

Exploring The Influence of Parenting Styles on Resilience Among Rural Adolescents

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Abstract: Parenting is a multifaceted concept encompassing the complexities of child-rearing behaviours and the emotional environment that parents establish for their offspring. The resilience of adolescents is significantly shaped by supportive and nurturing family and school environments. A deficiency in resilience may result in psychosocial maladaptation and psychopathology in adulthood. This study sought to identify the factors influencing resilience and to explore the relationship between perceived parenting style and resilience among rural adolescents. A descriptive cross-sectional study was conducted with 134 students, comprising 76 girls and 58 boys, from a selected government pre-university college in Dakshina. In Karnataka, a sample was selected using a simple random sampling method to evaluate the perceived parenting styles of 152 individuals. The Perceived Parenting Style Scale by Divya and Manikandan, along with the Child and Youth Resilience Measure-12 (CYRM12) questionnaire, was self-administered. The mean resilience score was 52.17, with a standard deviation of 5.17. Participants with scores below the mean were classified as non-resilient, while those with scores above the mean were deemed resilient. Among the adolescents, 56.7% (76 individuals) were resilient, whereas 43.3% (58 individuals) were non-resilient. Females exhibited higher resilience (61.8%) compared to males (50%). The mean and standard deviation of parenting scores were as follows: Authoritative 40.47±6.24, Authoritarian 25.18±6.31, and Permissive 21.40±6.30. Resilience behaviour demonstrated a significant association with academic performance ($P = 0.011$), which is less than 0.05, and authoritative parenting style scores were positively correlated with resilience scores. The findings of this study may inform the development of interventions aimed at enhancing resilience in adolescents by promoting supportive and nurturing parenting strategies.

Keywords: Adolescents, Parenting Style, Authoritative, Authoritarian, Permissive, Resilience

1. INTRODUCTION

Parenting is a multifaceted concept encompassing the complexities of child-rearing behaviours and the emotional environment that parents establish for their offspring. It holds significant importance in developmental psychology due to its crucial role in a child's development. Parents, or primary caregivers, serve as the initial agents of socialisation for any individual [1]. The significance of this foundational and pervasive interaction between individuals and their parents has been underscored by numerous researchers [2–6].

Parenting styles encompass specific strategies, attitudes, and behaviours that are directly observable and employed by parents in the upbringing of their children [1, 7]. A prominent classification of these styles was developed by U.S. developmental psychologist Diana Baumrind (1927–2018), who

identified four distinct types. Authoritative parenting is characterised by high levels of responsiveness and control. Parents who adopt this style act logically and promote the child's autonomy while maintaining expectations for discipline. They provide children with clear and defined rules, enforce consistent disciplinary actions, and offer support and warmth. This style is associated with positive outcomes for children, including improved self-image, higher self-esteem [8], and enhanced academic and socioemotional readiness in adolescents [9]. In contrast, authoritarian parenting is marked by low responsiveness and high control. Authoritarian parents adhere to established conventions and societal norms, rarely offering children explanations or opportunities for verbal exchange. This style is linked to aggression, poor-quality peer relationships, low social competence, and diminished academic achievement [10, 11]. Such an approach may result in feelings of insecurity and low self-confidence [12, 13].

Authoritative parenting is defined by a high degree of responsiveness coupled with substantial control. Parents who adopt this style engage in logical behaviour and actively promote the child's autonomy. Permissive parenting, as conceptualised by Diana Baumrind (1927–2018), is characterised by a parental approach that is accepting and affirmative, with minimal demands and a reluctance to exercise control. This style often permits children to make decisions beyond their developmental capabilities, offering little guidance in such matters [14, 15, 7]. Key attributes of this parenting style include a hesitance or unwillingness to exert control, a preference for positive interactions, and the establishment of few boundaries. When rules are present, they are inconsistently enforced, and the term "no" is seldom used. Consequently, children experience excessive freedom and insufficient responsibility, with parents sometimes resorting to using toys or food as incentives for compliance. This approach hinders the child's understanding of the intrinsic reasons for adhering to rules. Additionally, there is often a lack of emphasis on goal-setting, resulting in children facing challenges in both academic and life contexts. The enforcement of consequences for misbehaviour is rare, with some parents dismissing inappropriate behaviour as a typical aspect of childhood development.

