



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

Research Commons

<http://researchcommons.waikato.ac.nz/>

Research Commons at the University of Waikato

Copyright Statement:

The digital copy of this thesis is protected by the Copyright Act 1994 (New Zealand).

The thesis may be consulted by you, provided you comply with the provisions of the Act and the following conditions of use:

- Any use you make of these documents or images must be for research or private study purposes only, and you may not make them available to any other person.
- Authors control the copyright of their thesis. You will recognise the author's right to be identified as the author of the thesis, and due acknowledgement will be made to the author where appropriate.
- You will obtain the author's permission before publishing any material from the thesis.

Examining Young Students' Preference for Parenting Styles and the Effects of Gender and Emotions

A thesis

submitted in fulfilment

of the requirements for the degree

of

Master of Social Sciences in Psychology

By

Zara Mir



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato

2020

Abstract

This study used a new research method in order to examine the preference of young participants for a particular parenting style and how self-reported emotions (positive or negative) could have influenced their preference. Also of interest were participants' perceptions of their parents' parenting styles. More specifically, the research aimed to determine (1) which is the most preferred parenting style of young participants and is there a gender effect when selecting a preferred parenting style?; (2) what parenting style ratings do participants give to their parents (biological fathers and mothers) and will they be different from their own ratings? – And finally (3) are the ratings for the three parenting styles somehow related and did the levels of their current emotions (positive and negative) relate to these ratings? The study recruited 100 students (18-25 years) from the University of Waikato. They all completed the first questionnaire “Parenting Style and Dimension Questionnaire,” which involved measures of parenting practice towards the children as well as a second questionnaire “The PERMA Profiler” which involved measures of overall positive and negative emotions among participants in the past few months. First, it was found that authoritative parenting style was the most preferred parenting style as compared to authoritarian and permissive parenting style. The permissive parenting style was the second preferred parenting style and the authoritarian style was the least preferred parenting style. Moreover, only a small gender effect was observed in those preferences. Further, our research demonstrated that participants' ratings for their own parenting style were similar to the ratings they gave to their parents' parenting style. Participants rated the authoritative parenting style for themselves slightly higher than for their parents, the authoritarian parenting style as slightly lower, and the permissive parenting style was rated similar as for their fathers, and slightly lower than their ratings for their mothers. Inferential statistics revealed that self-reported

overall positive emotions as assessed by the PERMA profiler (positive emotions, relationships, meaning, and achievements) positively correlated with the ratings of participants' authoritative parenting style. On the other hand, self-reported negative emotions and loneliness positively correlated with the ratings of the authoritarian and permissive parenting styles. These findings will hopefully help to promote more research into factors influencing parent's preference for certain parenting styles, which are particularly helpful in creating flourishing upbringing in children.

Acknowledgment

First and Foremost, I am Thankful to Allah who blessed me with skills and potential to complete my academic research.

I am immensely grateful to my supervisor Associate Professor Robert Isler for the guidance, support and helpful suggestions throughout these months. I will be forever thankful for his precious time on this piece of work. I can never pay you back for all the motivation and encouragement you have given me.

I am thankful to my family for their undying support, love and strong belief that I can achieve so much.

A huge deal of heartfelt gratitude to participants for their cooperation and time. I appreciate their assistance in data collection for my research.

Without all of you I would never have completed this research work. So thank you all.

Table of Contents

Abstract.....	ii
Acknowledgments.....	iv
List of Figures.....	ix
List of Tables.....	x
Chapter One: Introduction.....	1
Parenting Styles.....	1
Authoritative Parenting.....	3
Authoritarian Parenting.....	4
Permissive Parenting.....	5
Neglectful/Uninvolved Parenting.....	5
Gender Differences with Regard to Parenting Styles.....	7
Bandura’s Social Learning Theory.....	8
Parenting Styles and its Effect on Child’s Wellbeing.....	10
Positive Emotions.....	11
Engagement.....	12
Relationship.....	13
Meaning.....	15

Accomplishment.....	15
Additional Measures.....	16
Study Aims.....	19
Hypotheses.....	19
Chapter Two: Method.....	20
Participants.....	20
Measures.....	20
Parenting Styles and Dimension Questionnaire.....	20
Introduction to Questionnaire.....	20
Authoritative Parenting Style.....	21
Connection Dimension.....	21
Regulation Dimension.....	21
Autonomy Granting Dimension.....	21
Authoritarian Parenting Style.....	22
Physical Coercion Dimension.....	22
Verbal Hostility Dimension.....	22
Non-Reasoning/ Punitive Dimension.....	22
Permissive Parenting Style.....	23

Indulgent Dimension.....	23
The PERMA Profiler.....	23
Positive Emotion.....	24
Engagement.....	24
Relationships.....	25
Meaning.....	25
Accomplishment.....	25
Negative Emotions.....	26
Loneliness.....	26
Health.....	26
Happiness.....	27
Procedure.....	28
Chapter Three: Results.....	30
Chapter Four: Discussion.....	37
Preferred Parenting Style and Gender Effect.....	37
Comparing Participants' Own Ratings of parenting Styles with those they were giving for Their Parents.....	38
Do the Ratings of the Parenting Styles Correlate in Particular Way.....	39

Relationship between the Ratings of Parenting Styles and Current States of Overall Emotions.....	41
High and Low Level of Overall Positive Emotions.....	42
High and Low Level of Overall Negative Emotions.....	43
Conclusion.....	44
Limitations.....	45
Implications and Future Research.....	45
References.....	46
Appendix A Parenting Style and Dimension Questionnaire.....	53
Appendix B The PERMA Profiler.....	56

List of Figures

- Figure 1. Box Plot of Mean Ratings of the Three Parenting Styles, by Gender.....30
- Figure 2. Box Plot of Mean Ratings of the Three Parenting Styles, for Participants and ones they did for their fathers and mother.....31
- Figure 3. Box Plot of Mean Ratings of Low and High Level of Overall Positive Emotions...34
- Figure 4. Box Plot of Mean Ratings of Low and High Level of Overall Negative Emotions..35

List of Tables

Table 1. Correlations among Participants' Ratings of their own Parenting Styles and their Overall Emotions they have felt at the Time of the Ratings.....	33
Table 2. Results of the Three Regressions.....	36

Chapter one: Introduction:

A particular parenting style can strongly influence the psychological development of an offspring (Louw, 2004). While there are plenty of research papers examining the effect of parenting styles on the behavior of offsprings (Zaman, Arslan, Malik, & Mehmood, 2014), the author is not aware of any research investigating how students have perceived the parenting styles of their parents when they have grown up. This study will address this gap of the literature and investigate and ask students from the generation Z (18-25 years) that which is the most preferred parenting style they are likely to be using on their own children? And what parenting style ratings do participants give to their parents (biological fathers and mothers) and will they be different from their own ratings? We will also investigate a relationship between participants' ratings of their three parenting styles and the levels of their current emotions (positive and negative) relating to these ratings. For example, it could be that their level of life satisfaction will drive their choice, for example, if they experience high levels of life satisfaction they might be more willing to adopt their parents' parenting style. Or it could be that their gender is a determining factor.

The following literature review will cover the research findings on the parenting styles, which were important in conceptualizing the research questions and provide an overview of the relevant literature and prepare the reader for the research questions. First, we will provide an overview of the different parenting styles and then the second part of the literature review will cover some factors affecting parenting styles.

Parenting Styles

Baumrind explained three styles of parenting, authoritative, authoritarian and permissive. A fourth parenting style was presented by Maccoby and Martin in 1983 named uninvolved parenting. This was considered as an unengaged and neglectful parenting (Baumrind; 2013).

He explained about parental behaviour and the expectation of the parents towards their children in three parenting styles (Baumrind, 1966 & 1968). There are three key elements which are important to parenting (Schaefer, 1959) (cited in Parent & Forehand, 2017). The first is “warmth” which can include feeling of love, involvement, care, affections, supportiveness and acceptance. The second element is “hostility” which involves behaviours including harshness, irritability and intrusiveness. The third element is “behaviour control” which includes high or strict behaviour involving physical punishment to children or the low level of control in behaviour which includes lax control (i.e. negligence attitude of parents towards their children) (Parent & Forehand, 2017, p.2). All of the factors mentioned above play a significant role in determining parental behaviours in relation to the children outcome and development (Park, Johnston, Colalillo & Williamson, 2018).

Maccoby and Martin in 1983 explained parenting styles by using the same concept of warmth and behaviour control but in terms of responsiveness and demandingness. Responsiveness involves support, warmth and acceptance of parents towards their children and their needs whereas demandingness explains about behaviour control of the parents and their assertion of power on children (Maccoby & Martin, 1983). Literature supports that adolescents who belong to the authoritative families (those who practice balance between responsiveness and behaviour control towards the children) are more competent to do things effectively in school and are emotionally healthy relative to the adolescents who belong to the authoritarian families. These families practice verbal hostility and physical punishment towards their children which can contribute in negative outcomes of the adolescent’s maladjustment and the emotional health (Baumrind, Larzelere and Owen, 2010). The three parenting styles and their level of effectiveness are explained below.

Authoritative Parenting

Authoritative parenting refers to the parents who provide a balance between love, warmth and behaviour control towards their children. In terms of the two dimensions of responsiveness and demandingness (Maccoby and Martin, 1983) authoritative parenting involves high demandingness and high responsiveness. Baumrind (1966) explains the authoritative parenting as having a high level of responsiveness towards the needs of the children (i.e. providing warmth, support and affection feelings towards their children). Parents exercising authoritative parenting style encourage their children to be independent and autonomous under the certain set of rules and guidance set by their parents. They provide their children with a healthy environment in which the children can talk about their needs and the parents can cognitively respond to them in a rational manner. Authoritative parenting style also involves demandingness in a sense of low psychological control (Baumrind et al., 2010) and thus the parents control their children as needed by interacting effectively. Parents set certain rules for their children but also encourage verbal give and take and expect their children to abide by those rules while communicating (Baumrind, 2013). Maccoby and Martin (1983) describe this parenting style as parents who express love and affection but also set rules for their children. They encourage them to follow those rules but also allow their children to exercise independence and make their own identity. Research done by Bean, Rolleri and Wilson (2006) found that effective communication between parent and child creates an open environment which can allow both to express their love and admiration for one another. Therefore, this expression of healthy communication can act as a protective factor for many challenging social and emotional behaviours in children. It has been found that children who are brought up under authoritative parenting practice of their parents had high level of psychosocial competence, better school achievement and the reduced level of

distress and internalized problem behaviour (Lamborn, Mounts, Steinberg, & Dornbusch, 1991).

Authoritarian Parenting

Baumrind (1966) defines authoritarian parenting style as the parents who provide low support and high control of behaviour towards their children. It involves high demandingness but low responsiveness and low warmth. Parents exercising the authoritarian parenting style use strict discipline and punishment to control their children. High demandingness refers to have high standards, high obedience expectations of parents from their children (Baumrind, 2012). Parents score high on psychological control towards their children which shows their dominance. And also involves high levels of behavioural control that expresses itself in verbal hostility and physical punishment towards their children (Baumrind, 2013). Such type of parenting can make a child less independent and more insecure. The past literature provides support for the idea that there is a high level of externalizing problems among children who were brought up under authoritarian parenting practice and they frequently engage themselves in rebellious behaviour (Maccoby & Martin, 1983). Parents try to control and shape the behaviour of their children according to their own strict rules and standards. Authoritarian parents do not believe in verbal ‘give and take’ and instead want to assert coercion and power while interacting with their child. These all irresponsible and high demand acts can produce poor consequences in children such as poor social skills, low self-efficacy, worse academics (Maccoby & martin, 1983; Steinberg et al., 1992) and more prone to aggression and other emotional regulation issues (Richardson et al, 1993). Furthermore, research by Lamborn, et al., (1991) gathered evidence that children grown up under an authoritarian parenting style can achieve high scores on “obedience and conformity” measures but score less on “self-conceptions” measures than the children grown up under authoritative parenting.

