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Lived Experiences of Young Adults Exposed to Negligent and Permissive Parenting Styles

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Walden University

College of Allied Health

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Jessica Hernandez Sanchez

has been found to be complete and satisfactory in all respects,
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Walden University

2024

Abstract

Lived Experiences of Young Adults Exposed to Negligent and Permissive Parenting

Styles

by

Jessica Hernandez Sanchez

MS, University of Phoenix, 2016

BS, Lamar University, 2004

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Clinical Psychology

Walden University

August 2024

Abstract

The purpose of this phenomenological qualitative study was to explore the lived experiences of young adults of permissive and negligent parenting styles and their experiences of resilience and self-sufficiency. The theoretical frameworks were Lazarus and Folkman's diathesis stress model and Baumrind's theory of parenting styles. Data were collected from semi-structured interviews with 20 individuals ages 18–25 who met the inclusion criteria and parenting style experiences for this study. Data were transcribed, coded, and analyzed and three themes and seven subthemes emerged. The interpretation of the findings led to five themes: (a) the impact of attachment and parenting styles on the development of emotion regulation as adolescents into adulthood, (b) parenting styles influence adaptability among adolescents and young adults and adverse childhood experiences can serve as a catalyst for positive change, (c) permissive parenting styles and persistency and reactivity of traits of temperament together contribute to ego resiliency, (d) resilience among young children who have been maltreated is a result of multiple protective factors as indicated in a social–ecological perspective of resilience, and (e) adverse childhood experiences can serve as a catalyst for positive change, a term identified as posttraumatic growth. The results of this study have potential implications for positive social change by highlighting resilience in the aftermath of certain parenting styles and improved understanding of adversity in participants' experiences. These findings may challenge previous assumptions and how parenting styles are evaluated by others.

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Chapter 1: Introduction to the Study

Recent research has indicated a perplexing and concerning rise in mental health issues, specifically within the young adult population (Rosenburg, 2019). Extensive research has been conducted on the correlation between permissive and negligent parenting styles and stress and anxiety, leading to a negative influence on resilience. However, limited research has been conducted on the positive outcomes of these parenting styles on mental and emotional resilience. Based on this, researchers must work to create an understanding of how these parenting styles in childhood and adolescence can be utilized in reducing or managing stress and anxiety more effectively in adulthood. Qualitative research and findings may provide more insight into this population's beliefs, attitudes, and experiences.

Background

Various researchers have investigated the influence of parenting on psychological distress. Pearson (2013) discussed the impact of attachment and parenting styles on the development of emotion regulation as adolescents transition into adulthood. Kerr et al. (2012) found evidence indicating that parenting styles influence adaptability among adolescents and young adults. Tranter et al. (2020) stated how adverse childhood experiences can serve as a catalyst for positive change, a term identified as *posttraumatic growth* (PTG). Önder et al. (2018) researched how permissive parenting styles and persistency and reactivity of traits of temperament together contribute to ego resiliency. Ungar (2012) argued that resilience among young children who have been maltreated is a result of multiple protective factors as indicated in the social–ecological perspective of

resilience. This is based on interactions between individuals, their environment, temperament, and the family.

Problem Statement

Between 2008 and 2017, adults who have reported experiencing serious psychological distress increased among most age groups by 71%, with the largest increases seen among younger adults ages 18–25 (Rosenburg, 2019). This phenomenon indicates a need for more in-depth studies to investigate the relationship of resiliency and self-sufficiency to components such as personality traits, coping styles, and psychiatric symptoms within the young adult population (Reich et al., 2010). Past research indicates that resilience has been shown to be impacted by childhood maltreatment, underdeveloped coping skills, and personality traits consistent with neuroticism and introversion (Reich et al., 2010). As a result, self-sufficiency suffers as inability to utilize resilience to life stressors into adulthood creates deficits in the ability to manage and succeed and advance in life.

Purpose of the Study

In this study, I sought to explore a gap in the research regarding young adult introspection through resilience and self-sufficiency based on lived experiences. The focus of this study was to provide insight on the positive influence of permissive and negligent parenting styles that could be considered beneficial in promoting distress tolerance and anxiety management within the young adult population. The findings of this study could lead to attempts to enhance social change through the implementation of intervention strategies and programs that promote education of mental health and provide

more resources for treatment. Additionally, the information from the study will lead to greater understanding and awareness of this issue in pursuit of positive social change. The intention is to promote changes in social norms deemed detrimental to resiliency and the ability to maintain mental stability in the face of adversity.

Research Questions

Researchers have been successful in identifying how negligent or permissive parenting has negatively affected emotional and psychological stability or resilience within the young adult population. However, lacking has been a comparison of the level of influence in a potentially positive manner to utilize information for promoting social change. The purpose of this general qualitative interview-based inquiry study was to explore the following research question: What are the lived experiences of resilience and self-sufficiency for young adults exposed to negligent and permissive parenting styles?

Theoretical Framework

The theoretical foundation for this study was made up of two theories that support this research and give substantial insight into this phenomenon. First is Lazarus and Folkman's diathesis stress model (Kendler, 2020). The diathesis stress model is the psychological theory that mental and physical disorders develop from a genetic or biological predisposition of the illness alongside the incorporation of stressful conditions that can be considered contributing factors. In this capacity, the predisposition is considered a vulnerability, indicating that individuals with a vulnerability experience stress and are more likely to develop psychological disorders or suffer from adjustment issues (Kendler, 2020).

The second theory that was the foundation of this study was Baumrind's (1967) theory of parenting styles. In the 1960s, Diane Baumrind (1967) developed categories of parenting behavior styles that describe interaction between parent and child, arguing that different parenting styles can lead to different child development and child outcomes. In 1983, researchers Maccoby and Martin expanded Baumrind's theory of parenting styles by adding the permissive parenting style to include negligent parenting (Power, 2013). Negligent parenting, also known as *uninvolved parenting*, is characterized as a parent having little emotional involvement with the child; this ranges from providing minimal necessities for the child to complete rejection (Power, 2013). Permissive parenting, although characterized as loving and involved, is marked with low demands and accountability for the child (Power, 2013). There has been a multitude of research conducted on the negative effects of parenting styles and resilience—specifically pertaining to permissive and neglectful parenting. For this research study, permissive and negligent parenting styles were investigated to determine possible benefits in strengthening resilience.

Self-determination theory was first introduced by psychologists Edward Deci and Richard Ryan in *Self Determination and Intrinsic Motivation in Human Behavior* (2012). Self-determination refers to a person's ability to manage themselves, to make confident choices, and to think independently. Self-determination theory has helped to conceptualize the social context in terms of supporting or thwarting basic psychological needs for autonomy, competence, and relatedness (2012). Researchers argued that the decision to be proactive or passive when faced with life occurrences as an adult is greatly

influenced by the social conditions in which they were raised. In terms of how self-determination theory relates to parenting, the theory measures the psychological needs satisfaction and the nature of the parent–child relationship.

The concept of PTG was first developed in the middle 1990s and is defined as a “positive psychological changes experienced as a result of the struggle with trauma or highly challenging situations” (Dell’Osso, 2022). In this theoretical framework, each life event, anything that exceeds the normal flow of things, carries within itself something potentially traumatic, creating a subjective modification of the self-representation and perspective. The concept in which this theory is emphasized in the research stems from the idea that an individual’s perspective of an event has more influence than the situation itself.

