

A Quantitative Study on the Role of Parenting Styles in Emotion Regulation and Learned Helplessness Among Young Adults

Athira S.*

Abstract

This quantitative study investigates the connections between parenting styles, learned helplessness (LH), and emotion regulation (ER) among young adults aged 18-25. Drawing on a diverse participant pool, this research contributes insights into the role of parenting in shaping crucial facets of psychological well-being. Three predominant parenting styles—authoritarian, permissive, and authoritative—were assessed in relation to LH and ER. The findings reveal that authoritative parenting emerged as a pivotal factor, while authoritarian and permissive parenting styles demonstrated no substantial associations with LH or ER. Young adults raised in authoritative environments displayed a statistically significant negative correlation with LH. This suggests that authoritative parenting, characterized by warmth and appropriate control, may protect against the development of learned helplessness behaviors. Moreover, authoritative parenting exhibited a significant positive relationship with ER, indicating that those exposed to this parenting style tend to possess superior emotion regulation skills, underscoring the role of nurturing and supportive family environments, where young adults receive emotional warmth and reasonable boundaries. This study advances knowledge of how parenting styles can shape emotional well-being and psychological resilience. The findings highlight the significance of authoritative parenting practices and lay the foundation for future investigations considering cultural variations and other contextual factors, providing a more comprehensive understanding of the intricate interplay between parenting styles and young adult psychological well-being.

Keywords: Parenting styles, learned helplessness, emotion regulation, authoritative parenting, permissive parenting, authoritarian parenting.

Emotion regulation and learned helplessness are two important psychological constructs extensively studied in developmental psychology. Parenting styles refer to parents' general approach and beliefs towards parenting their children. It encompasses a variety of actions, attitudes, and strategies that parents employ when interacting with their children, such as their affection, behavioral expectations, way of speaking and disciplining methods. Researchers identified four major parenting styles: authoritative, authoritarian, permissive, and neglectful. Each approach is distinct and can substantially impact a child's emotional and behavioral development (Darling & Steinberg, 1993).

Emotion regulation refers to managing and controlling one's emotional experiences and expressions (Gross, 2015). It involves using various strategies and techniques to modify the intensity, duration, or type of emotions a person experiences. Practical emotion regulation skills are essential for maintaining mental health and well-being, as they can help individuals cope with stressful situations, manage difficult emotions, and improve social relationships. Both constructs have been closely related to parenting styles, which are the patterns of parental behaviors that shape children's emotional and behavioral development (Darling & Steinberg, 1993).

According to the American Psychological Association (APA), emotion regulation involves "the processes by which individuals influence which emotions they have, when they have them, and how they experience

and express these emotions" (Gross, 2015, p. 466). Effective emotion regulation can help individuals cope with stress, manage difficult emotions, and improve interpersonal relationships.

Similarly, learned helplessness is a psychological syndrome when people feel powerless to control or change their situation, even when they have options (Maier & Seligman, 2016). It is the result of a series of uncontrollable adverse events that drive the individual to believe that their efforts have no impact on the outcome and that they are powerless to change the circumstance. This might result in emotions of pessimism, depression, and a lack of enthusiasm to face obstacles.

Learned helplessness is a cognitive and behavioral state that profoundly affects an individual's socio-emotional well-being. Learned helplessness is a phenomenon in which an individual develops a belief of being unable to cope with bad conditions viewed as uncontrollable due to repeated failures. (Filippello, 2015) In 2007, Morris et al. proposed a tripartite framework suggesting that parents impact children's regulation of emotions through three distinct processes: children's perception of parents' regulation of emotions, emotion-related parenting behaviors, and the family's emotional climate of the family. (Morris et al., 2017)

On the other hand, parenting can also contribute to the development of learned helplessness in children. Children who experience harsh or unpredictable discipline, parental overprotection, or lack of responsiveness may be at greater risk of developing

* MSc. In Psychology Counselling, Department of Psychology, Christ Deemed to be University, Bengaluru, Karnataka, Email: athira.s@psy.christuniversity.in

learned helplessness. When parents do not provide their children with opportunities to learn from failure and instead overprotect or do things for them, children may begin to believe that their efforts are futile and that they cannot control or change their situation (Seligman & Maier, 1967). By providing a nurturing, responsive, and supportive environment, parents can foster the development of positive emotion regulation while avoiding harsh or unpredictable discipline. Promoting opportunities for learning from failure can help prevent the development of learned helplessness in children (Darling & Steinberg, 1993; Gross, 2015; Maier & Seligman, 1967).