Permissive Parenting:

Baumrind (1966) conceptualize permissive parenting as having fewer or no demands and expectations from their children and promote acceptance and positive affective tone. The parents who choose to adopt permissive parenting provide full freedom to their children and they exhibit lax behavioural control (Baumrind et al., 2013). Moreover, they have less psychological control over their children and therefore, they allow them to make their own rules and decisions (Maccoby & Martin, 1983). Parents exercising this permissive parenting style do not use any sort of coercive or assertive power towards their children. Instead, they encourage them to self-regulate as much as possible (Baumrind, 1989). As a result of all the above practices, children who are brought up under the permissive parenting style are more prone towards misconduct behaviour and lack of impulse control (Maccoby & Martin, 1983). They have more adjustment problems and they achieve academically less as compared to the children under an authoritative parenting practice (Lamborn et al., 1991). Parental permissiveness seems to encourage parents to leave their children without any firm responsiveness and therefore, children have lower autonomy (Baumrind et al., 2010).

Neglectful/Uninvolved Parenting

This type of parenting style was first conceptualised by Maccoby and Martin (1983). It involves the parents who neglect their parental responsibilities towards their children. They adopt lax behavioural control and do not respond to children's need (Baumrind 2013). This type of parenting involves parents practicing coercive acts and no verbal 'give and take' during their interactions with their children (Baumrind 1989). They display low demandingness and low responsiveness towards their children (Maccoby & Martin, 1983) which result in the major developmental issues such as low level of emotional wellbeing, as well as cognitive and behavioural deficits (Hildyard & Wolfe, 2002). They are more prone

towards mental disorders such as anxiety and depression (Spat Widom, DuMont & Czaja, 2007). Moreover, neglected children have higher frequency of substance abuse and perform less academically (Lamborn et al., 1991).

In order to examine the parenting styles preferred by the students, the scale 'Parenting Style and Dimension Questionnaire' (Robinson et al., 2001) has been used in this current research. It measures the three parenting styles, authoritative, authoritarian and permissive, but it does not measure the uninvolved parenting style. This scale has been used in various research, examining parenting styles and parental response to child emotion (Topham et al., 2011), parenting style and its impact on internalizing and externalizing problems of children (Williams et al., 2009) and in different cultures to study psychometric properties of parenting styles (Kern & Jonyniene, 2012).

In the previous research, this scale has been used only for the parents (as participants) to assess their connection, emotional regulation and behaviour control with their children. The current study aims to find out the most preferred parenting style among young participants for themselves and for their parents by using this scale of PSDQ (parenting style and dimension questionnaire). Children (as participants) are asked to fill in the questionnaire instead of parents (as participants) by imagining how their parents actually did respond towards them and how they would respond to their children when they will become parents. The reason for using this scale is that it can assess the type of parenting style in participants (i.e. which parenting style will participants intend to use when they will have children) and moreover it helps to measure the perception of participants towards the parenting styles of their parents.

Gender Differences with Regard to Parenting Styles:

A lot of work has been devoted in past research explaining the gender difference of parents in terms of parenting practices. Fathers and mothers seem to adopt different parenting styles towards boys (sons) and girls (daughters) (Conrade & Ho, 2001). Generally, findings have shown that most of the mothers tend to be more responsive and highly nurtured towards their children as compared to fathers (Jabeen, Haque & Riaz, 2013). This does not mean that fathers are not responsive towards their children. Fathers tend to spend more time with their sons as compared to daughters and mothers are more engaged with their daughters as compared to their sons (Raley & Bianchi, 2006).

Mothers are considered to be more authoritative as compared to fathers as they are more receptive towards childrens' needs and demands (Conrade & Ho, 2001). Most of them exhibit affectionate behaviours and encourage them to talk about child's troubles more than father (Raley & Bianchi, 2006). Moreover, mothers are likely to discuss the consequences of the child's behaviour with their children.

Findings of Conrade and Ho in 2001 also suggested that girls perceived their mothers as more authoritative as they use authoritative style of parenting towards them as compared to the boys. This is because mothers spend more time with their daughters and interact frequently as compared to sons (Mallers et al. 2012).

Significant gender differences were found between authoritarian parents (i.e. authoritarian father and authoritarian mother) and their children. Most of the boys have perceived their fathers to be more authoritarian as compared to the girls (Conrade & Ho, 2001). This is because boys get more physical punishment from their fathers as compared to their mothers but the girls did not associate punishments with paternal parenting (Conrade & Ho, 2001).

With regard to permissive parenting style, most of the mothers are likely to adopt this style as compared to fathers. Moreover, boys perceive their mothers to be more permissive as compared to girls (Conrade & Ho, 2001). This might happen because mothers might have ignored behaviour towards their sons and they lack the ability to regulate their activities and attitudes (Raley & Bianchi, 2006).

Moreover, regarding some other parenting behaviour of fathers and mothers towards sons and daughters, it has been found that styles of interaction also play an important role in the development of children. Mothers provide more nurturance (such as kissing, praising, acknowledgment and warmth) which can result in the development of strong intimate relationship in girls as compared to boys whereas fathers are more inclined towards discipline (physical punishments for sons) and financial support (such as providing money) which may cause hostility and less self-disclosing relationships in boys (Raley & Bianchi, 2006).

Previous studies have provided significant information about parents' involvement towards their children and their gender interactions but the current study aims to find out that what parenting style ratings do participants give to their parents (biological fathers and mothers) and will they be different from their own ratings?

Bandura's Social Learning theory

According to the social learning theory of Bandura in 1969, it has been found that people learn behaviours and try to model and adopt them in their lives. The way in which the children are raised has significant impact on their wellbeing and basic functioning of life (Baumrind, 1991).

The origin of behaviour results from observational learning in which the children observes their environment (i.e. parents) (Bandura, 1969). He explained that children monitor the behaviours of their parents as they are the primary caregivers and then they start to derive

judgments about those responses. These judgments can be positive or negative, depending upon the nature and gender of child. For example, father scolding their children can cause more distress among daughters as compared to sons. There are three steps in observational learning process i.e. attention processes, retention processes and motoric reproduction processes.

The first step in observational learning involves the attention in which the children attend to model a specific behaviour, which they learn while observing their environment (Bandura, 1969). Parents can try to teach preferable behaviours to their children with the help of reinforcement or power. This can be done by using different parenting styles as it could be done through authoritative parenting such as with high nurturance (i.e. by providing some reinforcements) and clear expectations or by adopting authoritarian parenting style which involves strict discipline (power) and little negotiation or through permissive manner that involves less guidance or less direction.

The second step in observational learning involves retention process in which the children interpret behaviours of their parents and can imitate them in their own actions. They try to create a link between their own behaviours and their parental feedback. They memorize this connection which leads the child to the final step of learning mechanism known as motoric reproduction process (Bandura, 1969). In this process, children try to produce actions which are reinforced by their parents through reward (verbal praise) and punishments (strict discipline).

This social learning theory can have a great impact on children's outcomes and their perception towards the parenting styles. Therefore, the researcher in the current study aims to examine the participants' rating of their own parenting style with the ratings of their parents' parenting style. It might happen that when the parents practice authoritative style of parenting

for their children, they can teach acceptance, autonomy and behavioural control to child (Baumrind, 2013). Therefore, child can imitate those patterns from the parents which can result in developing healthy psychological growth. They might tend to practice their assertiveness and prioritize their needs in a supportive way. On the other side, if the parents present themselves as harsh, controlling and strictly disciplined, their children may imitate those behaviours in their lives which can result in hostility and many other behavioural problems (Baumrind, 1971). They can retain the memories of parental behaviour and can result in lower self-esteem and more aggressive behaviours later in their life.

Parenting Styles and the Effects of Emotions

There is considerable research showing the relationship between parent and children and its effects on the children's emotions and their self esteem (Furnham & Cheng, 2000). Their research showed that the parenting styles of parents have direct influence on the happiness level of children and maternal rearing style is helpful in developing self esteem of their children (Furnham & Cheng, 2000). Previous work by Sudlo and Huebner, 2004 suggests that there exist a relationship between parenting styles adopted by parents and life satisfaction of children. But the current study aims to focus on the levels of the current emotions (positive and negative) of the students (as participants) relating to their ratings of the preferred parenting styles.

There are a lot of ways to reach emotions but there are certain elements which can contribute to maximize the level of positive or negative emotions in one's life. Seligman (2011) proposed a model consisting of five elements that are Positive emotions, Engagement, Relationships, Meaning and Achievement denoted as PERMA. Moreover, he also explained the three elements other than PERMA i.e. negative emotions, health and loneliness that can cause change in a person's life. All the elements of the PERMA contribute to wellbeing and

can flourish by providing happiness (Seligman, 2011). Therefore one might expect that these core elements of PERMA can help individuals to attain some positive elements regarding their preference for the parenting styles. It can increase the level of contentment and gratitude in individual himself/herself and in his/her children. And one might strengthen the nature of their parenting styles by using core concepts of wellbeing.

Positive emotions

Positive emotions in PERMA are referred to as happiness, peace, gratitude, pleasure seeking and joy. Positive emotions are defined as an ability of an individual to remain optimistic about past (e.g., by adopting values of forgiveness and acknowledgement), being confident about present (e.g., by seeking pleasure in daily life activities and mindfulness) and be hopeful about the future (Seligman's, 2011).

Among the three parenting styles, children who receive the authoritative parenting from their parents have more positive emotions and less externalizing problems (Eisenberg et al. 2005) as compared to the authoritarian and permissive practice. Parents encourage their children to develop their own identity, discuss their life matters and talk freely about their problems with their parents but under certain set of rules. These outcomes of authoritative parenting results in decreased distress among children and they feel happy and optimistic with their parents in their lives. (Rosli, 2014).

Authoritarian and permissive parenting is more prone towards generating negative emotions among children. Authoritarian practice exhibit more controlling and less responsive attitude towards their children, which can cause disturbed emotional development. Children feel more distress and develop rebellious behaviours when they are forced to do the things they don't like (Rosli, 2014). Permissive parenting involves parents who are less controlling towards their children which can cause problematic behaviour and less emotional

understanding among children because these children are unaware of dealing with emotions effectively (Rosli, 2014).

Children who exhibit positive emotions under authoritative parenting style might have different effects in life domains. There is a significant relationship between positive wellbeing and its effect on healthy relationships, social connectedness and better cognitive functions (Huppert, 2009). Moreover, there is a strong correlation between wellbeing and healthy functioning. Positive emotions can improve health and additionally helps to increase the tolerance level of pain (Howell, Kern & Lyubomirsky, 2007). In addition to all of the above outcomes, literature supports the fact that positive emotions and the affect can lead to better outgrowth in the personality of a person. There exist a strong correlation between positive emotions and positive perception of self and others (Lyubomirsky, King & Diener, 2005). The literature also suggests that individuals who exhibit higher traits of positive affects and emotions have higher level of prosocial behaviour, energy and greater frequency of activities (Lyubomirsky, King & Diener, 2005).

