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Survey on Permissive Parenting Patterns in Students of the Guidance and Counseling Study Program

Faisal Basri[1*], Siti Rahmi[2]
[1,2]Borneo Tarakan University, Indonesia
Corresponding author's email: faisalbs461@gmail.com

ABSTRACT

This study aims to describe the permissive parenting style experienced by students of the Guidance and Counseling Study Program at the University of Borneo Tarakan. The research employed a quantitative approach with a descriptive survey design. The population consisted of students in the Guidance and Counseling Study Program, with a sample of 50 students selected through simple random sampling. Data were collected using a closed-ended questionnaire based on five indicators of permissive parenting: unlimited freedom, lack of supervision, lack of firmness in rules, always complying with children's wishes, and lack of discipline. The instrument was tested for validity and reliability before data collection. Data were analyzed using descriptive statistics, including frequencies, percentages, mean scores, and score interval categorization. The findings revealed that permissive parenting was generally categorized as very high. The most dominant indicator was always complying with children's wishes, followed by unlimited freedom, lack of supervision, lack of firmness in rules, and lack of discipline, indicating high freedom and relatively low parental control.

Keywords: permissive parenting, parents, students

INTRODUCTION

The family is the first and main environment in the process of individual development. Through interactions that take place in the family, children gain early experience about values, norms, attitudes, and behavior patterns that will affect their personality development until they enter adulthood. Parents have a central role in this process through the application of parenting which is the basis for character formation, social skills, self-control, and the ability of individuals to adapt to their social environment. Therefore, parental parenting is one of the factors that are widely studied in the fields of psychology, education, and counseling guidance because it has a long-term influence on individual development (Pinquart, 2017).

One form of parenting that is often found in family life is permissive parenting. Baumrind (2013) Explains that permissive parenting is characterized by high acceptance and warmth of parents towards children, but accompanied by low control, supervision, and demands on children's behavior. Parents tend to give their children wide freedom to make decisions and determine their own behavior without any clear boundaries. In practice, permissive parenting is often seen as a form of parenting that provides space for children to develop independently. However, on the other hand, a lack of consistent supervision and rules can affect a child's ability to control himself, obey norms, and be responsible for the tasks he or she has (Hancock, 2014).

A number of studies have shown that permissive parenting has a relationship with various aspects of individual development. Research Pinquart (2017) It was found that permissive parenting is associated with the emergence of various external behavioral problems in children and adolescents when compared to authoritative parenting. Meanwhile, research Pinquart & Kauser (2018) It shows that the influence of parenting on individual development can vary

depending on the cultural context and social environment. On the other hand, Abar et al (2009) found that parenting that provides high levels of freedom can contribute to the development of independence and decision-making skills in individuals who have entered early adulthood. These findings suggest that permissive parenting has a complex impact, both positive and negative, on individual development.

Students as individuals who are in the early adult phase still carry the influence of parenting experiences obtained from their families. Even though age has entered a more independent stage of development, values, habits, and patterns of interaction formed through parenting still play a role in shaping social behavior, academic ability, decision-making, and self-adjustment in the university environment (Abar et al., 2009; Pinquart & Kauser, 2018). This condition is important to pay attention to, especially for students of the Guidance and Counseling Study Program who are prepared as prospective counselors and educators. Students of this study program are required to have the ability to understand the dynamics of individual development, interpersonal relationships, and various factors that affect human behavior, including parenting experiences obtained from families.

Although many studies on parenting have been conducted, most previous research has focused more on the relationship between parenting and academic achievement, mental health, social development, self-regulation, and child and adolescent behavior (Calafat et al., 2014; Pinquart & Kauser, 2018; Uji et al., 2014). Research Pinquart & Kauser (2018) It shows that parenting styles have a significant relationship with a child's academic achievement and behavior in various cultural contexts. Meanwhile, Uji et al., (2014) found that parenting affects mental health and psychosocial adjustment of children and adolescents. Calafat et al (2014) It also reports that parental parenting is related to social behavior and adolescent psychological development. These findings show that the focus of the research is still dominated by the group of children and adolescents, while studies that specifically describe the characteristics of permissive parenting in students are still relatively limited.