Nature of the Study

This study followed a qualitative research method involving a general qualitative interview-based inquiry approach (see Grossoehme, 2014). In this study, I explored descriptive analyses of the perceptions, attitudes, and experiences of men and women ages 18–25 who have experienced difficulties in resilience in psychological and emotional distress. Purposive sampling was used to recruit research participants from local universities; this sampling method is often used in qualitative research specifically when investigating phenomena (Palinkas et al., 2015). The universities/colleges included in the research were all located in the state of Texas. The intention was to acquire a sample size of approximately 20 participants. This number of participants was subject to fluctuation in relation to reaching data saturation (see Saunders et al., 2018).

For this research study, I collected data through semi structured audio recorded interviews and narratives. The purpose of the semi structured interviews was to highlight the personal experiences of each participant individually. The goal of the narrative was to provide insight into the positive impacts of permissive and/or negligent parenting styles on participants' experiences of stress and anxiety. The number of participants may have been limited due to the COVID-19 pandemic. Individuals may not have been able to physically attend interviews as some institutions were closed for preventive measures due to increases in COVID-19 cases. If institutions were temporarily closed, interviews were conducted virtually via Doxy.me, a secure telemedicine website.

This study was appropriate for the general qualitative inquiry approach because this approach can be used to highlight participants' perceptions, experiences, and attitudes not only concerning permissive and negligent parenting styles, but also the extent of positive impact the different parenting styles has had on their resiliency in the face of adversity. Alongside this, exploring narratives of the participants ensures unbiased presentation of their experiences. This promotes a platform for young adults struggling with mental and psychological distress to process their experiences through a more conducive perspective and to obtain much needed resources and support for recovery.

Definitions

The following definitions are provided to help the reader understand the context of each individual term provided in the study. These terms are identified utilizing the American Psychological Association Dictionary of Psychology (2015).

Adversity: An unfortunate, difficult, or challenging event that occurs in life that forces one to find alternative solutions and motivates them to rise to the occasion of learning from mistakes and changing behaviors.

Household dynamics: The way in which a family interacts with each other and the changes that occur in the household over time. Factors that influence this can include communication, roles, and conflict.

Negligent parenting style: Also referred to as *uninvolved parenting*, a style characterized by lack of responsiveness to a child's needs through dismissiveness, indifference, or neglect pertaining to the child's overall welfare.

Participant: Also known as a human subject, a person who voluntarily participates in research after giving informed consent to being a subject.

Permissive parenting style: Also referred to as *indulgent parenting*, this parenting style involves a lack of demands or expectations placed on the child coupled with void of structure or control and lack of accountability for the child.

Resiliency: The process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands

Self-sufficiency: The quality of feeling secure and content with oneself through stability and inner completeness

Trauma: Any disturbing experience that results in significant fear, helplessness, dissociation, confusion, or other disruptive feelings intense enough to have a long-lasting negative effect on a person's attitudes, behavior, and other aspects of functioning.

Assumptions, Delimitations, and Limitations

An assumption of this study was that negligent and permissive parenting styles would prove to be a contributing factor to resilience or self-sufficiency within the research participant population. Another assumption was that all participants would answer the interview questions honestly to their understanding and perception. Based on the experience of each individual participant, indication of influence of negligent and permissive parenting styles would be deemed a key element in the promotion of resilience and self-sufficiency.

A delimitation of this study was that the participants were volunteers and within the age range of 18–25. A study that compares young adults in a college setting may provide some commonalities and differences in other young adults in different settings (i.e., workplace) that the strategies they have found to maintain resilience and self-sufficiency. Another delimitation of this study was that the data were specific to young adults who perceived to be raised in a negligent or permissive parenting style. It is important to mention that perceptions may vary from young adults raised in other parenting style households, such as authoritarian or authoritative; therefore, findings may not be applicable across parenting styles or cultural components.

One limitation of the current study was that the information gathered is based on the interpretation of the participants. The information provided pertaining to the style of parenting the individual experienced could be considered subjective because participants' parents were not included as part of the study. Another limitation to the current study was the interpretation of the individual's ability to maintain resilience when experiencing life

stressors. As with the issue of identifying parenting styles, participants are providing their interpretation of their capabilities to demonstrate resilience in the presence of life stressors.

Significance

The results of this study may promote more in-depth research in the focus of positive outcomes of negligent and permissive parenting styles as well as provide content for further training opportunities in the field of psychology. With the opportunity of providing training of mental health professionals in this focus of study, there is room for growth or strength in quality of patient care and community awareness. The intention is not to promote negligent or permissive parenting styles but to utilize results of the research to assist those who have experienced this as a means of building mental and emotional stability and reinforcing positive perspective of lived experiences.

Summary

This study sought to understand how young adults who experienced growing up in negligent or permissive parenting styles utilized their experiences to reinforce resilience and self-sufficiency in their lives. Most previous research has focused on the negative influence these parenting styles have had on children and young adults, leaving a gap of knowledge of the positive outcomes. The following chapters will provide more insight into to the significance of this work. Chapter 2 is a comprehensive review of the literature on parenting styles, theoretical frameworks, as well as clarification on how this study will fill the gap in already established research. In Chapter 3, the topics discussed include research design and specific details on the ways the research was conducted.

Chapter 4 and Chapter 5 discuss the actual research conducted for the study, results provided, as well as interpretations of findings for the purpose of further discussion.

Chapter 2: Literature Review

Introduction

The purpose of this general qualitative inquiry study was to explore the perceptions, attitudes, and experiences of young adults ages 18–25 who have experienced emotional and psychological distress. The focus of this study was to provide insight on the positive influence of permissive and negligent parenting styles that could be considered beneficial in their ability to promote distress tolerance and anxiety management. In addition, in this study, I further explored these specific parenting styles and how they can assist in building resilience, such as problem-solving skills, self-sufficiency, or ability to practice emotion regulation (see Anakwenze & Zuberi, 2013).

Literature Search Strategy

The search strategy for this study began with creating a literary review outline, which guided the keywords used in the search database. Key words included were *Baumrind parenting styles, negligent parenting, permissive parenting, resilience, self-sufficiency, diathesis model, posttraumatic growth, and family dynamics*. The ProQuest, SAGE, and EBSCOHOST databases were searched. Google Scholar was also utilized to search for information. Sources of information included peer-reviewed research articles, dissertation examples, books, psychological association websites such as American Psychological Association and the National Center for Biotechnology Information. Most sources used were published within the last 5 years; however, older sources were included to provide the reader with a perspective of the longevity and history of certain

topics such as foundational theoretical components and their progression throughout time.

Theoretical Foundation

Lazarus and Folkman's Diathesis Stress Model

The diathesis stress model is a psychological theory in which mental and physical disorders develop from a genetic or biological predisposition of the illness alongside the incorporation of stressful conditions that can be considered contributing factors. In this capacity, the predisposition is considered a vulnerability, indicating that individuals with a vulnerability experience stress and are more likely to develop psychological disorders or suffer from adjustment issues (Kendler, 2020).