Engagement

Engagement is a process of 'flow' which involves the people to experience their skills and strengths in challenging situations and tasks (Seligman's, 2011). The people who experience engagement are more likely to have better wellbeing. People can experience 'flow' when they have clear goals and their skills are good enough to fulfil challenging tasks. They also get immediate feedback for their task completion (Seligman's 2011).

During an engagement process, a sense of concentration, absorption and dedication is devoted towards daily functioning (Butler & Kern, 2016). For example, a good conversation with people involves a sense of attention, better listening skills and then good communications skills. In addition to this, writing a novel, driving a car, performance at

musical night and some cricket playing in a tournament are all daily life examples for explaining process of engagement in terms of flow.

Authoritative and permissive parents allow their children to engage freely in daily life activities and make decisions of their life (Maccoby and Martin, 1983) which help them achieving the state of flow and engagement as they are involved in the activities according to their own will and they perform their challenging task for their own sake of interest (Seligman's, 2011). Authoritarian children are not allowed to perform any activity beyond the boundary of the rules (Rosli, 2014) provided by their parents which may affect their ability to flourish in daily life tasks.

Engagement in young children can easily be related to the process of modelling. When children see their parents or their peers as creative and actively engaged in the pursuit of goals, they have higher level of engagement towards their life tasks (Williford, et al. 2013). And this level of happiness leads to develop a sense of happiness and better flow in relationships. Literature also supports the connection between student engagement and the better school achievement across academic domains (Appleton, Christenson & Furlong, 2008).

Relationships

Relationships and social connections are fundamental part of one's life. These social connections can give healthy wellbeing to relationships and meaning in an individuals' life (Seligman's, 2011). Healthy relationships within family, friends, sibling and peer contribute to develop the positive emotions and happiness (Seligman's, 2011).

Literature supports the effectiveness of social networks in spreading happiness. It has been found that the people who have good social connectedness with other people around them tends to have higher level of happiness (James & Nicholas, 2008). Humans are known

as social beings as they need to connect with people in order to survive. Developing healthy relationships can result in good psychological health which can enable people to build virtues of love, empathy, cooperation and team work (Seligman's, 2011).

Relationships in young children are important aspect to be observed. Children are more comfortable to create friendships with family and friends whom they trust the most. Parents can be the good friends of their children and can encourage their child to develop good social connectedness and relationships which can be a measure of success and good quality of life. Literature supports that authoritative parenting style of parents involves warm, intimate and healthy relationship with their children, which results in developing secure feelings of satisfaction and enjoyment towards other social connections among children (Rosli, 2014). Therefore, children raised under authoritative practice develop higher social competence and social acceptance in society (Baumrind, 1991).

Whereas, authoritarian parenting practice can develop insecurity among children towards their parents due to strict parental attention and low emotional responsiveness, therefore their children lack social autonomy (Rosli, 2014; Olga & Nataliya, 2013). Children raised by permissive parents sometimes develop better relationships with peers, friends and other social community because the permissive parents allow their children to do whatever they want. They also get problem in developing good relationships because they do not learn to respect relationships and are rejected by the society (Rosli, 2014).

Moreover, social support has positive outcomes towards physical health (Tay, Tan & Diener, 2012) and psychological health. The findings of a study demonstrated that high level of perceived support from peers can result in the lower level of depressive symptoms in adolescents and this peer support is quiet influential in lives of young children (Ren, Qin, Zhang & Zhang, 2018).

Meaning

Meaning in life can be defined as “a sense of being connected to something bigger than one’s self, having a direction and purpose in life.” (Steger, 2012). It provides a person with a feeling that one’s life matters and there is something worthwhile which he/she should pursue in life as an aim (Seligman’s, 2011). A person practices sense of meaning in the various fields of life such as family, workplaces, society, religion and many more.

Loving someone and then being loved shows the concept of meaning in life. A person having true happiness can create more meaning in life because happiness can provide important insight into wellbeing of people (Seligman et al. 2005). Children of young age can develop value of meaningful existence if their parents show passion and courage to something greater than their own lives. Moreover, meaning in life is highly correlated with satisfaction in life (Steger, 2012). According to a research done by Suldo and Huebner (2004), it has been found that children who are raised under authoritative parenting style of parents develop high level of life satisfaction and meaning in life as compared to the children raised under authoritarian and permissive parenting style. These children feel satisfied with their parents who monitor them but also grant them autonomy to exercise independence in their life. Authoritarian parents implement strict control and less affection towards children which results in high distress and dissatisfaction of life (Leung, McBride-Chang &Lai, 2004).

Accomplishment

Accomplishment can be defined as one’s ability to accomplish goals, mastery and determination to complete tasks (Butler & Kern, 2016). People pursue different goals in the variety of domains such as in sports, institutes and some other hobbies like reading and they

strive for achieving success. Accomplishment helps to build self-belief in an individual and strengthen self-esteem (Seligman's, 2011).

Accomplishment in life involves ambition in life and making realistic goals. When these goals are achieved, it can provide a sense of fulfilment and satisfaction to people. And this achievement contributes to flourish one's life (Seligman's, 2011).

In a study conducted by Steinberg, Blatt-Eisengart and Cauffman in 2006 found that children raised under authoritative parenting style are more competent in academics and are more responsible towards life as compared to children who are brought up under other styles of parenting. Children of authoritarian and permissive parents are characterized as less mature and less competent due to the strict behaviour of parents.

Additional measures

There are four additional measures which are not a part of five pathways to happiness (PERMA) but are explained by Seligman, 2011. The first one is negative emotions which measure tendencies towards unhappiness, demotivation towards life and hopelessness among people. It may affect the relationships and can create pessimism (Butler & Kern, 2016). The second one is Health; this can measure the general physical health and feeling of a good health in an individual. The third measure is of Loneliness which consists of one item that can measure the level of isolation and emptiness in people's life. And the last measure is overall happiness which shows the tendency of individuals to rate their general level of happiness in their lives (Butler & Kern, 2016).

In order to study the effect of positive and negative emotions among students (as participants), the PERMA Profiler measure has been used in the current study. It helps to measure positive and negative emotions of students (as participants) with the three types of parenting styles.

Previous research has provided information regarding negative emotions and loneliness. It has been found that there is negative correlation between children of authoritative parents and depression (Leim, Cavell and Lustig, 2010). One might say that authoritative parents provide more attention towards the positive and negative feelings of their children and so they do not feel lonely in themselves.

On contrary to this, it has been found that children of authoritarian parents are more prone to depression and low self esteem (Joshi, Sharma and Mehra, 2009). Whereas, there exist a correlation between depression among children and permissive parents when children are neglected and are not provided with the attention for a longer period of time (Rosli, 2014). One might say that negative emotions of parents can result in causing loneliness and other problematic behaviours such as rebelliousness among children. Therefore, the previous researches have discussed about parents' parenting styles and their effects on children's emotions but the current study aims to find out will there be a relationship between participants' ratings of their three parenting styles and did the levels of their current emotions (positive and negative) relate to these ratings?

In conclusion, one might expect that authoritative parenting is the most effective parenting among the three parenting styles, as it allows the parents to develop a balance of warmth and control among children. This style has an advantage in providing positive outcomes in children's social competency, accomplishment, engagement and positive emotions. These children might have better problem solving skills and good psychological wellbeing. One might expect that participants who perceive their parents as providing high affection, love and support with high standards of rules feel themselves happy and satisfied as compared to the children of other parenting styles. And thus they might follow the parenting style of their parents for their children when they will become a parent in the future.

Authoritarian parenting does not seem to be quite effective as it gives disadvantage to children (i.e. causing depression, sense of loneliness and rebellious attitudes (Rosli, 2014).

Participants might follow the parenting style of their parents and force their children to abide by the rules set by them or might choose to do opposite to what their parents did.

Permissive parenting is a kind of neglectful parenting practice as parents provide their children with ease and allow them to do whatever they want. This might result in antisocial behaviour of children but one might expect that children feel happy with this parenting and so decide to act the same with their children as their parents when they will become a parent.

Study Aims

The current research aims to answer the following questions:

Which is the most preferred parenting style among young participants and is there a gender effect?

What parenting style ratings do participants give to their parents (biological fathers and mothers) and will they be different from their own ratings?

Will there be a relationship between participants' ratings of their three parenting styles and did the levels of their current emotions (positive and negative) relate to these ratings?

Hypotheses

Hypothesis 1: it is hypothesized that participants will prefer authoritative parenting style as compared to authoritarian and permissive parenting style.

Hypothesis 2: It is hypothesized that participants' rating of their own parenting style will be similar to the ratings of their parents' parenting style.

Hypothesis 3: It is hypothesized that a) overall positive emotions will significantly associate with the ratings of authoritative parenting style b) overall negative emotions will significantly associate with the ratings of authoritarian and permissive parenting style.

Chapter Two: Method

Participants

There were 100 participants recruited from University of Waikato, including (50) males and (50) females. They had mean age of 18-25 years old (Std = 0.00) and are often referred as the Generation Z. All participants had biological parents with the different gender. Participants were asked to answer the question that which ethnicity do you belong? About 39% participants reported to be New Zealand European, 6% reported to be Maori, 14% to be Chinese, 18% as Indians, 1% as Samoan, 4% were Japanese, 1% Tongan and 17% as Others (which includes Asians, South Africans and Croatian). But the ethnicity was beyond the scope of the current thesis.

Measures

Parenting style and Dimension Questionnaire

Data was collected online from participants via Qualtrics using Parenting Style and Dimension Questionnaire (PSDQ) (see attached Appendix A). Robinson et al. developed the PSDQ in 2001, comprising of 62 items along with a shorter version of 32 items. The scale assessed three parenting styles (authoritative, authoritarian and permissive style developed by Baumrind in 1971) to measure the parental behaviour and attitude about parenting and their particular parenting practice towards their children (Robinson et al, 2001).

Introduction to Questionnaire

The shorter version of 32-item scale has been used for this research project (Robinson et al, 2001). Moreover, the researcher further modified this scale. Previously, this questionnaire has been used in many validated researches for the parents as participants (Robinson et al, 2001). However, the current project requires young students (as participants)

to fill out this questionnaire describing the behaviour and parenting practice of their parents according to their perception. And moreover choosing their preferred parenting style for their children when they will become a parent. All the items of this questionnaire has a five point Likert scale ranging from 1 to 5 (where 1= never, 2= once in a while, 3=about half of the time, 4=very often, 5=always) (Robinson et al, 2001).

1. Authoritative parenting style

This type of parenting style consists of 15 items with three dimensions.

a. Connection dimension

The measure of connection dimension comprises of five items developed to assess the level of warmth & support of parents towards their children. The items included are ‘encourage child to talk about the child’s troubles’, ‘responsive to child’s feelings or needs’, ‘gives comfort and understanding when the child is upset’, ‘gives praise when the child is good’ and ‘has warm and intimate times together with child’. Participants can choose their response from a five point Likert scale ranging from 1 to 5.

b. Regulation dimension

The measure of regular dimension comprises of five items measuring the variables of reasoning and induction in parent-child relationship. The items included are ‘gives child reasons why rules should be obeyed’, ‘helps child to understand the impact of behaviour by encouraging child to talk about the consequences of his/her own actions’, ‘explains the consequences of the child’s behaviour’, ‘emphasize the reasons for rules’ and ‘explain to child how we feel about the child’s good and bad behaviour’.

c. Autonomy granting dimension

The third dimension of authoritative parenting style consists of 5 items yielding democratic participation. The items included are ‘shows respect for child’s opinions by encouraging child to express them’, ‘encourages child to freely express (himself/herself) even when disagreeing with parents’, ‘allows child to give inputs into family rules’, ‘takes child’s desires into account before asking the child to do something’ and ‘takes into account child’s preferences in making plan for the family’.

