

Relationship Between Parenting Styles and Psychological Well-Being Among Adolescents

Sashifa Nissa Tiara^a | Dian Pitaloka Priasmoro^{b*} | Riki Ristanto^c

^{a,b,c}Department of Nursing, Institute of Technology Health and Science (ITSK) RS dr. Soepraoen Kesdam V/Brawijaya

*Corresponding Author : dianpitaloka@itsk-soepraoen.ac.id

ARTICLE INFORMATION

Article history
Received (20 December 2025)
Revised (6 February 2026)
Accepted (14 February 2026)

Keywords
Adolescent, Parenting style
Psychological Well-Being, Mental Health

ABSTRACT

Introduction: Parenting style is an important factor associated with adolescent psychological well-being; however, evidence from semi-rural Indonesian settings remains limited. This study aimed to examine the association between parenting style and psychological well-being among adolescents at SMP Negeri 1 Pacet.

Methods: A cross-sectional correlational design was employed involving 192 adolescents aged 14–16 years. Parenting style was assessed using the Parenting Style Four Factor Questionnaire (PS-FFQ). Psychological well-being was measured using the 18-item Ryff Psychological Well-Being Scale, with total scores categorized into low (≤ 60), moderate (61–74), and high (≥ 75) levels. Data were analyzed using the Chi-Square test, and effect size was calculated using Cramér's V.

Results: Authoritative parenting was the most prevalent style (65.1%), followed by authoritarian (16.7%), permissive (10.9%), and uninvolved (7.3%). High psychological well-being was observed in 63.0% of adolescents, while 18.8% and 18.2% demonstrated low and moderate levels, respectively. The Chi-Square test revealed a statistically significant association between parenting style and psychological well-being ($\chi^2 = 180.999$; $df = 6$; $p < 0.001$), with a large effect size (Cramér's $V = 0.686$). Adolescents experiencing authoritative parenting were more frequently associated with high psychological well-being, whereas other parenting styles were associated with lower well-being levels.

Conclusions: Parenting style was significantly associated with adolescent psychological well-being. Authoritative parenting showed the strongest positive association with higher psychological well-being, highlighting the relevance of supportive and structured parenting practices in semi-rural adolescent populations.

Introduction

Adolescence is a critical developmental stage characterized by rapid biological, cognitive, and psychosocial changes that substantially influence emotional regulation, identity formation, and long-term mental health outcomes. During this period, adolescents experience increased sensitivity to environmental demands and social expectations, which may heighten vulnerability to psychological distress. Consequently, psychological well-being has become an essential indicator of healthy adolescent development, extending beyond the mere absence of mental illness.

Psychological well-being reflects optimal psychological functioning across multiple dimensions, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. The multidimensional framework of psychological well-being proposed by Ryff remains widely applied in contemporary research because it provides a comprehensive understanding of individual functioning and resilience across developmental stages (Zhang et al., 2022). In adolescents, adequate psychological well-



being is associated with better academic engagement, adaptive coping strategies, and healthier social relationships.

Globally, concerns regarding adolescent psychological well-being have increased in recent years. The World Health Organization reported that approximately one in seven adolescents worldwide experiences mental health problems, with anxiety and depressive symptoms being the most prevalent conditions (WHO, 2024). Similarly, international reports indicate that compromised psychological well-being among adolescents is associated with impaired academic performance, reduced social functioning, and an increased risk of mental health problems persisting into adulthood (UNICEF, 2021). These findings highlight adolescent psychological well-being as a significant public health concern requiring early preventive efforts.

In Indonesia, adolescent psychological well-being has also become an emerging public health issue. Recent national reports have documented increasing levels of psychological distress, emotional stress, and reduced well-being among adolescents, particularly those of school age (Kemenkes RI, 2023). Family-related factors, academic pressure, and socioeconomic challenges have been identified as key contributors to these conditions. Despite this growing concern, empirical studies focusing on adolescent psychological well-being in Indonesia remain unevenly distributed, with most research conducted in urban settings.

