefore, enhancing parenting skills and promoting balanced approaches to discipline and support are essential to creating family environments that nurture adolescents' psychological well-being.

2. Parenting Styles and Adolescents' Physical Well-being

Adolescents' physical well-being, including exercise habits, diet, and sleep, is profoundly influenced by parenting styles, which vary across cultural and social contexts (Kisku, 2018). Research indicates that authoritative and permissive parenting styles have a positive impact on adolescents' physical health and well-being. In contrast, authoritarian styles are often associated with adverse outcomes, such as school-related issues and decreased physical well-being (Aldhafri, 2011). Democratic and authoritative parenting promotes secure relationships and stable environments, supporting healthier lifestyle choices and overall physical health and well-being. Particularly, fathers' parenting styles also play a significant role, where positive paternal involvement enhances not only physical health and well-being but also emotional stability, social connectedness, and overall development during key stages of adolescence (Jeyaseeli & Edwin, 2024). Bowlby's attachment theory further emphasises the importance of nurturing family environments, suggesting that

emotional security within the family provides a foundation for physical well-being (Bowlby, 1973; Ghorai *et al.*, 2024).

3. Parenting Styles and Adolescents' Social Well-being

Parenting styles play a crucial role in shaping adolescents' social well-being, which in turn affects their ability to build good relationships, develop social skills, and experience overall happiness and well-being (Cancino & Mínguez, 2020; Roostin, 2018). Positive parenting fosters social competence and healthier interactions, whereas hostile parenting often hinders social skills and the ability to form close bonds (Zhang, 2024). As the primary teachers, families transmit values, norms, and behavioural patterns that influence adolescents' social and emotional growth, with socioeconomic factors further shaping their social well-being (Maughan, 2011; Joshi *et al.*, 2019; Ghorai *et al.*, 2024). Parenting practices, such as goal-oriented approaches like discipline and communication, along with spontaneous actions like emotional expressions, shape the emotional environment where adolescents acquire social behaviours that support their social well-being (Kisku, 2018). Specifically, fathers' parenting styles significantly affect adolescents' social well-being, emotional health, and academic success, reinforcing positive behaviours during this vital developmental stage (Jeyaseeli & Edwin, 2024). Authoritative parenting, characterised by high responsiveness and demands, is especially effective in fostering social competence, empathy, and conflict resolution, leading to healthier social relationships and well-being (Mario, 2024). Additionally, family practices like promoting creative play, cultural engagement, and collaborative activities further bolster adolescents' social and imaginative skills, nurturing both social well-being and long-term cultural involvement (Krastanova *et al.*, 2022; Ghorai *et al.*, 2024).

4. Parenting Styles and Adolescents' Emotional Well-being

Adolescence is a phase of rapid developmental change in physiological, psychosocial, social and emotional aspects, where parenting styles play a vital role in shaping adolescents' emotional stability and well-being. Specifically, an authoritative parenting style, which is characterised by warmth, structure, and support for autonomy, fosters stability, resilience, and independence, thereby promoting positive emotional health and well-being. Conversely, neglectful parenting practices often result in low self-esteem, anxiety, and behavioural problems that create problems in emotional stability and well-being of adolescents (Malik *et al.*, 2023; Abidin *et al.*, 2022). Adolescents with strong emotional well-being are more likely to excel academically, develop interpersonal skills, adopt healthy coping strategies, and avoid harmful behaviours such as substance abuse (Saha *et al.*, 2014; Shek & Lin, 2014; Abidin *et al.*, 2022). Research shows that supportive

parenting enhances emotional well-being by meeting adolescents' basic psychological needs, while rejecting or chaotic styles undermine emotional stability (Abidin *et al.*, 2022). Furthermore, fathers' parenting styles also play a significant role, with positive involvement linked to better academic, social, and emotional well-being (Jeyaseeli & Edwin, 2024). Supportive family interactions, open communication, and nurturing environments further bolster adolescents' emotional well-being, highlighting the importance of positive parenting in emotional development (Mammadov, 2022; Ghorai *et al.*, 2024).

