

Parenting Styles and their Role in Fostering Gratitude in Young Adults

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ABSTRACT

Gratitude, the appreciation of positive life experiences, is essential for young adults' well-being. The state of young adulthood associated with emerging adulthood and the shift in adult development makes it possible to cultivate gratitude. Parenting practices refer to the temper and discipline of families that have been shown to affect young adults. This research examines parenting styles and their link to gratitude in young adults. The sample comprised 134 participants aged 18-21 years and their parenting style as well as gratitude was established using the Adolescent Parenting Attitude Four Factor Questionnaire and the gratitude questionnaire respectively. There were found statistically significant relationships between parenting styles and gratitude. Authoritative parenting demonstrated a small positive relationship, while the other three parenting styles demonstrated negative relationships. The outcomes of this study understands the significance of parenting strategies concerning young adults' emotional-social development and augment the notion that authoritative parenting best predicts gratitude.

Keywords: Parenting styles, gratitude, young adults, well-being

INTRODUCTION

The transformation to young adulthood is marked by significant noticeable changes like exploring new identities, increased dependence, reflecting on self, and taking up new and challenging responsibilities. This research explores the link between different parenting styles and strengthening gratitude in young adults, specifically focusing on how gratitude helps them cope with challenges and cultivate a sense of appreciation for their evolving lives.

Parenting styles, which entail the affective climate, compliance strategies, and disciplinary approach within a family have a significant impact on a child's development and have always been a topic of interest in the field of psychological research. Each parenting style has a more or less unique set of effects on a child's development (Bornstein & Zlotnik, 2008). The way every child is raised can have an impact on their cognitive, emotional, and social development. Promoting healthy child development and appreciative parent-child relationship requires an understanding of parenting styles which helps in shaping their behavior, ability to form relationships, and sense of self.

Parenting styles

Parenting style refers to the combination of parental attitudes, behaviors, and an emotional environment in which these behaviors are expressed (Darling and Steinberg, 1993). Indeed, previous research has established a connection between the degree of variation in parenting styles and the features of parent-adolescent relationships (Bi et al., 2018). The concept of parenting styles was introduced by Diana

Baumrind (1960), a psychologist, who identified different methods through which parents display general patterns of actions and attitudes to interact with their children. The different styles of parenting are authoritarian, authoritative, permissive, and uninvolved or neglectful parenting, each having varying levels of compassion and demandingness. Maccoby and Martin (1983) attempted to bridge Baumrind's typology and parenting dimensions by the combination of two dimensions –demandingness and responsiveness. Responsiveness is the aspect of parental availability towards meeting the needs of the child; the level of care, regard, and embracing that parents display to their children. Demandingness is related to the fact that parents have expectations from children to behave appropriately and be responsible, and the expectations of parents. It is related to the rules and the disciplines that parents set and enforce for their children (Doinita & Maria, 2015)

- The authoritarian style of parenting is characterized by the determination of the parent to exercise control over the child and force him or her to adhere to their set standards. They adhere strictly to procedures and are always severe when implementing punishments for misconduct, which are always unpredictable. Lack of warmth is also felt and therefore children become less satisfied, less outgoing, and more distrustful than other kids whose parents are less power-assertive. Verbal communication is not encouraged, and the child is expected to accept the parent's word without question (Baumrind, 1978).
- Authoritative parents are moderate in their way, as they appreciate the child and his/her individuality while at the same time having the child understand that there are rules that need to be followed in society. They trust they can impersonate their rules in a way that allows children freedom, choice, opinions, and individuality when needed. They love and accept; they positively reward good behavior; they have high expectations, enforce clear rules, and, if needed, apply moderate, purposeful consequences. The former can articulate the actions that they have taken and promote understanding on everyone's part. They maintain a balance in emphasizing the importance of societal rules as well as valuing their child's uniqueness. This helps the children to have open communication as they respect their choices, interests, and opinions. They also demand good behavior and use thoughtful punishment if needed.
- Permissive parents prefer the abilities of their children to be expressed and let their children decide how they manage their time and affairs. Some of them are explained by some rules they set and other times they mention the reasons behind such rules. They are warm, noncontrolling, and non-signaling, which when translated means that preschool children are consequently less self-regulated and less motivated to study. Permissive parenting can be defined as nondirective and nonrestrictive behavior demonstrated by parents and low levels of parental control. Such parents do not demand responsible behavior from their children although they let them freely exhibit self-organization and self-regulation (Aunola et al., 2000)
- Uninvolved parents, because of stress or other reasons, might neglect their children and focus more on themselves. This style of parenting has further been linked with several behavioral disorders in children and adolescents. The general life of children being brought up by uninvolved parents, such as negligent or distant fathers or mothers, is usually pervaded by various emotional and social difficulties. The neglectful parenting style has been related to the poorest formative results in children (Kuppens & Ceulemans, 2018).

Gratitude

As per Martin Seligman's Classification of Character Strengths & Virtues, gratitude is a character strength under the broad class of virtues called 'Transcendence' which relates people to something beyond their identity and assigns purpose and meaning in their lives. Gratitude is the process of understanding the positive aspects of life, which entitles one to acknowledge the actions of other people as well as express gratitude. It is a positive feeling that is part of affective reactions and can be rational as well – the understanding of the received values. Gratitude leads to improvement of the expectancy effect by promoting gratitude and a positive outlook guaranteeing the subject a bounce back. The term gratitude disposition refers to an individual's pre-existing setup for appreciating the positive aspects of life. It is not merely saying thank you but building an approach in life that seeks to find the goodness in others, events, or even previous events. Some of the benefits that are associated with being in a grateful disposition are it helps in gaining a better ability to cope with stress and adversities, have better relationships with other people, and increases his or her overall personal well-being.

John Bowlby's attachment theory argues that early caregiver-child relationship characterizes later personality and social relationships. There are positive associations between secure attachment and gratitude, positive emotions due to, stability in relationships, and security from others. Social learning theory which was proposed by Albert Bandura in which behavior is learned through observation. Regarding parenting, children may grow up to be grateful people by being guided by their parents who in turn show gratitude whenever necessary. Positive psychology aims at understanding the positive end of the continuum or positive states such as happiness, kindness, and creativity, and therefore fostering gratitude would be germane for our overall well-being. This conceptual framework indicates that only young adults should be encouraged to practice gratitude and that the practice would make them happier individuals with positive future outcomes. This knowledge can help in meaningful exploration of the patterns of parenting that support gratitude and thus enhance positive emotional development in young adults.

REVIEW OF LITERATURE

Parenting is a complex process involving various aspects and behaviors that collectively impact a child's development. It is evident that parents are deemed as being responsible for the process of value socialization that enables the development of healthy or dysfunctional coping styles, and therefore the role of parenting surely is not limited to providing for the needs of a young child (Wu, Tseng, Wu, & Chen, 2016). While certain behaviors like discipline or punishment can affect a child's development, it's essential to consider these actions in the context of the overall parenting approach, rather than focusing solely on individual behaviors.

Gratitude is the recognition and response to others' benevolence in positive experiences and outcomes (McCullough et al., 2002b). Gratitude is a positive emotional trait acknowledged by recognizing and appreciating the benefits received from others. Gratitude is a characteristic that means the ability to recognize and appreciate the positive aspects of a given person's lifestyle (Seligman, 2011). It is considered a pivotal element of well-being in young adults as it appreciates what is good in an individual's life. Specifically, gratitude has been described as an experience, a sentiment, a character strength, a moral feeling, a reason to action, a coping style, and a perspective (Emmons & Crumpler, 2000). According to concepts of positive psychology, gratitude is associated with many psychological benefits such as promoting happiness, increasing resilience, building strong interpersonal relationships, and fostering positive emotional states.

In positive psychology, gratitude is a virtue under the character strength transcendence. Gratitude includes a sense of appreciation towards someone or something, a sense of beneficence toward the other, and a motivation to act kindly toward the other (Fitzgerald, 1998). If the processes of parenting are better understood and if it is possible to identify relationships between certain elements such as virtues like gratitude, more favorable parenting skills can be enforced in the furtherance of gratitude development (Nair, 2014). Understanding and cultivating gratitude can enhance contentment, boost resilience, and improve mental well-being. Parents can help substantiate a sense of gratitude and appreciation in children by encouraging and modeling certain grateful behaviors, which will have long-lasting effects on their emotional and social development. Gratitude may be classified as a prosocial affect because of the likelihood that it is a reaction to actions that other people may engage in for the improved welfare of an individual, and it may encourage such actions as well (McCullough et al., 2002).