One of the most influential family-related factors associated with adolescent psychological well-being is parenting style. Parenting style reflects patterns of parental warmth, control, and responsiveness that shape adolescents' emotional regulation, self-perception, and behavioral adjustment. Contemporary studies consistently demonstrate that authoritative parenting is positively associated with higher psychological well-being, whereas authoritarian, permissive, and uninvolved parenting styles are associated with lower levels of well-being and increased psychological difficulties among adolescents (Lestari & Yumra, 2022; Siagian et al., 2023; Zhao et al., 2023).

However, despite the growing body of literature, several important gaps remain. First, most previous studies have focused on urban populations, limiting the generalizability of findings to semi-rural contexts where cultural norms, parental roles, and access to mental health resources may differ. Second, many studies rely on single or symptom-based indicators of mental health rather than employing a multidimensional psychological well-being framework. Third, early-to-mid adolescents aged 14–16 years, particularly those at the junior high school level, remain underrepresented in recent empirical research. As a result, existing evidence remains largely descriptive and insufficient to fully explain how parenting styles are associated with multiple dimensions of psychological well-being in semi-rural adolescent populations.

In the semi-rural area of Pacet, Mojokerto Regency, parenting practices are shaped by cultural traditions, parental education, and socioeconomic conditions. Preliminary observations conducted at SMP Negeri 1 Pacet indicated variability in students' emotional stability, stress management, and family interactions, as reported by school counselors and teachers. These conditions suggest that parenting style may be closely associated with adolescents' psychological well-being in this context.

The novelty of the present study lies in three key aspects. First, this study focuses on adolescents living in a semi-rural Indonesian setting, which remains underrepresented in psychological well-being research. Second, it specifically examines adolescents aged 14–16 years at the junior high school level, a developmental stage that has received limited attention. Third, this study applies Ryff's multidimensional psychological well-being framework to provide



a comprehensive assessment of adolescent well-being rather than relying solely on symptom-based measures.

Therefore, this study aims to analyze the relationship between parenting styles and psychological well-being among adolescents at SMP Negeri 1 Pacet. Specifically, it seeks to (1) identify dominant parenting styles, (2) assess levels of psychological well-being, and (3) examine the association between parenting styles and psychological well-being. The findings of this study are expected to contribute to the scientific understanding of adolescent development within a semi-rural Indonesian context and provide practical insights for parents, educators, and mental health practitioners in supporting adolescent well-being.

Methods

This study employed a quantitative analytical research design with a cross-sectional approach, which allows researchers to examine the relationship between parenting style and psychological well-being at a single point in time. The research was conducted at SMP Negeri 1 Pacet, Mojokerto, involving adolescents aged 14–16 years. The target population consisted of 224 students enrolled at SMP Negeri 1 Pacet during the study period. Of these, 192 students met the inclusion criteria and provide informed consent to participate in the study. Therefore, the sampling approach represented a census of the accesible population rather than total sampling. Student who did not meet inclusion criteria or declined participan were excluded from the study.

Data were collected using standardized self-administered questionnaires distributed directly to respondents in classroom settings under the supervision of the researcher and school staff. Prior to data collection, respondents were informed about the study objectives and provided written informed consent. Two validated instruments were used in this study. Parenting style was assessed using the Parenting Style Four Factor Questionnaire (PS-FFQ), which consists of 32 items representing four dimensions: authoritative, authoritarian, permissive, and uninvolved parenting styles. Responses were measured using a 5-point Likert scale ranging from “never” (1) to “always” (5). Psychological well-being was measured using the 18-item Psychological Well-Being Scale adapted from Ryff’s multidimensional framework. This instrument assesses six dimensions of psychological well-being, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Items were rated on a 5-point Likert scale ranging from “strongly disagree” (1) to “strongly agree” (5). Both instruments have been widely used in previous studies and demonstrated satisfactory psychometric properties, with Cronbach’s alpha coefficients exceeding 0.80. In the present study, internal consistency reliability was reassessed and confirmed to be acceptable. Data were coded and analyzed using IBM SPSS for Windows.