2. Authoritarian parenting style

The second type of parenting style consist of 12 items altogether reflecting three dimensions as follow.

a. Physical Coercion Dimension

This dimension consists of 4 items and is designed to measure the practice of physical punishment in parenting behaviour. The items included are ‘uses physical punishment as a way of disciplining our child’, ‘spanks when our child is disobedient’, ‘slaps child when the child misbehaves’ and ‘grabs child when being disobedient’.

b. Verbal hostility dimension

It consists of 4 items measuring the level of anger and scolding behaviour in parenting practice. The items included in this dimension are ‘explode in anger towards child’, ‘yells or shouts when the child misbehaves’, ‘scold and criticize to make child improve’ and ‘scolds and criticize when the child’s behaviour does not meet our expectations’.

c. Non-reasoning/Punitive dimension

This consists of 4 items related to threats and punishments provided to children with little or no explanation. Items related to this dimension are ‘punishes by taking privileges away from child with little if any explanation’, ‘uses threats as punishment with little or no

justification’, ‘punishes by putting child off somewhere alone with little if any explanations’ and ‘when child asks why (he) (she) has to conform, states: because I said so, or I am your parent and I want you to’.

3. Permissive Parenting style

The last style of this scale involves permissive parenting practice comprising of one dimension only.

a. Indulgent Dimension

There are about 5 items measuring the variable of low confidence of parents in disciplining their child. The items included are ‘state punishments to child and does not actually do them’, ‘threatens child with punishment more often than actually giving it’, ‘gives into child when (he) (she) causes a commotion about something’, ‘find it difficult to discipline child’ and ‘spoils child’.

To obtain overall score for each parenting style, it is required to find out the mean of all the dimensions. High scores represents a high level practice of that particular parenting style among participants, while the low scores represent a low level of particular parenting style in parenting behaviour and practice (Robinson et al, 2001). The internal consistency reliability has been assessed with Cronbach alpha in the past research and therefore the authoritative parenting style consisting of 15 items has Cronbach alpha of ‘.86’, authoritarian parenting style comprising 12 items has Cronbach alpha of ‘.82’ and the permissive parenting style of 5 items has Cronbach alpha of ‘.64’ (Robinson et al, 2001).

The PERMA Profiler

Seligman (2011) developed the scale of “The PERMA Profiler” when he conceptualised wellbeing in terms of five domains: Positive Emotions, Engagement,

Relationships, Meaning and Accomplishment (Butler & Kern, 2016). It consists of 23 items in total. There are 15 items of PERMA (3 items per PERMA domain) and the rest of 8 items provide information about general health, negative emotion, loneliness and overall happiness of an individual (Butler & Kern, 2016). The reason for using this scale in the current study is that it can measure the level of positive and negative emotions of participants- depending on five pathways to happiness.

This scale has been used in the current research in its original form except for one modification done by the researcher. All the items of PERMA profiler had 11 point Likert scale ranging from 0 to 10 either used with radial buttons or slider scales but in the current research it has been replaced with just 5 point Likert scale. Participants have to rate their response ranging from 1-5 (where 1= never, 2= once in a while, 3= about half of the time, 4= very often and 5= always) in all the items of this questionnaire.

PERMA Profiler begins with five pathways.

Positive emotion

This variable is measured by 3 items. And they are represented by P1, P2 and P3. Items related to positive emotions are ‘P1: In general, how often do you feel joyful?’, ‘P2: In general, how often do you feel positive?’ And ‘P3: In general, to what extent do you feel contented?’ These items help measuring the level of happiness, contentment and satisfaction in life of a participant (Butler & Kern, 2016).

Engagement

This variable consists of 3 items. And they are represented by E1, E2 and E3. Items related to engagement are ‘E1: How often do you become absorbed in what you are doing?’ ‘E2: In general, to what extent do you feel excited and interested in things?’ And the last one is ‘E3: How often do you lose track of time while doing something you enjoy?’ These items

are used to measure the level of involvement and absorption of people in their daily life activities (Butler & Kern, 2016).

Relationships

The third variable in PERMA profiler relates to the items of relationship. Relationships are integral part of one's life and they explain sense of belonging towards people. They include feelings of love, warmth and support (Butler & Kern, 2016). It has 3 items i.e. 'R1: To what extent do you receive help and support from others when you need it?' 'R2: To what extent do you feel loved?' And 'R3: How satisfied are you with your relationships?' These items assess the level of self-satisfaction of people while practicing give and take of several relationship dimensions (Butler & Kern, 2016).

Meaning

This variable consists of 3 items that are M1, M2 and M3. Meaning refers to sense of direction in life. What people think about their goals of life, what is their aim of connecting to themselves or something more than their self? (Butler & Kern, 2016). Here the first item 'M1: In general to what extent do you lead a purposeful life?' 'M2: In general, to what extent do you feel that what you do in your life is valuable and worthwhile?' And 'M3: To what extent do you generally feel you have a sense of direction in your life?'

Accomplishment

There are 3 items related to this variable and are represented by A1, A2 and A3. Items included in accomplishment are 'How much of the time do you feel you are making progress towards accomplishing your goals?' 'How often do you achieve the important goals you have set for yourself?' And 'how often are you able to handle your responsibilities?' These items help measuring the sense of goal achievement and subjective feeling of mastery in life of

participants. It involves performance of an individual towards personal ambitions and daily life activities (Butler & Kern, 2016).

There are four other variables which are a part of PERMA Profiler questionnaire but they are not a part of five pathways to happiness (PERMA). They are just the additional questions related to negative emotions, general health, loneliness and overall happiness of participants.

Negative emotions

Along with positive emotions, there are 3 items related to negative emotions which can measure subjective feelings of worry, sadness and anxiousness in participants (Butler & Kern, 2016). These items are represented by ‘N1: In general, how often do you feel anxious?’ ‘N2: In general, how often do you feel angry?’ And ‘N3: In general, how often do you feel sad?’

Loneliness

This variable is represented by ‘Lon’. It is a predictor of PERMA Profiler for assessing how often people feel alone, empty and isolated in their daily life. And does it effect on the perception of parenting styles of participants (Butler & Kern, 2016). There is only one item i.e. ‘Lon: How lonely do you feel in your daily life?’ related to loneliness.

Health

There are 3 items which explain about physical health of a participant that what people think about their general health each day and how they rate their health as compared to other people (Butler & Kern, 2016). The items included in health section are ‘H1: how would you say your health is?’ ‘H2: How satisfied are you with your current physical health?’ And ‘H3: Compared to others of your same age and sex, how is your health?’

Happiness

The last item of this PERMA Profiler questionnaire is measuring the overall happiness level of participants in their life. The item related to happiness is ‘Taking all things together, how happy would you say you are?’

In the current study, the above PERMA Profiler measure is used to assess the level of positive and negative emotions of participants which they experience while rating the three types of parenting styles (i.e. authoritative, authoritarian and permissive) for themselves. The researcher has combined all the items of PERMA (i.e. by combining the mean score of positive emotions, engagement, relationship, meaning and accomplishment) and an item of happiness (i.e., mean score of happiness item) other than PERMA into one category known as ‘overall positive emotions’. Likewise, all the items of negative emotions and loneliness are combined and termed as ‘overall negative emotions’ (i.e. mean score of all the items of negative emotions + mean score of the loneliness item).

In order to measure the effect of high and low levels of positive and negative emotions, the sample of participants were assigned into two groups for each emotion. . Researcher has made these categories on the basis of ratings of the PERMA Profiler scale in which participants have to rate all the items between 1-5 point likert scale (where ‘1’ represents the lowest response and ‘5’ represents the highest response towards certain item). Participants who reached an average of less than 2 for the positive (and negative) emotions scale they were considered as low on positive (and negative) emotions. And those who reached at least a 4 (out of 5) then they were considered as high on positive (and negative) emotions. The participants who reached an average of 3 were not included in any of high/low category of positive/negative emotions.

Procedure

The ethics application of this research was approved by School of Psychology Research and Ethics Committee of the faculty of Arts and Social Sciences, University of Waikato. Over a period of one month time, about 100 participants were recruited from University of Waikato. The questionnaires were distributed online using a Qualtrics link via email. The recruitment email was sent to the participants from the course convenor of PSYCH 344-19A and the researcher to complete the questionnaire.

Participants were instructed to open the link provided in the email. They were provided with all the necessary information about the research, its ethics approval and its anticipating aims and time at the first (info) page. They were assured about the anonymity and confidentiality of their data that no names will be linked to any survey and all the collected information will remain confidential. There were no incentives provided to participants for their participation and this research was voluntary. However, if they wish to receive a summary of the research findings, they would need to send an email to the researcher.

Afterwards, participants were presented with some screening questions that allowed participants to fulfil the eligibility criteria for this research. The first question was 'Are you between 18 and 25 years old and do you agree to fill in the questionnaires?' and the second question was 'Do you have biological parents'. Participants who fall in the 'yes' category of the above questions were allowed to participate in this research and the participants who fall in the 'no' category of any of the above questions were taken to the end of the survey as they do not qualify for this research.

After completing the required questions related to demographics, participants were allowed to start the questionnaires. The first questionnaire (see Appendix A) was of 'The

PERMA Profiler' in which participants has to respond to the items related to five pathways of happiness and some other general questions related to negative emotions, health and loneliness. They were provided with a single item in each block and they have to choose response from a five point Likert scale ranging from 1= never to 5= always.

The second scale in the survey was 'Parenting Style and Dimension questionnaire (PSDQ)' (see Appendix B). Participants have to respond to the items in such a way that how would their parents respond to the following scenarios and how would they respond to the following scenarios presented in the items. The questionnaire consisted of 5 point Likert scale ranging from 1=never to 5= always.

After completing these two questionnaires, participants were informed that their response has been recorded and thank you for their participation.

Chapter Three: Result

The following result section will attempt to provide evidence for the answers of the research questions. The section was structured in the order of the questions.

Question 1: Which is the most preferred parenting style of young participants and is there a gender effect?