Gratitude is a moral affect as it is primarily an outcome of and call to actions that are prompted by concern for another's welfare – where morality is used in a relative sense given that a recipient might be aware of a gain that would serve to enhance their lot even if it is not right or beneficial to others (“Positive Psychology in Practice”, 2004). Gratitude is a sentiment that surfaces when people get the support they consider as expensive, beneficial, and selfless. (Wood, Maltby, Stewart, Linley, & Joseph, 2008). Holding gratitude is proven to be connected to different clinically relevant factors such as psychopathology, personality traits, health, relationships, subjective and eudemonic well-being, and humanistically oriented functioning (Wood et al., 2010).

Parenting behaviors influence children's emotional experiences and their openness to acknowledge the positive influences in their lives. In other words, how parents behave in the presence of their children and how they, in turn, bring up their child, plays a pivotal role in determining the child's emotional well-being and the amount of gratitude he or she displays towards others.

At this stage, Individuals often discover behaviors and values incorporated during childhood. Thus, delving into the role of parenting styles in fostering gratitude in young adults can deliver valuable insights into the process through which prenatal influences stretch out into later stages of development.

METHODOLOGY

Aim: To investigate the influence of parenting styles on gratitude in young adults.

Objective

1. To examine the relationship between different parenting styles (authoritative, authoritarian, permissive, neglectful) and gratitude in young adults.
2. To explore which type of parenting styles contribute more to the development of gratitude.

Hypothesis

Ho: There is no significant relationship between parenting styles and gratitude among young adults.

The null hypothesis is that parenting styles do not significantly influence the presented levels of gratitude in young adults. Thus, the statistically significant differences observed for the parenting styles (authoritative, authoritarian, permissive, and uninvolved) and the gratitude level are most likely to result from the measures of chance and, thereby, unrelated. It is regarding this proposition that this study aims to posit a hypothesis that would be used as a baseline hypothesis against which the research findings would be compared.

H1: There is a significant relationship between parenting styles and gratitude among young adults.

The alternate hypothesis assumes that there is a coherent and significant correlation with probability between the specific styles of parents and the level of a sense of gratefulness in young grown-ups. This is interpreted to mean that various styles of parenting (authoritative, authoritarian, permissive, and uninvolved) exhibit varying degrees of gratitude.

Variables

Independent variable

The variables being manipulated by the experimenter are Authoritarian parenting, authoritative parenting, permissive parenting, and uninvolved parenting (Parenting styles)

Dependent variable

The variable being studied is gratitude.

Sample

The sample size was 134 of which 56 males and 78 females aged 18 to 21 years. The nonprobability sampling technique, the snowball sampling method was used to collect the data.

Inclusion criteria

1. Young adults aged from 18 to 21 years
2. Ability to understand and complete the questionnaires in the language of administration.
3. Participants must be able to reflect on their childhood experiences and current emotional states.

Exclusion criteria

1. History of severe mental health disorders that may affect their responses or ability to participate effectively in the study.
2. Refusal to participate in the study.

Instruments

Two tools used in the study are;

1. Parenting styles: The Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ) has been constructed by Shyny T.Y of Bharathiar University, Coimbatore with a doctoral Degree in psychology. This was composed of a self-administered 40-item Test which involved a five-point scale to elicit perceptions on the parenting styles of parents of higher secondary school students. The APA-FFQ, following Baumrind's explorations (1971), is intended to reveal the attitudes of adolescents toward parents. Based on the findings of this study, the enhanced version of the questionnaire depicts a decent extent of internal consistency as well as high external validity internal consistency and test reposition with a reliability of 0.98.
2. Gratitude: The Gratitude Questionnaire (G6) is one of the self-report inventories to measure gratitude and was designed by McCullough, M. E, Emmons, R. A, & Tsang, J. in 2002. It is a six-item scale that measures self-reporting on the frequency of experiencing gratitude in everyday life. The internal consistency of the questionnaire is nearly perfect and its test-retest reliabilities are satisfactory. It also displays fairly high discriminant and convergent validity, which demonstrates that the model strengthens the capacity of valid results in subsequent surveys.

Procedure

Data for the current study was attained by administering a questionnaire via Google Forms in which subjects of the study were 134 participants and the researcher used a snowball sampling technique. This simply entails inviting more participants anyone known to the initial participants. Thus, participants were informed of the study objectives, risks, and benefits before filling out the questionnaire through an informed consent form and a compass brief description of the study. At the end of the study, the researcher employed SPSS software to perform various analyses of the data that was collected. SPSS (Statistical Package for the Social Sciences) is one of the most popular programs used in the analysis of data derived from surveys and other social investigations.

To test the hypotheses on the relationship that exists between the independent variables; parenting styles and the dependent variable; gratitude levels in young adults, the researcher used both inferential and descriptive statistics. The Pearson product-moment correlation coefficient is used with data that has been primarily parametric and that has met certain statistical assumptions and a non-parametric test such as Spearman's rho test is used. This paper has declared the strength and direction of the relationship between the independent variable which is the parenting style and the opinion variable which is gratitude in young adults using these statistical tests. In line with our research questions, this analysis offers unique insights into what may be some of the potential mediating influences of parenting styles on gratitude in young adults, and future research could benefit greatly from such findings when targeting positive emotional development in this population.

Ethics

When carrying out the study on parenting styles and their relationship to gratitude among young adults the aspect of ethical consideration was observed to safeguard the participants' well-being. All the participants provided their consent and there was an endeavor made by the researcher to make sure that the participants understood the nature of the research, what was expected of them, and the potential risks and benefits of participation so that they could willingly participate in the research. To maintain the participants' identity, retained information was kept confidential. The subject had an opportunity to quit the study at any point without needing to be asked why the subject was withdrawing his or her participation.

RESULT AND DISCUSSION

The study was conducted to assess the Correlation between Parenting styles and Gratitude among young adults. A total of 134 participants took part in this study. Two Scales were used; The Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ) and The Gratitude Questionnaire (G6). APA-FFQ is designed to understand adolescents' attitudes toward their parents and identifies four parenting styles; authoritative, authoritarian, neglectful, and permissive. The gratitude scale is used to evaluate individual differences in the likelihood of feeling grateful regularly The Shapiro-Wilk test for normality was used to identify the significance statistics of variables. The Pearson product-moment and Spearman's rho test were conducted to analyze the correlation between the variables and scores were recorded.

Table 1 Demographic details of the participants

Domains	Percentage
Gender	
Male	56(41.8%)

Female	78(58.2%)
Total(N)	134
Geographic Location	
Urban	91(67.9%)
Rural	43(32.1%)
Total(N)	134
Profession	
Working	27(20.1%)
Student	106(79.1%)
Other	1(0.7%)
Total(N)	134
Family type	
Nuclear family	109(81.3%)
Joint family	25(18.7%)
Total(N)	134

The sample population comprises 134 individuals of which 41.8% are gendered male and 58.2% female. From the geographical view, the distribution is more focused with a majority of 67.9% being urban and 32.1% being from rural backgrounds. Based on the participants’ professional position, it was determined that 79. 1% are students, 20. 1% are Employed, and an insignificant 0. 7% belongs to the other classification. Regarding the family structure, 81. 3% of the participants are from nuclear families and the remaining 18.7 % belong to joint families. Hence the demographic profile of the sample whereby women dominate participants from the urban areas with bias toward students and nuclear families may limit the generalization of the research findings to the same populace.

Table 2 Age statistics of the participants

Central Tendency	Age
Mean	19.96
Median	20.00
Mode	21.00

The following characteristics are deducted from the central tendency measures of the age of the sample population. The mean age of students is 19. 96 years, which gives the impression that the average age of the participants is twenty years. The median age is also 20, meaning that half of the participants are younger than 20 and half are older, illustrating an even distribution about the middle value of 20. Notably, this means the mode or the highest frequency of ages in the group is 21. This implies that although the measures of central tendency are at approximately 20 years, the mode, or the most frequently occurring age among the participants is slightly higher. Altogether, these data indicate that age distribution is quite uniform in the early twenties; however, options slightly lean toward the most frequent age of 21.

Table 3 Descriptive Statistics of parenting styles and gratitude among Young Adults

Variables	N	Mean	Median	Range	Interquartile range	Skewness	Kurtosis
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Authoritarian	134	23.20	23.0	32.0	12	.226	-.641
Authoritative	134	34.94	34.5	32.0	8.25	-.170	-.227
Permissive	134	26.36	26.0	26.0	7.0	.216	-.044
Uninvolved	134	22.21	21.0	30.0	12.0	.314	-.844
Gratitude	134	29.74	29.0	25.0	8.25	.161	-.577

The scores of the sample (N=134) on variables of parenting styles and gratitude were subjected to descriptive statistical analyses.

The mean (23.20) and median (23.0) values for authoritarian parenting indicate a symmetric distribution as they are very close. The positive skewness (0.226) suggests a slight skew to the right, and the negative kurtosis (-0.641) indicates a flatter distribution.

The mean(34.94) and median (34.5) for authoritative parenting indicate a symmetric distribution. The negative skewness (-0.170) suggests a slight skew to the left, indicating some lower scores and the negative kurtosis (-0.227) suggests a relatively flat distribution.