Data analysis was conducted using IBM SPSS for Windows. Descriptive statistics were used to summarize respondents’ characteristics, parenting styles, and levels of psychological well-being. Inferential analysis was performed to examine the association between parenting style and psychological well-being. Due to the presence of more than 20% of cells with expected counts less than five, Fisher’s Exact Test was applied instead of Pearson’s Chi-Square test to ensure statistical validity. Effect size was reported using Cramér’s V to indicate the strength of the association. The analysis focused on bivariate associations. Although variables such as gender, parental education, and family income were collected, multivariate analysis was not performed, as the primary objective of the study was to explore the association between parenting style and psychological well-being within a cross-sectional framework.



All stages of the study were conducted in accordance with research ethics principles, including voluntary participation, anonymity, confidentiality, and informed consent.

Results

The study involved 192 adolescents aged 14–16 years from SMP Negeri 1 Pacet. The characteristics of respondents are presented in Table 1.

Table 1. Characteristics of Respondents (n=192)

Characteristics	Category	Frequency (n)	Percentage (%)
Age	14 years	146	76.1
	15 years	44	22.9
	16 years	2	1.0
Gender	Male	91	47.4
	Female	101	52.6
Primary Caregiver	Father	64	33.3
	Mother	125	65.1
	Other family	3	1.6
Parental Education	No Schooling	1	0.5
	Elementary	8	4.2
	Junior High	38	19.8
	Senior High	116	60.4
Parental Occupation	Higher Education	29	15.1
	Not Working	3	1.6
	Civil servant	15	7.8
	Self-employed	56	29.2
	Laborer	34	17.7
	Farmer	15	7.8
Parental Income	Others	69	35.9
	<1.000.000	52	27.1
	1.000.000-2.500.000	74	38.5
	2.500.000-5.000.000	48	25.0
	>5.000.000	18	9.4

Findings regarding parenting style are presented in Table 2.

Table 2. Distribution of Parenting Styles (n = 192)

Parenting Style	Frequency (n)	Percentage (n)
Authoritarian	32	16.7
Authoritative	125	65.1
Permissive	21	10.9
Uninvolved	14	7.3
Total	192	100



Most respondents reported an authoritative parenting style (65.1%), followed by authoritarian (16.7%), permissive (10.9%), and uninvolved (7.3%).

The distribution of psychological well-being levels is shown in Table 3.

Table 3. Distribution of Psychological Well-Being Levels (n=192)

Category	Frequency (n)	Percentage (%)
High	121	63.0
Moderate	35	18.2
Low	36	18.8
Total	192	100

The distribution of psychological well-being levels showed that 63.0% of adolescents had high levels, 18.2% moderate levels, and 18.8% low levels.

The cross-tabulation between parenting style and psychological well-being is shown in Table 4.

Table 4. Cross-Tabulation of Parenting Style and Psychological Well-Being

Parenting Style	Low (n/%)	Moderate (n/%)	High (n/%)	Total (n/%)
Authoritarian	18 (9.4)	14 (7.3)	0 (0.0)	32 (16.7)
Authoritative	0 (0.0)	4 (2.1)	121 (63.0)	125 (65.1)
Permissive	9 (4.7)	12 (6.3)	0 (0.0)	21 (10.9)
Uninvolved	9 (4.7)	5 (2.6)	0 (0.0)	14 (7.3)
Total	36 (18.8)	35 (18.2)	121 (63.0)	192 (100)

The cross-tabulation between parenting style and psychological well-being levels is presented in Table 4. A clear distribution pattern was observed. Adolescents who experienced authoritative parenting were predominantly classified as having high psychological well-being. In contrast, adolescents exposed to authoritarian, permissive, and uninvolved parenting styles were more frequently classified as having moderate or low psychological well-being. Because more than 20% of cells had expected counts below five, Fisher's Exact Test was applied to examine the association between parenting style and psychological well-being. The analysis revealed a statistically significant association between the two variables ($p < 0.001$). The strength of the association was assessed using Cramér's V , which indicated a large effect size (Cramér's $V = 0.686$), suggesting a strong association between parenting style and psychological well-being among adolescents.