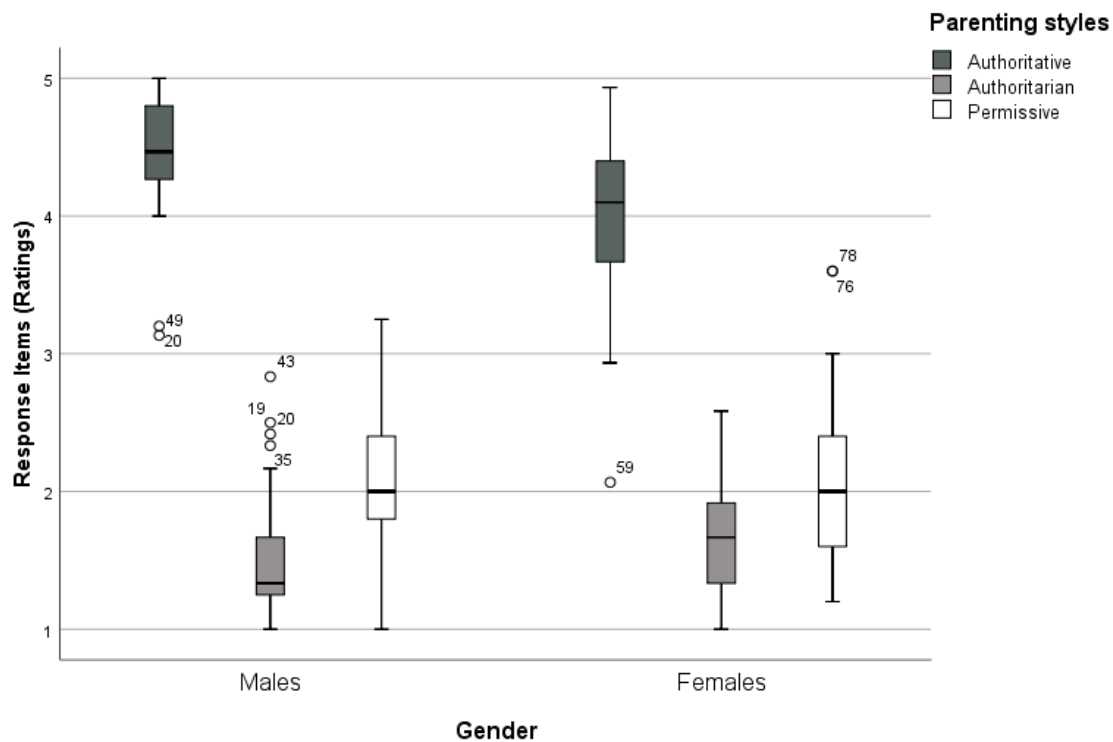


Figure 1: Box Plot showing the participants' mean ratings of the three parenting styles, by gender. The box plots show means, and 25th and 75th percentiles. The error bars indicate 95% confidence intervals. Outliers are marked with circles. They have not been removed from the data set as they seem to be realistic data.

Visual inspection of Figure 1 indicates that the majority of the participants rated the authoritative parenting style as their preferred style. Second highest ratings were given to the permissive parenting style while the authoritarian style was the least preferred. There was a small gender effect visible. Females rated the authoritative parenting style as slightly lower

than the males and the permissive parenting style as slightly higher than the males. A mixed two-way ANOVA with Gender as a between subject measure and the Parenting Style ratings as repeated dependent measures was statistically significant, $F(2,97)=743.11$, $p<0.01$, for Parenting Style, but not for Gender, $F(1,98)=3.352$, $p=0.07$. Post-hoc paired t-tests on the three Parenting Style ratings indicated that they were all significantly different from each other (all $t_s > 8.9$, $p_s < 0.5$).

Question 2: What parenting style ratings do participants give to their parents (biological fathers and mothers) and will they be different from their own ratings?

Visual inspection of Figure 2 shows that compared to their own parenting style ratings, the participants gave very similar ratings to their parents' parenting styles. However, their own ratings for the authoritative parenting styles was a little higher than the ratings they gave to their fathers and mothers. At the same time, their own ratings for the authoritative and permissive parenting styles were a little lower than those they did for their parents.

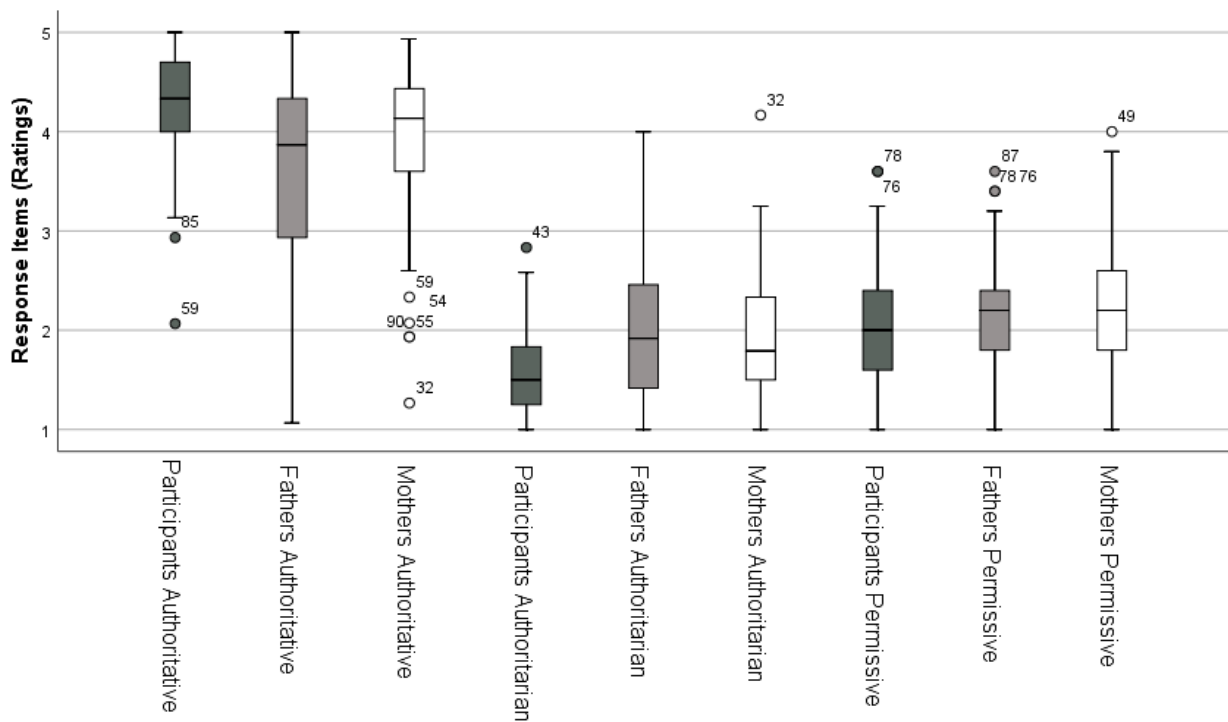


Figure 2: Box Plot showing the participants' mean ratings of the three parenting styles, for themselves (participants) and the ones they did for their fathers and their mothers. The box plots show means, and 25th and 75th percentiles. The error bars indicate 95% confidence intervals. Outliers are marked with circles. They have not been removed from the data set as they seem to be realistic data.

Inferential statistics using paired dependent t-tests revealed that participants rated their own parenting styles differently than the ones for their parents (all $t_s > 3.5$, $p_s < 0.05$), except for the permissive parenting style, for which the ratings of the participants were not different than the ratings they did for their fathers, $t=1.1$, $p=.246$.

Question 3: Were there any relationships between participants' ratings of their three parenting styles and did the levels of their current emotions (positive or negative) relate to these ratings?

In order to answer these questions, Pearson's correlation coefficients were first calculated between participants' ratings of their own parenting styles (see Table 1 first three correlations).

Table 1 shows the two negative correlations – first a significant negative correlation between authoritative ratings and authoritarian ratings. In other words, when participants rated highly on authoritative parenting style they were likely to rate low on the authoritarian parenting style. And then there is a non-significant and small negative correlation between authoritative ratings and permissive ratings. There is a positive correlation between authoritarian ratings and permissive ratings.

High levels of positive emotions relate significantly with high ratings of the authoritative parenting style while high levels of negative emotions relate to low ratings of the authoritative style, and high levels of authoritarian and permissive styles.

Table 1

Pearson correlations between participants' ratings (N=100) of their own parenting styles and their overall emotions they have felt at the time of the ratings

Variable:	1	2	3	4	5
Parenting style					
1 Authoritative	1	-.209*	-.098	.379**	-.198*
2 Authoritarian	-	1	.407**	-.071	.348**
3 Permissive	-	-	1	-.011	.244*
4 Overall Positive	-	-	-	1	-.418**
Emotions					
5 Overall Negative	-	-	-	-	1
Emotions					

*p< .05, **p< .01

Further analysis on the effect of the emotional states on the ratings of parenting styles, the sample of participants was split into 2x2 groups, high and low positive and negative emotions.

If participants reached an average of less than 2 for the positive (and negative) emotions scale they were considered as low on positive (and negative) emotions. If they reached at least a 4 (out of 5) then they were considered as high on positive (and negative) emotions (see method section for more details).

Figure 3 shows the ratings of participants for the three parenting styles, with high levels (N=26) and low levels (N=15) of positive emotions. Visual inspection of Figure 3 revealed that the group with high levels of positive emotions rated the authoritative and

authoritarian styles as higher than the group with low levels of positive emotions. On the other hand, they rated the permissive parenting style as higher.

Independent t-tests confirmed a significant effect of level of positive emotions on the ratings the authoritative style, $t(39) = 2.77, p < 0.05.$, but not on the authoritarian and permissive styles.

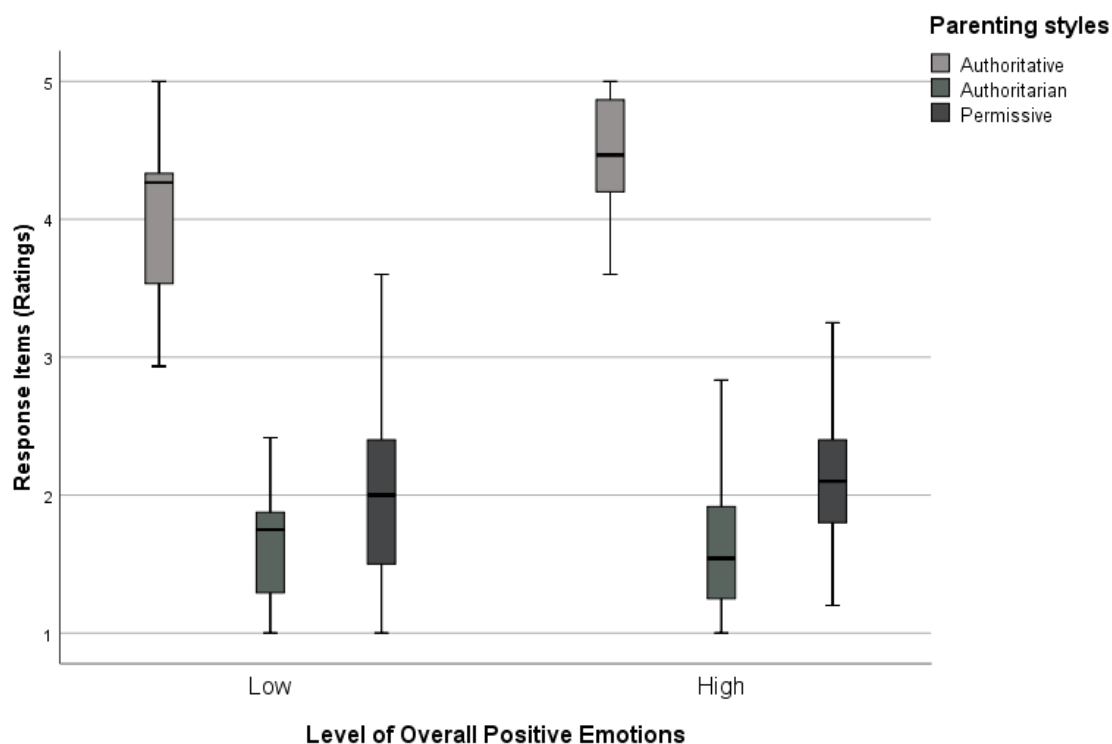


Figure 3: Box plots showing participants' mean ratings of low (N=15) and high level of overall positive emotions (N=26) across three types of parenting styles. The box plots show means, and 25th and 75th percentiles. The error bars indicate 95% confidence intervals. Outliers are marked with circles. They have not been removed from the data set as they seem to be realistic data.