In addition, most previous studies have used a correlational approach to test the relationship between parenting and certain variables, such as academic achievement, psychological well-being, social behavior, and mental health (Abar et al., 2009; Pinquart, 2017). Research that aims to map or describe the level of permissive parenting experienced by students as a social phenomenon is still rare, especially in students of the Guidance and Counseling Study Program. Thus, there is a research gap in the form of limited empirical information about the picture of permissive parenting received by students at the higher education level, especially in prospective counselors who will later play a role in helping individuals and families solve various developmental problems.

This research is important because understanding the permissive parenting experienced by students can provide information about family backgrounds that have the potential to affect students' academic, social, and psychological development. In addition, the results of the research can be considered for lecturers, counselors, and study program managers in understanding the characteristics of students and designing guidance and counseling services that are more in line with their needs. From the scientific side, this research can also enrich the study of parenting in the context of higher education, which has been dominated by research on groups of children and adolescents.

Based on this description, this study aims to describe the level of permissive parenting in students of the Guidance and Counseling Study Program. The results of the study are expected to provide an empirical picture of the characteristics of permissive parenting experienced by students and become a reference for the development of guidance and counseling services oriented to understanding the background of students' families.

METHODS

This study uses a quantitative approach with a descriptive survey design that aims to describe the level of permissive parenting experienced by students of the Guidance and Counseling Study Program, University of Borneo Tarakan. The survey method was chosen because it allows researchers to systematically obtain information from respondents about the characteristics or phenomena being researched through questionnaire instruments (Creswell & Creswell, 2018). The population in this study is all students of the Guidance and Counseling Study Program, University of Borneo Tarakan. The research sample amounted to 50 students who were selected using simple random sampling techniques, so that each member of the population had an equal opportunity to become a research respondent (Etikan & Bala, 2017). This technique was chosen to minimize sample selection bias and improve the representativeness of the data obtained.

Data collection was carried out using a closed questionnaire compiled based on permissive parenting indicators. Questionnaires are used because they are an effective instrument in collecting respondents' perception data on survey research and allow standardized measurements of the variables being studied (Taherdoost, 2022). Before being used in the study, the instrument was first tested for validity and reliability to ensure that each statement item was able to accurately and consistently measure the construct of permissive parenting (Hair et al., 2019).

The data that has been collected is analyzed using descriptive statistics. The analysis was carried out through the calculation of frequency, percentage, average score, and score categorization based on class intervals to describe the level of permissive parenting experienced by respondents. The results of the analysis are then presented in the form of frequency and percentage distribution tables so that they can provide a clear picture of the characteristics of permissive parenting in students of the Guidance and Counseling Study Program of the University of Borneo Tarakan (Field, 2018). Determination of score categories is done using the interval formula (Azwar, 2022) as follows:

$$P = \frac{\text{Highest Score} - \text{Lowest Score}}{\text{Scale Level}}$$

Information:

P	:	Interval
Ideal Score	:	The highest score from the scores obtained in scoring
Lowest Score	:	The lowest score of the scores obtained in scoring
Scale Level	:	Desired level

Source:(Azwar, 2022)

Once the number of intervals is known, the questionnaire is created and then categorized. The purpose of this categorization is to place the questionnaires into hierarchical groups according to a continuum based on the attributes being measured (Azwar, 2022).

RESULT AND DISCUSSION

Based on the results of the research that has been carried out in the Guidance and Counseling Study Program, with a total of 50 students, data was obtained through a procrastination behavior questionnaire that had been filled out by students who were

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distributed and then given a score on each item. The following is a descriptive analysis of procrastination behavior as a whole. Here's the analysis table:

Table 1. Results of Student Permissive Parenting Percentage

Category	Interval	Frequency	Percentage (%)
SS	107-114	14	28%
SS	99-106	9	18%
R	91-98	12	24%
TS	83-90	13	26%
STS	75-82	2	4%
Total		**50**	**100%**

Source: data processing results, 2026

Based on the table above, it can be seen that permissive parenting is in the very high category with an interval of 107-114 as many as 14 respondents with a percentage (28%), the high category with an interval of 99-106 as many as 9 respondents with a percentage (18%), the medium category with an interval of 91-98 as many as 12 respondents with a percentage (24%), the low category with an interval of 83-90 as many as 13 respondents with a percentage (26%), and the category is very low with an interval of 75-82 as many as 2 respondents with a percentage (4%). Based on the data in table 4.1, the description of permissive parenting for students of the Guidance and Counseling study program is in the very high category. In addition, the following are the results of the analysis of the Procrastination Behavior drawing diagram.