The background of the study "The Role of Parenting Styles in Emotional Regulation and Learned Helplessness in Young Adults" is rooted in the field of developmental psychology and focuses on the impact of parenting styles on the emotional and behavioral outcomes of young adults. The study's theoretical framework is based on two psychological theories: attachment theory and self-determination theory. Attachment theory suggests that the quality of early attachment experiences with caregivers shapes an individual's internal working model of relationships and influences their ability to regulate emotions in later life. Self-determination theory posits that individuals have three basic psychological needs: autonomy, competence, and relatedness. When these needs are satisfied, individuals are more likely to engage in adaptive behaviors, such as regulating emotions (Ryan & Deci, 2000; Deci & Ryan, 2017; Van den Broeck et al., 2016).

The study hypothesizes that parenting styles, which can either facilitate or hinder the satisfaction of these basic psychological needs, will impact emotional regulation and learned helplessness in young adults. The study's findings will have implications for understanding the role of parenting styles in developing emotional regulation and learned helplessness and can inform interventions to promote adaptive behaviors in young adults.

This research titled "Role of Parenting Styles in Emotion Regulation and Learned Helplessness in Young Adults" investigates how different parenting styles affect young adults' ability to regulate their emotions and their susceptibility to learned helplessness. The study examines the impact of three parenting styles - authoritarian, permissive, and authoritative to understand better how parenting styles can influence emotional regulation and learned helplessness and provide insights for parents and caregivers to help young adults develop more effective emotion regulation skills and avoid the adverse effects of learned helplessness. The presenting study addresses the long-term impact of parenting styles on young adults' emotional regulation and learned helplessness. Understanding the relationship between parenting styles and emotional regulation can inform interventions to

support healthy emotional development and mental health outcomes. Additionally, examining the role of parenting styles in learned helplessness can inform interventions to promote resilience and a sense of agency in individuals who may have experienced adverse or challenging childhood environments. Considerable research evidence supported the topic, and the relationship between variables and a few of them are reviewed below.

Parenting Styles

Parenting styles have been a well-known concept in the field of psychology, extensively studied for their impact on children's emotional and behavioral development. The concept of parenting styles refers to parents' general approach and beliefs towards parenting their children (Darling & Steinberg, 1993). Researchers have identified four major parenting styles: authoritative, authoritarian, permissive, and neglectful parenting styles (Positive Psychology, 2023). The authoritative parenting style is characterized by nurturing, responsive, and supportive parents while also setting firm limits for their children (American Psychological Association, 2017). They attempt to control children's behavior by explaining rules, discussing, and reasoning. Children raised with this style tend to be friendly, energetic, cheerful, self-reliant, self-controlled, curious, cooperative, and achievement-oriented (American Psychological Association, 2017).

On the other hand, the authoritarian parenting style is characterized by parents who are highly demanding and controlling, with little responsiveness to their children's needs (Positive Psychology, 2023). They enforce strict rules and discipline, often without much explanation or flexibility. Children raised with this style may exhibit lower self-esteem, lower self-confidence, and higher levels of anxiety and aggression (Positive Psychology, 2023).

Permissive parenting style is characterized by warm and nurturing parents who lack firm limits and structure (American Psychological Association, 2017). They may fail to monitor their children's activities closely or require appropriately mature behavior. Children raised with this style may display impulsivity, rebelliousness, aimlessness, and low levels of self-reliance, self-control, and achievement (American Psychological Association, 2017).

Neglectful parenting style is characterized by parents who are unresponsive, unavailable, and rejecting (American Psychological Association, 2017). They may provide little emotional support or guidance to their children. Children raised with this style tend to have low self-esteem and little self-confidence (American Psychological Association, 2017).

Research has shown that parenting styles can have a significant impact on children's emotional and behavioral development. For example, a study by Darling and Steinberg (1993) found that authoritative parenting style was associated with positive outcomes in children, including higher self-esteem, better

academic performance, and lower levels of problem behavior (Darling & Steinberg, 1993).

The above literature can be concluded by saying that, parenting styles play a crucial role in shaping children's emotional and behavioral development. The authoritative parenting style, characterized by nurturing, responsiveness, and firm limits, has been associated with positive outcomes in children. On the other hand, authoritarian, permissive, and neglectful parenting styles have been linked to various negative outcomes. Understanding the different parenting styles and their effects can provide valuable insights for parents, educators, and practitioners in promoting healthy child development.

Learned Helplessness

A study by Filipello et al. (2015) examined the relationship between psychological control and learned helplessness and the hypothesis that the relationship between perceived parental psychological control and learned helplessness is mediated by school self-efficacy. The primary goal of this study was to determine whether there was a link between psychological control and school self-efficacy, as well as whether self-efficacy was related to learned helplessness. Both the maternal and paternal psychological controls were, as anticipated, inversely linked with academic self-efficacy.