Scoring and Categorization of Psychological Well-Being

Psychological well-being was assessed using the 18-item Ryff Psychological Well-Being Scale, with each item rated on a 5-point Likert scale. Total scores ranged from 18 to 90. Based on



predefined cut-off scores, psychological well-being was categorized into low (≤ 60), moderate (61–74), and high (≥ 75) levels.

Discussion

Overview of Parenting Style

The findings of this study indicate that authoritative parenting was the most prevalent parenting style among adolescents at SMP Negeri 1 Pacet, accounting for 65.1% of respondents. This finding suggests that the majority of parents in this setting apply parenting practices characterized by warmth, responsiveness, and structured guidance.

From a theoretical perspective, Baumrind's parenting typology emphasizes that authoritative parenting offers an optimal balance between parental control and emotional support, which facilitates adaptive developmental outcomes in adolescents. Previous studies conducted in Indonesia and other cultural contexts have similarly reported that authoritative parenting is commonly practiced in families that prioritize close parent-child relationships and active parental involvement (Putri & Andriani, 2021; Siagian et al., 2023).

In the present study, the predominance of authoritative parenting may also be influenced by cultural factors. Most respondents identified mothers as their primary caregivers, which is consistent with Indonesian family norms where maternal roles emphasize nurturance, communication, and emotional availability. This cultural context may contribute to the higher prevalence of authoritative parenting practices observed in this study.

Overview of Psychological Well-Being

The results show that the majority of adolescents (63.0%) were categorized as having high psychological well-being, while 18.2% and 18.8% were classified as having moderate and low psychological well-being, respectively. These findings indicate that, overall, adolescents at SMP Negeri 1 Pacet demonstrate relatively favorable psychological functioning, although a substantial proportion still experience suboptimal well-being.

According to Ryff's multidimensional model, psychological well-being encompasses self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. High psychological well-being reflects adolescents' ability to adapt to developmental challenges, regulate emotions, and maintain positive social relationships. Empirical evidence supports the notion that supportive family environments are closely associated with higher psychological well-being among adolescents (Zhang et al., 2022).

Nevertheless, the presence of adolescents with low psychological well-being suggests disparities in psychosocial support. From an interpretative standpoint, these differences may be related to external stressors such as academic pressure, socioeconomic constraints, or variations in parental involvement. This highlights that psychological well-being is not uniformly experienced among adolescents, even within the same educational environment.

Relationship Between Parenting Style and Psychological Well-Being

This study demonstrated a statistically significant association between parenting styles and psychological well-being, with a large effect size, indicating a strong relationship between the two variables. Adolescents who experienced authoritative parenting were predominantly classified as having high psychological well-being, whereas those exposed to authoritarian,



permissive, and uninvolved parenting styles were more frequently classified as having moderate or low psychological well-being.

From a theoretical standpoint, authoritative parenting provides emotional security and consistent guidance, which support adolescents' autonomy, self-regulation, and psychological resilience. In contrast, authoritarian parenting, characterized by rigid control and limited emotional responsiveness, may be associated with increased stress and reduced opportunities for emotional expression. Similarly, permissive and uninvolved parenting styles, which lack consistent boundaries or emotional engagement, have been associated with difficulties in self-regulation and adaptive coping (Priasmoro et al., 2023).

The findings of this study are consistent with previous research indicating that non-supportive parenting styles are associated with lower psychological well-being among adolescents. Rather than implying causality, these results suggest that parenting style functions as an important contextual factor associated with adolescent psychological functioning. The strong association observed in this study supports the applicability of Baumrind's parenting framework and Ryff's psychological well-being model within a semi-rural Indonesian context.

Overall, this study contributes to a deeper understanding of how parenting styles shape adolescent psychological well-being. The findings underscore the importance of promoting supportive, balanced, and communicative parenting practices as foundational protective factors for adolescent mental health and holistic development.