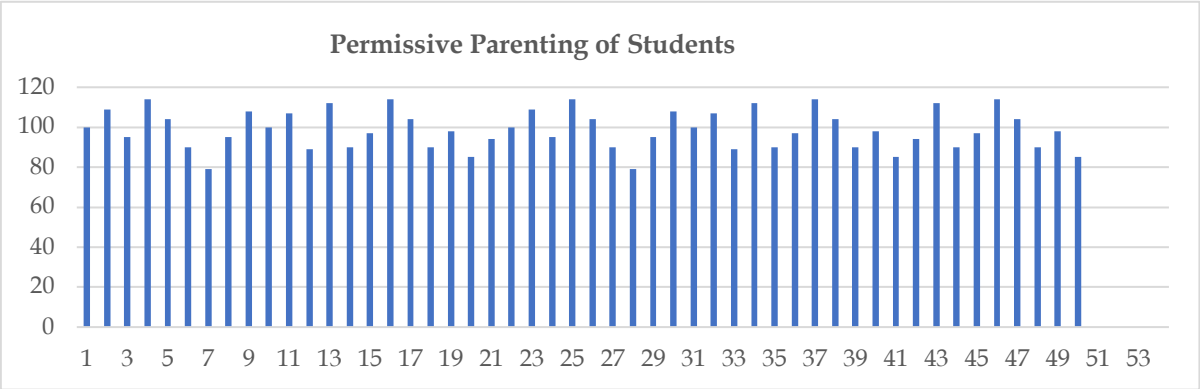


Figure 1. Permissive Parenting of Students
Source: research data processing results, 2026

Based on the results of data processing, the highest score was 114 and the lowest score was 79. To determine the assessment category, the interval calculation is carried out as follows: 1) Highest score = 114; 2) Lowest score = 79; and 3) Number of categories = 5. So the interval calculation is:

$$P = \frac{114 - 79}{5} = 7$$

Based on these results, an interval length of 7 was obtained so that the assessment categories could be arranged as follows:

Table 2. Category Range

No	Interval	Category
1	107-114	Very High
2	99-106	Height
3	91-98	Medium
4	83-90	Low
5	75-82	Very low

Source: research data processing results, 2026

The results of the study show that permissive parenting styles in students of the Guidance and Counseling Study Program at the University of Borneo Tarakan tend to be in the very high category. This finding can be seen from the largest percentage of respondents who are in the very high category, namely 14 students (28%), followed by the low category as many as 13 students (26%), the medium category as many as 12 students (24%), the high category as many as 9 students (18%), and the very low category as many as 2 students (4%). These results indicate that most students experience parenting patterns that provide considerable freedom in making choices, making decisions, and managing daily activities with a relatively low level of supervision from parents.

Theoretically, permissive parenting is characterized by a high level of parental warmth and acceptance of the child, but low in terms of control, discipline, and the provision of clear boundaries (Baumrind, 2013). Parents who apply a permissive parenting style tend to give children great freedom to regulate their own behavior without many rules or demands that must be followed. These conditions can provide opportunities for individuals to develop independence and decision-making skills, especially when entering the early adult phase such as college students. The findings of this study show that these characteristics are still quite dominant felt by students of the Guidance and Counseling Study Program.

The results of this study are in line with the findings (Abar et al., 2009) which explains that the parenting experience that gives a child high freedom can affect the way individuals self-regulate, make decisions, and adapt to the academic environment when entering higher education. In the context of students, permissive parenting can provide space for the development of independence, confidence, and the ability to make choices independently. However, freedom given without adequate supervision and direction also has the potential to cause difficulties in self-control and responsibility for various academic and social demands.

The findings of this study also support the results of the meta-analysis conducted by (Pinquart, 2017) which shows that permissive parenting has a relationship with various aspects of individual development, both positive and negative. On the one hand, permissive parenting can increase an individual's autonomy and freedom, but on the other hand it can lead to low self-control, discipline, and adherence to rules. This condition can explain why some students have the perception that their parents provide considerable flexibility in their lives during their college education.

In addition, Pinquart & Kauser (2018) explained that the influence of parenting is greatly influenced by the cultural context and social environment. In a society that has begun to prioritize individual independence, permissive parenting is often seen as a form of parental trust in the child's ability to manage his own life. This can be one of the factors that cause the high level of permissive parenting in college students, considering that most respondents have entered the early adult phase who are socially considered more capable of being responsible for their decisions and behavior.