The mean (26.36) and median (26.0) for permissive parenting indicate a symmetric distribution as they are almost identical. The positive skewness (0.216) suggests a slight skew to the right, and the kurtosis (-0.044) is close to zero, suggesting a distribution similar to the normal distribution.

The mean (22.21) is slightly higher than the median (21.0) for uninvolved parenting, indicating a slight skew to the right. The positive skewness (0.314) confirms this right skew and the negative kurtosis (-0.844) suggests a distribution that is flatter than a normal distribution.

In Gratitude, the mean (29.74) is very close to the median (29.0), indicating a symmetric distribution. The positive skewness (0.161) indicates a slight skew to the right, and the negative kurtosis (-0.577) suggests a flatter distribution.

The mean and median of authoritative parenting are generally rated more positively compared to other parenting styles as it has the highest. Uninvolved Parenting has the lowest mean and median, indicating it is usually rated less positively. The Gratitude scores are closer to those of authoritative parenting, suggesting a possible positive influence of authoritative parenting on gratitude.

Table 2

Tests of normality			
	Shapiro-Wilk		
	Statistic	df	Sig.
Authoritarian	.977	134	.023
Authoritative	.991	134	.514
Permissive	.986	134	.198
Uninvolved	.963	134	.001
Gratitude	.981	134	.058

*. This is a lower bound of the true significance

The values of the Shapiro-Wilk test indicate that the scores on authoritative parenting, permissive parenting, and gratitude are normally distributed at 0. 514, 0. 198, and 0. 058 respectively. A p-value

greater than 0.05 indicates that the data is not significantly different from a normal distribution thus it fails to reject the null hypothesis (data is normally distributed).

Alternatively, deviations from normality were evident in authoritarian and uninvolved parenting with their respective p-values being 0.023 and 0.001. A value less than 0.05 suggests a significant deviation from a normal distribution of data therefore the null hypothesis has to be rejected.

This implies that some statistical tests cannot be used in further analysis under these circumstances because of these findings. Parametric tests can be used when analyzing such variables as authoritative parenting, permissive parenting, and gratefulness which have normalized data sets but non-parametric tests can be applied to analyze variables such as authoritarianism, and uninvolved parenting since they do not have a normal distribution.

Therefore based on how the data was distributed in this research work will dictate which type of statistical test should be used to make sure that it brings out valid reliable results or otherwise justify its dependability.