The findings extended prior research (Barber & Harmon, 2002) on the detrimental impacts of psychological control on children's behavior in the school context, emphasizing that parental psychological control might impair academic self-efficacy. Another study by Landry et al. suggested that environmental concern moderated links between self-reported and in-vivo measures of pro-environmental behavior, such that concern most strongly predicted behavior when learned helplessness levels were low. After controlling for gender as well as melancholy, anxiety, and stress symptoms, the results are reliable. These findings indicate that learned helplessness is a barrier to pro-environmental behavior in the face of environmental concern.

Learned helplessness has been linked to poorer emotion regulation abilities, as individuals who feel helpless may be less likely to try to regulate their emotions. (Maier & Seligman, 2016) The 2012 study by Cohen O.B. aimed to investigate the association between childhood parental rejection and learned helplessness in adults. The study revealed no link between remembered parental acceptance/rejection as a child and learned helplessness in adults with mental illnesses. However, the findings revealed a significant, robust, positive association between mother and father parental acceptance/rejection in people admitted to inpatient mental health units. McKean looked into the impact of multiple learned-helplessness risk factors on behavioral, cognitive, and affective variables in a 1994 study. The findings showed a substantial impact on risk level, with

students at higher risk of helplessness reporting significantly more procrastination, lower grade point averages, and dysphoria. These findings support using several risk factors indicating all learned-helplessness predecessors and the evaluation of learned-helplessness impairments drawn from behavioral, cognitive, and affective domains simultaneously.

Ellis R.M. (2003) studied the phenomena of learned helplessness, looking into the relationship between children's motivational style and parenting style. Goal orientation (learning goal or performance goal) was a motivational variable, and parenting factors included three typologies: authoritative, authoritarian, and permissive. This study included 42 preschool kids and their parents to investigate the impact of parenting styles on children's motivating styles. The study's findings revealed no differences in parenting styles among the parents; all were characterized as authoritative. As a result, no data analysis was performed, and no association between parenting style and children's motivational style was discovered (Ellis R. M., 2003). Previous research (e.g. Dornbusch, et al., 1987; Glasgow, et al., 1997; Rytkonen et al., 2005) has demonstrated permissive and authoritarian parenting styles' negative impact on young adult and college-aged students' academic achievement. It was anticipated that these findings would be replicated among preschool children. The study had various limitations, including a small number of participants, participants' ages, time limits for data collection, and population homogeneity. If additional participants' data had been obtained (including children and their parents), it could have been able to find the necessary variance among the participants to run a statistical analysis.

The learned helplessness model suggests that when individuals perceive negative events as uncontrollable, they believe that their actions are futile and that they cannot change their circumstances (Maier, SF., & Seligman, M. E. P, 2016). This cognitive and behavioral state can have significant implications for mental health and well-being, as individuals may become passive and accept negative situations despite being able to change them (Seligman, M. E. P., & Maier, S. F., 1967). Learned helplessness has been linked to various psychological disorders, including depression and anxiety (Positive Psychology, 2018).

Insights from neuroscience have further contributed to our understanding of learned helplessness. Neuroscientific research has revealed the neural mechanisms underlying learned helplessness, shedding light on the brain regions and processes involved in the development and maintenance of this phenomenon (Maier & Seligman, 2016).

In the context of interpersonal relationships, learned helplessness has been applied to describe individuals' apparent lack of effort to leave or escape abusive relationships (Walker, 1977). Walker (1977) applied

the theory of learned helplessness to understand why some individuals in abusive relationships may not take action to leave, despite having the ability to do so.

In summary, learned helplessness is a psychological syndrome characterized by a belief of powerlessness to control or change one's situation. It has been extensively studied in the field of psychology, with research spanning from behavioral experiments to neuroscientific investigations. The concept of learned helplessness has provided valuable insights into understanding human behavior, mental health, and the impact of uncontrollable aversive events on individuals' well-being.

Emotion Regulation

Emotion regulation is a fundamental process that individuals engage in to change one or more aspects of their emotions (American Psychological Association, 2020). It involves various strategies and techniques used to modify the intensity, duration, or expression of emotions. Understanding emotion regulation is crucial for maintaining mental well-being and adaptive functioning.

Emotion regulation strategies can be divided into two main categories: cognitive and behavioral. Cognitive strategies involve changing how an individual thinks about a situation to regulate emotions. Behavioral strategies involve changing the way an individual behaves to regulate their emotions. (Gross, 2015) Research has found that parenting styles can impact young adults' emotion regulation abilities. Authoritative parenting, characterized by high warmth and control, has been linked to better emotion regulation abilities. In contrast, neglectful parenting, characterized by low warmth and low control, has been linked to poorer emotion regulation abilities. (Eisenberg et al., 2019) Research has also found that young women may be more likely to use cognitive emotion regulation strategies, such as reappraisal. In contrast, young men may be more likely to use behavioral emotion regulation strategies, such as distraction. (Matud, 2018)

A 2011 study by Stan M. M. intended to examine the connection settled between the parental style practiced by the parent, and the modality of behavioral response of the child expressed at the level of social and emotional competencies in different situations, as well as the implications of this type of relationship over the social and emotional development of the child at the beginning of school years. The pilot study validates the researcher's research direction, which was to tackle the problematics of the practiced parental style concerning different behavioral types practiced throughout childhood displayed at the social and emotional skills level. (Stan M.M., 2011). According to the findings, chaotic home environments have unfavorable physical, social, and cognitive repercussions on developing humans. Humans' learned helplessness has been connected to cognitive

deficiencies. In this study, the chaotic environment learned helplessness, academic performance, the early young adult achievement was substantially connected. (Stan M.M., 2011).