The results of this study show that permissive parenting is one of the characteristics of parenting that is quite dominant experienced by students of the Guidance and Counseling Study Program. These findings provide an idea that most college students grow up in a family environment that provides relatively high freedom in various aspects of life. Therefore, understanding permissive parenting is important in the context of higher education, especially for study programs related to individual development and counseling services, because parenting experiences can influence the way students interact, make decisions, and adjust to academic and social demands in the university environment.

Table 1. Unlimited Freedom Frequency Distribution

Category	Interval	Frequency	Percentage (%)
SS	25-28	12	24%
S	21-24	25	50%
R	17-20	11	22%
TS	13-16	2	4%
STS	9 - 1 2	0	0%
Total		**50**	**100%**

Source: research data processing results, 2026

Based on the table above, it can be seen that the Unlimited Freedom Indicator is in the very high category with an interval of 25-28 as many as 12 respondents with a percentage (24%), the high category with an interval of 21-24 as many as 24 respondents with a percentage (50%), the medium category with an interval of 17-20 as many as 11 respondents with a percentage (22%), the low category with an interval of 13-16 As many as 2 respondents with a percentage (4.5%), and a very low category there were no respondents. Based on the data in table 4.2, the overview of the Unlimited Freedom Indicator for students of the Guidance and Counseling study program are in the very high, high and medium categories. The following are the results of the analysis of the drawing diagram on the Indicator of Delay in doing the task:

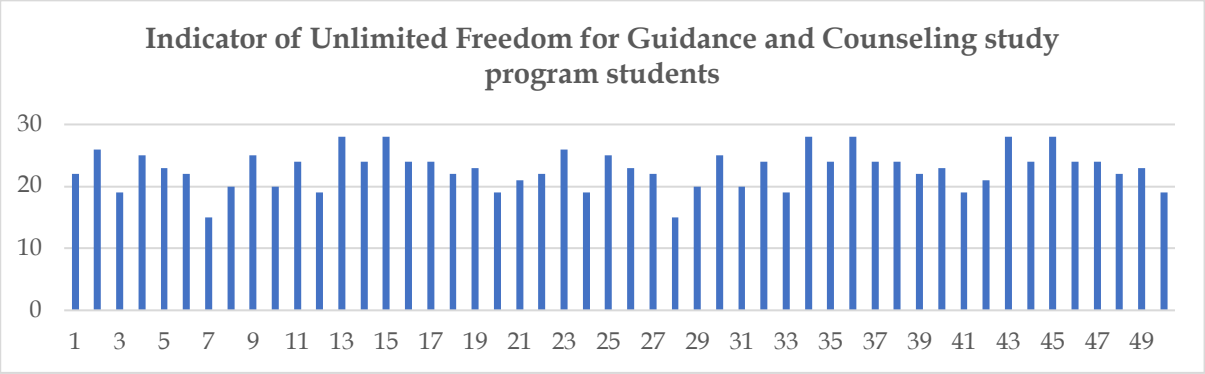


Figure 2. Indicators of Delay in Completing Tasks
Source: research data processing results, 2026

The results of the study show that the indicator of unlimited freedom in permissive parenting tends to be in the high category. Most respondents were in the high category (50%), followed by the very high category (24%) and the medium category (22%). These findings indicate that most students of the Guidance and Counseling Study Program obtain considerable freedom from their parents in making choices, regulating activities, and making decisions without strict supervision or restrictions. This condition is in line with the characteristics of permissive parenting that gives children broad autonomy and places parents more as supporters than behavioral controllers (Darling & Steinberg, 2017). In the early adult

phase, the freedom given by parents can contribute to the development of independence, decision-making skills, and a sense of responsibility for the choices made (Padilla-Walker & Nelson, 2012). However, freedom that is not balanced with adequate direction and control also has the potential to cause difficulties in self-management, immature decision-making, and low ability to control behavior in certain situations (Luyckx et al., 2011). These findings suggest that college students tend to feel a high level of trust from parents to manage their lives independently, which is a common characteristic in families with permissive parenting. Therefore, the freedom given needs to be balanced with effective communication and adequate emotional support to encourage positive personal development and improve students' ability to face various academic and social demands in the university environment.

