

ADOLESCENT MENTAL HEALTH IN RELATION TO FAMILY DYNAMICS, PARENTING METHODS, AND STUDENTS' LONG-TERM OUTLOOK AND ACADEMIC SUCCESS

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ABSTRACT

Aim: The objective of the ongoing review was to examine the way in which parental and maternal nurturing practices can impact young people's scholarly achievement. Determine how family dynamics, parenting styles, and pupils' mental health are related. Future prospects and academic success.

Methodology: To assemble information from members, the Parental Power Poll was utilized. The understudy's earlier end of the year test score was viewed as their scholarly accomplishment. The under graduate Art/Science students (N=300) in their last year made up the study's sample. The hypothesis was tested using a Basic Straight straightforward Relapse Investigation analysis.

Findings: The study's findings indicated that an adolescent's academic success was positively predicted by both parents' authoritative parenting styles. While parental authoritarianism—both maternal and paternal—was found to be an unfortunate indicator of scholarly accomplishment. Findings: Neither the mother nor the father's results for a permissive parenting style were statistically significant. The current study shed light on the contributions that parenting makes to academic success.

Keywords: *Adolescent, Parenting, Academic Performance, Student Success, Mental Health*

1. INTRODUCTION

Both familial and non-familial ecological elements are expected to assume a part in etiology, despite the fact that family background of mental problems is one of the most solid and strong gamble factors for mental issues in posterity. Various features of nurturing, from routine connections to possibly horrendous accidents like maltreatment and interparental struggle, may act both as autonomous gamble factors for mental problems as well as systems by which parental issues increment the gamble that posterity will encounter mental issues (Costa, 2021; Lim and Lee). Nurturing style, or the perspectives and activities guardians show in their normal collaborations with their kids, has been connected to the emotional well-being of those youngsters over the course of growing up, pre-adulthood, and adulthood.

The Parental Holding Instrument (PBI), one of many proportions of nurturing style, was made to assess the two principal nurturing style parts of care and control. The control aspect measures the level of a parent's tyranny and inordinate overprotection (i.e., obstruction with the posterity's

independence). The consideration aspect checks the source's assessment of the parent's glow and sympathy toward the posterity. Sorrow, uneasiness issues, self-destructive way of behaving, substance misuse or reliance, and eating issues in adulthood have all been connected to low parental consideration and over the top parental control during youth and pre-adulthood. As indicated by a portion of this examination, the connections were special to one parent. For example, there has been a relationship among temperament and uneasiness issues and high mother control however not fatherly control. Various confusion results in the Public Co morbidity Review showed examples of affiliation that shifted for mother and fatherly nurturing style and by respondent sex (Bryce, 2020). Comparative connections between low parental consideration and high parental control and burdensome, restless, and conduct side effects or problems have been found in populace based investigations of teens. Nonetheless, as far as their connections with young mental issues, these examinations have not predictably stood out maternal nurturing comes closer from father nurturing techniques.

There are likewise more holes in the examination on the connection between nurturing rehearses and young psychological well-being. Most of earlier investigations on youths have not adequately controlled for these boundaries, regardless of the way that nurturing style is firmly related to segment characteristics and a wide range of negative encounters among kids. Family structure, monetary position, parental history of mental issues, unpleasant life altering situations, sexual brutality, and parental clash are potential factors that have been connected to young mental issues. Albeit parental conjugal status has been considered in specific examinations, different examinations ignore family synthesis factors including the quantity of natural guardians and kin. Second, there aren't numerous populace based investigations that gander at youngsters to check whether nurturing styles' potential impacts shift by the socioeconomic of the teens. A "one model fits all" approach might ignore huge natural, social, and formative effects as well as variations in teens' impression of nurturing, making deliberate investigation of segment contrasts required (Fakhar, et al. 2020). For example, as per two examinations that pre-owned information from the Public Longitudinal Investigation of Young adult Wellbeing, there are racial/ethnic contrasts in the connections between nurturing style and juvenile smoking. To the extent that we know, no populace based exploration of young people have taken a gander at whether connections between nurturing style and the total range of DSM-IV issues fluctuate by segment characteristics.