Rejecting–neglecting parenting is characterised by a lack of support from the parent or caregiver, who fails to monitor or regulate behaviour and prioritises their own needs over those of the child [14, 7]. Such parents are notably distant and unresponsive, which can result in the child experiencing feelings of insecurity and rejection (Diana Baumrind 1927–2018). They seldom address a child's needs or desires beyond fulfilling basic necessities, such as clothing, food, and shelter. Rejecting parents impose minimal expectations or demands on their children and rarely intervene in their decisions or engage in

their lives. This parenting style can have enduring adverse effects on children, including poor academic performance, difficulties in forming peer relationships, low self-esteem, confidence, and self-worth, as well as an increased risk of substance use, behavioural problems, and mental health issues [16].

Resilience refers to an individual's capacity to sustain an optimal level of functioning when confronted with adversity and conflict. It can be conceptualised as the process by which an individual returns to a normal psychological state following the management of a challenging or threatening situation, which may be perceived as stressful [17–20].

The individual, family, and society are domains of an individual's life that promote resilience [21]. Individuals located in the micro-systems of adolescents' social environments (i.e., family and educational institutions) provide opportunities for the development of resilience. The parenting style is an important determinant of resilience [22]. Parents reinforce self-regulation, set limits to expression, and teach expressions of emotions in socially acceptable ways through socialisation. Parental support is important because it is perceived as consistent and unconditional [23].

By establishing clear and well-defined rules, along with consistent disciplinary actions, while simultaneously providing support and warmth, parents can foster positive developmental outcomes in children. This approach is linked to enhanced self-image, increased self-esteem, and improved academic and socioemotional readiness in adolescents [9, 8].

Authoritarian parenting is typified by low levels of responsiveness coupled with high levels of control. Such parents adhere strictly to established conventions and societal norms, rarely offering children explanations or opportunities for verbal exchange. This parenting style is correlated with increased aggression, poor-quality peer relationships, diminished social competence, and reduced academic achievement [10, 11]. Consequently, it may result in feelings of insecurity and diminished self-confidence [12, 13].

This study investigates the influence of parenting styles on the development of resilience among rural adolescents. The adolescent stage is a critical period characterised by significant changes and challenges, including the quest for identity. Adolescents often encounter numerous difficulties and stressful life events, making resilience a crucial capacity for recovering swiftly from these adversities. Parents play a pivotal role in fostering resilience, as a positive family environment and nurturing parenting practices are consistently beneficial for adolescent development. Examining the impact of parenting styles on adolescent resilience is vital for promoting positive youth development, informing parenting practices, and designing effective interventions to support adolescents in overcoming

challenges and thriving during this critical stage of life. In this context, the present study aims to determine the extent to which parenting styles influence the resilience behaviours of adolescents residing in rural areas.

2. OBJECTIVES OF THE STUDY

- To find out the parenting styles perceived by rural adolescents.
- To study the factors that influence resilience among adolescents.
- To know the gender differences in resilience behaviour among adolescents.
- To compare and find out the relationship between perceived parenting style and level of resilience.

3. HYPOTHESES OF THE STUDY

- H₁: There will be some factors which influence the resilience among adolescents.
- H₁: There will be a significant difference in the level of resilience between genders.
- H₂: There will be no association between perceived parenting styles and resilience in adolescents.

4. MATERIALS AND METHODS:

4.1. Research Design:

A descriptive cross-sectional study design is used in this study.

4.2. Sampling:

The study was conducted among 134 adolescents studying in a selected Government Pre-University College in Dakshina Kannada, Karnataka, selected by a simple random sampling method using a lottery technique. Adolescents studying in first and second-year pre-university colleges aged between 16 and 18 years were included in the study.

4.3. Tools: Consists of three parts:

- 4.3.1. *Socio-demographic and lifestyle information* includes gender, class, academic performance, number of siblings, birth order, involvement in physical activity, competitions, and social activity.
- 4.3.2. *The Perceived Parenting Style Scale*, developed by Divya and Manikandan (2013), measures children's perception of their parents' behaviour. It measures the perceived parenting style of the subject in three dimensions: authoritarian, authoritative, and

permissive. The scale consists of 30 items. It is a five-point Likert scale with response categories as Strongly Agree (5), Agree (4), Neutral (3), Disagree (2) and Strongly Disagree (1). All the items on the scale are worded positively and scored 5 to 1. All three perceived parenting styles are scored separately [7, 14, 15].