Table 4. Unsupervised Frequency Distribution

Category	Interval	Frequency	Percentage (%)
SS	20-22	9	18%
S	17-19	31	62%
R	14-16	8	16%
TS	11 - 1 3	2	4%
STS	8 - 1 0	0	0%
Total		**50**	**100%**

Source: research data processing results, 2026

Based on the table above, it can be seen that the Lack of Supervision Indicator is in the very high category with an interval of 20-22 as many as 9 respondents with a percentage (18%), the high category with an interval of 17-19 as many as 31 respondents with a percentage (62%), the medium category with an interval of 14-16 as many as 8 respondents with a percentage (16%), the low category with an interval of 11-13 As many as 2 respondents with a percentage (16%), and a very low category there were no respondents. Based on the data in table 4.3, the overview of the Indicators of Lack of Supervision of students of the Guidance and Counseling study program is in the high category. The following are the results of the analysis of the drawing diagram on the Lack of Supervision Indicator:

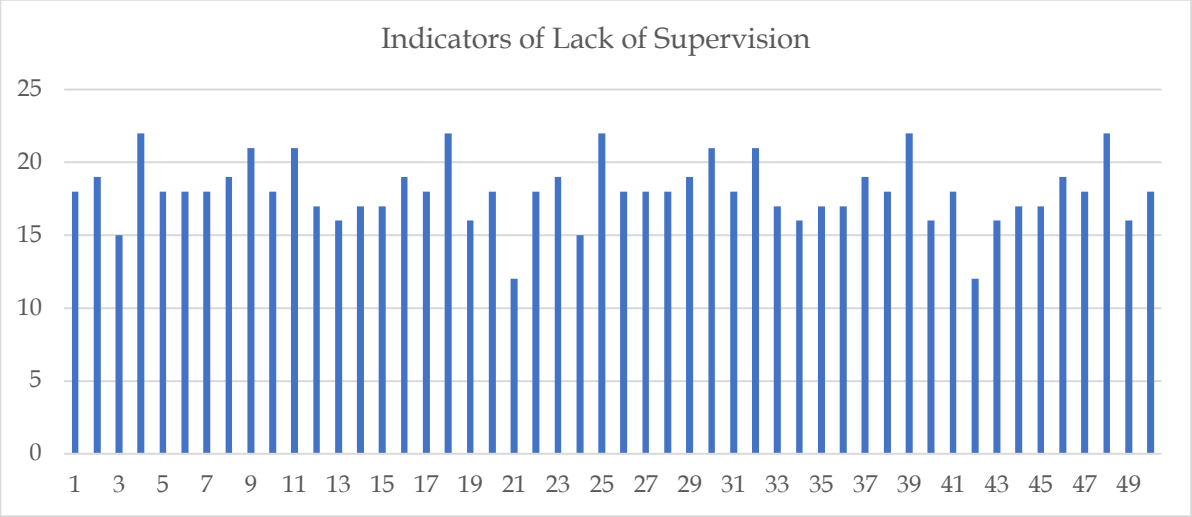


Figure 3. Indicators of Lack of Supervision
Source: research data processing results, 2026

The results showed that the indicator of lack of supervision was in the high category, with many respondents (62%) in the high category and 18% in the very high category. These

findings indicate that most students feel a relatively low level of parental supervision in various aspects of life, both related to daily activities, associations, and decision-making. In the context of permissive parenting, low supervision is one of the main characteristics that reflects the tendency of parents to give their children wide freedom without adequate control and monitoring of their behavior. In the early adulthood phase, this condition is often perceived as a form of parental trust in the child's ability to manage his life independently. However, research shows that low parental involvement and supervision can affect self-regulation skills, responsibility management, and individual adjustment to academic and social demands (Pinquart, 2017). These findings are also supported by research (Perez-Fuentes et al., 2019) which explains that low parental involvement has the potential to reduce an individual's ability to manage behaviors and deal with environmental pressures effectively. In addition (Suárez-Relinque et al., 2019) found that low parental supervision was associated with an increased risk of maladaptive behavior and low self-control in adolescents and young adults. In the context of students, these conditions can affect the ability to manage time, complete academic assignments, and make responsible decisions. Therefore, although low supervision can provide room for the development of student independence, the results of this study show the importance of balancing parental freedom with adequate involvement and support so that students' academic, social, and psychological development can take place optimally.

