

# **A Study of the Relationship Between Parenting Styles and Happiness of School-going Adolescents with Reference to Educational Background, Socioeconomic Status, and Working Status of parents**

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## **Abstract**

Parenting Styles are one of the most influential factors in the happiness of adolescents and may be affected by working status, Socioeconomic status, and education level. The main objective of this paper was to study the relationship between parenting styles and the happiness of adolescents with reference to educational level, working status, and socioeconomic status. A total of 100 adolescents from 20 schools in Lucknow city and 200 parents participated in this study. Oxford happiness questionnaire, parenting Style four-factor questionnaire (PS-FFQ), and a self-prepared questionnaire for the demographic profile were used to collect the data. A nonparametric test Chi-Square was used to calculate the relationships between the variables. Findings revealed that education level and working status had significant relationships with adolescents' happiness. However, socioeconomic status had not shown a relationship between them.

**Keywords:** *Adolescent, Happiness, Parenting Styles, Educational background, Socioeconomic status, working status.*

## **INTRODUCTION**

Happiness refers to increased positive emotions, satisfaction with life, and reduced negative feelings. Adolescents who enjoy more happiness, are more peaceful and feel more secure, are able to make decisions more easily, are capable of doing better jobs, participate more, enjoy a healthier and more active life, and finally are more satisfied with his/her lives.

Bahrami (2017) indicates that happiness as a variable that can have an important role in parenting actions will cause positive parenting styles in parents. Mohammadi, & Firoozi, (2016) concluded parenting styles could predict happiness and parenting styles, emotional intelligence plays an important role in happiness. Parenting is an important part of loving and caring for a child. Parents teach children what to do and what not to do, as well

as being models for children to imitate and identify with. To be an effective parent means ensuring the physical well-being of a child, stimulating the child's intellectual development, encouraging socially acceptable and responsible behavior, providing emotional security, and giving moral and spiritual direction. (Gerdes, 1998). Parenting is possibly the most important job to do and the role plays for any human being. This paper will examine how the different parenting styles are related to the happiness of adolescents. Baumrind (1966) located her parenting styles typology within the broader systems theory. An understanding of the principles on which Baumrind developed her model of parental control, more typically referred to in the literature as parenting styles is provided by Pellerin (2005) & Carr (2006). Adolescence is a time when teens are exploring their own identities with the guidance of their parents.

### **Baumrind Parenting styles**

According to Baumrind (1996) the four types of parenting styles are authoritative, authoritarian, permissive, and uninvolved. Each parent has different characteristics.

(1) In authoritative parenting styles, responsiveness, and high demands. This parenting style teaches children to be reasonably issue-oriented, and disciplined and explains the reasons behind the rules. According to Maccoby and Martin (1983), an authoritative parenting style is parents who know and understand self-reliance in children, encourage oral communication, involve children in making decisions, and want their children to bring out responsibilities based on the needs and abilities of their family members.

(2) Authoritarian parenting style displays the parents that are very strict and demanding. This style has high control and constantly demands

maturity toward children, but is low in nurturing and two ways of communication between parents and children. This parenting imposes severe punishments on children if their children break the rules or orders that have been set. According to Baumrind (1991), children who are treated with authoritarian parenting styles tend to be more anxious, less socializing, and less satisfied.

(3) Permissive parenting style is characterized by low demand and high levels of responsiveness. This style is high in fulfillment but low in maturity, control, and two-way communication. between parents and children. According to Baumrind (1996), a permissive style is a style in which parents make fewer demands on their children, do not encourage their children to express their feelings, and do not force them to control the adolescents.' behavior. As stated by Nancy (2011), parents of a permissive parenting style do not respond to and control their children.

4. Uninvolved parenting style is characterized by low demandingness and low responsiveness. These parents do not set firm boundaries or high standards and also are indifferent to their children's needs. This parenting may have mental issues themselves such as depression, physical abuse, or child neglect when they were kids. Under this parenting, children are more impulsive, cannot self-regulate emotions, and encounter more delinquent behavior and addiction problems.

### **Relationship between Parenting Style and Adolescents' happiness**

The adolescent period is a very important stage of human life. Parents play a vital role in adolescents' all-around development. Almeida and Galambos (1991) found that authoritative parenting exercised a positive influence on adolescents, while authoritarian and permissive