Figure 1

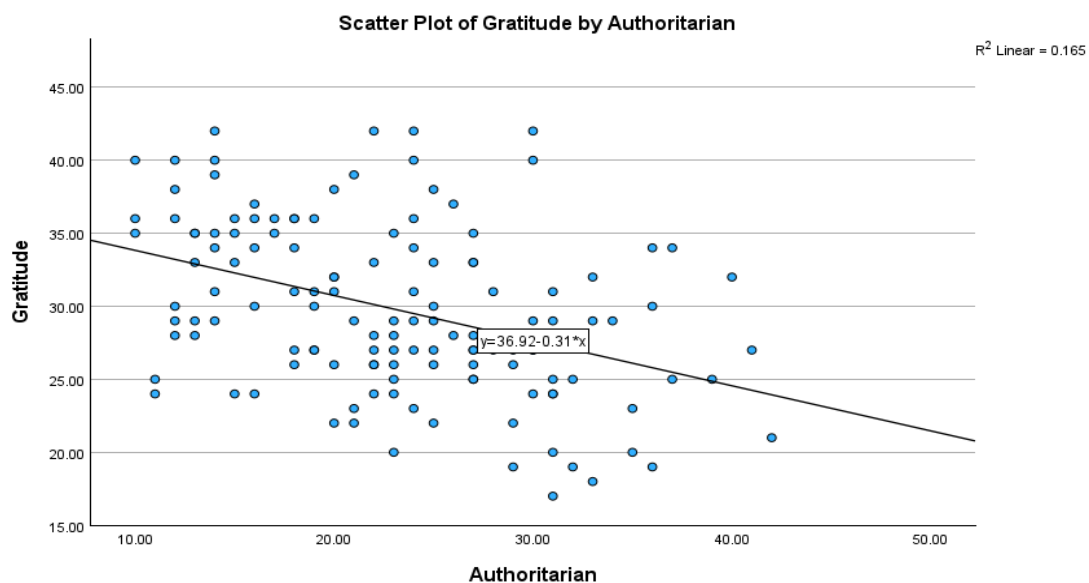


Figure 2

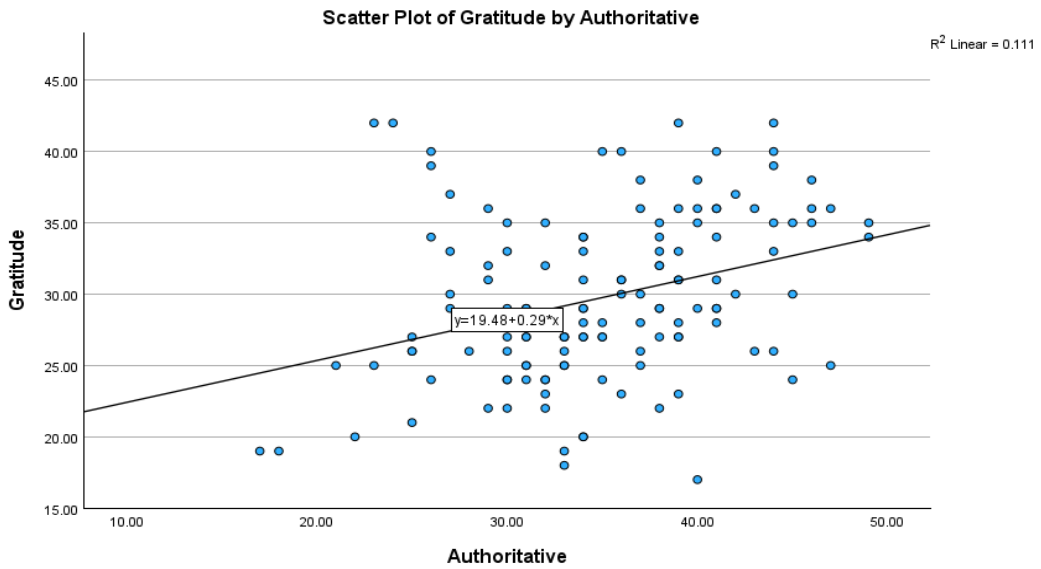


Figure 3

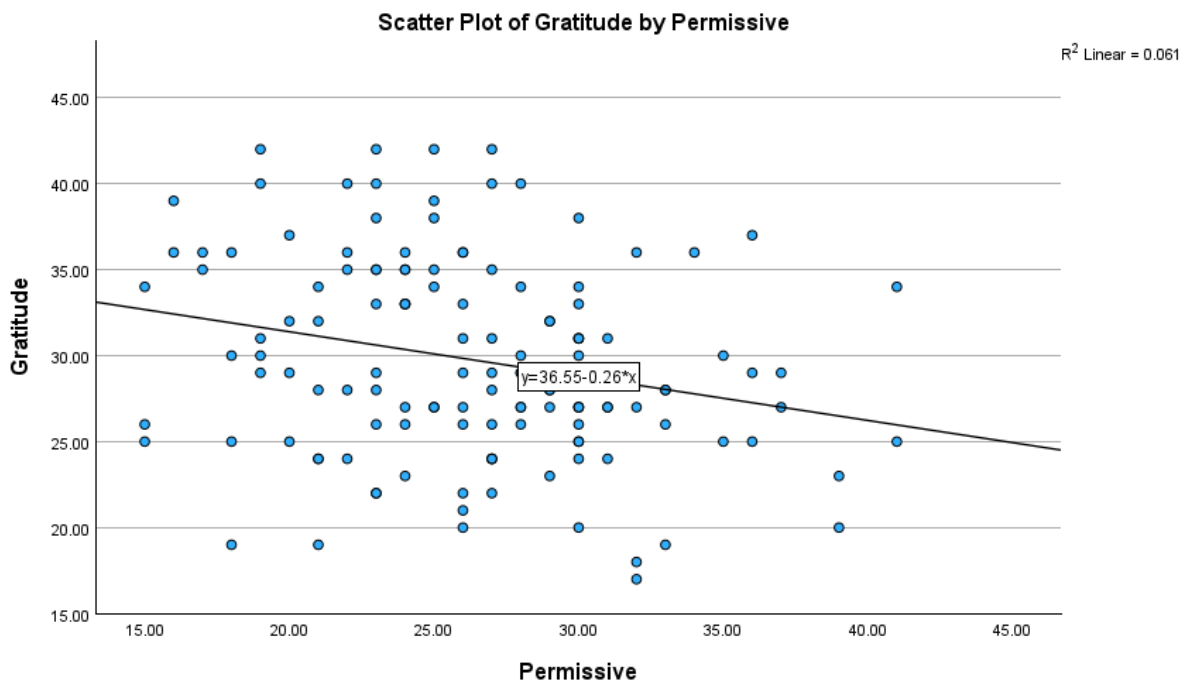
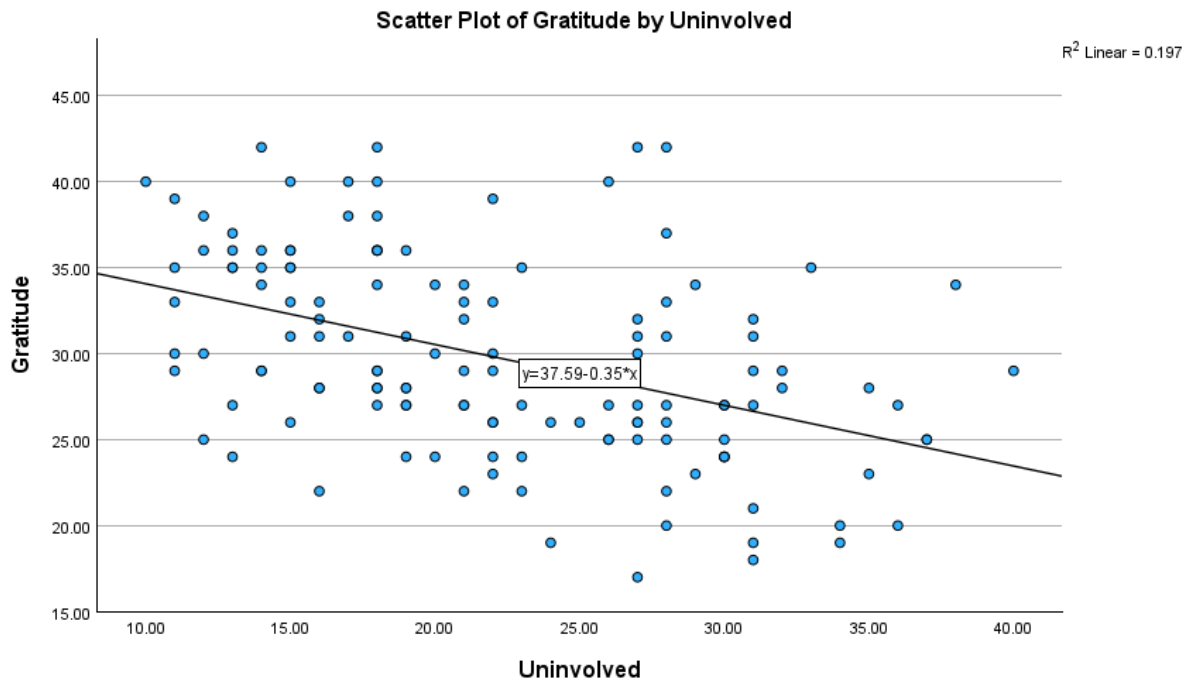


Figure 4



Figures 1, 2, 3, and 4 are the scatter plots that indicate the levels of gratitude among young adults associated with the participants' authoritarian, authoritative, permissive, or uninvolved parenting styles. Every plot presents the individual data points for the variables and a line that represents the regression models as a general tendency line.

Therefore, the scatter plot analyzing the relationship between authoritarian parenting and gratitude will involve a negative slope. This implies that different levels of authoritarian parenting contain lesser levels of gratitude among young adults. It is necessary to point out that the R^2 value for this relationship is 0.015 which implies a very low regression coefficient of determination, or in other words a very low positive linear correlation. The mild negative correlation results in the assumption that although the level of gratitude tends to have a negative change as a result of authoritarian parenting, the impact of this parenting style on the level of gratitude is considered insignificant.

The scatter plot of authoritative parenting, on the other hand, depicts a positive correlation, meaning that; the higher the level of authoritative parenting the higher the level of gratitude among young adults. The value of R^2 here is 0.111, thus indicating that the degree of linear relationship is relatively higher than that of authoritarian parenting, although it remains considerably low.

Permissive parenting and gratitude as presented in the scatter plot where the line has a slight negative inclination. In other words, 011 depicts a very low positive correlation between the two variables, which implies that permissive parenting barely influences gratitude. This fair level of negative association means that as Gratitude rises, the Permissive parenting scores are slightly likely to decrease.

The last scatter plot is the uninvolved parenting, which is also negative because a higher degree of uninvolved parenting results in a lower level of gratitude among young adults. The coefficient of determination or R^2 value is 0.117 reflecting the fact that whereas it is still a mild score, it is the highest for any of the four parenting styles under consideration. This implies that there is an inverse relationship between the Uninvolved subscale and Gratitude subscale.

In conclusion, from these scatter plots, it can be concluded that authoritative parenting is comparatively more positively and strongly correlated with gratitude in young adults while authoritarian, permissive, and uninvolved types of parenting are negatively correlated or have mild negative correlations with gratitude.

Table 3 Parametric correlations

		Gratitude	Authoritative	Permissive
Pearson correlation	Correlation coefficient	1	.333**	-.247**
	Sig. (2-tailed)		<.001	.004
	N	134	134	134
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 3 shows the correlation between Authoritative parenting and gratitude as well as Permissive parenting and gratitude using the Pearson correlation test

Gratitude and Authoritative Parenting Style: A statistically significant mild positive correlation (0.333, $p < 0.001$) exists between gratitude and authoritative parenting style. This implies that an increase in authoritative parenting is associated with a rise in gratitude levels among participants.

Gratitude and Permissive Parenting Style: A statistically significant mild negative correlation (-0.247, $p = 0.004$) between gratitude and permissive parenting. This suggests that as permissive parenting increases, gratitude levels tend to decrease among the participants.

Table 4 Non Parametric correlations

		Gratitude	Authoritarian	Uninvolved
Spearman's rho	Correlation coefficient	1.000	-.407**	-.471**
	Sig. (2-tailed)		<.001	<.001
	N	134	134	134
**. Correlation is significant at the 0.01 level (2-tailed).				

Table 4 shows the correlation between Authoritarian parenting and gratitude as well as uninvolved parenting and gratitude using Spearman's rho correlation test.

Gratitude and Authoritarian Parenting Style: A negative mild correlation of -0.407 was found between gratitude and authoritarian parenting style, and it was statistically significant at the 0.01 level ($p < 0.001$). This indicates that as the level of authoritarian parenting increases, the level of gratitude tends to decrease among the participants.

Gratitude and Uninvolved Parenting Style: There is a significant moderate negative correlation (-0.471) between gratitude and uninvolved parenting style ($p < 0.001$). This suggests that as uninvolved parenting increases, gratitude tends to decrease even further among participants.

This research delves into how ways of parenting (authoritative, authoritarian, permissive uninvolved) impact the expression of gratitude, in young adults. The findings suggest a positive correlation between authoritative parenting and the tendency for young adults to show gratitude. Young adults raised in authoritative households exhibited higher gratitude scores. On the other hand, there was a negative correlation observed between gratitude levels and authoritarian or uninvolved parenting styles suggesting that young adults from such backgrounds may exhibit lower levels of gratitude. Permissive parenting also showed a negative correlation, with gratitude. In the context of parenting styles, permissive parents are unconditionally accepting, while authoritative parents explicitly set boundaries and sanction disapproved actions. Both are loving, but in different ways (Baumrind, 2012)

Another study indicates that the Authoritative parenting style may be associated with the virtue of gratitude experienced by an individual. (Kanhere & Hazarika, 2020). Authoritative parenting style has been known to be associated with mental well-being and is seen in a positive light (Nair, 2014). Every parent bears the responsibility for how his or her child turns out to be in the end, either positively or negatively to the child's developmental competence or to the parenting socialization failure when children exemplify poor instrumental competence (Garcia & Serra, 2019b).

Research findings showed that there was a positive correlation between the amount and frequency of both paternal and maternal care and the level of gratitude. It also showed that the high level of caring parents' attitudes predicts a high level of gratitude and parental care can be seen as an important precondition for gratitude individuals' development. A person realizes the aspect of gratitude when his or her parents demonstrate more affectionate, loving, warm, and supportive child-rearing practices (Lin, 2021). Consequently, the studies show that while it is the consistency of parenting that facilitates the development of gratitude in adolescents, differences in parenting hinder it. As for the within-PD analysis, compared with parenting consistency in a parenting dimension, the differences in parenting on the same dimensions have reflected more negative effects on gratitude (Du et al., 2021)

The study focuses on how parents socialize their children and notes that this determines the level of gratitude in young adults. Since gratitude is a skill that can be learned, a parent's capacity to demonstrate appreciation for good things in life and foster appreciation in their children determines how appropriate the child's understanding of life's gifts is. Carrying out particular behaviors with positive significance in the process of their upbringing, parents can ensure the child's show of gratitude as an adult; it is possible to achieve this if parents demonstrate gratitude and highlight the value of showing appreciation to others, use examples of an abundance mentality regularly, and so on. On the other hand, children may be in a position not to learn this virtue if the parents are only interested in the materialistic aspects or vice-versa if appreciation is rarely focused on. Thus, to understand how different styles in parenting work specifically with gratitude as a potential character asset, it is possible to help young adults obtain such a valued form of gratitude.