5. Parenting Styles and Adolescents' Educational Well-being

Parenting styles are strongly associated with adolescents' educational well-being, shaping not only their academic performance but also their motivation, self-perceptions, and overall growth. Specifically, authoritative parenting is characterised by autonomy support and open dialogue and has been consistently associated with higher academic achievement and well-being (Madalena *et al.*, 2024). In contrast, permissive and authoritarian styles often hinder success by fostering negative attributions and reduced educational well-being (Zhang, 2022). Additionally, fathers' parenting approaches also play a pivotal role, as positive involvement is associated with improved educational well-being during adolescence (Jeyaseeli & Edwin, 2024). Furthermore, parenting styles with good family educational practices, including encouragement, communication, and reinforcement of positive behaviours, further contribute to adolescents' learning and skill development, whereas adverse family conditions such as child marriage, early childbirth, malnutrition, and poor health negatively affect long-term educational well-being (Wodon, 2016; Ghorai *et al.*, 2024). Furthermore, parents who support both academic and creative pursuits that recognising their children's interests, providing encouragement, and balancing studies with artistic expression create a stimulating environment that promotes holistic growth and supports educational well-being (Susilawati & Akbar, 2023; Ghorai *et al.*, 2024).

Implications of the Study

The study has significant educational implications, where adolescents' social, emotional, and academic development are profoundly affected by the quality of parental involvement. Authoritative parenting is characterised by warmth, responsiveness. Reasonable expectations significantly influence adolescents' well-being, which consistently promotes higher self-esteem, resilience, creativity, and academic success, equipping adolescents with the coping skills and confidence needed to manage school and life challenges (Sing, 2024; Kisku, 2020; Ghorai *et al.*, 2024; Maccoby & Martin, 1983; Baumrind, 1991). Conversely, authoritarian and permissive styles, often marked by high control with low warmth or excessive leniency, are linked to poor

cognitive outcomes, lower self-esteem, behavioural issues, and diminished educational achievement (Ghorai *et al.*, 2024). Schools and educators can apply this knowledge by fostering strong home-school partnerships, offering parental guidance programmes, and promoting parenting practices that nurture emotional intelligence, conflict resolution, and creativity elements that support adolescents' holistic well-being (Serebryakova & Dvoryantseva, 2022; Ghorai *et al.*, 2024). Additionally, involving parents in learning activities that balance academic pursuits with free play, the arts, and cultural practices can stimulate adolescents' creativity, cognitive development, and positive attitudes towards learning (Yavuz *et al.*, 2022; Corral *et al.*, 2023; Ghorai *et al.*, 2024). Hence, integrating the role of parenting into educational policy and practice is essential for safeguarding adolescents' long-term academic and psychosocial well-being.

CONCLUSION

This paper examines the significant impact of parenting styles on adolescent well-being across multiple dimensions. Parenting styles significantly impact adolescents' psychological, physical, social, emotional, and educational well-being during a crucial developmental period. Where authoritative parenting, characterised by warmth, responsiveness, and structured guidance, consistently promotes positive outcomes across all domains of adolescent well-being. Authoritarian and permissive parenting styles are often associated with adverse outcomes, including poorer mental health, maladaptive behaviours, and compromised well-being. Supportive family environments, open communication, and nurturing practices foster adolescents' emotional stability, social competence, academic success and overall well-being. The findings highlight the need for strong partnerships between home and school, as well as parental guidance programs enhance the well-being of adolescents.

The future study should empirically examine the significant impact of various parenting styles on adolescent well-being and development. The study suggests that various parenting programmes should emphasise the authoritative parenting approaches and supportive family environments, which will foster positive outcomes across multiple domains of adolescents' well-being. The findings suggest that interventions aimed at improving parenting practices and strengthening family relationships could have far-reaching benefits for adolescent well-being and long-term success.