Three elements are distinguished in this stress model: harm, threat, and challenge (Kendler, 2020). Harm refers to the psychological damage or loss that the individual has experienced, which is subjective based on the interpretation of the individual. Threat is the anticipation of harm that may or may not be imminent, based again on the perception of the person. Finally, the challenge component derives from the demands that the person feels confident about mastering. These elements are incorporated to establish the two-fold indication of stress, appraisal, and coping, where the appraisal indicates individuals' evaluation of the significance of what is happening for their well-being and coping indicates the individual's efforts to manage specific demands in thought and action (Kendler, 2020).

This theoretical model aligns to this study as potential influences on an individual's ability to establish and/or maintain resilience and self-sufficiency. Simply

put, there is indication that the young adult population utilized for this research may or may not experience positive effects from their lived experiences due to the initial genetic predisposition of deficient mental or emotional capacity. The presence of genetic predisposition of mental illness in addition to external stimuli based on the components of harm, threat, and challenge can create a barrier to the ability to effectively maintain resilience and self-sufficiency.

Baumrind Theory of Parenting Styles

The research of parenting styles came about in 1966 through the works of clinical and developmental psychologist Diana Baumrind. Her works introduced the typology of three parenting styles to describe differences between most common parenting behaviors: authoritarian, authoritative, and permissive (Baumrind, 1966). Baumrind (1966) suggested that these styles of parental behaviors focus on levels of control over a child's behaviors, with authoritarian attempting to maintain maximum control, permissive being lack of control, and authoritative being the median or balance.

By the 1980s, an expansion of the parenting style typology, categorized as neglectful, was included to the original categories based on Baumrind's review in the works of Maccoby and Martin's (1983) socialization in the context of family. Neglectful parenting was brought on by the evolution in parenting styles that shifted focus from parental control to parental support as it contributed to responsiveness by the parent to the child. As the research in parenting styles continued to be evolved, there has been changes in focus points in how parenting influences children's behaviors, resiliency, and self-sufficiency. The intent of this research is not to promote permissive and negligent

parenting; the goal is to identify positive outcomes in the personality and perception of those individuals who were exposed to these parenting styles. This theoretical model aligns to this study as potential influences on an individual's ability to establish and/or maintain resilience and self-sufficiency. Baumrind's parenting style model indicates that the way in which parents raise their children is an integral part of their adjustment and ability to maintain resilience and self-sufficiency throughout life.

Self Determination Theory

Self-determination theory was first introduced by psychologists Edward Deci and Richard Ryan in *Self Determination and Intrinsic Motivation in Human Behavior* (2012). Self-determination refers to a person's ability to manage themselves, to make confident choices, and to think independently. Self-determination theory has helped to conceptualize the social context in terms of supporting or thwarting basic psychological needs for autonomy (i.e., the need to feel volitional, as the originator of one's actions), competence (i.e., the need to feel capable of achieving desired outcomes), and relatedness (i.e., the need to feel close to and understood by important others; Deci & Ryan, 2012). These psychological foundational needs are initially created based on the parenting styles and parenting practices experienced throughout an individual's childhood. These continue into adolescence, ultimately affecting early adulthood. Deci and Ryan (2012) argued that the decision to be proactive or passive when faced with life occurrences as an adult is greatly influenced by the social conditions in which an individual was raised.

In terms of how self-determination theory relates to parenting, the theory measures the psychological needs satisfaction and the nature of the parent-child

relationship. In this capacity, the focus becomes assessing the ways parents interact with their children instead of the specific behavioral acts demonstrated toward them as a means of extrinsic and intrinsic motivation (Deci & Ryan, 2012). These extrinsic motivations or rewards include acceptance, attention, care, attachment, and affection demonstrated by the parent toward their child. Intrinsic motivation, on the other hand, involves determination without external rewards. These rewards include mastery, sense of purpose, and control over one's own life.

Past research has indicated that both extrinsic and intrinsic motivation are substantially influential in the development of resilience and self-sufficiency. Often, researchers indicate that lack of these extrinsic motivators in childhood based on permissive and neglectful parenting results in lack of intrinsic motivators throughout adolescence, thus resulting in an inability to effectively demonstrate resilience and self-sufficiency as an adult. In this research study, I used self-determination theory to investigate the possibility that lack of extrinsic motivators (lack of attention, care, or parental support) in childhood reinforces intrinsic motivators (determination of mastery and purpose despite upbringing) within an individual throughout adolescence, resulting in strengthening of resilience and self-sufficiency among young adults.

Theory of Posttraumatic Growth

The concept of PTG was first developed in the mid 1990s and is defined as a “positive psychological changes experienced as a result of the struggle with trauma or highly challenging situations” (Dell’Osso, 2022). PTG may feature positive changes in self-perception, interpersonal relationships, and philosophy of life, leading to increased

self-awareness and self-confidence, a more open attitude toward others, a greater appreciation of life, and the discovering of new possibilities (Dell’Osso, 2022). In this theoretical framework, each life event, intended as anything that exceeds the normal flow of things, carries within itself something potentially traumatic, which creates a subjective modification of the self-representation. Despite remaining an inevitable risk factor, those events are needed for neuropsychological maturation, for the development of an efficient mental apparatus through the acquisition of self-awareness and reality awareness (Dell’Osso, 2022).

The difference between posttraumatic stress and PTG is the subjective factors of vulnerability in which an event perceived as negative by one subject may be positive or indifferent for another depending on the specific interaction between the event and the psychopathological and neurobiological asset. *Traumatic* is defined by when an event alters in a negative way the identity of an individual, leading to an impaired ability to cope with the event. All life events may be perceived as traumatic by more vulnerable people, leading to a greater fragmentation of the identity and to an increased vulnerability toward new traumatic experiences (Dell’Osso, 2022). This idea is mentioned frequently in past research to reinforce how negligent and permissive parenting styles create a detrimental effect on the development of children well into adulthood. However, this is not always the case. On the other hand, it is also possible that said event would lead to a positive outcome. Specifically, awareness of one’s ability to handle the trauma may promote a reinforcement of the subject identity through strengthening resilience. More recent studies have focused on the PTG, evaluating the possibility that life events may

promote the loss of an older identity as well as the acquisition of a more functional one, endowed with greater adjustment and flexibility skills and more ultimately profitable (Dell’Osso, 2022).

Key Variables and Concepts

Concepts and variables are considered the blueprints of scientific research as they assist in creating studies that are logical, structured, and topic focused. The concepts of research are the generalized ideas or phenomena that are being studied whereas variables are properties or characteristics of the concepts themselves. In this dissertation study, the effect of parent–child attachments in the influence of resilience and self-sufficiency development will be explored conceptually. Variables of negligent and permissive parenting styles are highlighted as indicated mediating as well as moderating variables in how resiliency and self-sufficiency are efficient in the ability for these young adults to excel in life.

Impact of Attachment and Parenting Styles

Research has indicated a correlation between the impact of attachment and parenting styles on the development of emotion regulation as adolescents move into adulthood. Pearson (2013) argued that an individual’s physical and psychological well-being depends on their emotions. Simply stated, when youth are troubled by hard emotions it is because they are unable to determine the purpose of those emotions. As a result, an individual is not able to regulate their emotions appropriately (Pearson, 2013). This concept leads to the idea that adolescents need guidance in how to effectively understand and express emotions.