IMPLICATIONS

This study aims to establish the correlation between parenting styles and gratitude in young adults. Gratitude is a significant component of health and a healthy individual relationship, which involves one's mental health, life satisfaction, and happiness. Information regarding the impact of various parenting styles on young adult gratitude offers insights into how parents, educational administrators, and policymakers could foster healthy family environments for the well-being of the children.

There are four types of parenting which are classified as authoritative, authoritarian, permissive, and neglectful that have been discussed for their impact on child development. Authoritative parenting is high on warmth and responsiveness in the center of reasonable control and demandingness and this style has been linked with favorable outcomes in children which include a higher level of gratitude.

High control and low warmth which characterize the authoritarian style of parenting can be associated with reduced gratitude among children. High warmth but low control practices, commonly referred to as permissive parenting, also tend to result in a lower level of gratitude in children since they are not trained to be thankful for boundaries. Also, permissive parenting, where parents demonstrate low levels of warmth and control, is associated with negative consequences regarding gratitude development.

Knowledge of these findings may enable parents and caregivers to make better choices in terms of parenting practices that nurture gratitude in young adults. Therefore, with an understanding of the strategies that promote gratitude, educators can enrich their practice by using gratitude strategies in classroom practices. The information can then be used by policymakers to come up with the necessary programs and policies that may enable families to bring up young adults in an appropriate way by nurturing them emotionally.

STRENGTHS

- The context final results are statistically significant thereby increasing the validity and reliability of the conclusions arrived at.
- The research is useful because it embraces suggestions and findings that indicate that authoritative parenting enhances gratitude while other forms of parenting may need enhancements in some aspects.
- Concerning the sample size the research was fairly satisfactory in terms of size.

LIMITATIONS

- The study only utilized correlations for analysis and thus, it was unable to meet the standard for cause-and-effect relationships.
- Cross-sectional design collects information at a given time only; hence, the results are not amenable to testing hypotheses involving cause-and-effect relationships.
- The study does not consider other moderating and mediating variables with the effect on the association between the two parenting styles and gratitude.

FUTURE RECOMMENDATIONS

Encourage Authoritative Parenting: Aim for policies and procedures that offer support to children and possible monitoring when needed.

Educate About the Risks of Permissive Parenting: Avoiding excessive leniency approaches without boundaries.

Address Authoritarian Parenting Practices: Encourage the use of acceptance speech and/or touch and/or words that are pleasing to the children's ears to make them feel wanted.

Increase Parental Involvement: The kind of parenting that needs to be focused on when targeting teenagers is dynamic and engaged kind of parenting. Help parents to regain 'attachment' with the children and always care for and with the children.

In future research, it would be useful to focus on the process that links parenting styles to the levels of gratitude observed in children. This could involve looking at positive parenting practices for gratefulness, such as parents' demonstration of gratitude and their communication prompting their children to focus on the positive. Longitudinal studies are beneficial in comprehending the dynamics of these relationships and pinning down interventions for young adulthood gratitude. Second, it is important to understand other cultural and contextual criteria to better gauge the role of parenting in fostering gratitude.

CONCLUSION

This study seeks to address this gap by examining the relationship between various categories of parenting and the extent of gratitude of young people. Thus, this research aims to understand the correlation between authoritative, authoritarian, permissive, and uninvolved parenting styles and gratitude to advance knowledge that can be used to enhance parenting styles, educational practices, and interventions that encourage gratitude in young adults.

The results of this study could be useful for parents, teachers, and policymakers by showing which specific parenting behaviors may be most effective for fostering gratitude. In conclusion, cultivating settings for gratitude advances individual's and society's emotional stability and social development.

In light of these findings, we can stress the role of parenting style in shaping gratitude in young adults. It is in the middle ground of authoritative parenting which is characterized by high sensitivity but at the same time comes with some demands that the child should be grateful. Specifically, permissive, authoritarian, and uninvolved parenting styles, where parents do not monitor the child much, or when they overdo it and punish and control the child's every action, result in lower levels of gratitude.

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" Parenting Styles and Their Role in Fostering Gratitude in Young Adults"

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ABSTRACT

Gratitude, the appreciation of positive life experiences, is essential for young adults' well-being. The state of young adulthood associated with emerging adulthood and the shift in adult development makes it possible to cultivate gratitude. Parenting practices refer to the temper and discipline of families that have been shown to affect young adults. This research examines parenting styles and their link to gratitude in young adults. The sample comprised 134 participants aged 18-21 years and their parenting style as well as gratitude was established using the Adolescent Parenting Attitude Four Factor Questionnaire and the gratitude questionnaire respectively. There were found statistically significant relationships between parenting styles and gratitude. Authoritative parenting demonstrated a small positive relationship, while the other three parenting styles demonstrated negative relationships. The outcomes of this study reposition the significance of parenting strategies concerning young adults' emotional-social development and augment the notion that authoritative parenting best predicts gratitude.

Keywords: Parenting styles, gratitude, young adults, well-being

INTRODUCTION

The transformation to young adulthood is marked by significant noticeable changes like exploring new identities, increased dependence, reflecting on self, and taking up new and challenging responsibilities. This research explores the link between different parenting styles and strengthening gratitude in young adults, specifically focusing on how gratitude helps them cope with challenges and cultivate a sense of appreciation for their evolving lives.

Parenting styles, which entail the affective climate, compliance strategies, and disciplinary approach within a family have a significant impact on a child's development and have always been a topic of interest in the field of psychological research. Each parenting style has a more or less unique set of effects on a child's development (Bornstein & Zlotnik, 2008). The way every child is raised can have an impact on their cognitive, emotional, and social development. Promoting healthy child development and appreciative parent-child relationship requires an understanding of parenting styles which helps in shaping their behavior, ability to form relationships, and sense of self.

Parenting style refers to the combination of parental attitudes, behaviors, and an emotional environment in which these behaviors are expressed (Darling and Steinberg, 1993). Indeed, previous research has established a connection between the degree of variation in parenting styles and the features of parent-adolescent relationships (Bi et al., 2018). The concept of parenting styles was introduced by Diana Baumrind (1960), a psychologist, who identified different methods through which parents display general patterns of actions and attitudes to interact with their children. The different styles of parenting are authoritarian, authoritative, permissive, and uninvolved or neglectful parenting, each having varying levels of compassion and demandingness. Maccoby and Martin (1983) attempted to bridge Baumrind's typology and parenting dimensions by the combination of two dimensions –demandingness and responsiveness. Responsiveness is the aspect of parental availability towards meeting the needs of the child; the level of care, regard, and embracing that parents display to their children. Demandingness is related to the fact that parents have expectations from children to behave appropriately and be responsible, and the expectations of parents. It is related to the rules and the disciplines that parents set and enforce for their children (Doinita & Maria, 2015)

The authoritarian style of parenting is characterized by the determination of the parent to exercise control over the child and force him or her to adhere to their set standards. They adhere strictly to procedures and are always severe when implementing punishments for misconduct, which are always unpredictable. Lack of warmth is also felt and therefore children become less satisfied, less outgoing, and more distrustful than other kids whose parents are less power-assertive. Verbal communication is not encouraged, and the child is expected to accept the parent's word without question (Baumrind, 1978).

Authoritative parents are moderate in their way, as they appreciate the child and his/her individuality while at the same time having the child understand that there are rules that need to be followed in society. They trust they can impersonate their rules in a way that allows children freedom, choice, opinions, and individuality when needed. They love and accept; they positively reward good behavior; they have high expectations, enforce clear rules, and, if needed, apply moderate, purposeful consequences. The former can articulate the actions that they have taken and promote understanding on everyone's part. They maintain a balance in emphasizing the importance of societal rules as well as valuing their child's uniqueness. This helps the children to have open communication as they respect their choices, interests, and opinions. They also demand good behavior and use thoughtful punishment if needed.

Permissive parents prefer the abilities of their children to be expressed and let their children decide how they manage their time and affairs. Some of them are explained by some rules they set and other times they mention the reasons behind such rules. They are warm, noncontrolling, and non-signaling, which when translated means that preschool children are consequently less self-regulated and less motivated to study. Permissive parenting can be defined as nondirective and nonrestrictive behavior demonstrated by parents and low levels of parental control. Such parents do not demand responsible behavior from their children although they let them freely exhibit self-organization and self-regulation (Aunola et al., 2000)

Uninvolved parents, because of stress or other reasons, might neglect their children and focus more on themselves. This style of parenting has further been linked with several behavioral disorders in children and adolescents. The general life of children being brought up by noncustodial parents, such as negligent or distant fathers or mothers, is usually pervaded by various emotional and social difficulties. The neglectful parenting style has been related to the poorest formative results in children (Kuppens & Ceulemans, 2018).