Figure 4 shows the ratings of participants for the three parenting styles, with high (N=3) and low levels (N=70) of negative emotions. Visual inspection of Figure 4 revealed that the group with high levels of negative emotions rated the authoritative styles as lower than the group with low levels of negative emotions. On the other hand, they rated the

permissive and authoritarian parenting styles as higher. Independent t-tests confirmed the significant effects of the levels of negative emotions on the ratings of the authoritative style, $t(39) = 2.55, p < 0.05$, as well as and on ratings of the authoritarian and permissive styles (both $t_s > 1.96, p_s < 0.05$).

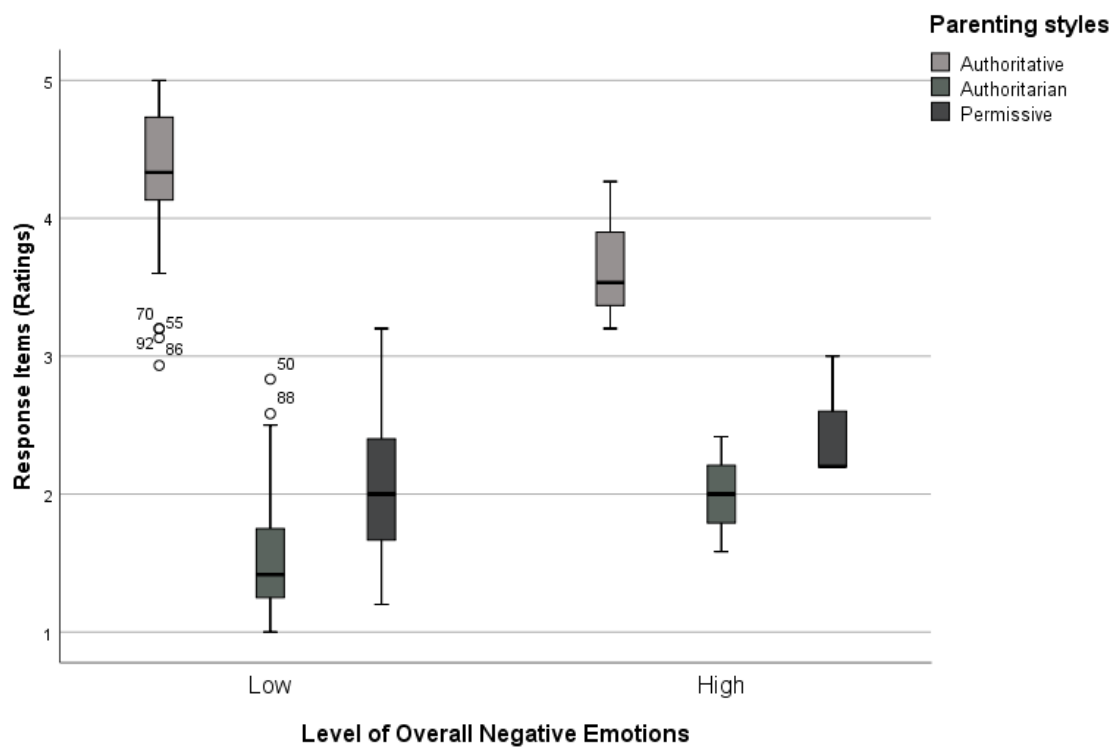


Figure 4: Box plots showing participants' mean ratings of low (N= 3) and high level of overall negative emotions (N= 70) across three types of parenting styles. The box plots show means, and 25th and 75th percentiles. The error bars indicate 95% confidence intervals. Outliers are marked with circles. They have not been removed from the data set as they seem to be realistic data.

Finally, three multiple regressions on the three parenting style ratings of the participants were calculated in order to estimate the influence of overall negative emotions, overall positive emotions and gender.

Table 2

Table 2 shows the results of the three regressions.

Authoritative PS ratings	B	STD Error	Beta	t	Sig
Overall Negative Emotions	.025	.090	.026	.273	.786
Overall Positive Emotions	.124	.090	.140	1.466	.146
Gender	.423	.389	.389	4.131	0.000**
Authoritarian PS ratings					
Overall Negative Emotions	.266	.069	.379	3.851	0.000**
Overall Positive Emotions	.081	.65	.122	1.253	.213
Gender	.101	.078	.123	1.288	.201
Permissive PS ratings					
Overall Negative Emotions	.239	.096	.259	2.493	0.014*
Overall Positive Emotions	.097	.090	.111	2.484	0.284
Gender	.057	.109	.051	.524	0.601

Note: B = Unstandardized Beta, SDT Error = Coefficient standard error, t= t value,

Sig = p value *=p < 0.5, **=p < 0.01

The table 2 shows that Gender influenced significantly the ratings of the authoritative parenting style (42% of the variance was accounted for by Gender). Overall Negative Emotions significantly influenced the ratings of the authoritarian parenting style (26% of the variance) and the permissive parenting style (23%).

Chapter Four: Discussion

This study had three aims: Firstly, to investigate the preference of participants towards any of the authoritative, authoritarian and permissive parenting styles and to examine the effect of gender on their preference. Secondly, to compare participants' own preference with the ratings they gave to their parents. Thirdly, to investigate the role of their positive and negative emotions when they rated the parenting styles. These research questions were: (1) which is the most preferred parenting style among young participants and is there a gender effect? (2) What parenting style ratings do participants give to their parents (biological fathers and mothers) and will they be different from their own ratings? (3) Will there be a relationship between participants' ratings of their three parenting styles and did the levels of their current emotions (positive and negative) relate to these ratings?

Preferred Parenting Style and the Gender Effect

In this study, a new research method concept has been applied by asking young students (single or married but not in a parenthood) to rate their order of preference for three parenting styles, authoritative, authoritarian and permissive. They were using a five-point Likert scale, responding to the questions on how they would see themselves applying the three parenting styles. Based on the literature, it was hypothesized that authoritative parenting style will be the most preferred parenting style when compared with the other two styles, authoritarian and permissive. The results indicated that participants gave the highest ratings to the authoritative parenting style, second highest ratings to permissive parenting style and lowest ratings to authoritarian parenting style. From these significant different ratings, it is evident that these three parenting styles are significantly different from each other. Results also provide evidence for hypothesis 1 by showing that participants preferred authoritative parenting style as compared to other two parenting styles. However, while considering the

effect of gender on their preferences, it is noted from the visual inspection of the data that only a small effect was evident. It seems that female participants' level of preference for the authoritative parenting style was slightly lower as compared to the male participants. The ratings of permissive and authoritarian parenting style indicated that females preferred those styles slightly more than the male participants. These slight difference in ratings revealed that gender played a very minimal role in participants' preference towards parenting style.

The findings of this study supported the previous research that authoritative parenting style is the most preferred parenting style but that past research was conducted on parents who were rearing their children. Those studies revealed that authoritative parenting style was considered as the optimal parenting style with effective warmth, firm, involvement and responsiveness. And moreover it is preferred due to the positive and distinctive youth outcomes (Steinberg, 2001; Garcia & Garcia, 2009).

Our findings contradicts some previous research, which stated the 'traditional' pattern of a gender effect in parenting styles, where mothers were more authoritative and permissive towards their children and the opposite was expected of fathers applying the authoritarian parenting style. In other research, it is also postulated that some mothers are authoritarian with their sons while fathers are authoritative and permissive towards their children (both daughters and sons) (Yasmin, 2018; Garcia & Guzman, 2017; Vyas, & Bano, 2016).

Comparing Participants' own Ratings of Parenting Styles with the Ratings they were giving to their Parents

Participants gave three ratings for their parents' parenting style, one on how likely they were engaging in authoritative, authoritarian and permissive parenting style. Firstly, participants gave the highest ratings for authoritative parenting style for parents (mothers and fathers). This is an evidence that most participants perceived that their parents (biological

fathers and mothers) were following authoritative parenting style with their children. Secondly, participants gave their parents the second highest ratings for their permissive parenting style. Finally, the participants gave the lowest ratings to their parents' authoritarian parenting style. While considering ratings of participants' own parenting styles as compared to their parents, it is seen that participants who rated authoritative parenting style for themselves is slightly higher than the ratings they gave to their fathers' and mothers' parenting style. Then, participants who rated permissive parenting style for themselves are similar to the ratings of their fathers' permissive style. However, their own ratings for permissive parenting style are slightly lower than the ratings of their mothers' parenting style. And finally, the participants who rated authoritarian parenting style for themselves are slightly lower than both of their parents' parenting style.

Our research demonstrated that participants' ratings for their own parenting style are quite similar to the ratings they give to their parents' parenting style which provides the evidence for hypothesis 2. These similar ratings might be considered as part of a process of social learning. According to Bandura (1969), participants, through observational learning, observe and learn parental behaviour and attitude which they try to model, interpret and adopt in their own lives. So, participants might find their parents as a learning source and their relationship with parents might contribute towards internalization and replication of such attitude and behaviour in future. However, social learning can be seen as one of the possible reasons for participants' ratings. The concept of social learning was not examined in this thesis and therefore this idea remains hypothetical.

Do the Ratings of the Parenting Styles Correlate in Particular Way?

This study demonstrated an interesting association between the ratings of three parenting styles i.e. authoritative parenting style, permissive parenting style and authoritarian

parenting style. A strongly significant negative relationship between the ratings of the authoritative and authoritarian parenting style was found. It indicated that, participants who rated highly on the authoritative parenting style were more likely to rate low on authoritarian parenting style. This might indicate that participants who preferred authoritative parenting style were much less likely to rate highly on the authoritarian parenting style. In contrast, a significant positive correlation is seen between the ratings of authoritarian parenting style and permissive parenting style. This association demonstrates that the participants who show preference towards authoritarian parenting style can also show preference towards permissive parenting style.

These associations between the ratings of parenting styles seem to reflect previous research (Garcia & Garcia, 2009), which demonstrated that authoritative, authoritarian and permissive parenting styles were clearly different from each other in terms of preference and acceptance. However, the previous researchers explored preference of three parenting styles in term of the difference in their outcomes in the lives of children. Authoritative parenting style is preferred due to effective social, moral and psychological development of children, whereas permissive style and authoritarian parenting style is less preferred due to shortcomings in terms of maladaptive behaviour of children in some domains (Mahasneh, Al-Zoubi, Batayneh, & Jawarneh, 2013; Arie, Casas, Frones, & Korbin, 2014).

Unlike the previous research, this research is attempted to explain multiple reasons behind the preference of young adults towards three parenting styles i.e. overall positive emotions and overall negative emotions.

Relationship between the Ratings of Parenting Styles and the Current States of Overall Emotions

This study also aimed to understand how overall positive and negative emotions could be associated with the participants' rating of their own parenting style. Our research demonstrated a potential link between the ratings of three parenting styles and current states of positive and negative emotions. This indicated that the three parenting styles were associated with overall positive emotions, combined term of overall happiness, positive emotions, engagement, positive relationships, meaning in life, accomplishment of goals (PERMA) and overall negative emotions i.e. unhappiness and loneliness. Participants who felt positive emotions have shown preference towards authoritative parenting style. However, those participants who felt negative emotions have shown preference towards permissive and authoritarian parenting styles. Additionally, participants who were feeling high levels of negative emotions were less likely to prefer an authoritative parenting style.