Pearson (2013) used this theory to investigate two factors that contribute to an adolescent's ability to regulate emotions: the first being the relationship between the level of attachment an adolescent has with their parent and the second being the correlation of reinforcement of parenting style. Emotion regulation skills develop in early childhood and become stronger as a child grows into adolescence and adulthood (Pearson, 2013). The foundation of emotion regulation is the secure attachment of the interaction between the child and their parental figure (Pearson, 2013). Pearson concluded that the closer the attachment and the more reinforcing the parenting style, the more effective the adolescent would be at regulating hard emotions.

Evidence from research also indicates that parenting styles influence adaptability among adolescents and young adults (Kerr et al., 2012). Baumrind's theory of parenting styles was utilized in Kerr et al.'s (2012) research to provide insight into the different parenting styles and the level of involvement, and parental behaviors characterized in each. Baumrind identified three primary parenting styles indicating specific characteristics based on parental control: (a) authoritative, (b) authoritarian, and (c) permissive (Kerr et al., 2012). Authoritative parents are actively involved and receptive to open communication and compromise with their children, creating a balance in parental control (Kerr et al., 2012). Authoritarian parents are just as actively involved as authoritative parents, but authoritarian parents shut down communication or compromise between parent and child, creating absolute parental control (Kerr et al., 2012). Finally, permissive parenting occurs when parents have passive involvement and lack parental

control; there is unconditional positive reinforcement from the parent without expectations or structure enforced on the child (Kerr et al., 2012).

There has been an expanded emphasis on parenting styles by investigating Maccoby and Martin's inclusion of the negligent parenting style (Kerr et al., 2012). The negligent parenting style is characterized by minimal to no parental involvement beyond what is required for the child's well-being (Kerr et al., 2012). Negligent parents relinquish all parental control, leading the child to fend for themselves (Kerr et al., 2012).

Kerr et al.'s (2012) research was focused on the correlation between the four parenting styles and their effects on an adolescent's ability to adjust to life situations. Research indicates that parenting control influences adolescent adjustment and behavior and resulting adolescent behavior affects parental control and style (Kerr et al., 2012). This validates a cycle of push and push-back on both sides of the coin pertaining to authoritarian parenting, give and take mentality in authoritative parenting, entitlement and apathy of the adolescent in permissive parenting, and finally sole accountability on the adolescent in neglectful parenting.

Tranter et al. (2020) explored how adverse childhood experiences can serve as a catalyst for positive change, identified as PTG. PTG is referred to as positive changes that emerge from psychological struggles with stressful life events (Tranter et al., 2020). Researchers indicated that this is done through the process of attempting to make sense of the adverse event to drive the cognitive processing needed to experience positive transformation in terms of resiliency (Tranter et al., 2020). Researchers have argued that adverse childhood experiences confront an individual's sense of identity that contributes

to either positive or negative changes. Research results indicate that adverse childhood experiences can influence individuals on both sides of the spectrum (posttraumatic stress and PTG), indicating that resilience and event centrality are significant mediators of positive but not negative outcomes (Tranter et al., 2020).

Önder et al. (2018) researched how permissive parenting styles and persistency and reactivity of traits of temperament together contribute to ego resiliency. Ego resiliency is described as personality characteristics consisting of the ability to vary, in an adaptive manner, the degree to which one inhibits or expresses emotional impulses that are dependent on social demands (Önder et al., 2018). In relation to ego resiliency, temperament is the consistent individual differences in behavior that are biologically based and set apart from learning, values, and attitudes (Önder et al., 2018). The researchers sought to investigate whether the characteristics of permissive parenting style assist in creating a foundation for an individual's temperament, thus influencing ego resiliency. Results indicated that although the authoritarian style of parenting negatively affects children's ego resiliency levels, permissive parenting style and persistence and reactivity to temperamental traits of children affect ego resiliency levels in a positive direction (Önder et al., 2018)

Ungar (2012) argued that resilience among young children who have been maltreated is a result of multiple protective factors as indicated in a social–ecological perspective of resilience. This finding is based on interactions between individuals, their environment, temperament, and the children's family (Ungar, 2012). Ungar highlighted the social–ecological perspective of resilience, indicating that resilience is better

determined by an individual's interaction with their environment. In collaboration with their individual characteristics, such as temperament and personality traits, this can create protective factors that promote positive development as a result of experiencing neglect or abuse (Ungar, 2012). The focus of this research was on observing and attempting to understand how children who experienced maltreatment continued to demonstrate resilience, not only in the context of their past experiences, but also as they continue to be exposed to risk factors associated with marginalization such as poverty, racism, or physical and intellectual disabilities (Ungar, 2012). An individual's motivation to rise above after experiencing adverse situations in the past or continuously be led to access to community resources, such as social services and programs, and a protective/survival mentality—all of which serve as reinforcement for resilience. Findings regarding minority children showed that the trend of resilience in adverse past or present experiences was due to the likelihood of them experiencing factors associated with marginalization (Ungar, 2012).

Permissive and Negligent Parenting Styles

As previously mentioned, Baumrind introduced types of parenting styles namely authoritative parenting, authoritarian parenting, and permissive parenting in 1967 as a conceptual model and they explained parenting style as combinations of varying levels of parental demandingness and responsiveness (Baumrind, 1967). Based on this development, Maccoby and Martin expounded on this and introduced the concept of negligent, or uninvolved, parenting. Overall, the idea of parental responsiveness lends to the factors of supportiveness, warmth or acceptance whereas parental demandingness

encapsulates a foundation of control, strict rules or disciplinary effort (Önder et al., 2018).

Past research has indicated that the parent-child relationship is one of most important protective factors in the development of resilience and self-sufficiency in children. Nesrin (2018) discusses how parenting style is one of the most important external determinants of resilience within the family and it is seen that though assets and resources that help youth in overcoming adversities may differ, parental factors are critical and consistent resources for young individuals. Positive parenting behavior may therefore be considered as one of these external forces and it has been shown to correlate positively with children's mental health. These positive parenting qualities can, however, be reduced by exposure to high levels of stress, and the diminished quality of parenting can in turn increase the child's likelihood of developing mental health problems (Nesrin, 2018). As a result of these unsavory factors, childhood experiences are altered, most commonly, in a negative way. However, as Nesrin stated, *may* is the operative word of focus as this research is based on indication of how some individuals that experienced negligent or permissive parenting styles were able to change the narrative from victim of their lived experiences to a survivor by establishing resilience and self-sufficiency in spite of how they were raised.

Permissive Parenting Overview

According to earlier research by Baumrind (1970), permissive parenting style can be defined as parents that impose no limits and there is no consistent set of rules for their children. They are more responsive than they are demanding, nontraditional and lenient,

and do not require mature behavior. This in turn, allows for considerable self-regulation and avoidance of confrontation. Permissive parents tend to be very loving and often seem more like a friend than parental figure, providing few guidelines and rules (Cherry, 2022). As a result, children raised by permissive parents tend to struggle with self-regulation and self-control (Cherry, 2022).

Most common characteristics of permissive parenting include, however not limited to the following: Asking their children's opinions on major decisions, uses bribery such as toys, gifts, and food to get a child to behave, and emphasizes their children's freedom rather than responsibilities. It is important to mention that since permissive parents are not assertive with expectations or demands, their children may lack skills in social settings, specifically pertaining to empathy towards others, as well as exhibiting personality characteristics such as being self-involved and demanding and insecure (Cherry, 2022).