Conclusion

This study demonstrated a significant association between parenting style and psychological well-being among adolescents at SMP Negeri 1 Pacet. Authoritative parenting emerged as the dominant and most beneficial style, showing a strong association with higher levels of psychological well-being, whereas authoritarian, permissive, and uninvolved parenting styles were linked to lower well-being. These results underscore the importance of supportive, structured, and communicative parenting in fostering emotional stability, resilience, and positive developmental outcomes in adolescents.

The relevance of this study lies in its contribution to understanding how parenting dynamics operate within a semi-rural Indonesian context. The findings provide evidence that can inform parents, educators, and policymakers in promoting effective family-school collaboration and developing targeted interventions to enhance adolescent well-being. Strengthening parent-child communication and encouraging balanced parenting practices may serve as strategic approaches to improve adolescents' psychological outcomes.

Although the overall psychological well-being of adolescents was relatively high, the presence of individuals with low well-being highlights the need for ongoing psychosocial support within both home and school environments. Schools may benefit from integrating mental health promotion programs, while parents may require guidance to adopt more adaptive parenting strategies.

Future research should employ longitudinal designs, include multiple study settings, and incorporate perspectives from parents and teachers to strengthen the validity and generalizability of findings. Further exploration of contextual factors—such as cultural norms, peer relationships, digital exposure, and socioeconomic conditions—would provide a more comprehensive understanding of the determinants influencing adolescent psychological well-being.



Ethics approval and consent to participate

This study received ethical approval from the Health Research Ethics Committee of ITSK RS dr. Soepraoen Kesdam V/Brawijaya with reference number No. KEPK-EC / 360 / XI / 2025. All research procedures were conducted in accordance with the ethical principles for research involving human participants as outlined in the Declaration of Helsinki. Prior to data collection, all participants or their legal guardians received a comprehensive explanation of the study's objectives, benefits, procedures, and participant rights. Written informed consent was obtained from each participant or guardian. The study posed no physical or psychological risks to participants throughout the research process.

Acknowledgments

The authors would like to express their sincere gratitude to ITSK RS dr. Soepraoen Kesdam V/Brawijaya for the institutional support provided throughout this study. The authors thank the students, parents, and school authorities of SMP Negeri 1 Pacet for their cooperation and participation. Finally, the authors acknowledge to my academic advisors, Dr. Dian Pitaloka P, M. Kep. and Riki Ristanto, M. Kep, who reviewed this article, valuable assistance and insights from academic mentors and colleagues who contributed to the refinement of this manuscript.

References

- Alina, N., Safitri, R., & Mulyani, D. (2023). Parenting characteristics and independence in early childhood. *Jurnal Pelita PAUD*, 8(2), 45–55.
- Ali, M., Ramdhani, N., & Asrori, M. (2018). *Psikologi remaja*. Bumi Aksara.
- Cynthia, L., & Basaria, D. (2023). Correlation analysis of parenting styles with psychological well-being. *Journal of Social and Economics Research*, 5(2), 112–120.
- Deviana, M., Umari, T., & Khadijah, K. (2023). Factors influencing adolescents' psychological well-being. *Jurnal Pendidikan dan Konseling*, 5(1), 3463–3468.
- Dinda, M. W., Putri, A. F., Zulianty, I., Azura, H., Dwina, U., Novella, G., & Dinda, S. R. (2023). Emotional intelligence and psychological well-being in students. *Detector*, 2(1), 102–109. <https://doi.org/10.55606/detector.v2i1.3093>
- Fauziah, N., & Prasetyo, A. (2020). Permissive parenting and adolescent well-being. *Jurnal Bimbingan dan Konseling*, 9(3), 210–218.
- Gallup, A., Ritter, Z., Dugan, A., Felton, C., Johnson, B. R., Padgett, R. N., & VanderWeele, T. J. (2025). The global flourishing study: What contributes to a life well-lived? <https://globalflourishingstudy.com/>
- Lei, S. (2023). Parenting style and adolescent psychological well-being. *Lecture Notes in Education Psychology and Public Media*, 13(1), 304–308.
- Lestari, F. (2023). Parenting practices among Indonesian families. *Journal of Nursing UMM*, 7(2), 55–63.
- Lestari, Y. I., & Yumra, M. A. (2022). Authoritative parenting and psychological well-being in adolescents. *Buletin Ilmiah Psikologi*, 3(2), 89–97.