REFERENCES

- Abidin, F. A., Yudiana, W., & Fadilah, S. H. (2022). Parenting style and emotional well-being among adolescents: the role of basic psychological needs satisfaction and frustration. *Frontiers in psychology*, 13, 901646; <https://doi.org/10.3389/fpsyg.2022.901646>
- Adhikary, S., Khan, S., Mohakud, L. L. (2023). Pedagogical Wellbeing in Higher Education: Envisions in National Education Policy 2020. *Perspectives in Higher Education (Manglam Publications)*, 134–149.
- Adubale, A. A. (2017). Parenting Styles as Predictors of Anxiety and depression in In-School Adolescents in Nigeria. *Africa Education Review*, 14(3-4), 111-121; DOI: 10.1080/18146627.2016.1264864
- Alam, M.S., Adhikary, S., & Mohakud, L.L. (2018). Employee Well-Being: Concept, Dimensions and Factors. *EDUQUEST An International Refereed Journal in Education*, 7(2), 1–15.
- Aldhafri, S. (2011). Self-Efficacy and Physical Self-Concept as Mediators of Parenting Influence on Adolescents' School and Health Wellbeing. *Journal of Psychology in Africa*, 21(4), 511–520. <https://doi.org/10.1080/14330237.2011.10820491>
- Argyriou, E., Bakoyannis, G., & Tantaros, S. (2016). Parenting styles and trait emotional intelligence in adolescence. *Scandinavian Journal of Psychology*, 57(1), 42-49; <https://doi.org/10.1111/sjop.12266>
- Avedissian, T., & Alayan, N. (2021). Adolescent well-being: A concept analysis. *International journal of mental health nursing*, 30(2), 357-367; <https://doi.org/10.1111/inm.12833>
- Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behaviour. *Child Development*, 37(4), 887–907. <https://doi.org/10.2307/1126611>
- Baumrind, D. (1967). Child care practices antecedent to three patterns of preschool behaviour. *Genetic psychology monographs*.
- Baumrind, D. (1972). An exploratory study of socialisation effects on black children: Some black-white comparisons. *Child development*, 261–267.
- Baumrind, D. (1991). Effective parenting during the early adolescent transition. *Family transitions*, 2(1), 1.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56–95.
- Bedu-Addo, P. K. A., Mahama, I., Amoako, B. M., Amos, P. M., & Antwi, T. (2023). Neglectful parenting and personality traits as predictors of malevolent creativity among Ghanaian tertiary education students. *Creative Education*, 14(2), 232–244.
- Bowlby, J. (1973). Attachment and loss: Separation: Anxiety and anger (Vol. 2). *New York: Basic Books*.
- Campos Cancino, G. A., & Moreno Minguez, A. (2020). The family and its influence on children's creativity. *Revista sobre la infancia y la adolescencia*, 19, 20–31.