Permissive Parenting on the Development of Resilience and Self -Sufficiency in Young Adults

Most research conducted in this realm of the correlation between permissive parenting with resilience and self-sufficiency has highlighted the more obvious, less beneficial impact. In discussing the negative aspects, children of permissive parents grow up into adults that experience struggles with low achievement in various areas in life, poor decision-making skills, more prone to delinquency and substance abuse, inability to manage time and/or habits, and less emotional understanding coupled with more aggressive behaviors towards others (Cherry, 2022).

Because their parents have little to no expectations of them, these kids have nothing to strive toward; and since their parents do not set or enforce any type of rules or guidelines, these kids struggle to learn good problem-solving and decision-making skills. Emotionally, children in a permissive parenting style may struggle when faced with stressful or emotionally difficult situations because they do not learn to deal with their emotions effectively, particularly in situations where they do not get what they want (Cherry, 2022). Although these factors seem problematic to thriving effectively as adults, past research determined that permissive parenting produced optimum outcomes in terms of self-esteem and social well-being that are beneficial in the reinforcement of resilience and self-sufficiency.

Parent-Child Relationship in Reference to Resilience

Lack of empathy and accountability can be considered mitigating factors to the negative influence in the relationship of permissive parenting and the individual's ability to navigate through adversity effectively. Parental reasoning and induction can be considered another important variable in the relationship between permissive parenting and resilience and self-sufficiency (Wagers & Kiel, 2019).

Parental reasoning and induction, or the encouragement to take another individual's perspective, facilitates the development of empathy. Although the link between parental reasoning behaviors and child empathy has not been as frequently studied, it would be expected that the use of reasoning and encouragement to take the perspective of another would promote empathy development more specifically than warmth (Wagers & Kiel, 2019). Because permissive parents tend to put the child's thoughts and

feelings as a priority, parental reasoning and induction is lacking. As a result, not only does it become unnatural to demonstrate empathy towards others, difference in perception with others can initiate distress. Furthermore, since difference of perception is rarely experienced, the adult that was raised in a permissive household may struggle emotionally with coping.

However, on the more positive side of influence, parental warmth, protective effects, and self-esteem are viewed as foundational components towards possible positive reinforcers for resilience and self-sufficiency. Because permissive parents exhibit responsive, affectionate, and warm behaviors towards their children, these children grow up to feel as though their thoughts, feelings, wants, and needs matter therefore strengthen self-esteem.

Negligent Parenting Overview

Negligent or “uninvolved” parenting was added to Baumrind’s parenting style by Maccoby and Martin in the 1980s. Negligent parenting style can be described as a style of parenting where parents don’t respond to their child’s needs or desires beyond the basics of food, clothing, and shelter; marked with emotional distance between parent and child (Higuera, 2019). Known as the most controversial parenting style, children brought up in this style of parenting receive little guidance, discipline, and nurturing from their parents, often left to raise themselves and make decisions on their own (Higuera, 2019).

In their research, Maccoby and Martin identified characteristics of negligent parents that include Self-preoccupation, lack of emotional attachment, lack of interest, and no set rules or expectations for behaviors (Higuera, 2019). Negligent or uninvolved

parents are the way they are because preoccupied with their own affairs to the point where they are unresponsive to the needs of their children and make little time for them. Self-preoccupation creates a barrier in the parent's ability to establish and strengthen an emotional bond with their children, creating emotional disconnect, which severely limits the amount of affection and nurturing they are able or willing to extend to them. Because of a lack of affection, negligent parents are not interested in their child's priorities such as school, sports, and interests. Alongside this, their discipline style is, simply put, nonexistent. These parents do not usually offer any type of correction unless a child's behavior affects them specifically or impedes their self-centered focus.

Negligent Parenting on the Development of Resilience and Self-Sufficiency in Young Adults

Past research has been conducted to determine the impact of negligent or uninvolved parenting on resilience and self-sufficiency. One major disadvantage of negligent parenting based on this research is the lack of emotional connection with their uninvolved parent. A lack of affection and attention at a young age can lead to low self-esteem or emotional neediness in other relationships in adulthood (Higuera, 2019). Social skills also suffer as negligent parents rarely communicate or engage with their children, creating a deficit in social interactions with others due to lack of socialization experiences. Most importantly, research has shown that when a child grows up with an emotional detachment from their parent, they may repeat this parenting style with their own kids. And as a result, they may have the same poor relationship with their own children (Higuera, 2019).

Important to note pertaining to past research, although there are various ways in which negligent or uninvolved parenting styles creates a negative effect on childhood that carries to adulthood, indication of children learning self-reliance and how to take care of their basic needs at an early age (Higuera, 2019). Because these children are not given support from their parents, they rely on themselves to navigate through life experiences and adversities, learning as they go.

Mitigating Factors or Variables that Influence Relationship Resilience

Neglectful parenting, for the most part, is not a conscious choice made by parents. Different factors play into the evolution of physical and emotional detachment experienced by the parent that have little to no connection to the child. This can happen when a parent becomes unintentionally too involved with work or other life stressors that require their time and attention. This, unfortunately significantly limits or hinders time and energy to focus on their child (Higuera, 2019). Maintaining financial stability has been mentioned as the most common life stressor, with working longer hours, taking on more than one employment, or continuing education to achieve this goal. Mental illness, substance abuse, and experiencing negligent parenting themselves as children are also important to take into consideration as contributing factors that contribute to uninvolved parenting.

Interestingly, the ways in which negligent parenting styles can serve as an ineffective approach to resilience and self-sufficiency are the same as which can be of help. As mentioned earlier, because of the parent's self-preoccupation and lack of involvement, children are left to fend for themselves physically, mentally, and

emotionally. Having to rely on themselves to navigate through life experiences and adversities, children of negligent parents are forced to utilize problem-solving skills and critical thinking skills at an earlier age and continuously throughout life, learning how to thrive without the help of others. This task does not come without occasional mental and emotional distress. Research indicates that distress is higher in children of negligent parents, however coping skills are also strengthened and more naturally incorporated during these times (Higuera, 2019).

General Factors Contributing to the Development of Resilience in Young Adults

Resilience is described by the American Psychological Association as both the process and the outcome of successfully adapting to difficult or challenging life experiences by having the mental, emotional, and behavioral flexibility and ability to adjust to both internal and external demands (Byrne et al., 2022). There are different classifications of resilience listed as psychological, emotional, physical, and community.

Psychological resilience, sometimes referred to as “mental fortitude”, is defined as the ability to mentally cope with or adapt to uncertainty, challenges, and adversity. People who exhibit psychological resilience develop coping strategies and skills that enable them to remain calm and focused during a crisis and move on without long-term negative consequences, including distress and anxiety (Byrne et al., 2022). Emotional resilience pertains to individuals that understand what they are feeling and why by being able to manage external stressors and their own emotions in a healthy, positive way through (Byrne et al., 2022). Physical resilience refers to the body’s ability to adapt to challenges, maintain stamina and strength, and recover quickly and efficiently when

faced with illness, accidents, or other physical demands (Byrne et al., 2022). Healthy lifestyle choices and self-care are important factors in physical well-being. Lastly, community resilience is defined as the ability of groups of people to respond to and recover from adverse situations and other challenges to the group (Byrne et al., 2022).