- Louw, N. N., & Rahmatulloh, A. R. (2024). Authoritarian parenting and social anxiety among adolescents. *Jurnal Integrasi Riset Psikologi*, 2(1), 14–19.
- Murhum, F. (2023). Parenting and socio-emotional development. *Jurnal Murhum*, 3(1), 12–21.
- Nurliza, A., Sari, N. Y., Karim, D., & Sari, T. H. (2024). Parenting style and stress level in adolescents. *Jurnal Keperawatan Widya Gantari Indonesia*, 8(2), 101–109.
- Nursalam, A. (2020). Family support and adolescent stress. *Journal of Nursing UMM*, 5(1), 23–30.
- Papalia, D. E., & Martorell, G. (2021). *Experience human development* (14th ed.). McGraw-Hill Education.
- Pradipta, D., Mulyadi, S., & Rahman, T. (2021). Parenting and emotional intelligence in adolescents. *Jurnal Pendidikan Anak*, 5(2), 112–120.
- Prasetyo, M. (2022). Adolescent well-being and family factors. *Journal of Nursing UMM*, 6(2), 88–95.
- Priasmoro, D. P., & Lestari, R. (2023). Prevalence of a sedentary lifestyle as a predictor of risk of chronic diseases and stress levels in Malang, Indonesia. *Malaysian Journal of Public Health Medicine*, 23(1), 11–16. <https://doi.org/10.37268/mjphm/vol.23/no.1/art.1816>
- Priasmoro, D. P., Dradjat, R. S., Zuhriyah, L., & Lestari, R. (2023). Factors influencing family acceptance of people with schizophrenia receiving care at home: A systematic review. *The Malaysian Journal of Nursing*, 14(4), 183–191.
- Putri, A. D., & Andriani, F. (2021). Democratic parenting and psychological well-being. *Jurnal Psikologi*, 18(1), 27–36.
- Rasmianti, R., Hanafiah, M., & Syamsuddin, R. (2024). Democratic parenting in the digital era. *Indonesian Journal of Social and Educational Studies*, 2(1), 56–65.
- Rony, Z. N., Daud, M., & Hidayat, M. N. (2024). Authoritarian parenting and social anxiety among adolescents. *Sosial dan Humaniora*, 3(2), 78–86.
- Santrock, J. W. (2018). *Adolescence* (16th ed.). McGraw-Hill Education.
- Siagian, V. F., Novlyncia, N., Wijaya, J., Lumbantoran, H., Elvinawanty, R., & Hasanuddin, H. (2023). Authoritative parenting and adolescent well-being. *Journal of Education, Humaniora and Social Sciences*, 6(1), 427–436.
- UNICEF Indonesia. (2021). *The state of the world's children 2021: On my mind—Promoting, protecting and caring for children's mental health*. <https://www.unicef.org/>
- Wauran, R., Tiwa, T., & Narosaputra, D. (2023). Parenting and adolescent emotional intelligence. *Psikopedia*, 2(4), 325–334. <https://doi.org/10.53682/pj.v2i4.7336>
- Wulandari, S. (2021). Parenting and emotional development. *Journal of Nursing UMM*, 5(2), 45–52.
- Y, S. (2017). Construction and validation of Parenting Style Four Factor Questionnaire (PS-FFQ). *International Journal of Engineering Development and Research*, 5(3), 426–437.





Yuniarti, D., & Anggraini, M. (2023). Parenting style and deviant behavior in adolescents. *Jurnal Psikologi Sosial*, 11(1), 15–24.

Zhang, X., Wang, H., & Liu, L. (2022). The structure and correlates of psychological well-being across cultures: A systematic review. *International Journal of Psychology*, 57(3), 327–340. <https://doi.org/10.1002/ijop.12821>

Zhao, J., Zhao, H., & Zhou, A. (2023). Negative parenting styles and psychological crisis in adolescents. *Behavioral Sciences*, 13(11), 929. <https://doi.org/10.3390/bs13110929>