- Corral, C. S., Maier, M. I., & Argus-Calvo, B. (2023). Developing imagination and creativity in a Music and Arts-Based program. *Journal of Management, Spirituality & Religion*, 20(2), 143-162; <https://doi.org/10.51327/MQPR5605>
- Garcia, F., Serra, E., Garcia, O. F., Martinez, I., & Cruise, E. (2019). A third emerging stage for the current digital society? Optimal parenting styles in Spain, the United States, Germany, and Brazil. *International Journal of Environmental Research and Public Health*, 16(13), 2333; doi:10.3390/ijerph16132333
- Ghorai et al. (2024). The Role of Family Support in Fostering Creativity Among School-Going Children: A Review. *The Social Science Review, A Multidisciplinary Journal*. July-August, 2024. Vol. 2. Issue 4. 81–95; <https://www.researchgate.net/publication/391320887>
- Ghorai, B. C., & Mohakud, L. L. (2024). Exploring the Role of Gender on Problem-Solving Ability in Relation to Self-Efficacy among School-going Adolescents. *International Journal of Indian Psychology*, 12(4).
- Ijaz, T., & Z. Mahmood. (2009). "Relationship between Perceived Parenting Styles and Levels of Depression, Anxiety and Frustration Tolerance in Female Students". *Pakistan Journal of Psychological Research*, 24 (1-2): 63–78
- Jazairi, R. A. K. (2024). The Perceived Maternal and Paternal Parenting Styles of Adolescents in Lebanon and Their Relationship to the Adolescents' Well-being and Self-esteem. <https://doi.org/10.62811/th.0128>
- Jeyaseeli, N., & Edwin, S. (2024). Perceived Parenting Style Vs Preferred Parenting Style of Fathers and Behaviour of Adolescents. *Genesis*. <https://doi.org/10.47211/Tg.2024.V11i02.009>
- Joshi, P., Shukla, S. (2019). Child Development and Education in the Context of Family. In: *Child Development and Education in the Twenty-First Century* (pp. 107–123). Springer, Singapore. https://doi.org/10.1007/978-981-13-9258-0_6
- Kang, Y. & Moore, J. (2011). Parenting style and adolescents' school performance in mainland China. *US-China Education Review*, B 1, 133–138;
- Kaur, R., & Singh, S. (2019). A Study of the Relationship between Career Decision Making and Parenting Style Among Adolescents. *Editorial Board*, 8(12), 61.
- Kaushik, Y., & Sundaresan, M. J. (2024). The Impact of Parenting Styles on Specific Behavioural Patterns in Adolescents. *International Journal of Indian Psychology*, 12(1); DOI: <https://doi.org/10.25215/1201.152>
- Kisku, A. (2018). Parenting Style and Values Among School-going Adolescents. *M. Phil Dissertation, Submitted to the Department of Education, Jadavpur University*.
- Knutson, J. F., DeGarmo, D. S., & Reid, J. B. (2004). Social disadvantage and neglectful parenting as precursors to the development of antisocial and aggressive child behaviour: Testing a theoretical model. *Aggressive behavior*, 30(3), 187-205; DOI: 10.1002/ab.20016
- Krastanova, K., Kissikova, M., & Stoilova, E. (2022). Creative Traditions and Cultural Projects: Re-thinking Heritage through Experience. *Martor*, 27.
- Lei, S. (2023). Parenting Style and Its Effect on Adolescents' Psychological Well-being. *Lecture Notes in Education Psychology and Public Media*, 13, 304–308; <https://doi.org/10.54254/2753-7048/13/20230919>
- Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of general psychology*, 9(2), 111-131; <https://doi.org/10.1037/1089-2680.9.2.111>
- Maccoby, E. E., & Martin, J. A. (1983). Socialisation in the context of the family: Parent-child interaction. In P. H. Mussen (Ed.), *Handbook of Child Psychology: Socialisation, Personality, and Social Development*, 4, 1–101, New York: Wiley.
- Madalena, A. P., Loureto, G. D. L., Santos, J. A. G., Santos, L. C. D. O., Fortes, G., & Freires, L. A. (2024). Psychological Well-Being among adolescents: the role of parenting styles, causal attributions of academic success/failure, and perceived school performance. *Journal of Psychoeducational Assessment*, 42(5), 498-511; DOI: 10.1177/07342829241245462
- Malik, A. S., Butt, K., & Mobeen, M. (2023). A quantitative analysis of the impact of parenting style on the psychological well-being of youth and adolescents in Lahore, Pakistan. *Liberal Arts and Social Sciences International Journal (LASSIJ)*, 7(1), 39–57; <https://doi.org/10.47264/idea.lassij/7.1.3>
- Mammadov, U. (2022). Development of a child's emotional intelligence within the family. *Univers pedagogic*, 2(74), 103 107
- Mario, M. (2024). The Influence of Parenting Patterns on the Development of Adolescent Social Relations. *International Journal of Humanities and Social Sciences Reviews*, 1(2), 01-10.; DOI: <https://doi.org/10.62951/ijhs.v1i2.26>
- Maughan, B. (2011). Family and systemic influences. *Child psychology and psychiatry: Frameworks for practice*, 1–7; <https://doi.org/10.1002/9781119993971.ch1>
- McDowell, I. (2010). Measures of self-perceived well-being. *Journal of psychosomatic research*, 69(1), 69-79; <https://doi.org/10.1016/j.jpsychores.2009.07.002>
- McKinney, C., & Renk, K. (2008). Differential parenting between mothers and fathers: Implications for late adolescents. *Journal of family Issues*, 29(6),