The APA, through examination of longitudinal studies, identifies some of the key factors that contribute to one's personal resilience (Byrne et al., 2022). The first, and possibly the most important, is the ways someone views and engages with the world around them. The perception of an activating event evokes the significance of an individual, which in turn determines the effect it will have on them. Once that significance is established by that individual, motivation for responses follow through different capacities. Some examples of responses can include emotional reactions (stress, sadness, anger), physical (fight/flight), mental (racing thoughts, suicidal thoughts, self-esteem).

Depending on how the individual perceives a situation has an influence on how it will affect the person and how they will react. Also important is the quality and availability of social resources. This can pertain to resources such as therapy, medication, and learning/training programs to family or community support and care. Over the years, there has been a multitude of research that identifies and validates the importance of social resources in overall wellbeing, especially when studying behaviors and mental wellness in children and adolescents. Coping skill strategies are also significantly influential in establishing, maintaining, or rebuilding resilience. Learning how to process through distressing situations and validating feelings that present due to these situations

allow for the opportunity to incorporate more effective ways of managing or modifying perspective and utilize resources to maintain mental and emotional stability. Overall, resilient people do experience stress, setbacks, and difficult emotions, but they tap into their strengths and seek help from support systems to overcome challenges and work through problems. Resilience empowers them to accept and adapt to a situation and move forward effectively. Flexibility, adaptability, perseverance can help people tap into their resilience by changing certain thoughts and behaviors (Byrne et al., 2022).

Permissive and negligent parenting styles are uniquely polarized yet similar not only in effect but affect as well. Both require little to no demands or expectations, however permissive parenting demonstrates over compensatory support or consideration whereas negligent offers none. Both are influential in the impact of the flexibility, adaptability and perseverance factors that are foundational in resilience.

Research conducted by Zakeri et al. (2010) indicates differentiation in acceptance-involvement, behavioral strictness-supervision, and psychological autonomy-granting plays an imperative role in resilience. Psychological autonomy-granting specifically is the concept of the parents' acknowledgment of their children's opinions, provision of opportunities for their children to make choices independently, and usage of more democratic methods to discipline their children instead of controlling them. In theory, Zakeri et al. (2010) argued that children who experience psychological autonomy-granting which, when done in an overcompensate manner defines permissive parenting style, were most often associated with those participants with low resiliency.

Permissive parents set very few rules and boundaries and they are reluctant to enforce rules. These indulgent parents are warm and indulgent, but they do not like to say no or disappoint their Children (Pranitha et al., 2022). Because of this, children of permissive parenting styles demonstrated the following difficulties: cannot follow rules, have worse self-control, possess egocentric tendencies, encounter more problems in relationships and social interactions (Pranitha et al., 2022).

Zakeri (2010) discussed behavioral strictness-supervision as how parents shape, control and evaluate the behavior and attitudes of the child in accordance with a set of standards of conduct. As a result, children are not allowed to express opinions and there is little opportunity to think about situations or employ reasoning. Research indicates that adolescents who grow up in behavioral strictness-supervision experience chronically distressed families and are likely to develop serious social and emotional problems impacting the adolescent's ability to cope with stress (Zakeri, 2010).

Because neglectful parents do not set firm boundaries or high standards, they are indifferent to their children's needs and uninvolved in their lives. As a result, children exposed to negligent parenting exhibit the following difficulties pertaining to resilience: more impulsive, cannot self-regulate emotion, encounter more delinquent behavior and addictions problems, and have more mental health issues (Pranitha et al., 2022).

Role of Parenting Styles in Fostering or Hindering Resilience

Throughout the years, there has been a multitude of research that has given insight into how parenting styles have either fostered or hindered resilience in children, adolescents, and adults. Interesting to note, in the process of this dissertation research

there has been a more prominent presence of literature in indication of hinderance as opposed to reinforcement.

Gary and Steinburg (1999) developed a study that examines the independent and joint contributions of three core dimensions of authoritative parenting— acceptance-involvement, strictness-supervision, and psychological autonomy granting—to adolescent adjustment. Results from this study indicate that behavior problems were related more strongly to behavioral control than to psychological autonomy granting. Psychosocial development and internal distress were more strongly associated with both psychological autonomy granting and acceptance-involvement than with behavioral control (Gary & Steinburg, 1999). In effect, individuals that were raised I negligent parenting styles demonstrated more behavioral concerns whereas internal distress was observed more in the permissive parenting style.

Suldo and Huebner (2004) conducted research on examining environmental factors associated with adolescents' life satisfaction (LS) has revealed that familial variables (e.g., parent-child conflict, family structure) are crucial correlates with the goal of identifying particular dimensions of authoritative parenting (strictness-supervision, social support/involvement, and psychological autonomy granting) that are related to LS during early, middle, and late adolescence, as well as to explore the hypothesis that LS serves as a mediator between authoritative parenting and adolescent internalizing and externalizing behavior (Suldo & Huebner, 2004). The result of this study indicates that life satisfaction fully mediated the relationship between social support and adolescent problem behavior and partially mediated relationships between the remaining

authoritative parenting dimensions (i.e., strictness-supervision, psychological autonomy granting) and maladaptive adolescent behavior (Suldo & Huebner, 2004). What this means is that there is a strong correlation between negligent and permissive parenting styles with problems with social support concerns as well as maladaptive behaviors.

Khalid and Aslam (2012) conducted research on relationship of perceived parenting styles with psychological distress and resilience among adolescents using the self-report measures Parental Authority Questionnaire, Depression, Anxiety, Stress Scale, and Ego Resiliency Scale. Their results indicate that psychological distress is negatively related to resilience. Authoritative parenting was positively associated with resilience and negatively associated with psychological distress. Permissive parenting was negatively related to resilience, whereas authoritarian and permissive styles are positively related with psychological distress (Khalid & Aslam, 2012). In effect, not only does parental influence evoke psychological distress that hinders resilience, but that negligent and permissive parenting styles are more in relation to psychological distress as opposed to other parenting styles.

Factors Influencing Self-Sufficiency

Self-sufficiency can be described as the quality of feeling secure and content with oneself, a deep-rooted sense of inner completeness and stability (Taylor, 2013). On a personal level, self-sufficiency is an estimation of oneself as a worthy and decent person as a fundamental wholeness and well-being. Self-sufficiency starts with the mind being able to understand your own human development and taking responsibility for your choices in that development. This concept differs from self-esteem in the effect of weak

or strong as opposed to high or low, where People with strong self-sufficiency are not too concerned with other people's opinions of them. Adversities or obstacles do not affect them so much because they have a deep-rooted sense of their own worth. This does not mean that individuals with strong self-sufficiency are not influenced by unfortunate or difficult life stressors, they are just able to bounce back more effectively based on specific traits that have.

Taylor (2013) mentioned certain traits that self-sufficient individuals have that assist in the ability to maintain mental and emotional stability, such as a strong internal locus of control. Positive factors of self-sufficiency include locus of control, authenticity, and social-solitude balance. Locus of control is the idea that an individual has the ability and the desire to determine their own course, to make their own decisions, rather than having their life choices made by others. They can trust and rely on their instincts and make life choices in their best interest regardless of whether their decisions are supported by others. Authenticity is the concept of being your true self. Inner stability and wholeness mean that it is not so important for them to gain affirmation or respect from others, so they may be prepared to risk being disliked by others for the sake of their mental and emotional wellbeing. Individuals that are self-sufficient enjoy company and social interactions, however, are also comfortable being alone. Significance is determined by internal perspective as opposed to the perspective of others or material possessions.