Studies have examined the effects of emotion regulation strategies, such as emotional suppression, which involves consciously inhibiting emotional responses (Çaldemir E., 2022). Emotional suppression has been found to have various effects on individuals' emotional experiences and well-being. Additionally, systematic reviews have characterized publications on emotional self-regulation in everyday life (Anguera M., et al, 2022). These reviews provide insights into developing and assessing emotional self-regulation in natural contexts.

The field of education has also recognized the importance of emotion regulation, particularly in school settings. A systematic review focused on emotion regulation assessments utilized with children and young adults in US schools (Springer, 2022). This review aimed to bridge the gap between researchers and educators by providing an overview of assessments that can be used to understand and support students' emotion regulation skills.

The literature above can be concluded by stating that emotion regulation is a vital process that individuals use to modify their emotions. Research has examined various aspects of emotion regulation, including definitions, theories, determinants, consequences, mechanisms, and interventions. The field continues to evolve, with ongoing discussions and investigations into the nature and effectiveness of emotion regulation strategies. Understanding emotion regulation is crucial for promoting mental well-being and adaptive functioning in individuals.

Method

Aim

The present study aimed to investigate how Authoritarian, Permissive, and Authoritative parenting styles influenced emotional regulation and learned helplessness.

Sample Size

The study included 162 participants aged 18 to 25 representing diverse educational backgrounds and family structures.

Inclusion Criteria

- Participants: The study included individuals of Indian origin.
- Age: Participants were between the ages of 18 and 25.
- Language Proficiency: Participants were required to be proficient in English, the language used in the study.

Exclusion Criteria

- Mental Health Conditions: Individuals with a history of or current diagnosis of mental health conditions, such as anxiety or depression, were excluded from the study.

- Absence of Caregiver: Participants raised without a caregiver were also excluded from the study.

Operational Definitions

- Parenting Styles: Parenting styles referees to the attitudes and behaviors that parents use to interact with their children. The three parenting styles measured in this study included authoritarian (strict and controlling), authoritative (firm but supportive), and permissive (lax and indulgent).
- Learned Helplessness: Learned helplessness is defined as a phenomenon in which individuals perceived that they have no control over their environment and that their actions did not impact the outcomes they experienced.
- Emotional Regulation: Emotional regulation refers to the ability to effectively manage and regulate one's emotional experiences, including the ability to identify, understand, and modulate emotions.

Design

The study utilized a quasi-experimental research design to examine the relationship between its variables.

Variables

Independent Variable: Parenting style

Dependent Variables: Learned helplessness and Emotion regulation

Tools

The study employed three standardized questionnaires to collect data.

Parenting Style Scale (Kaur, 2014)

The Parenting Style Scale consists of 36 items, with 12 items each for authoritarian, permissive, and authoritative parenting styles. The scale uses a 5-point Likert Scale ranging from "Always" to "Never." Reliability analysis yielded high reliability scores for all three dimensions.

Learned Helplessness Scale (LHS) (Burhan S., 2020)
The LHS scoring key categorizes items based on responses, with higher scores indicating higher learned helplessness. The LHS demonstrated good reliability and validity.

Emotion Regulation Questionnaire (ERQ) (Gross, J.J., & John, O.P., 2003)

The ERQ is a 10-item scale that measures respondents' tendency to regulate emotions through cognitive reappraisal and expressive suppression. The scale uses a 7-point Likert-type scale. Reliability analysis indicated strong internal consistency.

Procedure

Sampling: Convenience sampling was used to recruit a diverse sample of young adults through methods such as social media and personal referrals.

Data Collection: Data was collected through self-report measures assessing parenting styles, emotional regulation, and learned helplessness.

Data Analysis: Using correlation and regression analysis, data was analyzed to explore relationships between parenting styles, emotional regulation, and learned helplessness.

Ethical Considerations

Informed Consent: All participants provided informed consent, including information about the study's purpose, procedures, risks, and benefits.

Confidentiality: Confidentiality was maintained through participant codes and secure data storage.

Risk Assessment: Potential risks were minimized, including discomfort or distress when discussing personal experiences related to emotional regulation or learned helplessness.

Participants were free to withdraw anytime while taking the questionnaires for the study.