1.1. Definition of Parenting Styles

As per Baumrind (1971), there are three nurturing ways of thinking: tolerant, tyrant, and legitimate. Nurturing styles were characterized as "a heavenly body of mentalities toward the youngster that are imparted to the kid and that, when taken together, produce a profound environment in which the parent's ways of behaving are showed" by Nancy and Laurance (1993). Guardians who are in control show sympathy and are responsive to their children's perspectives (Khan, et.al. 2021). These guardians give their children direction and backing. Lenient nurturing will in general need discipline, be undemanding, and be extremely responsive. Youngsters reserve the privilege to settle on their own decisions in friendly worries. There is no strain or direction from guardians to

their children. Dictator guardians are exceptionally inert, extremely overbearing, and they anticipate that their children should comply with them.

Different social gatherings have different nurturing rehearses. As per their shows, different ethnic gatherings portray nurturing styles Hairdresser (1996). For example, Chinese American guardians were stricter than European American guardians Lin and Fu (1990).

Negative psychological and behavioral effects are associated with permissive and authoritarian parenting approaches. Additionally, Pong et al. (2005) discovered that authoritative parenting, as opposed to authoritarian and permissive parenting styles, strongly correlates with academic attainment.

In one examination, it was found that nurturing rehearses vary among societies. For example, a definitive nurturing style was related with better scholarly execution and school grades in European American young people (Lougheed, et. al., 2020). In any case, Asian American understudies' scholarly achievement was irrelevant to their dictator nurturing style, which prompted more awful scholastic appraisals.

1.2. SIGNIFICANCE OF THE STUDY

The objective of the ongoing review is to decide the way that the three essential nurturing methods of reasoning—permissive, authoritative, and authoritative—affect students' academic achievement. To determine how each of the three parenting philosophies used by moms and fathers affects teenagers' academic performance

1.3. OBJECTIVES OF THE STUDY

1. To determine how parental parenting practices affect children's academic performance and mental health
2. To compare students' academic performance between genders.

2. LITERATURE REVIEW

2.1 Family Organization

Married parents raised most children. Young people's living arrangements have gotten more unstable and changed in recent decades (Kreider, 2007). Even while most children live with both parents, this is changing. In 1970, 84% of children lived in this type of home; in 2009, 67% did. Kreider, 2007; U.S. Census Bureau, 2010. In 1970, 11% of children lived in single-parent households; in 2009, 23% did. Half of children will spend part of their adolescence apart from married parents. Low-income and minority youth explain these examples better (Omrani, 2019). 35% of married couples with two parents and 50% of single-parent homes had black children in 2009. In 2009, 64% of Hispanic youth were married and 25% were single parents. White youth had 76% and 18%. Half of disadvantaged children are single-parented (Fields, 2002). In a cross-country research of family structure and academic achievement, Marks (2006) found that family financial base reduced the impact of family structure by 25% to 50% in all nations (Marks, 2006) According to research, teenagers fare better academically, socially, and behaviorally when they live with two conjugal guardians rather than stepparent or single-parent homes. These models reflect the US marriage system's obligations and rewards, as well as the financial and energetic resources that draw adults into solid social relationships, according to experts. Assurance and

protection systems affect child sustaining, parent-youth relationships, social aid, home organization, and family time use in ways that benefit children

The family design of kids at every age is just a point on a family structure way (Rizwan, A. 2020). Division, living together, and remarriage suggest family structure changes. Thus, understanding advancement, total checks of alterations, and change classifications have offered coherence ability to models of child prosperity and scholastic success beyond static family structure measures. These models provide some developmental guidance, mostly for lead concerns. Some evidence suggests they are also highly expressed during early childhood.

2.2 Academic Performance in Single-Parent and Two-Parent Families

Pleasant, two-parent nuclear families are better for kids than single-parent nuclear families. Friendly two-parent families may reduce pressure and segmentation. These teens outperform other household types academically. Teens from nuclear households are more likely to attend optional school (Moon, et al. 2020). However, this nuclear family has fewer behavioral difficulties than other families. Parents are supposed to be able to aid their children financially and time-wise. The dual-headed nuclear family provides sufficient parental commitment, guidance, trust, backing, time, and course. These aspects are crucial to youth academic success.

According to Blakemore (2020), single-parenthood was rare and dismissed as significant. Ghanaian families are growing fast. The Akans of Ghana have flexible parenting roles. Mothers raise children and prepare families, while fathers manage finances and children. Two guardians' perceptive obligations affect kids ethically, financially, and soundly. Human science of education shows us that the family is the first social group that youngsters join and interact with, and this group has a major impact on their physical, mental, and moral development. Before the adolescent enters class, the family builds guidance, which shapes the youth's character (family).