As with any concept, there are factors that hinder self-sufficiency. Taylor (2013) identified the negative or hindering factors to be linked to what he explains as egocentric self-sufficiency. Egocentric self-sufficiency traits encompass a state of selfishness as self-

sufficient people may become so self-immersed and self-contained that they detach or disassociate, without taking account of the needs of others (Taylor, 2013). It is important to clarify that self-sufficiency in and of itself is not selfish, however through overcompensation, individuals' perspective can shift from best interest to self-serving unintentionally. Negative factors that influence self-sufficiency or promote egocentric self-sufficiency include childhood trauma and prevalent and ongoing life stressors.

The American Psychological Association Dictionary of Psychology (2015) defines trauma as any disturbing experience that results in significant fear, helplessness, dissociation, confusion, or other disruptive feelings intense enough to have a long-lasting negative effect on a person's attitudes, behavior, and other aspects of functioning. Traumatic events include those caused by human behavior as well as by nature and often challenge an individual's view of the world as a just, safe, and predictable place. Research has been conducted and has indicated that individuals that have experienced trauma or forms of abuse or neglect in childhood are more likely to struggle with self-sufficiency than those who have not (Taylor, 2013). Some examples include physical/emotional/sexual abuse, neglect, abandonment by parents, violent environments, and constant abrupt life changes early in life.

The experience of stressful life events (SLEs) can be considered just as influential in the resilience capacity as trauma as it is likely to be more common and consistent in the lives of the individual and those in charge of their care (Taylor, 2013). Financial strain, family dynamic (single parent household/ absent parent), chronic illness, and lack of resources are among those factors that ultimately contribute to the wane of resilience.

A wealth of literature demonstrates a relationship between SLEs and psychopathology, particularly internalizing disorders such as major depressive disorder, and generalized anxiety disorder due to inability to maintain ongoing resilience in the face of adversity outside the individual's control (Taylor, 2013). There is, however, indication in research that validates the idea that many individuals cope well following SLE exposure and are generally termed *resilient*. Indication such as this provides motivation in my cause for research in this topic.

Role of the Permissive Parenting Style in Shaping Self-Sufficiency

Permissive parenting can best be described as a country without leadership. These parents are mainly considered rational authority solely since they are older and are given the title as a parent. Not much else by way of consistent guidance, discipline, or boundaries can be expected in this style of parenting. Permissive parents may sometimes decide to set rules, but children test the boundaries and they often do not stick. The rules are apt to change at the whim of instance, either due to the child's persistence or the parent's unwillingness to maintain assertiveness. This conveys the message that the world is a confusing and untrustworthy place. Although children temporarily benefit as they can manipulate situations and loose guidelines set for them by their parents, these behaviors by both the parents and children can be detrimental to their emotional and mental wellbeing.

Gilbertson (2016) suggested that, through the research process of the effects of parenting styles in relations to children's success, when there are no guidelines or boundaries set around children's behavior, they come to believe that they do not matter

enough for parents to care what they do. This often results in these children growing into adults who feel lonely, alienated, and unworthy. Their self-esteem is injured by a failure of visibility. They experienced themselves as basically invisible to important others at a time when they needed help to discover who they were, and that they mattered as people (Gilbertson, 2016). Because these grown adults of permissive parenting feel that they are unworthy or that it does not matter what they do or who they are, it is likely that they are unable to be assertive and persistent in their attempts to maintain themselves. Alongside this, they are less likely to attempt because they do not think it matters (lack of motivation) or they do not know how.

Role of the Negligent Parenting Style in Shaping Self-Sufficiency

Negligent parenting can best be described as a means of emotional and psychological abuse or maltreatment inflicted by a parent to child unintentionally. It can be seen as an attack by an adult on a child's development of self and social competence, and a pattern of psychically destructive behavior (Brodski & Hutz, 2012). It is important to mention that the difference between a neglectful and abusive parent is the aspect of intention and not much else. An abusive parent intentionally inflicts harm on their child whereas neglectful parents most commonly do not (Brodski & Hutz, 2012).

Developmentally, environments that lack the support and emotional connection are thought to promote fragile, unstable feelings of self-worth as well as chronic emotional distress. These factors can create difficulty in distress tolerance as well as mental and emotional stability that ultimately hinder the ability to maintain a successful life as an adult.

Research has determined that negligent parenting harms the development of self-esteem, social skills, and capacity for intimacy, likely causing a handicap for future healthy interpersonal relationships (Brodski & Hutz, 2012). This creates unfavorable consequences of greater depth than physical abuse and this harm extends into adult life. Indications of significant associations between perceived exposure to negligent parenting as a child and lower self-sufficiency, higher rates of major depressive disorder, lower self-esteem, and insecure attachment styles as adults were identified (Brodski & Hutz, 2012).

Role of Parenting Styles in Fostering or Hindering Self-Sufficiency

As mentioned in the research evidence pertaining to resilience, there has also been a multitude of research that has given insight into how parenting styles have either fostered or hindered self-sufficiency in children, adolescents, and adults. Similarly, in the process of this dissertation research there has been a more prominent presence of literature in indication of hinderance as opposed to reinforcement.

In this research, Kuppens and Cuelemans (2019) focused on psychological control, within the authoritative, authoritarian, and uninvolved parenting styles in relation to child development. Parental support pertains to the affective nature of the parent-child relationship, indicated by showing involvement, acceptance, emotional availability, warmth, and responsivity (Kuppens & Cuelemans, 2019). Parental psychological control pertains to an intrusive type of control in which parents attempt to manipulate children's thoughts, emotions, and feeling (Kuppens & Cuelemans, 2019).

Research here commonly recognized that by using psychologically controlling strategies, parents intrude into children's psychological world, exert parental authority over the children's own life, and intervene in the individuation process, positively correlating with parent-centered intentions, implying that parents intend to satisfy their own needs by applying controlling behaviors with their children (Kuppens & Cuelemans, 2019). Even though permissive parenting was not clearly determined as an affective parenting style as it blends into the authoritative parenting, neglectful parenting style has been indicated as associated with the poorest developmental outcomes in children (Kuppens & Cuelemans, 2019).

Effect of Parenting Styles on Self-Efficacy, Resilience, and Help Seeking

Research for this study was conducted to investigate the relationship between the quality and type of parenting style and its impact on academic self-efficacy, resiliency, and help seeking behaviors in current and former young adults. Pertaining specifically to the concept of self-efficacy and the effects parenting style has on attributes necessary to be successful, indication of more negative than positive indicated.

According to research, mother and fathers who identified with a low care parenting style had children with the most negative outcomes with the lowest levels of parent-child closeness and self-worth, and the highest levels of depression, anxiety, and impulsivity (Gonzalez, 2017). Low parental care was associated with low self-worth and higher incidences of depression due to the inability for children to view themselves as successful or worthy resulted from negative schemas, disrupted parent-child relationships, and negative life events (Gonzalez, 2017). It is important to note that the

researcher categorized permissive and negligent parenting under the concept of low care due to the overall effect of low demands or expectations regardless of the means of demonstration.