Results and Discussion

The correlation matrix provided in *Table 1* shows the correlations and p-values between the Authoritarian parenting style, 'Total Score LH' (Learned Helplessness), and 'Total Score ER' (Emotion

Table 1: Correlation Matrix of Parenting Styles with Learned Helplessness (LH) and Emotion Regulation (ER)

		Authoritarian	Permissive	Authoritative
Total Score LH	Spearman's rho	0.029	-0.183	-0.303**
	p-value	0.868	0.200	0.008
Total Score ER	Spearman's rho	-0.038	0.050	0.292*
	p-value	0.825	0.730	0.011

Note. * p < .05, ** p < .01, *** p < .001

Regulation). The correlation coefficient between Authoritarian parenting style and Total Score LH is 0.029, and the associated p-value is 0.868. Since the p-value is much greater than 0.05 ($p < .05$), there is no statistically significant evidence to reject the null hypothesis. This suggests no significant relationship exists between the Authoritarian parenting style and learned helplessness. The correlation coefficient between Authoritarian parenting style and Total Score ER is -0.038, and the associated p-value is 0.825. Similar to the previous case, the p-value is greater than 0.05, indicating that there is no statistically significant evidence to support the alternative hypothesis. This implies that there is no significant relationship between the Authoritarian parenting style and emotion regulation.

Table 1. also shows that the correlation coefficient between Permissive parenting style and Total Score LH is -0.183, and the associated p-value is 0.200. Given that the p-value is greater than 0.05 ($p < .05$), there is no statistically significant evidence to reject the null hypothesis. This suggests no significant relationship exists between the Permissive parenting style and learned helplessness. The correlation coefficient between Permissive parenting style and Total Score ER is 0.050, and the associated p-value is 0.730. Once again, the p-value exceeds 0.05, indicating no statistically significant evidence to support the alternative hypothesis. This implies no significant relationship between the Permissive parenting style and emotion regulation.

Table 1 shows that Spearman's rho correlation coefficient between Authoritative parenting style and Total Score LH is -0.303. The associated p-value is 0.008, which falls below the significance threshold of 0.01 ($p < .01$). These results indicate a statistically significant negative relationship between the Authoritative parenting style and learned helplessness. The negative correlation suggests that as the scores related to the Authoritative parenting style increase, the scores related to learned helplessness tend to decrease, or vice versa. The Spearman's rho correlation coefficient between Authoritative parenting style and Total Score ER is 0.292, and the associated p-value is 0.011, which is less than 0.05 ($p < .05$). These test results reveal a statistically significant positive relationship between the Authoritative parenting style and emotion regulation. The positive correlation suggests that as the scores associated with the Authoritative parenting style increase, the scores related to emotion regulation also tend to increase.

From the provided regression analysis scores for each parenting style (Permissive, Authoritative, and Authoritarian) in relation to both Learned Helplessness (LH) and Emotion Regulation (ER), several insights can be gathered:

Permissive Parenting Style:

- In the analysis of Permissive parenting style with LH, the model's R-squared (R^2) value is 0.0106,

indicating that only a small percentage of the variance in LH can be explained by Permissive parenting.

- The coefficient for Permissive parenting in the LH model is -0.233, but it is not statistically significant ($p = 0.108$), suggesting that there is no significant linear relationship between Permissive parenting and LH.
- For the analysis of Permissive parenting style with ER, the R^2 is 0.0518, indicating a small portion of the variance in ER can be explained by Permissive parenting.
- The coefficient for Permissive parenting in the ER model is 0.148, and it is not statistically significant ($p = 0.472$), suggesting no significant linear relationship between Permissive parenting and ER.

Authoritative Parenting Style:

- In the analysis of Authoritative parenting style with LH, the model's R-squared (R^2) value is 0.0917, indicating that a moderate percentage of the variance in LH can be explained by Authoritative parenting.
- The coefficient for Authoritative parenting in the LH model is -0.407, and it is statistically significant ($p = 0.008$). This suggests a significant negative linear relationship between Authoritative parenting and LH, meaning that individuals with experiences of Authoritative parenting are less likely to exhibit learned helplessness.
- For the analysis of Authoritative parenting style with ER, the R^2 is 0.0417, indicating a moderate portion of the variance in ER can be explained by Authoritative parenting.
- The coefficient for Authoritative parenting in the ER model is 0.348, but it is not statistically significant ($p = 0.079$). This implies that there is no significant linear relationship between Authoritative parenting and ER, although the p-value is close to the significance threshold.