parenting styles are fraught with developmental problems. When parents are connected to and involved with their adolescent offspring, better educational outcomes, better social skills, better understanding, and healthy habits are observed which makes them happy. McKinney, Donnelly, and McKinney & Renk (2008) stress that the way in which adolescents perceive their parents and their relationship with them has a significant effect on their later outcomes and risk for the development of unhealthy behavior and lifestyles. Kanhere and Hazarika (2020) indicate that the Authoritative parenting style is associated with the virtue of gratitude experienced by an individual. It is evident that parenting styles have an impact on adolescents' happiness; however, it is still unclear how parenting styles, education levels, working status, and social status affect happiness and how their impact extends to happiness in adulthood. This study also pointed out the role of parenting styles in the development of two psychological constructs associated with happiness. One of them is emotional self-efficacy which involves people's self-beliefs regarding their emotional skills (Berry et al. 2001). Emotional self-efficacy and self-esteem may affect happiness by fostering specific behaviors or a specific outlook on life. Parents' behaviors can affect happiness by helping children acquire positive self-efficacy beliefs regarding their emotional skills and a disposition to forgive or by preventing them from gaining them. Koyel Manda (2020) found that authoritative parenting has a positive effect on the self-esteem of adolescents. Studies show that parenting styles are associated with the development of students' self-esteem. Benson (2004) showed that an authoritative parenting style is associated with a high level of self-esteem in adolescence. The findings of Parenting styles are associated with a high level of self-esteem in adolescence. Gota (2012) also

stated that the parenting style used by parents influences students' self-esteem development.

### **The Design of the study**

This correlational study aimed to examine the relationship between different dimensions of parenting styles based on their educational level, socioeconomic status, working status, and the happiness of adolescents.

The present Research:- The purpose of this paper was to study the relationship between the parenting styles and happiness of school-going adolescents with reference to the demographic profile of parents, namely: educational background, socioeconomic status, and working status.

Objectives:-

1. To study the relationship between the happiness of adolescents and the parenting style of different education levels.
2. To study the relationship between the happiness of adolescents and the parenting style of different socioeconomic statuses.
3. To study the relationship between the happiness of adolescents and the parenting style of different working statuses.

Hypothesis:-

1. There is no significant relationship between the happiness of adolescents and the parenting style of different education levels.
2. There is no significant relationship between the happiness of adolescents and the parenting style of different socioeconomic statuses.
3. There is no significant relationship between the happiness of adolescents and the parenting style of different working statuses.

### Participants:-

The sample consisted of 100 students between the age of 14 to 18 years who were selected randomly from the 20 higher senior secondary schools of Lucknow city. The sample was divided to have an equal number of girls (n=50) and ( n=50)

### Measurements

1) The Oxford Happiness Questionnaire was used to measure happiness" which was developed by Michael Argyle and Peter Hills at Oxford University. This scale has 29 items on a 6-point Likert scale, from "strongly disagree(1point)" to "strongly agree (6 points)." which measure happiness in very happy, pretty happy, moderately happy, somewhat happy, and unhappy.

2) A self-prepared questionnaire was used to measure the educational levels, social status, and working status of parents.

3) The parenting style Four-factor questionnaire (PSF-FQ) developed by T. Y. shiny (Bharathiar University- Coimbatore) was used to measure the parenting styles of both parents of adolescents. This questionnaire

**Table 1 shows the relationship between the different education levels of parents and their Parenting styles and the happiness of children.**

measures the frequency of specific behaviors of parents toward their children. This instrument consists of four typologies based on Baumrind's conceptualization: authoritative, authoritarian, permissive, and uninvolved parenting styles. The scale consists of 32 items and is divided into four sub-factors: authoritarian, authoritative and permissive, and uninvolved. Each subfactor had 8 items. It was scored on a 5-point Likert scale from "All of the time (5 points)" to "never (1 point)." The authoritative parenting style includes "encouraging the child to share his or her concerns" and "explaining to the child why he or she should follow the rules." The authoritarian parenting style includes "punish the child rather than explain" and "scream when the child does something wrong." The permissive parenting style includes "the child's pampering is well received."

### Results

The results of the study are as follows:

Objective no. 1 To study the relationship between the happiness of adolescents and the parenting style of different education levels.

| Chi-Square Tests |                    |                     |    |                       |
|------------------|--------------------|---------------------|----|-----------------------|
| Happy/unhappy    |                    | Value               | df | Asymp. Sig. (2-sided) |
| Happy            | Pearson Chi-Square | 16.622 <sup>b</sup> | 6  | 0.011                 |
| Unhappy          | Pearson Chi-Square | 21.287 <sup>c</sup> | 9  | 0.011                 |
| Total            | Pearson Chi-Square | 19.345 <sup>a</sup> | 9  | 0.022                 |

From the observation of table No.1 it shows that the ( $\chi^2 = 16.622$ ,  $df = 6$ ,  $p = 0.011$  for happiness) ( $\chi^2 = 21.287$ ,  $df = 9$ ,  $p = 0.011$  for

unhappiness) and the total  $\chi^2 = 19.345$   $df = 9$   $p = 0.022$ . As the p-value is less than 0.05 it shows a significant relationship between the

happiness and parenting style of different education levels. Thus the hypothesis there is no significant relationship between the happiness of adolescents and the parenting style of different education levels was rejected. This finding is supported by the finding of the study conducted by Fakhrunnisak, & Patria, (2022) showed that parents' education levels were associated with their children's mental health. These results are indirectly supported

by Badri, (2018) who found that children have fun and happiness when their parents spend their time with them which positively influences children's happiness.