Kysar-Moon Ashleigh 2019 noted that parents play a role in kids' preparation. The father must provide all necessary educational tools, but the mother must support him. However, if the father is absent and the mother isn't well-suited to provide for the child's basic needs and manage their academic performance, the child will fail academically. Advising the child when needed will also affect their education.

Hollenstein (2020) found that single-parent kids are sabotaging, hyperactive, and powerful. Compared to two-parent households, single-parent families face several challenges. However, these concerns are difficult to manage when the residence is managed by one person. As they try to be independent, kids learn to dislike their parents. However, if the shock and obstruction are completely directed at one person, it may seem horrific if there is only one person to recall, not two (Wilkinson, et. al., 2021). Two or three remarkable difficulties, mostly raised by single parents, make raising kids challenging. These include force against the negligent collaborator, unhappiness, destitution, and apprehension about parenting children alone.

2.3 Parental Involvement and Academic Performance

Parental contribution is a multifaceted concept. Since research has shown that some types of parental involvement may more strongly affect children's academic success, it's important to

approach and evaluate parental inclusion as a multi-layered concept. Most assessments focus on parental involvement at home and school identified three types of parental association: parents' interactions with their children at home, parents' advantages in school, and school-parent communication (Chen, et. al., 2020). Parental involvement does impact children's academic performance.

Parental contribution to its thought and definition is often not unmistakable as a piece of exploration, which leads to the conclusion that when examining parental connection, numerous aspects and their relations should be considered defines parental participation as guiding children at home and in school during adolescence (Kysar-Moon, et. al., 2020). Instructive technique and research now focus on parental involvement in children's education. Research shows that parental involvement improves academic performance, especially in optional schools. However, understanding of the nature and impact of parental commitment in high preparedness is conflicting and limited (Omriani, et al., 2021). Parents and teachers demand a basic job. Parents' commitment is linked to greater language and math scores, enrolment in challenging activities, better scholastic steadiness, better leadership, better social skills and class change, better cooperation, and reduced dropout rates.

2.4 Hypothesis of the Study

H1: Children's academic performance is positively predicted by the mother's authoritative parenting style.

H2: Mothers' authoritarian parenting is a poor indicator of their kids' academic success.

3. METHODOLOGY

3.1 Parental Authority Questionnaire

Parental control Nurturing styles were resolved utilizing a poll made by Buri (1991) and converted into Urdu by Babree (1997). There were 80 things on the scale. The questionnaire had two portions with 50 questions each and three subscales to assess authoritative, authoritarian, and permissive parenting styles. Parenting by the mother is evaluated in part 1, and by the father in part 2. The rating went from Emphatically Consent to Unequivocally Differ on a five point Likert type scale. The authoritative parenting style items are 5, 7, 8, 12, 16, 20, 22, 23, and 30; the authoritarian parenting style items are 2, 3, 7, 9, 12, 16, 18, 25, and 29. The following items are associated with permissive parenting: 1, 6, 10, 13, 14, 17, 19, 21, 24, and 28. Mother authoritative had a reliability coefficient of.78, authoritarianism of.66, permissiveness of.54, father authoritarianism of.68, and permissiveness of.52, while father authoritative had a reliability coefficient of.72, authoritarianism of.68, and permissiveness of.52. Because of this, the scale's internal consistency is sufficient for use in the current investigation.

3.2 Academic Achievement

Students' scores on their most recent final exam were considered their academic performance.

4. RESULTS

With nurturing techniques entered as an indicator variable and scholarly execution entered as the result variable, a straightforward Basic Direct Relapse Investigation was conducted. It was

calculated independently for each parenting approach used by the mother and father. A total of 300 pupils, both male and female, had their academic performance evaluated.

Table 1: Basic Direct Relapse Investigation for the Impact of Maternal Legitimate Nurturing Style on Characteristics of Understudies.

Variable	B	SE	B	t	p	95% C.I.	
						LL	UL
Constant	62.569	2.457		19.231		52.435	48.272
Mother Authoritative	.385	.937	.423	4.273	.000	.173	.662
Mental Health	0.923	.926	.321	4.287	.000	.162	.263

Criterion=Academic Execution, $F=15.264$, $R^2=.662$

The relapse examination in Table 1 exhibits a significant and good expected relationship between maternal power and understudy grades. The model authoritatively accounts for 4.5% of the predictor mother's marks variation with $R^2 = .662$ and $F(1,349) = 16.498.001p$.