Authoritarian Parenting Style:

- In the analysis of Authoritarian parenting style with LH, the model's R-squared (R^2) value is 0.00472, indicating that only a very small percentage of the variance in LH can be explained by Authoritarian parenting.
- The coefficient for Authoritarian parenting in the LH model is 0.0520, and it is not statistically significant ($p = 0.691$), suggesting no significant linear relationship between Authoritarian parenting and LH.
- For the analysis of Authoritarian parenting style with ER, the R^2 is 0.0202, indicating a small portion of the variance in ER can be explained by Authoritarian parenting.
- The coefficient for Authoritarian parenting in the ER model is -0.220, and it is not statistically significant ($p = 0.408$), indicating no significant

linear relationship between Authoritarian parenting and ER. The regression as well as correlation analysis aimed to explore the relationships between parenting styles (Authoritarian, Permissive, and Authoritative) and learned helplessness (LH) and emotion regulation (ER) among young adults. The findings revealed distinct patterns in these relationships.

style, characterized by high warmth and reasonable levels of control, shows a statistically significant negative association with learned helplessness (LH). This means that individuals who report experiences of authoritative parenting are less likely to exhibit learned helplessness behaviors. This finding aligns with previous research suggesting that authoritative parenting fosters a sense of competence and

Table 2: Linear Regression Results for Parenting Styles and Learned Helplessness (LH)

Parenting Style	R ²	Coefficient (Estimate)	p
Authoritative	0.0917	-0.407	0.008
Permissive	0.0106	0.233	0.108
Authoritarian	0.00472	0.0520	0.691

Permissive Parenting Style:

In contrast to authoritative parenting, permissive parenting shows no statistically significant associations with either LH or ER. This implies that parents who adopt permissive styles, often characterized by high levels of warmth and low control, may not necessarily influence the development of learned helplessness or emotion regulation in young adults within this Indian context. These results are consistent with the notion that permissive parenting, though fostering a nurturing environment, may not provide the necessary structure and boundaries for optimal emotional development. However, it is crucial to consider cultural nuances that may influence these relationships (Chao, 2001).

Authoritarian Parenting Style:

For the authoritarian parenting style, the analysis reveals no statistically significant associations with

autonomy, which may protect against learned helplessness (Grolnick et al., 2002).

Furthermore, the results indicate a statistically significant positive association between authoritative parenting and emotion regulation (ER). This suggests that individuals who grew up with authoritative parenting tend to exhibit better emotion regulation skills. These findings align with prior studies emphasizing the role of authoritative parenting in promoting emotional competence and regulation (Eisenberg et al., 2005).

Therefore, this analysis suggests that authoritative parenting may significantly promote emotional well-being among young adults, as evidenced by its negative association with learned helplessness and positive association with emotion regulation. However, the relationships between permissive and authoritarian parenting styles with these

Table 3: Linear Regression Results for Parenting Styles and Emotion Regulation (ER)

Parenting Style	R ²	Coefficient (Estimate)	p
Authoritative	0.0417	0.348	0.079
Permissive	0.0518	0.148	0.472
Authoritarian	0.0202	0.220	0.408

either LH or ER. This suggests strict and controlling parenting styles may not directly correlate with these psychological variables. This is consistent with previous research suggesting that authoritarian parenting, characterized by strict rules and limited autonomy, may not directly affect learned helplessness or emotion regulation (Steinberg et al., 1992).

Authoritative Parenting Style:

In contrast, the results for authoritative parenting reveal intriguing findings. An authoritative parenting

psychological variables do not appear significant in this context.

Limitations and Future Directions

It is essential to acknowledge the limitations of this study. First, the cross-sectional design prevents us from making causal inferences about the relationships observed. Longitudinal studies could provide a more comprehensive understanding of how parenting styles influence LH and ER over time. Second, the sample consisted of Indian participants aged 18-25, which may limit the generalizability of the findings to other

cultural contexts or age groups. Future research should explore these relationships in diverse cultural and age settings.

Implications

Despite these limitations, the results hold significant implications. They emphasize the importance of considering parenting styles in the context of LH and ER. Parents, educators, and mental health professionals can use these findings to understand better how parenting practices may influence the psychological well-being of emerging adults.

For instance, the positive association between authoritative parenting and ER suggests that fostering an environment characterized by warmth and reasonable control may contribute to developing healthier emotional regulation skills in emerging adults. Parenting interventions and educational programs could use this insight to promote effective parenting practices.

Conclusion

This study explored the intricate relationship between parenting styles and two vital aspects of young adults' well-being: learned helplessness (LH) and emotion regulation (ER). Conducted among a diverse group of Indian young adults aged 18-25, the research yielded compelling insights into these connections.

Authoritarian and permissive parenting styles did not link significantly with LH or ER. These findings resonate with existing research that suggests these parenting styles may not directly affect these outcomes.

However, authoritative parenting, characterized by warmth and reasonable control, emerged as a noteworthy factor. Young adults who experienced authoritative parenting displayed a statistically significant negative association with LH. This suggests that authoritative parenting may protect individuals from learned helplessness behaviors. Moreover, authoritative parenting showed a significant positive relationship with ER, indicating that those raised under such parenting tend to possess better emotion regulation skills.