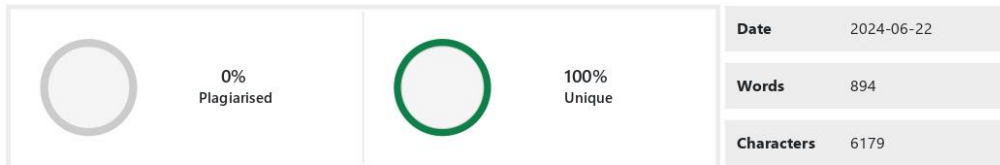
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As per Martin Seligman's Classification of Character Strengths & Virtues, gratitude is a character strength under the broad class of virtues called 'Transcendence' which relates people to something beyond their identity and assigns purpose and meaning in their lives. Gratitude is the process of understanding the positive aspects of life, which entitles one to acknowledge the actions of other people as well as express thankfulness. It is a positive feeling that is part of affective reactions and can be rational as well – the understanding of the received values. Gratitude leads to improvement of the expectancy effect by promoting thankfulness and a positive outlook guaranteeing the subject a bounce back. John Bowlby's attachment theory argues that early caregiver-child relationship characterizes later personality and social relationships. There are positive associations between secure attachment and gratitude, positive emotions due to, stability in relationships, and security from others. Social learning theory which was proposed by Albert Bandura in which behavior is learned through observation. Regarding parenting, children may grow up to be grateful people by being guided by their parents who in turn show gratitude whenever necessary. Positive psychology aims at understanding the positive end of the continuum or positive states such as happiness, kindness, and creativity, and therefore fostering thankfulness would be germane for our overall well-being. This conceptual framework indicates that only young adults should be encouraged to practice gratitude and that the practice would make them happier individuals with positive future outcomes. This knowledge can help in meaningful exploration of the patterns of parenting that support gratitude and thus enhance positive emotional development in young adults.

REVIEW OF LITERATURE

Parenting is a complex process involving various aspects and behaviors that collectively impact a child's development. It is evident that parents are deemed as being responsible for the process of value socialization that enables the development of healthy or dysfunctional coping styles, and therefore the role of parenting surely is not limited to providing for the needs of a young child (Wu, Tseng, Wu, & Chen, 2016). While certain behaviors like discipline or punishment can affect a child's development, it's essential to consider these actions in the context of the overall parenting approach, rather than focusing solely on individual behaviors.

Gratitude is the recognition and response to others' benevolence in positive experiences and outcomes (McCullough et al., 2002b). Gratitude is a positive emotional trait acknowledged by recognizing and appreciating the benefits received from others. Gratitude is a characteristic that means the ability to recognize and appreciate the positive aspects of a given person's lifestyle (Seligman, 2011). It is considered a pivotal element of well-being in young adults as it appreciates what is good in an individual's life. Specifically, gratitude has been described as an experience, a sentiment, a character strength, a moral feeling, a reason to action, a coping style, and a perspective (Emmons & Crumpler, 2000). According to concepts of positive psychology, gratitude is associated with many psychological benefits such as promoting happiness, increasing resilience, building strong interpersonal relationships, and fostering positive emotional states.

In positive psychology, gratitude is a virtue under the character strength transcendence. Gratitude includes a sense of appreciation towards someone or something, a sense of beneficence toward the other, and a motivation to act kindly toward the other (Fitzgerald, 1998). If the processes of parenting are better understood and if it is possible to identify relationships between certain elements such as virtues like gratitude, more favorable parenting skills can be enforced in the furtherance of gratitude development (Nair, 2014). Understanding and cultivating gratitude can enhance contentment,

boost resilience, and improve mental well-being. Parents can help substantiate a sense of thankfulness and appreciation in children by encouraging and modeling certain grateful behaviors, which will have long-lasting effects on their emotional and social development. Gratitude may be classified as a prosocial affect because of the likelihood that it is a reaction to actions that other people may engage in for the improved welfare of an individual, and it may encourage such actions as well (McCullough et al., 2002).

Gratitude is a moral affect as it is primarily an outcome of and call to actions that are prompted by concern for another's welfare – where morality is used in a relative sense given that a recipient might be aware of a gain that would serve to enhance their lot even if it is not right or beneficial to others ("Positive Psychology in Practice," 2004). Gratitude is a sentiment that surfaces when people get the support they consider as expensive, beneficial, and selfless. (Wood, Maltby, Stewart, Linley, & Joseph, 2008). Holding gratitude is proven to be connected to different clinically relevant factors such as psychopathology, personality traits, health, relationships, subjective and eudemonic well-being, and humanistically oriented functioning (Wood et al., 2010).

Parenting behaviors influence children's emotional experiences and their openness to acknowledge the positive influences in their lives. In other words, how parents behave in the presence of their children and how they, in turn, bring up their child, plays a pivotal role in determining the child's emotional well-being and the amount of thankfulness he or she displays towards others.

At this stage, Individuals often discover behaviors and values incorporated during childhood. Thus, delving into the role of parenting styles in fostering gratitude in young adults can deliver valuable insights into the process through which prenatal influences stretch out into later stages of development.

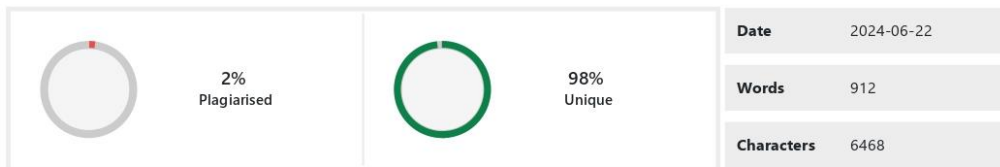
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METHODOLOGY

Aim: To investigate the influence of parenting styles on gratitude in young adults.

Objective

To examine the relationship between different parenting styles (authoritative, authoritarian, permissive, neglectful) and gratitude in young adults.

To explore which type of parenting styles contribute more to the development of gratitude.

Hypothesis

Ho: There is no significant relationship between parenting styles and gratitude among young adults.

The null hypothesis is that parenting styles do not significantly influence the presented levels of gratitude in young adults. Thus, the statistically significant differences observed for the parenting styles (authoritative, authoritarian, permissive, and uninvolved) and the gratitude level are most likely to result from the measures of chance and, thereby, unrelated. It is regarding this proposition that this study aims to posit a hypothesis that would be used as a baseline hypothesis against which the research findings would be compared.

H1: There is a significant relationship between parenting styles and gratitude among young adults.

The alternate hypothesis assumes that there is a coherent and significant correlation with probability between the specific styles of parents and the level of a sense of gratefulness in young grown-ups. This is interpreted to mean that various styles of parenting (authoritative, authoritarian, permissive, and uninvolved) exhibit varying degrees of gratitude.

Variables

Independent variable

The variables being manipulated by the experimenter are Authoritarian parenting, authoritative parenting, permissive parenting, and uninvolved parenting (Parenting styles)

Dependent variable

The variable being studied is gratitude.

Sample

The sample size was 134 of which 56 males and 78 females aged 18 to 21 years. The nonprobability sampling technique, the snowball sampling method was used to collect the data.

Inclusion criteria

Young adults aged from 18 to 21 years

Ability to understand and complete the questionnaires in the language of administration.

Participants must be able to reflect on their childhood experiences and current emotional states.

Exclusion criteria

History of severe mental health disorders that may affect their responses or ability to participate effectively in the study.

Refusal to participate in the study.

Instruments

Two tools used in the study are;

Parenting styles: The Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ) has been constructed by Shyny T.Y of Bharathiar University, Coimbatore with a doctoral Degree in psychology. This was composed of a self-administered 40-item Test which involved a five-point scale to elicit perceptions on the parenting styles of parents of higher secondary school students. The APA-FFQ, following Baumrind's explorations (1971), is intended to reveal the attitudes of adolescents toward parents. Based on the findings of this study, the enhanced version of the questionnaire depicts a decent extent of internal consistency as well as high external validity internal consistency and test reposition with a reliability of 0.98.

Gratitude: The Gratitude Questionnaire (G6) is one of the self-report inventories to measure gratitude and was designed by McCullough, M. E, Emmons, R. A, & Tsang, J. in 2002. It is a six-item scale that measures self-reporting on the frequency of experiencing gratitude in everyday life. The internal consistency of the questionnaire is nearly perfect and its test-retest reliabilities are satisfactory. It also displays fairly high discriminant and convergent validity, which demonstrates that the model strengthens the capacity of valid results in subsequent surveys.