The above findings related to the effects of overall positive a negative emotions with the rating of three parenting styles are not reflected by the previous researches. However, previous studies have demonstrated a relationship between parenting style and emotional well-being (Hastings et al., 2000; Mahasneh et al., 2013; Hibbard & Walton, 2014). The researches provided evidence that participants who received authoritative and flexible parenting resulted in positive outcomes, i.e. high social competencies, low stress level, more emotional and social well-being (Tremblay, Boivin, & Peters, 2014). Permissive and authoritative parenting style discouraged verbal interactions, demoralized and undermined their pro-social behaviour by showing high control or lack of concern and lax behaviour control towards children. They are usually unhappy, distressed, tend to have less self-esteem, less self-reliance and poor social relationships However, no previous research was found

demonstrating the relationship of overall emotions (positive and negative emotions) with preference of parenting styles.

Unlike the previous studies, this research examined the concept that a link exists between emotions felt by the participants with the ratings of their own parenting style which provides evidence for hypothesis 3 that overall emotions are significantly associated with participant's ratings of their own parenting style.

High and Low Level of Overall Positive Emotions

As discussed earlier, it seems that current levels of emotions play an important role in the ratings of parenting style. The current research explained a new concept of high and low levels of positive emotions with the three types of parenting styles. Participants who felt high levels of positive emotions in life specifically engagement, meaning in life, social relationship, accomplishment of goals and happiness rated highly on authoritative parenting style. Additionally, statistical analysis also confirmed that levels of positive emotions (high and low) had a significant effect on the ratings of authoritative parenting style. On the other hand, considering the levels of emotions in the ratings of authoritarian and permissive parenting style, it is seen that participants who felt slightly high positive emotions rated permissive parenting style more positively. In addition, participants who felt less high positive emotions rated authoritarian parenting style more positively.

Additionally, high level of overall positive emotions (PERMA plus overall happiness) was linked with the ratings of authoritative parenting style and low level of overall positive emotions is linked with the ratings of other two parenting styles. Participants, who feel optimistic and hopeful about their everyday life, deploy their skills and capabilities to encounter and solve challenging tasks and develop social connections that promote compassion, self-sacrifice and empathy towards others are more likely to prefer authoritative

parenting style. Furthermore, sense of meaning, purpose in life, thrive for achievement and success can also serve as an underlying factors that promotes positive emotions and happiness (Seligman, 2011). Hence, it seems that participants who had a sense of meaning and accomplishment in their life were more likely to rate highly on the authoritative parenting style.

Therefore, the current study explored the association of overall positive emotions and happiness with the rating of authoritative, authoritarian and permissive parenting style.

High and Low Level of Overall Negative Emotions

Moreover, the role of negative emotions cannot be ignored in the lives of young adults. Our research demonstrated the link between high and low levels of negative emotions specifically loneliness and negative emotions with the three parenting styles. This study demonstrated that participants who felt low level of overall negative emotions rated authoritative parenting style. While considering high level of negative emotions, it is seen that participants who felt slightly high level of overall negative emotions rated authoritarian parenting style. Similarly, participants who felt slightly less high level of overall negative emotions rated permissive parenting style. Moreover, statistical analysis of high and low level of overall negative emotions also proved that levels of negative emotions significantly affected the ratings of three parenting styles which included authoritative, authoritarian and permissive parenting style.

Previous research demonstrated the role of negative emotions in different arenas of life (Rowe & Fitness, 2018; Tremblay et al., 2014). These previous researches stated that feelings of hopelessness, demotivation and unhappiness are more likely to influence one's daily functioning, moral and emotional development. Furthermore, these negative emotions also limit young adult's capabilities to develop appropriate morals, goals and direction.

However, no previous research was found that explored the relationship between negative emotions and participants' preference towards three parenting styles.

Conclusion

In conclusion, this study revealed that authoritative parenting style is the most preferred parenting style among young students as compared to authoritarian and permissive parenting styles. Additionally, it was explored that participants' rating of their own parenting style was quite similar the perceived parenting styles of their parents. Moreover, the current study also provided some evidence of two underlying factors influencing the preference of participants towards parenting styles. Firstly, overall positive emotions involving positive emotions, engagement, relationships, meaning in life, accomplishment of goals, happiness and secondly overall negative emotions relating to the participants' rating. Therefore, it was also observed that overall positive emotions were linked with the participants' preference for authoritative parenting style while overall negative emotions were linked with the participants' ratings for authoritarian and permissive parenting style.

Limitations

This academic research carries some limitations that include limited area study. This study was conducted to explore the three parenting styles and the effect of emotions in students (as participants). Further research would be required to explore the association between the parenting styles of participants across different ethnicities and cultures.

Implications and Future Research

This research has demonstrated the relationship of positive and negative emotions with participants' preference for three parenting styles. In future, longitudinal research can be done to explore preference of these participants' parenting style after becoming a parent. Further awareness and intervention strategies regarding effective parenting style can be useful for both youth and parents. This research did not study the ethnicities of the population. So, future research can be expanded as a cohort study to examine cultural and ethnicity differences among participants and their preferred parenting styles. Furthermore, an impact of emotional and moral well-being of young students is suggested to provide a more detailed picture of these aspects associated with authoritative, authoritarian and permissive parenting style.

References

Appleton, J. J., Christenson, S. L. & Furlong, M. J. (2008). Student engagement with school: Critical conceptual and methodological issues of the construct. *Psychology in the Schools*, 45 (5), 379-386. Doi: 10.1002/pts.20303.

Arieh, A., Casas, F., Frones, I., & Korbin, J. (2014) *Handbook of Child Well-Being: Theories, Methods and Policies in Global Perspective* (1st ed., pp. 2173-2196). Dordrecht: Springer

Bandura, A. (1969). Social Learning theory of identificatory processes. In D. A. Goslin (Ed.), *Handbook of socialization theory and research*, 213-262. Chicago: Rand McNally.

Baumrind, D. (1966). Effect of authoritative parental control on child behaviour. *Child Development*, 37(4), 887-907. Doi: 10/2307/1126611.

Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behaviour. *Genetic Psychology Monographs*, 75 (1), 43-88. Retrieved from. <https://psycnet.apa.org/record/1967-05780-001>.

Baumrind, D. (1968). Authoritarian vs Authoritative Parental Control. *Adolescence*, 3(11), 255-272. Retrieved from. <https://psycnet.apa.org/record/1969-06772-001>.

Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology monographs*, 4, 1-103. Doi: 10.1037/h003037.

Baumrind, D. (1991b). Parenting styles and adolescent development. In R. M. Lerner, a. C. Petersen, & I Brooks-Gunn (Eds.), *Encyclopaedia of adolescence*, 2, 746-758. New York: Garland.

Baumrind, D. (2012). Differentiating between confrontive and coercive kinds of parental power-assertive disciplinary practices. *Human Development, 55*, 35-51. Doi: 10.1159/000337962.

Baumrind, D. (2013). Authoritative parenting revisited: History and current status. In Larzelere, R. E., Morris, A. S., Harrist, A. W. (Eds.), *Authoritative parenting: synthesizing nurturance and discipline for optimal child development*. Washington, Dc: American Psychological Association, 11-34. Doi: 10.1037/13948-002.

Baumrind, D., Larzelere, R. E., & Owen, E. B. (2010). Effects of preschool parents' power assertive patterns and practices on adolescent development. *Parenting: Science and Practice, 10*, 157-201. Doi: 10.1080/15295190903290790.

Bean, S., Roller, L. & Wilson, P. (2006). *Parent-child connectedness: New interventions for teen pregnancy prevention*. Santa Cruz, CA: ETR Associates.

Bibi, F., Chaudry, A. G., Awan, E. A. & Tariq, B. (2013). Contribution of Parenting Style in life domain of Children. *Journal of Humanities and Social Sciences, 12* (2), 91-95. Retrieved from <https://pdfs.semanticscholar.org/0565/0fe6ba5dbd19a1756a1156af3d38770aad11.pdf>

Butler, J. Kern, M. L. (2016). The PERMA-Profil: A brief multidimensional measure of flourishing. *International Journal of Wellbeing, 6* (3), 1-48. Doi: 10.5502/ijw.v6i3.526.

Butler, J., & Kern, M. L. (2016). The PERMA-Profil: A brief multidimensional measure of flourishing. *International Journal of Wellbeing, 6*(3), 1-48. Doi:10.5502/ijw.v6i3.526.

Chang, L., Schwartz, D., Dodge, K. A., & McBride-Chang, C. (2003). Harsh Parenting in Relation to Child Emotion Regulation and Aggression. *Journal of Family Psychology, 17* (4), 598-606. Doi: 10.1037/0893-3200.17.4.598.

Conrade, G. & Ho, R. (2001). Differential parenting styles for fathers and mothers: Differential treatment for sons and daughters. *Australian Journal of Psychology, 53*, 29-35. Doi: 10.1080/00049530108255119.

Garcia, A., & Guzman, M. (2017). *The SAGE Encyclopedia of Psychology and Gender* (1st ed., pp. 1276-1278). Thousand Oaks: SAGE Publication, Inc

Garcia, F., & Garcia, E. (2009). Is Always Authoritative the Optimum Parenting Style? Evidence from Spanish Families. *Adolescence, 44*(173), 101-131

Hastings, D., Waxler, C., Robinson, J., Usher, B., & Bridges, D. (2000). The Development of Concern for Others in Children with Behavior Problems. *Developmental Psychology, 36*(5), 531-546

Hibbard, R., & Walton, E. (2014). Exploring the Development of Perfectionism: The Influence of Parenting Styles and Gender. *Social Behavior and Personality, 42*(2), 269-278

Hildyard, K. L. & Wolfe, D. A. (2002). Child neglect: developmental issues and outcomes. *Child Abuse & Neglect, 26*, 679-695. Doi: 10.1016/S0145-2134(02)00341-1.

Howell, R. T., Kern, M. L. & Lyubomirsky, S. (2007). Health benefits. Meta-analytically determining the impact of wellbeing on objective health outcomes. *Health Psychology Review, 1* (1), 83-136. Doi: 10.1080/17437190701492486.

Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Wellbeing, 1* (2), 137-164. Doi: 10.1111/j.1758-0854.2009.01008.x.

Jabeen, F. Haque, M. A. & Riaz, M. N. (2013). Parenting Styles as Predictors of Emotion Regulation among Adolescents. *Pakistan Journal of Psychological Research*, 28 (1), 85-105. Retrieved from <https://pdfs.semanticscholar.org/20f0/edb10dfd197408b5987cbfbeb346a4bd79a6.pdf>.

James, H. F. & Nicholas, A. C. (2008). Dynamic spread of happiness in a large social network: longitudinal analysis over 20 years in the Framingham Heart Study. Doi: 10.1136/bmj.a2338.

Kyriazos, T. A. & Stalikas, A. (2018). Positive Parenting or Positive Psychology Parenting? Towards a Conceptual Framework of Positive Psychology. *Parenting*, 0, 1761-1788. Doi: 10.4236/psych.2018.97104.

Lamborn, S. D. Mounts, N. S., Steinberg, L. & Dornbusch, S. M. (1991). Patterns of Competence and adjustment among adolescents from Authoritative, Authoritarian, Indulgent and Neglectful Families. *Child Development*, 62 (5), 1049-1065. Doi: 10.1111/j.1467-8624.1991.tb01588.x.

Lezin, N., Roller L., & Taylor, J. (2004). Parent-child connectedness: Implications for research, interventions and positive impacts on adolescent health. Santa Cruz, CA: ETR Associates.