These findings highlight the role of authoritative parenting in promoting emotional competence and underscore the importance of nurturing environments where young adults receive warmth, support, and guidance within appropriate boundaries.

Nonetheless, the influence of cultural nuances in interpreting parenting styles cannot be ignored (Chao, 2001). Cultural variations may significantly impact these relationships and merit consideration in future research.

In conclusion, this study advances the understanding of how parenting styles influence young adults' emotional well-being and psychological resilience. The results highlight the significance of authoritative parenting practices and emphasize the role of culture in shaping these associations. Future research will provide a more comprehensive perspective on the

interplay between parenting styles and young adults' psychological well-being.

Acknowledgment

I would like to express my heartfelt gratitude to Dr. Ammu Elizabeth Abraham, my esteemed research mentor, for her unwavering guidance and invaluable insights throughout the entire research process

References

- American Psychological Association. (2017). Parenting Styles. Retrieved from <https://www.apa.org/act/resources/fact-sheets/parenting-styles>
- American Psychological Association. (2020). Fundamental questions in emotion regulation. Retrieved from <https://www.apa.org/pubs/highlights/spotlight/issue-183>
- Chao, R. K. (2001). Extending research on the consequences of parenting style for Chinese Americans and European Americans. *Child Development*, 72(6), 1832-1843.
- Cohen, O. B. (2014, July 31). A clinical guide to discussing prejudice against men - proquest. ProQuest. Retrieved February 13, 2023, from <https://www.proquest.com/openview/18ff860071ff793d5240c7040a00d4d9/1?cbl=18750&dis=y&loginDisplay=true&pq-origsite=gscholar>
- Darling, N., & Steinberg, L. (1993). Parenting Style as Context: An Integrative Model. *Psychological Bulletin*, 113, 487-496.
- Deci, E. L., & Ryan, R. M. (2017). Basic needs theory (BNT): considers three psychological needs that are related to intrinsic motivation, effective functioning, high quality engagement, and psychological well-being. Self-determination theory.
- Eisenberg, N., Cumberland, A., & Spinrad, T. L. (1998). Parenting Dimensions and Styles: A Brief History and Recommendations for Future Research. *Psychological Inquiry*, 9(4), 241-273
- Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2010, April 10). Emotion-related self-regulation and its relation to children's maladjustment. *Annual review of clinical psychology*. Retrieved March 24, 2023, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3018741/>
- Ellis, R. M. (2003, February 4). Relationship between parenting styles and children's motivational style ... soar.wichita.edu. Retrieved February 13, 2023, from <https://soar.wichita.edu/bitstream/handle/10057/1117/t07013.pdf?sequence=3>
- Emotion Generation and Emotion Regulation: One or Two Depends on Your Point of View. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3072688/>
- Filippello, P., Sorrenti, L., Buzzai, C., & Costa, S. (2015, May 26). Perceived parental psychological control and learned helplessness: The role of school self-efficacy - school mental health. SpringerLink. Retrieved February 13, 2023, from <https://link.springer.com/article/10.1007/s12310-015-9151-2#citeas>