Objective no. 2 To study the relationship between the happiness of adolescents and the parenting style of different socioeconomic statuses.

**Table 2. Shows the relationship between the different Social statuses of parents and their Parenting styles and the happiness of adolescents.**

| Chi-Square Tests |                    |                     |    |                       |
|------------------|--------------------|---------------------|----|-----------------------|
| Happy/unhappy    |                    | Value               | df | Asymp. Sig. (2-sided) |
| Happy            | Pearson Chi-Square | 10.176 <sup>b</sup> | 6  | .117                  |
| Unhappy          | Pearson Chi-Square | 8.512 <sup>c</sup>  | 9  | .483                  |
| Total            | Pearson Chi-Square | 9.754 <sup>a</sup>  | 9  | .371                  |

The table shows that the ( $\chi^2 = 10.176$ ,  $df = 6$ ,  $p = .117$  for happiness) ( $\chi^2 = 8.512$ ,  $df = 9$ ,  $p = .483$  for unhappiness) and the total  $\chi^2 = 9.754$ ,  $df = 9$ ,  $p = .371$ . As the p-value is greater than 0.05 it shows no significant association between the happiness and parenting style of different social statuses. Thus the hypothesis there is no significant relationship between the happiness of adolescents and the parenting style of different social statuses was accepted. This finding gets supported indirectly by the finding

of the study conducted by Bian, and Wu, (2021) in which they concluded that family socioeconomic status did not directly affect college students' prosocial behavior.

Objective 3 To study the relationship between the happiness of adolescents and the parenting style of different working statuses.

**Total 3 Shows the relationship between the different Working Status parents and their Parenting styles and the happiness of adolescents.**

| Chi-Square Tests |                    |                     |    |                       |
|------------------|--------------------|---------------------|----|-----------------------|
| Happy/unhappy    |                    | Value               | df | Asymp. Sig. (2-sided) |
| Happy            | Pearson Chi-Square | 10.780 <sup>b</sup> | 4  | .029                  |
| Unhappy          | Pearson Chi-Square | 4.269 <sup>c</sup>  | 6  | .640                  |

|       |                    |                    |   |      |
|-------|--------------------|--------------------|---|------|
| Total | Pearson Chi-Square | 6.128 <sup>a</sup> | 6 | .409 |
|-------|--------------------|--------------------|---|------|

The table is shows that the ( $\chi^2 = 10.780$ ,  $df = 4$ ,  $p = .29$  for happiness) ( $\chi^2 = 4.269$ ,  $df = 6$ ,  $p = .4,09$  for unhappiness) and the total  $\chi^2 = 6.128$ ,  $df = 6$ ,  $p = .409$ . As the p-value is less than 0.05 it shows a significant relationship between the happiness and parenting style of different working statuses. Thus the hypothesis there is no significant relationship between the happiness of adolescents and the parenting style of different working statuses was accepted. This finding gets indirect support from the finding of the study conducted by Parker, Horowitz & Rohal, (2015) in which they concluded that when both the mother and the father work full-time, they equally share the day-to-day parenting responsibilities fall to mothers and it affects positive parenting which makes children happy. Rathore & Dashora (2020) also suggested that the variations in working status and family structure influence parental involvement and life satisfaction.

## Discussion

This study examined the relationships between adolescents' happiness and parenting styles of different education levels, socioeconomic statuses, and working statuses. It was found that higher levels of education and authoritative parenting were associated with higher levels of adolescent happiness. However, low level of education and authoritarian parenting was associated with unhappiness in adolescents. Similarly, self-employed authoritative parents were highly associated with the happiness of adolescents and employed part-time and authoritative parenting shows a low level of association with happiness. However, parenting and socioeconomic status, and happiness do not show an association. Therefore, the association of education and

working status with children's happiness and satisfaction is related to parental factors. In a study supported by Peiró, (2006) working status (income) is associated with satisfaction. Griess (2010) the authoritative parenting style would also contribute to the development of higher levels of happiness and hopefulness.

1. Educated and self-employed authoritative parenting style was related to adolescents' happiness

After examining the different dimensions of parenting style on the basis of their education level, socioeconomic status, and working status it is found that most parents of authoritative parenting were significantly associated with the happiness of adolescents. Our study showed that most well-educated parents adopt authoritative parenting and it is helpful in the positive development of teenager as this parenting provide them freedom, proper guidance, love, and care in and positive environment which develops a positive attitude, life skill, cognitive skills, healthy, habits, and behavior skills and makes them happy. Authoritative parenting is about delivering a warm, secure home life, helping the child to learn the rules of life, and developing good self-esteem. Mensah, & Kuranchie, (2013) Stated an authoritative parenting style helps children to be socially competent, a virtue required for personal life. In educated authoritative parenting, children feel free to discuss everything with their parents, as they know that they are supported by their parents and educated parents also know how to deal with children so they are more successful in their life. While an authoritarian parenting style in which parents exert excessive pressure or limitations on their children

regarding their behavior, habits, and attitude is associated with adverse outcomes in children's healthy behavior.