Table 2: Straightforward Direct Relapse Examination for the Impact of Maternal Dictator Nurturing Style on Signs of Understudies

Variable	B	SE	B	t	p	95% C.I.	
						LL	UL
Constant	72.474	2.457		30.274		73.455	86.347
Mother Authoritative	.305	.937	.423	4.273	.000	.482	.662
Mental Health	0.921	.926	.241	4.287	.000	.464	.103

As per the relapse examination in Table 2, there is a critical expected negative relationship between's a mother's tyrant conduct and her youngsters' grades. The model records for 4.2% of the change in marks brought about by the indicator mother dictator as $F(1,349) = 15.14$, $p.001$ and $R^2 = .662$.

Table 3: Basic Direct Relapse Examination for the Impact of Maternal Tolerant Nurturing Style on Characteristics of Understudies.

Variable	B	SE	B	t	p	95% C.I.	
						LL	UL
Constant	64.884	2.457		22.950		62.446	82.339
Mother Authoritative	.027	.0238	.417	.275	.000	.482	.284
Mental Health	0.927	.973	.202	.2984	.000	.533	.124

According to the regression analysis in Table 3, there is no correlation between student grades and mother approval. However, the association is unfavorable, which means that a greater mother's permissiveness score is associated with lower student performance and grades. As $R^2 = .001$ and $F(1,349) = 0.482, p > .05$, the model records for 0.1% of the difference in marks brought about by the indicator mother's tolerant way of behaving.

Table 4: Basic Direct Relapse Investigation for the Impact of Fatherly Definitive Nurturing Style on Characteristics of Understudies.

Variable	B	SE	B	t	p	95% C.I.	
						LL	UL
Constant	52.475	2.275		27.465		52.364	72.367
Father Permissive	.072	.092	.417	.217	.000	.276	.217
Mental Health	0.827	.826	.202	.2764	.000	.194	.126

According to the regression analysis in Table 4, there is a substantial and positively anticipated association between student grades and parental authority. According to the model, the predictor father's marks can vary by 6.5%, with $R^2 = .065$ and $F(1,349) = 24.161, p.001$.

Table 5: Basic Straight Relapse Investigation for the Impact of Fatherly Tyrant Nurturing Style on Signs of Understudies.

Variable	B	SE	B	t	p	95% C.I.	
						LL	UL
Constant	67.828	2.174		52.477		72.465	72.4774
Father Permissive	.104	.0174	.428	.923	.000	.274	.052
Mental Health	0.927	.973	.202	.2984	.000	.533	.124

The regression analysis in Table 5 demonstrates a substantial expected negative link between a student's grade point average and their authoritarian father. As $R^2 = .022$ and $F(1,349) = 7.746, p.01$, the model records for 2.2% of the difference in marks brought about by the indicator father tyrant.

Table 6: Straightforward Direct Relapse Examination for the Impact of Fatherly Tolerant Nurturing Style on Characteristics of understudies

Variable	B	SE	B	t	p	95% C.I.	
						LL	UL
Constant	64.884	2.457		22.950		62.446	82.339
Father Permissive	.027	.0238	.417	.275	.000	.482	.284

Mental Health	0.927	.973	.202	.2984	.000	.533	.124
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There is no discernible link between a father's permissiveness and a student's grades, according to the regression analysis in Table 6. The model takes into account. $R^2 = .002$ with $F(1,349) = 0.856$, $p > .05$, and a passable 2% difference in marks by the indicator father.

5. CONCLUSIONS

As per a survey of the writing, guardians are essential to a kid's complete turn of events. Kids who experience adjusted social limitations become balanced residents. Kids invest most of their energy at home, where their folks' perspectives, ways of behaving, moral norms, and correspondence with them altogether affect their psychological turn of events. Guardians' balanced mentalities decidedly affect their youngsters' mental turn of events (Fayyaz, H. N., et al. 2022). In the event that a kid's whole life is well impacted, it will build his capacity to make scholarly progress. Scholarly achievement was viewed as emphatically related with the definitive nurturing style of the mother and father. Scholarly accomplishment was viewed as adversely anticipated by the dictator and lenient nurturing styles utilized by the mother and father.

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