- Frontiers. (2022). Emotional Self-Regulation in Everyday Life: A Systematic Review. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.884756/full>
- Gladwin, W. (2016, September 5). Cornell University. Chaotic Environments, Learned Helplessness and Academic Achievement in Adolescence . Retrieved February 13, 2023, from <https://www.ecommons.cornell.edu/bitstream/handle/1813/10811/Genero.Chaos.LH.AA.2008.pdf?sequence=1>
- Grolnick, W. S., Kurowski, C. O., McMenemy, J. M., Rivkin, I. D., & Bridges, L. J. (2002). Mothers' strategies for regulating their toddlers' distress. *Infant Behavior and Development*, 25(4), 437-456.
- Gross, J. J. (2015). Emotion regulation: Current status and future prospects. *Psychological Inquiry*, 26(1), 1-26.
- Gross , J. J. (2023, January 5). Apa PsycNet. American Psychological Association. Retrieved March 24, 2023, from <https://psycnet.apa.org/record/2015-10978-001>
- Kapeleris, A. (2014, August 16). Scholarship at uwindsor is the institutional repository of the ... Children's Socio-Emotional De s Socio-Emotional Development and Adjustment: Role of elopment and Adjustment: Role of Maternal Trauma, Mentalization and Parenting Style. Retrieved February 13, 2023, from <https://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=6194&context=etd>
- Maier, S. F., & Seligman, M. E. P. (2016). Learned helplessness at fifty: Insights from neuroscience. *Psychological Review*, 123(4), 349-367. <https://doi.org/10.1037/rev0000033M>;
- P.-P. I. A.-V. M. P.-J. (2021, April 30). Socio-emotional skills in adolescence. influence of personal and extracurricular variables. *International journal of environmental research and public health*. Retrieved February 13, 2023, from <https://pubmed.ncbi.nlm.nih.gov/33946399/>
- McKean, K. J. (1994, March 1). Piagets theory of cognitive development - intranet login/logout. INTRANET. Retrieved March 23, 2023, from https://intranet.newriver.edu/images/stories/library/Stennett_Psychology_Articles/Piagets%20Theory%20of%20Cognitive%20Development.pdf
- Morris , A. S. (2007, June 9). *The impact of parenting on emotion regulation ... - wiley online library*. Society for Research in Child Development . Retrieved March 23, 2023, from <https://srcd.onlinelibrary.wiley.com/doi/10.1111/cdep.12238>
- Ong, M. Y., Eilander, J., Saw, S. M., Xie, Y., Meaney, M. J., & Broekman, B. F. P. (2017, June 19). The influence of perceived parenting styles on socio-emotional development from pre-puberty into puberty - european child & young adult psychiatry. SpringerLink. Retrieved February 13, 2023, from <https://link.springer.com/article/10.1007/s00787-017-1016-9>
- Philipelo, P. (2001, May 17). Helplessness: The role of frustration intolerance as a mediator factor. Research Gate. Retrieved February 13, 2023, from https://www.researchgate.net/profile/Luana-Sorrenti/publication/325041664_Perceived_parental_psychological_control_and_school_learned_helplessness_The_role_of_frustration_intolerance_as_a_mediator_factor/links/5bbc75e6a6fdcc9552dcb60d/Perceived-parental-psychological-control-and-school-learned-helplessness-The-role-of-frustration-intolerance-as-a-mediator-factor.pdf
- PMC - NCBI. (2022). Emotional Self-Regulation in Everyday Life: A Systematic Review. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9171140/>
- Positive Psychology. (2018). Learned Helplessness: Seligman's Theory of Depression. Retrieved from <https://positivepsychology.com/learned-helplessness-seligman-theory-depression-cure/>
- Positive Psychology. (2023). 4 Types of Parenting Styles and Their Effects On Children. Retrieved from <https://www.parentingforbrain.com/4-baumrind-parenting-styles/>
- ResearchGate. (2022). A Literature Review About What Is Emotion Regulation? What Are the Requirements for Regulation Emotion and Processes? Retrieved from [researchgate.net/publication/362224965_A_Literature_Review_About_What_Is_Emotion_Regulation_What_Are_the_Requirements_for_Regulation_Emotion_and_Processes](https://www.researchgate.net/publication/362224965_A_Literature_Review_About_What_Is_Emotion_Regulation_What_Are_the_Requirements_for_Regulation_Emotion_and_Processes)
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *SelfDeterminationTheory.org*.
- Springer. (2022). A Systematic Review of Emotion Regulation Assessments in US Schools: Bridging the Gap Between Researchers and Educators. Retrieved from <https://link.springer.com/article/10.1007/s10648-022-09691-4>
- Stan, M. M. (2012, March 16). The role of parental styles the socio-emotional competence of children at the beginning of school years. *Procedia - Social and Behavioral Sciences*. Retrieved February 13, 2023, from https://www.sciencedirect.com/science/article/pii/S187704281200242X?ref=pdf_download&fr=RR-2&rr=798f28bfff8e935f
- Steinberg, L., Elmen, J. D., & Mounts, N. S. (1992). Authoritative parenting, psychosocial maturity, and academic success among young adults. *Child Development*, 63(5), 1266-1281.
- Tam, K. P., Schultz, P. W., Milfont, T. L., Lauren, N., Jugert, P., Homburg, A., Geiger, N., Fransson, N., Bamberg, S., Adolphs, R., Abramson, L. Y., Aiken, L. S., Berenguer, J., Broman, C. L., ... Hartmann, P. (2017, December 8). Learned helplessness moderates the relationship between environmental concern and behavior. *Journal of Environmental Psychology*. Retrieved March 24, 2023, from <https://www.sciencedirect.com/science/article/abs/pii/S0272494417301706?via%3Dihub>

Van den Broeck, A., Ferris, D. L., Chang, C. H., & Rosen, C. C. (2016). A review of self-determination theory's basic psychological needs at work. *Journal of Management*, 42(5), 1195-1229

Viljaranta, J. (2001, April 28). Early Child Development Care. The impact of children's socioemotional development on parenting styles: The moderating effect of social withdrawal. Retrieved February 13, 2023, from <https://www.tandfonline.com/doi/epdf/10.1080/03004430.2020.1835879?needAccess=true&role=button>

Walker, L. E. (1977). Update of the "Battered Woman Syndrome" Critique. *Violence Against Women Network*. Retrieved from https://vawnet.org/sites/default/files/materials/files/201609/AR_BWSCritique.pdf