- 806-827;
<https://doi.org/10.1177/0192513X07311222>
- Mihret, A. M., Dilgasa, G. S., & Mamo, T. H. (2019). Parenting style as a correlate of adolescents' academic achievement motivation at Bate Secondary School, Haramaya, Ethiopia. *International Journal of Education and Literacy Studies*, 7(2), 172-176; DOI: <https://doi.org/10.7575/aiac.ijels.v.7n.2p.172>
 - Mohamed, N. A., D'Silva, J. L., Samah, A. A., Shafril, H. A. M., & Dahalan, D. (2018). Exploring contributing factors to holistic wellbeing among Malaysian youth. *International Journal of Academic Research in Business and Social Sciences*, 8(3), 391-400; DOI:10.6007/IJARBS/v8-i3/3937
 - Moreira, P. A., Cloninger, C. R., Dinis, L., Sá, L., Oliveira, J. T., Dias, A., & Oliveira, J. (2015). Personality and well-being in adolescents. *Frontiers in psychology*, 5, 1494; <https://doi.org/10.3389/fpsyg.2014.01494>
 - Nathan, F. C., & Huwae, A. (2024). Parenting Style dan Kesejahteraan Psikologis pada Remaja Penyandang Disabilitas Fisik. *Personifikasi: Jurnal Ilmu Psikologi*, 15(2), 152-167; <https://doi.org/10.21107/personifikasi.v15i2.22137>
 - Prescott, S. L., Logan, A. C., & Katz, D. L. (2019). Preventive Medicine for Person, Place, and Planet: Revisiting the Concept of High-Level Wellness in the Planetary Health Paradigm. *International Journal of Environmental Research and Public Health*, 16(2), 238. <https://doi.org/10.3390/ijerph16020238>
 - Quach, T. (2008). Femininity and Sexual Agency among Young Unmarried Women in Hanoi *Culture, health & sexuality*, 10(S1), S151-S161; DOI: 10.1080/13691050701809248
 - Roostin, E. (2018). Family influence on the development of children. *PrimaryEdu: Journal of Primary Education*, 2(1), 1-12;
 - Ross, D. A., Hinton, R., Melles-Brewer, M., Engel, D., Zeck, W., Fagan, L., ... & Mohan, A. (2020). Adolescent well-being: a definition and conceptual framework. *The Journal of Adolescent Health*, 67(4), 472; doi: 10.1016/j.jadohealth.2020.06.042
 - Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual review of psychology*, 52(1), 141-166; <https://doi.org/10.1146/annurev.psych.52.1.141>
 - Saeed, A., & Hanif, R. (2021). The Effect of Negative Parenting Dimensions on Adolescents' Psychological Well-being: A Moderating Role of Age. *Foundation University Journal of Psychology*, 5(2).
 - Saha, R., Huebner, E.S., Hills, K.J. et al. (2014). Social Coping and Life Satisfaction in Adolescents. *Soc Indic Res* 115, 241-252; <https://doi.org/10.1007/s11205-012-0217-3>
 - Setiyowati, E., Hanik, U., & Affandi, M. (2019). The correlation between parenting style and child creativity development. *Journal of Public Health in Africa*, 10(s1)
 - Sharabany, R. (2006). The cultural context of children and adolescents: Peer relationships and intimate friendships among Arab and Jewish children in Israel. *Peer relationships in cultural context*, 452-478; <https://doi.org/10.1177/0165025407084053>
 - Shek, D.T.L., Lin, L. (2014). Personal Well-Being and Family Quality of Life of Early Adolescents in Hong Kong: Do Economic Disadvantage and Time Matter? *Soc Indic Res* 117, 795-809; <https://doi.org/10.1007/s11205-013-0399-3>
 - Sigelman, C. K., & Rider, E. A. (2014). Life-span human development. Cengage Learning.
 - Sing, S. (2024). Interplay Between Parenting Style, Educational Adjustment, and Academic Achievement: An Investigation of Rural Tribal Students. *Ph.D. Level Dissertation, Submitted to the Department of Education, Jadavpur University*.
 - Susilawati, S., & Akbar, K. (2023). Penggunaan Kolase Kaligrafi Dalam Perkembangan Kreativitas Anak Usia 5-6 Tahun. *Ash-Shobiy: Jurnal Pendidikan Islam Anak Usia Dini dan Al-Qur'an*, 2(1), 34-40; DOI: <https://doi.org/10.33511/ash-shobiy.v2n1.34-40>
 - Wodon, Q. (2016). Early Childhood Development in the Context of the Family: The Case of Child Marriage. *Journal of Human Development and Capabilities*, 17(4), 590-598. <https://doi.org/10.1080/19452829.2016.1245277>
 - Yavuz, H. M., Colasante, T., & Malti, T. (2022). Parental warmth predicts more child pro-social behaviour in children with better emotion regulation. *British Journal of Developmental Psychology*, 40(4), 539-556; <https://doi.org/10.1111/bjdp.12425>
 - Zhang, X. (2024). Study on the Influence of Parenting Style and Parental Conflict on Adolescents' Psychological Status. *Journal of Education, Humanities and Social Sciences*, 29, 284-289; <https://doi.org/10.54097/210yv206>

Cite This Article: Moumita Ghosh (2025). Role of Parenting Styles in Adolescents well-being: A Psychological Perspective. *EAS J Psychol Behav Sci*, 7(3), 103-109.