Table 2. Frequency distribution is less strict in the rules

Category	Interval	Frequency	Percentage (%)
SS	23-25	9	18%
S	20-22	13	26%
R	17-19	16	32%
TS	14-16	12	24%
STS	11 - 1 3	0	0%
Total		**50**	**100%**

Source: research data processing results, 2026

Based on the table above, it can be seen that the less strict indicators in the rules are in the very high category with an interval of 23-25 as many as 9 respondents with a percentage (18%), the high category with an interval of 20-22 as many as 13 respondents with a percentage (26%), the medium category with an interval of 14-16 as many as 8 respondents with a percentage (16%), the low category with an interval of 17-19 A total of 16 respondents with a percentage (32%), and a very low category there were no respondents. Based on the data in table 4.3, the overview of the Indicators of Lack of Supervision for students of the Guidance and Counseling study program are in the high, medium, and low categories. The following are the results of the analysis of the image chart on the indicator that is not firm in the rules:

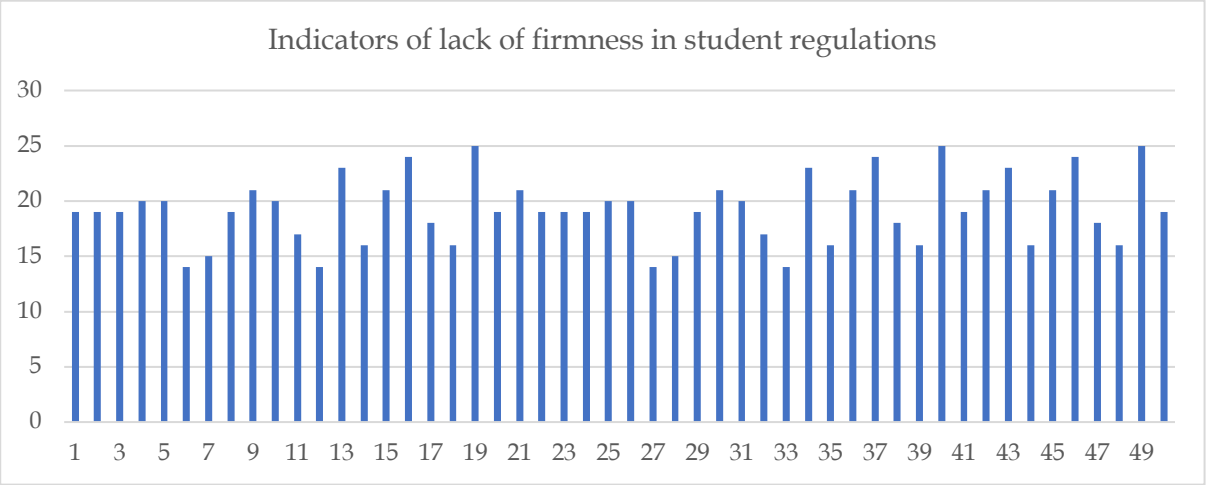


Figure 4. Indicators are less firm in the rules
Source: research data processing results, 2026

The results of the study show that indicators that are less strict in the rules tend to be in the medium to high category. Most respondents were in the medium category (32%), followed by the high category (26%), the low category (24%), and the very high category (18%). These findings show that students feel a tendency for parents to not consistently apply rules, limits, and consequences to children's behavior. In the characteristics of permissive parenting, indecisiveness in setting rules is one of the prominent aspects because parents tend to avoid strict control and give children the freedom to determine their own behavior (García Buelga & Serra Desfilis, 2019). These conditions can create a warm relationship between parents and children, but at the same time they can reduce clarity regarding the responsibilities, discipline, and behavioral boundaries that must be adhered to. Research (Martínez et al., 2019) It shows that low firmness in the application of rules can affect an individual's ability to develop self-discipline and behavior control, especially when facing academic and social demands that require consistency and responsibility. In addition, (Climent-Galarza et al., 2022; Park et al., 2021) found that clarity of rules and parenting consistency contribute to the development of social competence and self-adjustment in adolescence to early adulthood. Therefore, the results of this study indicate that although students gain considerable freedom from their parents, there are still variations in the application of rules in the family environment. This condition shows the importance of a balance between the provision of freedom and the strictness of rules so that individuals can develop independence while having responsibility and the ability to control behavior optimally.