4.3.3. Child Youth Resilience Measure (12 items), The CYRM-12 scale was used to measure resilience. The CYRM-12 questionnaire has five options: Not at all (1), A little (2), Somewhat (3), Quite a bit (4) and a lot (5), with '1' as the lowest score for unfavourable and '5' as the highest score for a favourable response [24].

5. DATA COLLECTION PROCEDURE

Permission was obtained from the Principal of the Pre-University College. The sample was selected randomly using the lottery method. Students were briefed on the questions, and anonymity and confidentiality were assured by reading the information sheet about the study. The Kannada-translated questionnaire was administered to the students after obtaining their assent.

5.1. Statistical analysis

Data were analysed utilising SPSS statistical software. Descriptive statistics, including percentage, mean, and standard deviation, were computed. Logistic regression analysis was conducted to assess the strength of associations between variables, with a 'P value' of less than '0.05' considered statistically significant [19].

6. RESULTS

The study included 134 participants, including 76 women (56.7%) and 58 men (43.3%). 85(63.4%) study in 2nd PUC and 49(36.6%) in 1st PUC. Among them, 93.3% (125) had other siblings, and only 6.7% (9) did not, indicating that they were the only child of their parents. Of the total, 62.9% (83) were subsequent children, and 31.3% (42) were first-born in the family. The results showed that 76.9% (103) of the adolescents participated in various competitions such as singing, games, sports, drawing, essay writing, elocution, and dancing, and 73.9% (99) performed physical activities such as yoga, swimming, cycling, dancing, gym, and sports, whereas only 28.4% (38) were involved in social activities such as N.S.S., rally, YCS, Jaatha, relief work, and tree planting.

Table 1: Demographic characteristics and social participation of participants (N=134)

Variable	Classification	Frequency(n)	Percentage
Gender	Male	58	43.3

	Female	76	56.7
Class of study	1 st PUC	49	36.6
	2 nd PUC	85	63.4
Siblings	Yes	125	93.3
	No	9	6.7
Birth order	Only child	9	6.7
	First child	42	31.3
	Subsequent child	83	62.9
Social activities *	Yes	38	28.4
	No	96	71.6
Physical activities **	Yes	99	73.9
	No	35	26.1
Participation in competition ***	Yes	103	76.9
	No	31	23.1
<i>* Social activities include N.S.S., rally, YCS, Jaatha, relief work, and tree planting</i> <i>** Physical activities include Yoga, swimming, cycling, dancing, gym, and sports</i> <i>*** Competition includes games, sports, drawing, singing, essay writing, elocution, dancing, etc.</i>			

Table 2 shows that the mean score of the authoritative style of parenting is (40.47 ± 6.23) higher than Authoritarian (25.18 ± 6.31) and Permissive (21.40 ± 6.30) parenting styles.

Table 2: Statistical results of Perceived parenting styles (N=134)

Descriptive Statistics			
Parenting Styles	N	Mean	Standard Deviation
Authoritative	134	40.4776	6.23683
Authoritarian	134	25.1866	6.31286
Permissive	134	21.4030	6.30803

Table 3 shows the results of gender-based resilience. The CYRM-12 questionnaire was used to assess resilience among adolescents. The mean resilience score was 52.17, and the SD was 5.17. Respondents below the mean score were considered non-resilient, and those above the mean score were considered resilient. Results indicated that 56.7% (76) of the adolescents were resilient, and 43.3% (58) were non-resilient. Females were more resilient (61.8%) than males (50%).

Table 3: Gender-based Resilience (N=134)

Resilience Scores		Non-Resilient	Resilient	Total
Gender	Male	29 (50%)	29 (50%)	58 (100%)
	Female	29 (38.2%)	47 (61.8%)	76 (100%)
Total		58 (43.3%)	76 (56.7%)	134 (100%)

Table 4 compares the academic performance and resilience of adolescents. Results show that the resilience behaviour is significantly associated with academic performance (P value is 0.011), which is < 0.05

Table 4: Comparison of Academic Performance and Resilience (N=134)

Academic Performance and Resilience			Resilience score		Total
			Non-Resilient	Resilient	
Academic Performance	Very good	Frequency	03	01	04
		Percentage	75%	25%	100%
	Good	Frequency	19	44	63
		Percentage	30.2%	69.8%	100%
	Average	Frequency	36	31	67
		Percentage	53.7%	46.3%	100%
Total		Frequency	58	76	134
		Percentage	43.3%	56.7%	100%
The Chi-Square value is 9.039, and the P value is 0.011					

Table 5 shows the results of multiple linear regression analysis carried out by considering the resilience score as the dependent variable and gender, authoritative score, authoritarian score, and permissive score as independent variables. The average resilience score of females was higher than that of males. Authoritative scores were positively related to the resilience score.