Lyubomirsky, S., King, L. A. & Diener, E. (2005). The benefits of frequent positive affect: Does happiness lead to success? *Psychological Bulletin*, 131 (6), 803-855. Doi: 10.1037/0033-2909.131.6.803.

Maccoby, E. E. & Martin, J. A. (1983). Socialization in the context of the family: Parent child interaction. *Handbook of Child Psychology*, 4. Socialization, personality and social development, 4, 1-101. New York: Wiley.

Mahasneh, A., Al-Zoubi, Z., Batayenh, O., & Jawarneh, M. (2013). The Relationship between Parenting Styles and Adult Attachment from Jordan University students.

International Journal of Asian Social Science, 3(6), 1431-1441

Mallers, M. H., Charles, S. T., Neupert, S. D., & Almeida, D. M. (2010). Perceptions of childhood relationships with mother and father: daily emotional and stressor experiences in adulthood. *Developmental psychology*, 46 (6), 1651-1661. Doi: 10.1037/a0021020.

Olga, A. K. & Nataliya, N. P. (2013). Adolescent Autonomy in Parent-Child Relations. *Social and Behavioral Sciences* 86, 621-628. Doi: 10.1016/j.sbspro.2013.08.24.

Parent, J & Forehand, R. (2017). The Multidimensional Assessment of Parenting Scale (MAPS): Development and Psychometric Properties. *Journal of Child and Family Studies*, 26 (8), 2136-2151. Doi: 10.1007/s10826-017-0741-5.

Park, J. L., Johnston, C., Colalillo, S. & Wiliamson, D. (2018). Parents' Attribution for Negative and Positive Child Behaviour in Relation to parenting and Child Problems, *Journal of Clinical Child & Adolescent Psychology*, 47, 63-75. Doi:10.1080/15374416.2016.1144191.

Raley, S., & Bianchi, S. (2006). Sons, Daughters and Family Processes: Does gender of children matter? *Annual Review of Sociology*, 32, 401-421. Retrieved from. <http://www.jstor.org/stable/29737745>.

Ren, P., Qin, X., Zhang, Y. & Zhang, R. (2018). Is Social Support a Cause or Consequences of Depression? A longitudinal study of Adolescents. *Frontiers in Psychology*, 9, 1634. Doi: 10.3389/fpsyg.2018.01634.

Richardson, J. L., Radziszewska, B., Dent, C. W. & Flay, B. R. (1993). Relationship between after-school care of adolescents and substance abuse, risk taking, depressed mood

and academic achievement. *Paediatrics*, 92 (1), 32-38. Retrieved from. <https://www.ncbi.nlm.nih.gov/pubmed/8516082>.

Robinson, C. C., Mandleco, B., Olsen, S. F., & Hart, C. H. (2001). The Parenting Styles and Dimension Questionnaire (PSDQ). In B. F. Perlmutter, J. Touliatos & G. W. Holden (Eds.), *Handbook of family measurement techniques*, 1, 319-321. Thousand Oaks, CA: Sage.

Rowe, A., & Fitness, J. (2018). Understanding the Role of Negative Emotions in Adult Learning and Achievement: A Social Functional Perspective. *Behavioral Sciences*, 8(2), 5-16

Seligman, M. (2011). *Flourish: A New Understanding of Happiness and Wellbeing* (1st ed., pp. 220-230). New York, NY: Free Press

Seligman, M. E. P. (2011). *Flourish*. London: Nicholas Brealey Publishing.

Seligman, M. E. P., Steen, T. A., Park, N. & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *American Psychologists*, 60, 410-421. Doi: 10.1037/0003-066x.60.5.410.

Spatz Widom, C., DuMont, K., Czaja, S. J. (2007). A Prospective Investigation of Major Depressive Disorder and Comorbidity in Abused and Neglected Children Grown Up. *Arch Gen Psychiatry*, 64, 49-56. Doi: 10.1001/archpsyc.64.1.49.

Steger, M. F. (2012). Experiencing meaning in life: Optimal functioning at the nexus of spirituality, psychopathology and wellbeing. In P. T. P. Wong (Ed.), *The human quest for meaning* (2nd Ed.), 165-184. New York, NY: Routledge.

Steinberg, L., (2001). We know some things: Parent-Adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 11(1), 1-19

Steinberg, L., Lamborn, S. D., Dornbusch, S. M. & Darling, N. (1992b). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement and encouragement to succeed. *Child Development*, 63, 1266-1281. Retrieved from. <https://www.ncbi.nlm.nih.gov/pubmed/1446552>.

Tay, L., Tan, K., Diener, E. & Gonzalez, E. (2012). Social relations, health behaviours and health outcomes: A survey and synthesis. *Applied Psychology: Health and Wellbeing*, 5 (1), 28-78. Doi: 10.1111/aphw.12000.

Tremblay, R., Boivin, M., & Peters, R. (2014). *Encyclopedia on Early Childhood Development* (3rd ed., pp. 200-203). Quebec: Routledge

Vyas, K., & Bano, S. (2016). Child's Gender and Parenting Styles. *Delhi Psychiatry Journal*, 19(2), 289-292

Williford, A. P., Vick Whittaker, J. E., Vitiello, V. E. & Downer, J. T. (2013). Children's Engagement within the Preschool Classroom and Their Development of Self-Regulation. *Early education and development*, 24 (2), 162-187. Doi: 10.1080/10409289.2011.628270.

Yasmin, S. (2018). Gender Differences between Parenting Styles on Academic Performance of Students. *Science Internation*, 30(1), 59-62

Appendix A

Important Information:

My name is Zara Mir. I am a master's student in Psychology at the University of Waikato. My supervisor is Associate Professor Robert Isler. The topic of my research is "**Examining Young Students' Preference for Parenting Styles and the Effects of Gender and Emotions**".

Thank you so much for considering taking part in my study. The two questionnaires on parenting styles and happiness (PERMA) will only take 10-15 minutes (max). I wish to recruit participants, who are between 18 and 25 years old and had regular contact with both biological parents (father and mother, married or divorced), until they had reached at least the age of 16 years.

The two questionnaires are totally anonymous (i.e., there will be no names linked to the data). You can leave this survey at any time, simply by closing the browser, but once you have completed and submitted the survey, we cannot remove your data. The collected data will only be used for research purposes by me and my supervisor. The data will be securely stored for five years.

If you would like to receive any information about the findings or have any queries about the survey, you may contact me via email (zaramir98@yahoo.com).

The current project has received ethics approval from the School of Psychology Research and Ethics committee. If you have any concerns about this project, you may contact the supervisor (Associate Prof Robert Isler, email: robert.isler@waikato.ac.nz) or the convenor of Psychology Research and Ethics committee (Prof Nicola Starkey, email: nicola.starkey@waikato.ac.nz).

Q: Are you between 18 and 25 years old and do you agree to fill in the questionnaires?

- Yes
- No

Q: Do you have biological parents?

- Yes
- No

Q: What is your gender?

- Male
- Female
- Other

Q: Do you have children?

- No
- Yes (If Yes, how many?)

Q: Please indicate your ethnicity?

- New Zealand European
- Maori
- Samoan
- Cook Island Maori
- Tongan
- Chinese
- Indian
- Japanese
- Other

PERMA Profiler:

PERMA 1 1. In general,	1= never	2= once in a while	3= about half of the time	4= very often	5= always
How much of the time do you feel you are making progress towards accomplishing your goals?					
How often do you become absorbed in what you are doing?					
How often do you feel joyful?					
How often do you feel anxious?					
How often do you achieve the important goals you have set for yourself?					

H1 2. In general,	1= terrible	2= better	3= neutral	4= good	5= excell ent
How would you say your health is?					

PERMA 2 3. In general,	1= not at all	2= rarely	3= someti mes	4= very often	5= alway s/ compl etely
To what extent do you lead a purposeful and meaningful life?					
To what extent do you receive help and support from others when you need it?					
To what extent do you feel that what you do in your life is valuable and worthwhile?					
To what extent do you feel excited and interested in things?					
How lonely do you feel in your daily life?					

H2	1= not	2=	3=	4=	5=

4. In general,	at all satisfie d	slightl y satisfie d	moder ately satisfie d	very satisf y-ed	compl etely satisf -ed
How satisfied are you with your current physical health?					

PERMA 3 5. In general,	1= not at all	2= rarely	3= someti mes	4= very often	5= alway s/ compl etely
How often do you feel positive?					
How often do you feel angry?					
How often are you able to handle your responsibilities?					
How often do you feel sad?					
How often do you lose track of time while doing something you enjoy?					

H3 6. In general,	1= terrible	2= better	3= neutral	4= good	5= excell ent
Compared to others of your same age and sex, how is your health?					

PERMA 4 7. In general,	1= not at all	2= rarely	3= someti mes	4= very often	5= alway s/ compl etely
To what extent do you feel loved?					
To what extent do you generally feel you have a sense of direction in your life?					
How satisfied are you with your personal relationships?					
To what extent do you feel contented?					

Hap 8. In general,	1= not at all	2= slightl y	3= moder ately	4= very much	5= compl etely/ extre mely
Taking all things together, how happy would you say you are?					

Appendix B

Parenting Style and Dimension Questionnaire

Information:

How would your parents respond to the following scenarios?

How would you respond to the following scenarios?

1. ..be responsive to offspring's feelings or needs.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. ..use physical punishment as a way of disciplining the offspring.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. ..take the offspring's desires into account before asking the offspring to do something.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. When offspring asks why (he) (she) has to conform, ... state: because I said so, or I am your parent and I want you to.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. ...explain to offspring how we feel about the offspring's good and bad behaviour.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. ...spank when the offspring is disobedient.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. ...encourage the offspring to talk about their troubles.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. ...find it difficult to discipline offspring.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. ...encourage the offspring to freely express (him/herself) even when disagreeing with parents.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. ..punish by taking privileges away from offspring with little if any explanations.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. ..emphasize the reasons for rules.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. ..give comfort and understanding when offspring is upset.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. ..yell or shout when offspring misbehaves.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. ..give praise when offspring is good.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. ...give into offspring when (he) (she) causes a commotion about something.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. ...explode in anger towards offspring.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. ...threaten the offspring with punishment more often than actually giving it.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. ...take into account the offspring's preferences in making plans for the family.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. ...grab the offspring when being disobedient.

	1= never	2= once in a while	3= about half of the	4= very often	5= always
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

			time		
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. ...state punishments to offspring and does not actually do them.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. ...show respect for offspring's opinions by encouraging offspring to express them.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. ...allow the offspring to give input into family rules.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. ...scold and criticize to make offspring improve.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. ...spoil offspring.

	1= never	2= once in a	3= about half of	4= very often	5= always
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

		while	the time		
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. ..give offspring reasons why rules should be obeyed.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. ..use threats as punishment with little or no justification.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. ..have warm and intimate times together with offspring.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. ..punish by putting offspring off somewhere alone with little if any explanations.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. ..help the offspring to understand the impact of behaviour by encouraging offspring to talk about the consequences of his/her own actions.

	1=	2=	3=	4=	5=
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	never	once in a while	about half of the time	very often	always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. ...scold and criticize when offspring's behaviour doesn't meet their/your expectations.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. ...explain the consequences of the offspring's behaviour.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. ...slap offspring when the offspring misbehaves.

	1= never	2= once in a while	3= about half of the time	4= very often	5= always
Your father would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your mother would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You would	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your time spent taking this survey. Your response has been recorded.