Table 6. Frequency Distribution of Always Following Children's Wishes

Category	Interval	Frequency	Percentage (%)
SS	23-26	20	40%
S	19-22	13	26%
R	15-18	6	12%
TS	11 - 1 4	11	22%
STS	7 - 1 0	0	0%
Total		**50**	**100%**

Source: research data processing results, 2026

Based on the table above, it can be seen that the Indicator of Always Obeying Children's Wishes is in the very high category with an interval of 23-25 as many as 20 respondents with a percentage (40%), the high category with an interval of 19-22 as many as 13 respondents with

a percentage (26%), the medium category with an interval of 15-18 as many as 6 respondents with a percentage (12%), the low category with an interval of 11-14 A total of 11 respondents with a percentage (22%), and a very low category had no respondents. Based on the data in table 4.3, the overview of the Indicators of Obeying the Wishes of Children students of the Guidance and Counseling study program are in the very high and high categories. The following are the results of the analysis of the drawing diagram on the Indicator of Obeying Children's Desires:

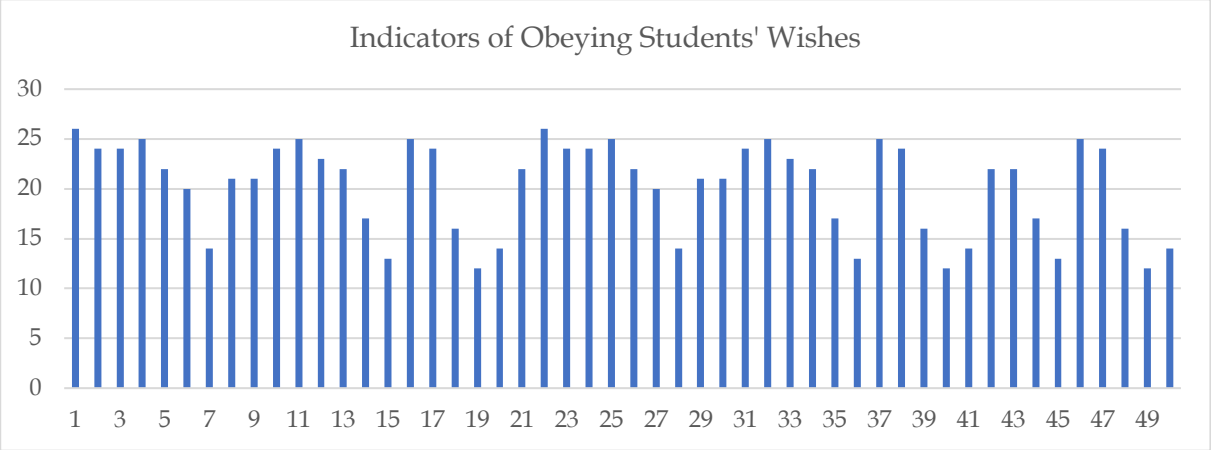


Figure 5. Indicators of Obeying Children's Desires
Source: research data processing results, 2026

The results of the study show that the indicator always obeys the wishes of children is in the very high category. Most respondents were in the very high (40%) and high (26%) categories, which indicates that students feel a tendency for parents to meet their children's wants and needs without much rejection or clear restrictions. These findings reflect one of the main characteristics of permissive parenting, namely the high responsiveness of parents to children's desires, which is often not balanced with adequate control and demands. In parenting practice, parents who always obey their children's wishes generally would try to maintain harmonious relationships and avoid conflicts, so that they are more likely to give consent to the child's various requests (Feng & Cui, 2023; Park et al., 2021). While these attitudes can strengthen the emotional closeness between parents and children, research shows that excessive desire fulfillment has the potential to hinder the development of self-control skills, delay *gratification*, and face disappointment when desires are not fulfilled (Cui et al., 2019). In addition, (Bornstein et al., 2018) found that overindulgent parenting patterns may be associated with low levels of psychological resilience and ability to cope with challenges in early adulthood. In the context of students, this condition can affect an individual's ability to deal with academic pressure, solve problems independently, and make responsible decisions. Therefore, although providing support and attention to children is an important aspect of parenting, the results of this study show that the fulfillment of children's desires excessively needs to be balanced with the application of clear boundaries and responsibilities to support the optimal development of individual independence and maturity.