Table 5: Association between resilience and various factors: Univariate and Multivariable linear regression analysis (N=134)

Independent variables	Regression coefficient	t statistics	P value	95% Confidence Interval for the regression coefficient	
				Lower Bound	Upper Bound
Intercept	45.430	11.180	0.000	37.390	53.470
Gender	1.731	1.856	0.066	-0.114	3.576
Authoritative	0.127	1.735	0.085	-0.018	0.271
Permissive	0.068	0.761	0.448	-0.109	0.245
Authoritarian	-0.101	-1.145	0.254	-0.276	0.074

Table 5 presents the results of a univariate and multivariable linear regression analysis conducted to assess the association between resilience and various factors among 134 participants. The intercept value was 45.430 with a highly significant p-value ($p < 0.001$). Gender showed a positive regression coefficient of 1.731, suggesting that gender may influence resilience, although the association was not statistically significant ($p = 0.066$). Among parenting styles, the authoritative style had a positive coefficient (0.127) and approached statistical significance ($p = 0.085$), suggesting a possible positive

relationship with resilience. The permissive style showed a small positive coefficient (0.068) but was not significant ($p=0.448$). The authoritarian style showed a negative coefficient (-0.101), indicating a potential negative association with resilience, though this was not statistically significant ($p=0.254$).

DISCUSSION

This investigative study effectively explored the significance and influence of socio-demographic factors, parental styles, and resilience among adolescents. A highlight of the examination of the discernment about the critical role of gender in both the perception of parenting techniques and resonating levels of resilience. More specifically, the study showed that the adolescents' resilience mean score was 52.17 ± 5.17 . Respondents with a mean score below the mean were considered non-resilient, and those with a mean score above the mean were resilient. Among them, 56.7% (76) were resilient, and 43.3% (58) were non-resilient. Females tended to have higher resilience levels (61.8%) than males (50%).

The study results are supported by those of a study conducted by Manijeh et. Al. (2016) [25], showed that the adolescents' mean score of resilience was 84.41 ± 11.01 . The level of resilience was moderate in 46.2% of the participants and significantly higher in the females than in the male adolescents ($P=0.006$) [26, 27], Perhaps alludes to an intrinsic relationship between feminine character traits and their associated experiences, such as emotional expression and support and the manifestation of resilience. Regarding parenting styles, this study suggests an affirmative and positive relationship between authoritative parenting and resilience.

Similar results were seen in the survey by Anjana Devi and Sandeep Singh (2021) [28] suggest an affirmative and significant relationship between authoritative parenting style and sense of relatedness and sense of mastery dimensions of resilience. Kritzas SN, Grobler A. A. (2005) [26] the study results supported the present study, as authoritative parenting contributed significantly to explaining the variance in resilience for Black and White adolescents and both genders. In essence, adolescents who perceive their parents as loving but firm (authoritative) tend to have an increased state of resilience.

This observation was somewhat exclusive, as other parenting styles, permissive and authoritarian, did not significantly correlate with resilience scores. These findings align with previous research and further support the link between authoritative parenting style and adolescent resilience. There is a valid argument that family factors contribute to the fluidity of parents' influence and style on their children's

development and associated resilience. Therefore, enforcing normative expectations or guidelines on how parenting style should correlate with resilience is inappropriate.

The study also touched upon a noteworthy topic: academic performance and its association with resilience. Academic performance and resilience were found to be significantly associated with a P value of 0.011, which is less than 0.05, and academic achievement also directly impacts resilience. Adolescents learn to manage stress by adopting positive coping skills.

CONCLUSION

The present study analyzed the relationship between perceived parenting styles and resilience among rural adolescents. Parenting styles perceived as authoritative were positively correlated with a higher degree of resilience in adolescents. Females are more resilient than males. Academic performance is positively associated with resilience. The results of this study could help develop interventions to foster resilience in adolescents by encouraging families to adopt supportive and warm parenting strategies. These findings provide additional evidence to support the role of healthy family relationships in empowering adolescents to cope with stress, trauma, and life pressures [29]. Resilience training can also be incorporated along with the academic curriculum so that adolescents may develop better coping mechanisms to deal with stress.

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