In this study, highly educated and self-employed parents were positively affected by the happiness of adolescents. Cripps and Zyromski (2009) found that an authoritative parenting style correlates with a wide range of behaviors such as mental well-being and psychological well-being. Children of parents with an authoritative parenting style learn to solve their problems and to have their demands met through dialogue and logical reasoning. In this study, the best consequence, namely happiness, belonged to children whose parents had adopted an authoritative parenting style. These results are compatible with the findings of Bloch-Torricco found that parenting levels, especially intimacy, are related to the later compatibility of adolescents and their self-esteem. In addition, the results also showed that there is a significant negative relationship between authoritarian parenting style and happiness. It is possible to say that children of parents with authoritarian parenting styles are less able to experience happiness and try to be isolated in the corner of a room. Parents with an authoritative style set very clear principles for themselves and ensure that those rules will be implemented. They coordinate themselves with the feelings of their children and make use of emotional states to find out what makes their children happy or sad.

The present study investigates the relationship between parenting styles and the happiness of adolescents. It found a significant correlation between authoritative parenting and happiness. Hong, Long, & Rahman, (2015) found that there is a positive relationship between authoritative and permissive parenting styles with self-esteem. Whereas the authoritarian parenting style has a negative relationship with

students' self-esteem. Previous studies also find out that authoritative parenting is highly associated with adolescent development which gives them a happy life. Kopko, (2007) found that authoritative parenting was positively associated with children's overall development. An authoritative parenting style was associated with adolescents' happiness, satisfaction, and self-esteem. According to Martínez, & García, (2007), authoritative parenting is highly related to adolescents' self-esteem. This association might be due to differences in socio-cultural backgrounds, educational background, and working status of authoritative parenting style is considered to be related to children's happiness. The authoritative style leads to positive developments, psychological well-being, positive self-evaluation, high levels of self-esteem, compatibility, and intrinsic motivation to learn.

## Findings

1. After studying the relationship between the happiness of adolescents and the parenting style of different education levels it was found that there was a significant association between the different educational levels of parenting and the happiness of adolescents. The table was showed that the ( $\chi^2 = 16.622$ ,  $df = 6$ ,  $p = 0.011$  for happiness) ( $\chi^2 = 21.287$ ,  $df = 9$ ,  $p = 0.022$  for unhappiness) and the total  $\chi^2 = 19.345$   $df = 9$ ,  $p = 0.022$ . As the p-value is less than 0.05, hence H1 is rejected.

2. The second objective was to study the relationship between the happiness of adolescents and the parenting style of different socioeconomic statuses. After studying it was found that the t ( $\chi^2 = 10.176$ ,  $df = 6$ ,  $p = 0.117$  for happiness) ( $\chi^2 = 8.512$ ,  $df = 9$ ,  $p = 0.483$  for unhappiness) and the total  $\chi^2 = 9.754$ ,  $df = 9$ ,  $p = 0.371$ . As the p-value is greater than 0.05 it shows no significant association between the

happiness and parenting style of different socioeconomic statuses.

3. The third objective was to study the relationship between the happiness of adolescents and the parenting style of different working statuses. It was found that the ( $\chi^2 = 10.780$ ,  $df = 4$ ,  $p = .29$  for happiness) ( $\chi^2 = 4.269$ ,  $df = 6$ ,  $p = .409$  for unhappiness) and the total  $\chi^2 = 6.128$ ,  $df = 6$ , the  $p = .409$ . As the  $p$ -value is less than 0.05 it shows a significant association between the happiness and parenting style of different working statuses.

### Conclusion

This study highlighted that an authoritative parenting style and adolescents' happiness are associated with education levels and working statuses, whereas socioeconomic status does not directly affect the happiness of adolescents. This research is an important contribution to parenting studies because it shows the relationship between authoritative parenting of educated and self-employed parents with the happiness of adolescents. Positive Parenting and the happiness of children are both factors that are helpful to improve children's behaviors and foster healthy living. The significance of this study is that an authoritative parenting style and the happiness of children can be important strategies for improving health behaviors in children. Therefore, family-based education interventions and strategies that encourage an authoritative parenting style, and promote positivity, self-esteem, confidence, well-being, and positive attitude in children would be beneficial to increase children's happiness. In practice, a family-based approach could have real impacts on the prevention of obesity in children by improving children's happiness.

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