Table 7. Frequency Distribution of Lack of Discipline

Category	Interval	Frequency	Percentage (%)
SS	21-23	15	30%
S	18-20	16	32%
R	15-17	16	32%
TS	12 - 1 4	3	6%
STS	9 - 1 1	0	0%
Total		**50**	**100%**

Source: research data processing results, 2026

Based on the table above, it can be seen that the Lack of Discipline Indicator is in the very high category with an interval of 21-23 as many as 15 respondents with a percentage (30%), the high category with an interval of 18-20 as many as 16 respondents with a percentage (32%), the medium category with an interval of 15-17 as many as 16 respondents with a percentage (32%), the low category with an interval of 12-14 As many as 3 respondents with a percentage (6%), and a very low category there were no respondents. Based on the data in table 4.3, the overview of the Indicators of Obeying the Wishes of Children students of the Guidance and Counseling study program are in the very high, high, and medium categories. The following are the results of the analysis of the drawing diagram on the Lack of Discipline Indicator.

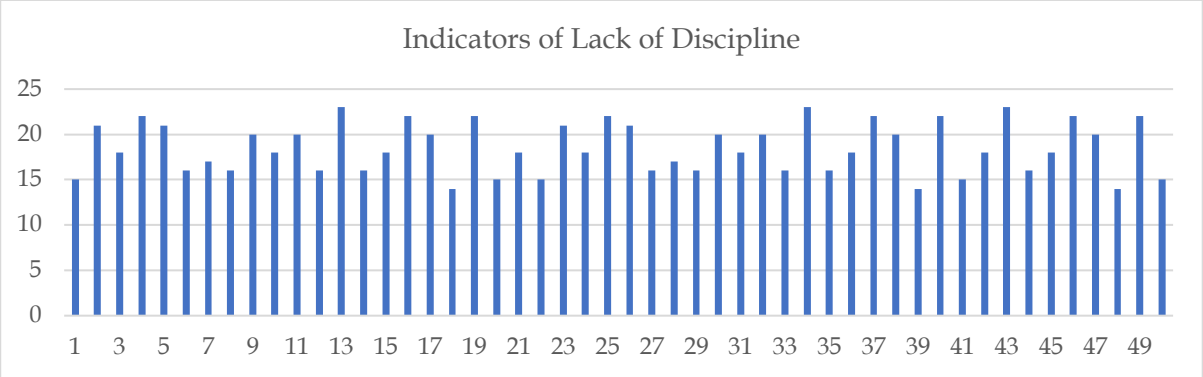


Figure 6. Indicators of Lack of Discipline
Source: research data processing results, 2026

The results of the study show that indicators of lack of discipline tend to be in the high category. This can be seen from the percentage of respondents who are in the high category (32%), medium category (32%), and very high category (30%), so that the majority of students feel that there is a relatively low level of discipline in the parenting pattern applied by parents. These findings indicate that some students are raised in a family environment that provides considerable flexibility without the consistent application of rules and consequences. From the perspective of permissive parenting, low discipline is a consequence of the lack of parental demands on children's behavior, so that children have wide freedom in determining their own actions and activities (Pinquart & Gerke, 2019). Although these conditions can support the development of individual autonomy and freedom, a lack of discipline also has the potential to hinder the formation of responsibility, self-control, and the ability to regulate behavior in accordance with applicable norms. Research (Martínez et al., 2019; Martínez-Ferrer et al., 2019) It shows that the consistency of discipline applied by parents has a positive relationship with self-regulation and social adjustment abilities in adolescents and young adults. In addition,, (Martínez-Campillo et al., 2019) It found that individuals who grew up in a family environment with less consistent discipline tended to have difficulty managing academic

obligations and maintaining goal-oriented behaviors. In the context of students, these conditions can affect the ability to manage time, complete lecture assignments, and comply with various academic rules that apply in universities. Therefore, the results of this study show that discipline remains an important component of parenting because it can help individuals develop self-control, responsibility, and the ability to adapt effectively to the various demands of academic and social life.

CONCLUSION

Based on the findings of this study, it can be concluded that the permissive parenting style experienced by students of the Guidance and Counseling Study Program at the University of Borneo Tarakan is generally categorized as high. The most dominant characteristic of permissive parenting was parents' tendency to comply with their children's wishes, followed by unlimited freedom, lack of supervision, lack of firmness in rules, and lack of discipline. These findings indicate that most students were raised in family environments characterized by high parental acceptance and flexibility, accompanied by relatively low levels of control and monitoring. While such parenting practices may encourage independence and self-confidence, excessive permissiveness may also affect the development of discipline, responsibility, and self-regulation. Therefore, the findings highlight the importance of balancing parental warmth and support with appropriate supervision and clear behavioral expectations. This study provides useful information for parents, educators, and counseling practitioners in understanding the parenting experiences of university students and their potential implications for personal and academic development.

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