Procedure

Data for the current study was attained by administering a questionnaire via Google Forms in which subjects of the study were 134 participants and the researcher used a snowball sampling technique. This simply entails inviting more participants anyone known to the initial participants. Thus, participants were informed of the study objectives, risks, and benefits before filling out the questionnaire through an informed consent form and a compass brief description of the study. At the end of the study, the researcher employed SPSS software to perform various analyses of the data that was collected. SPSS (Statistical Package for the Social Sciences) is one of the most popular programs used in the analysis of data derived from surveys and other social investigations.

To test the hypotheses on the relationship that exists between the independent variables; parenting styles and the dependent variable; gratitude levels in young adults, the researcher used both inferential and descriptive statistics. The Pearson product-moment correlation coefficient is used with data that has been primarily parametric and that has met certain statistical assumptions and a non-parametric test such as Spearman's rho test is used. This paper has declared the strength and direction of the relationship between the independent variable which is the parenting style and the opinion variable which is gratitude in young adults using these statistical tests. In line with our research questions, this analysis offers unique insights into what may be some of the potential mediating influences of parenting styles on gratitude in young adults, and future research could benefit greatly from such findings when targeting positive emotional development in this population.

Ethics

When carrying out the study on parenting styles and their relationship to gratitude among young adults the aspect of ethical consideration was observed in order to safeguard the participants' well-being. All the participants provided their consent and there was an endeavor made by the researcher to make sure that the participants understood the nature of the research, what was expected of them, and the potential risks and benefits of participation so that they could willingly participate in the research. In order to maintain the participants' identity, retained information was kept confidential. The subject had an opportunity to quit the study at any point without needing to be asked why the subject was withdrawing his or her participation.

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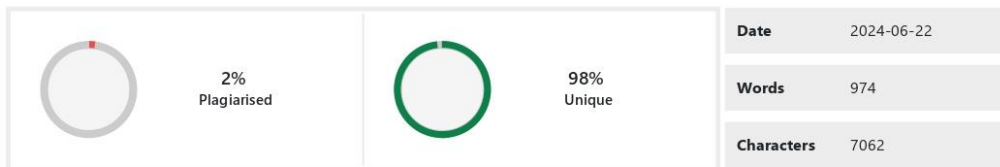
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RESULT AND DISCUSSION

The study was conducted to assess the Correlation between Parenting styles and Gratitude among young adults. A total of 134 participants took part in this study. Two Scales were used; The Adolescent Parenting Attitude Four Factor Questionnaire (APA-FFQ) and The Gratitude Questionnaire (G6). APA-FFQ is designed to understand adolescents' attitudes toward their parents and identifies four parenting styles; authoritative, authoritarian, neglectful, and permissive. The gratitude scale is used to evaluate individual differences in the likelihood of feeling grateful regularly. The Shapiro-Wilk test for normality was used to identify the significance statistics of variables. The Pearson product-moment and Spearman's rho test were conducted to analyze the correlation between the variables and scores were recorded.

Table 1
Descriptive Statistics of parenting styles and gratitude among Young Adults

Variables	
N	134
Mean	23.20
Median	23.0
Range	32.0
Interquartile range	12
Skewness	.226
Kurtosis	-.641
Authoritarian	
	134
	23.20
	23.0
	32.0
	12
	.226
	-.641
Authoritative	
	134
	34.94
	34.5

32.0
8.25
-.170
-.227
Permissive
134
26.36
26.0
26.0
7.0
.216
-.044
Uninvolved
134
22.21
21.0
30.0
12.0
.314
-.844
Gratitude
134
29.74
29.0
25.0
8.25
.161
-.577

The scores of the sample (N=134) on variables of parenting styles and gratitude were subjected to descriptive statistical analyses.

The mean (23.20) and median (23.0) values for authoritarian parenting indicate a symmetric distribution as they are very close. The positive skewness (0.226) suggests a slight skew to the right, and the negative kurtosis (-0.641) indicates a flatter distribution.

The mean(34.94) and median (34.5) for authoritative parenting indicate a symmetric distribution. The negative skewness (-0.170) suggests a slight skew to the left, indicating some lower scores and the negative kurtosis (-0.227) suggests a relatively flat distribution.

The mean (26.36) and median (26.0) for permissive parenting indicate a symmetric distribution as they are almost identical. The positive skewness (0.216) suggests a slight skew to the right, and the kurtosis (-0.044) is close to zero, suggesting a distribution similar to the normal distribution.

The mean (22.21) is slightly higher than the median (21.0) for uninvolved parenting, indicating a slight skew to the right. The positive skewness (0.314) confirms this right skew and the negative kurtosis (-0.844) suggests a distribution that is flatter than a normal distribution.

In Gratitude, the mean (29.74) is very close to the median (29.0), indicating a symmetric distribution. The positive skewness (0.161) indicates a slight skew to the right, and the negative kurtosis (-0.577) suggests a flatter distribution.

The mean and median of authoritative parenting are generally rated more positively compared to other parenting styles as it has the highest. Uninvolved Parenting has the lowest mean and median, indicating it is usually rated less positively. The Gratitude scores are closer to those of authoritative parenting, suggesting a possible positive influence of authoritative parenting on gratitude.

Table 2

Tests of normality

Shapiro-Wilk	Statistic	df	Sig.
Authoritarian	.977	134	.023
Authoritative	.991	134	.514
Permissive	.986	134	.198
Uninvolved	.963	134	.001
Gratitude	.981	134	.058

***. This is a lower bound of the true significance**

The values of the Shapiro-Wilk test indicate that the scores on authoritative parenting, permissive parenting, and gratitude are normally distributed at 0.514, 0.198, and 0.058 respectively. A p-value greater than 0.05 indicates that the data is not significantly different from a normal distribution thus it fails to reject the null hypothesis (data is normally distributed). Alternatively, deviations from normality were evident in authoritarian and uninvolved parenting with their respective p-values being 0.023 and 0.001. A value less than 0.05 suggests a significant deviation from a normal distribution of data therefore the null hypothesis has to be rejected.

This implies that some statistical tests cannot be used in further analysis under these circumstances because of these findings. Parametric tests can be used when analyzing such variables as authoritative parenting, permissive parenting, and gratefulness which have normalized data sets but non-parametric tests can be applied to analyze variables such as authoritarianism, and uninvolved parenting since they do not have a normal distribution.

Therefore based on how the data was distributed in this research work will dictate which type of statistical test should be used to make sure that it brings out valid reliable results or otherwise justify its dependability.

Figure 1

Figure 2

Figure 3

Figure 4

Figures 1, 2, 3, and 4 are the scatter plots that indicate the levels of gratitude among young adults associated with the

participants' authoritarian, authoritative, permissive, or uninvolved parenting styles. Every plot presents the individual data points for the variables and a line that represents the regression models as a general tendency line.

Analyzing the results of the Gratitude Authoritarian parenting scatter plot, it can be seen that the values trend downwards and the regression line has a negative coefficient of determination, $R^2 = 0.165$. This indicates that the higher level of Gratitude correlates with lower scores on Authoritarian parenting style, meaning the two have an inverse relationship.

By contrast, the scatter plot of Authoritative parenting by Gratitude has an upturn; the regression line and the R^2 value are also positive at 0.165. This means that as the level of Gratitude increases the scores on the Authoritative parenting style also increase implying that they have a positive relationship.

The overall trend of Permissive parenting against Gratitude reflects a weak negative correlation and when the regression line of the scatter plot is drawn; it slopes slightly down the Y-axis while the value of R^2 is 0.031. This fair level of negative association means that as Gratitude rises, the Permissive parenting scores are slightly likely to decrease.

And, finally, the scatter plot for Uninvolved parenting by Gratitude is the most negative of all the plots; the regression line that connects the points is descending though it is not very steep and the value of R^2 equals 0.191. This implies that there is an inverse relationship between the Gratitude subscale and the Uninvolved subscale.

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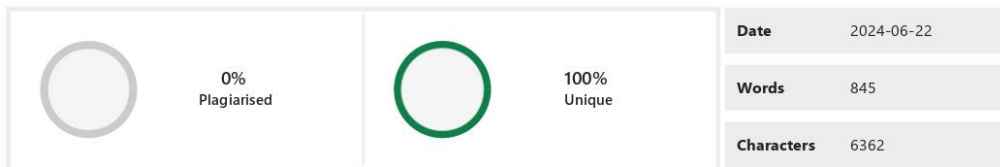
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Based on these plots there is sufficient evidence to suggest that positive parenting (Authoritative) significantly predicted higher levels of Gratitude among young adults than the negative parenting (Authoritarian and Uninvolved) parenting styles which were associated with lower levels of Gratitude. Permissive parenting style has a weak and negative relationship with Gratitude, which suggests an inverse relationship between the two variables.

Table 3
Parametric correlations

Pearson correlation

Gratitude	Authoritative	Permissive
Correlation coefficient	1	
	.333**	
		-.247**

Sig. (2-tailed)

<.001

.004

N
134

134

134

** Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the correlation between Authoritative parenting and gratitude as well as Permissive parenting and gratitude using the Pearson correlation test

Gratitude and Authoritative Parenting Style: A statistically significant mild positive correlation (0.333, $p < 0.001$) exists between gratitude and authoritative parenting style. This implies that an increase in authoritative parenting is associated with a rise in gratitude levels among participants.

Gratitude and Permissive Parenting Style: A statistically significant mild negative correlation (-0.247, $p = 0.004$) between gratitude and permissive parenting. This suggests that as permissive parenting increases, gratitude levels tend to decrease among the participants.

Table 4

Non Parametric correlations

Spearman's rho

Gratitude

Authoritarian

Uninvolved

Correlation coefficient

1.000

-.407**

-.471**

Sig. (2-tailed)

<.001

<.001

N

134

134

134

** Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the correlation between Authoritarian parenting and gratitude as well as uninvolved parenting and gratitude using Spearman's rho correlation test.

Gratitude and Authoritarian Parenting Style: A negative mild correlation of -0.407 was found between gratitude and authoritarian parenting style, and it was statistically significant at the 0.01 level ($p < 0.001$). This indicates that as the level of authoritarian parenting increases, the level of gratitude tends to decrease among the participants.

Gratitude and Uninvolved Parenting Style: There is a significant moderate negative correlation (-0.471) between gratitude and uninvolved parenting style ($p < 0.001$). This suggests that as uninvolved parenting increases, gratitude tends to decrease even further among participants.

This research delves into how ways of parenting (authoritative, authoritarian, permissive uninvolved) impact the expression of gratitude, in young adults. The findings suggest a positive correlation between authoritative parenting and the tendency for young adults to show gratitude. Young adults raised in authoritative households exhibited higher gratitude scores. On the other hand, there was a negative correlation observed between gratitude levels and authoritarian or uninvolved parenting styles suggesting that young adults from such backgrounds may exhibit lower levels of gratitude. Permissive parenting also showed a negative correlation, with gratitude. In the context of parenting styles, permissive parents are unconditionally accepting, while authoritative parents explicitly set boundaries and sanction disapproved actions. Both are loving, but in different ways (Baumrind, 2012)

Another study indicates that the Authoritative parenting style may be associated with the virtue of gratitude experienced by an individual. (Kanhare & Hazarika, 2020). Authoritative parenting style has been known to be associated with mental well-being and is seen in a positive light (Nair, 2014). Every parent bears the responsibility of how his or her child turns out to be in the end, either positively or negatively to the child's developmental competence or to the parenting socialization failure when children exemplify poor instrumental competence (Garcia & Serra, 2019b).

Research findings showed that there was a positive correlation between the amount and frequency of both paternal and maternal care and the level of gratitude. It also showed that the high level of caring parents' attitudes predicts a high level of gratitude and parental care can be seen as an important precondition for gratitude individuals' development. A person realizes the aspect of gratitude when his or her parents demonstrate more affectionate, loving, warm, and supportive child-rearing practices (Lin, 2021). Consequently, the studies show that while it is the consistency of parenting that facilitates the development of gratitude in adolescents, differences in parenting hinder it. As for the within-PD analysis, compared with parenting consistency in a parenting dimension, the differences in parenting on the same dimensions have reflected more negative effects on gratitude (Du et al., 2021)

The study focuses on how parents socialize their children and note that this determines the level of gratitude in young adults. Since gratitude is a skill that can be learned, a parent's capacity to demonstrate appreciation for good things in life and foster appreciation in their children determines how appropriate the child's understanding of life's gifts is. Carrying out particular behaviors with positive significance in the process of their upbringing, parents can ensure the child's show of gratitude as an adult; it is possible to achieve this if parents demonstrate thankfulness and highlight the value of showing appreciation to others, use examples of an abundance mentality regularly, and so on. On the other hand, children may be in a position not to learn this virtue if the parents are only interested in the materialistic aspects or vice-versa if appreciation is rarely focused on. Thus, to understand how different styles in parenting work specifically with thankfulness as a potential character asset, it is possible to help young adults obtain such a valued form of gratitude.

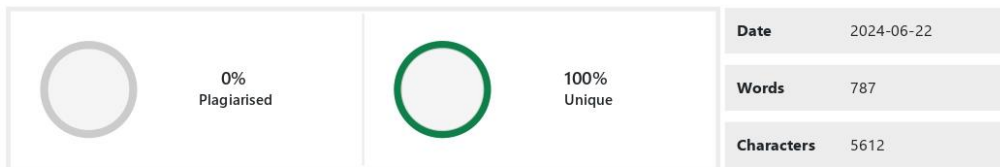
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IMPLICATIONS

This study aims to establish the correlation between parenting styles and gratitude in young adults. Gratitude is a significant component of health and a healthy individual relationship, which involves one's mental health, life satisfaction, and happiness. Information regarding the impact of various parenting styles on young adult gratitude offers insights into how parents, educational administrators, and policymakers could foster healthy family environments for the well-being of the children.

There are four types of parenting which are classified as authoritative, authoritarian, permissive, and neglectful that have been discussed for their impact on child development. Authoritative parenting is high on warmth and responsiveness in the center of reasonable control and demandingness and this style has been linked with favorable outcomes in children which include a higher level of gratitude.

High control and low warmth which characterize the authoritarian style of parenting can be associated with reduced gratitude among children. High warmth but low control practices, commonly referred to as permissive parenting, also tend to result in a lower level of gratitude in children since they are not trained to be thankful for boundaries. Also, permissive parenting, where parents demonstrate low levels of warmth and control, is associated with negative consequences regarding gratitude development.

Knowledge of these findings may enable parents and caregivers to make better choices in terms of parenting practices that nurture gratitude in young adults. Therefore, with an understanding of the strategies that promote gratitude, educators can enrich their practice by using gratitude strategies in classroom practices. The information can then be used by policymakers to come up with the necessary programs and policies that may enable families to bring up young adults in an appropriate way by nurturing them emotionally.

STRENGTHS

The context final results are statistically significant thereby increasing the validity and reliability of the conclusions arrived at.

The research is useful because it embraces suggestions and findings that indicate that authoritative parenting enhances gratitude while other forms of parenting may need enhancements in some aspects.

Concerning the sample size the research was fairly satisfactory in terms of size.

LIMITATIONS

The study only utilized correlations for analysis and thus, it was unable to meet the standard for cause-and-effect relationships.

Cross-sectional design collects information at a given time only, and hence the results are not amenable to testing hypotheses involving cause-and-effect relationships.

The study does not consider other variables such as moderating and mediating variables with the effect on the association between the two parenting styles and gratitude.

FUTURE RECOMMENDATIONS

Encourage Authoritative Parenting: Aim for policies and procedures that offer support to children and possible monitoring when needed.

Educate About the Risks of Permissive Parenting: Avoiding excessive leniency approaches without boundaries.

Address Authoritarian Parenting Practices: Encourage the use of acceptance speech and/or touch and/or words that are pleasing to the children's ears to make them feel wanted.

Increase Parental Involvement: The kind of parenting that needs to be focused on when targeting teenagers is dynamic and engaged kind of parenting. Help parents to regain 'attachment' with the children and always care for and with the children.

In future research, it would be useful to focus on the process that links parenting styles to the levels of gratitude observed in children. This could involve looking at positive parenting practices for gratefulness, such as parents' demonstration of gratitude and their communication prompting their children to focus on the positive. Longitudinal studies are beneficial in comprehending the dynamics of these relationships and pinning down interventions for young adulthood gratitude. Second, it is important to understand other cultural and contextual criteria to better gauge the role of parenting in fostering gratitude.

CONCLUSION

This study seeks to address this gap by examining the relationship between various categories of parenting and the extent of gratitude of young people. Thus, this research aims to understand the correlation between authoritative, authoritarian, permissive, and uninvolved parenting styles and gratitude to advance knowledge that can be used to enhance parenting styles, educational practices, and interventions that encourage gratitude in young adults.

The results of this study could be useful for parents, teachers, and policymakers by showing which specific parenting behaviors may be most effective for fostering gratitude. In conclusion, cultivating settings for gratitude advances individual's and society's emotional stability and social development.

In light of these findings, we can stress the role of parenting style in shaping gratitude in young adults. It is in the middle ground of authoritative parenting which is characterized by high sensitivity but at the same time comes with some demands that the child should be grateful. Specifically, permissive, authoritarian, and uninvolved parenting styles, where parents do not monitor the child much, or when they overdo it and punish and control the child's every action, result in lower levels of gratitude.

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