Mediating Roles of Behavioral Autonomy and Parental Authority

This research focused on the theory of how when parents use specific styles to rear children, adolescents are not just passive social beings, but play an active role in shaping the parent–adolescent relationship and in interpreting parenting behavior, in ways that influence their own outcomes (Bi et al., 2018). Indulgent parents are responsive to their children and satisfy their children’s needs, but they fail to set proper disciplinary, exhibit behavioral control, or make demands for mature behaviors. Neglectful parenting style is characterized as low in responsiveness and demandingness as they parent-centered and are seldom engaged in child rearing practices. According to research, parenting styles affect adolescents’ outcomes by changing the degree to which adolescents accept their parents’ attempts, or lack thereof, to socialize with them (Bi et al., 2018).

In effect, adolescents and negligent or permissive parents may be deprived of opportunities to debate and negotiate appropriate boundaries, which in turn can lead youth to question and doubt the legitimacy of parental authority (Bi et al., 2018). This can result in struggles with making decisions and following through with actions for the adolescent as future adults due their lack of effective or consistent experience in appropriate facets of socialization.

Impact of Permissive and Negligent Parenting Styles on Resilience and Self-Sufficiency

As previously mentioned, research has indicated similarities in permissive and negligent parenting styles as they relate to resilience and self-sufficiency, under the concept of “low care” due to the overall effect of low demands or expectations regardless of the means of demonstration (Gonzalez, 2017). Both parenting styles tend to shirk the rules or responsibilities of their children, by failing to establish standards and accountability, for the parents’ own personal benefit. With this, low care also creates a lack of control in relation to involvement from the parents. Lack of control from parents at the early stages of the child’s development has been linked to difficulties in self-control within their children throughout adolescence and into adulthood.

This idea of “low care” may be ultimately problematic emotionally as well, as both negligent and permissive parents do not equip their children with the internal voice necessary for empathy or consideration of others. Lacking this important factor of effective interpersonal relationship cohesion creates over compensatory, primary focus on self with disregard for others, whether intentional or not. Both parenting styles also present the risk of stifling healthy or effective emotional experiences and expression.

As there are slight similarities between permissive and negligent parenting, there are significant contrasts, specifically in the effect of the children that are raised in each. One of the most influential differences is acceptance. With permissive parenting, also known as indulgent parenting, total acceptance of the child’s behavior is the theme. Parents do not use punishment, and often give in to the child’s desires and pleading as

they do not believe in a family hierarchy and tend to avoid confrontation and encourage children to be responsible for their own actions (Estlein, 2019). Research indicates that children of permissive or indulgent parents tend to be self-centered, demonstrating difficulties controlling their impulse, along with low social competence, emotional immaturity, but high levels of self-perception (Estlein, 2019).

With negligent or uninvolved parenting, they are low in both demandingness and responsiveness, as they are uninvolved and often see their responsibility toward the child as providing only their basic needs, thus often ignoring the emotional and social roles they may have on their children (Estlein, 2019). Children of negligent parenting styles, as research has determined, demonstrate an emotionally detached disposition, poor prosocial skills, poor physical and cognitive development (Estlein, 2019).

Commonalities and Differences in Research Findings

As mentioned previously, it is indicated through the research process that there are commonalities as well as differences in how negligent and permissive parenting influence self-sufficiency and resilience. Moreover, both differences and commonalities contain a potential negative affect in the effect of both parenting styles on the participant's' ability to manage life and the emotional impact life has on them.

With commonalities, past research has indicated that both permissive and negligent parenting styles generally created a negative effect on the mental and emotional wellbeing of young adults. "Low care" in reference to the low demands or expectations of both parenting styles, regardless of the means of demonstration, deem problematic for demonstration of self-control, empathy towards others, as well as possibly unintentional

self-centered behaviors (Gonzalez, 2017). Additionally, the motivation for the low care perspective of the parent's or guardian's interaction or involvement with their children is due to personal benefit. Whether it be the permissive parent's motivation to be liked or seen favorably by their children, or the negligent parent's unwillingness to be involved in their child's life outside of the bare minimum, both parenting types overlook the importance of their children's wellbeing to focus on their preference mentally and emotionally.

Differences between the two parenting styles highlight treatment received by the parents and motivation of the children as a result. With permissive parenting, there is unconditional acceptance of the child's behavior, often giving in to the child's desires and pleading, and avoiding confrontation or encouragement for the children to be responsible for their own actions (Estlein, 2019). Negligent parenting, on the other hand, has limited acknowledgment or acceptance of the child, providing absolute necessities required with little to no care to no concern for the child thereafter. With low empathy and high self-perception, children raised with permissive parents tend to be motivated by preference from already established expectations or standards.

Mediating Factor Variations in Results Across Studies

As with any research, results can be influenced by mediating factors, or variables that transmit the effect of an independent variable on a dependent variable. In this research, the independent variables identified are permissive parenting and negligent parenting with dependent variables being resilience and self-sufficiency. The goal of the research was to determine the effect of negligent and permissive parenting styles had on

resilience and self-sufficiency in a beneficial approach as opposed to the common focus of counterproductivity.

Permissive parenting is unique in that, although the characteristics may be conducive to involvement and bonding with a child, the effect on children pertaining to resilience and self-sufficiency has been determined in various research as problematic. With negligent parenting styles, research has been more consistent with the unsavory results of negative effect pertaining to resilience and self-sufficiency. By providing the bare minimum in involvement, with little to no bonding between parent and child, it is indicated that children struggle emotionally and socially in relation to interaction with others. This deficiency is linked to the child's low self-esteem and level of distress tolerance based on lived experiences influenced by negligent characteristics.

With moderating factor variations, the extent to which the relationship between two variables changes depending on the level of a third variable is measured. In this research, additional variables include factors such as gender, family dynamic and participant perspective of lived experience.

The participants' lived experiences signify an overall effect the moderating factors such as gender, family dynamics, and perspective respectively. In this research, demographic information was detailed to ensure each component was represented sufficiently, not only to ensure a diverse or various sample, but also to prevent unintentional researcher biases. Gender was identified in the research as male and female, with the option of declining to identify as well. Family dynamics were classified in the study as both parents in the home, single parent households (including divorce or

separation), blended family (stepfamily included), and being raised by guardian or family member other than parent. Finally, perspective of the participant was included through open ended or motivational interviewing to determine their view on their lived experiences as well as their understanding of resilience, self-sufficiency, and how their lives experiences molded each concept.

Parenting Styles and Outcomes

From a positive observational perspective, permissive parenting has been proven to provide factors that promote strengthened self-concept and ability to prioritize thoughts and feelings. As mentioned previously, not only have children of permissive parents demonstrated higher self-esteem, but they were also less likely to view the world as a hostile, threatening place, and less likely to be emotionally withdrawn (Bi et al., 2018). Although seemingly productive and beneficial to the overall mental and emotional well-being of their children, permissive parenting has also been linked to characteristics and behaviors that are deemed harmful to these children in adulthood. Issues with self-control, self-discipline, distress tolerance, participating in risky behaviors in search of instant gratification, and self-centered/entitled perceptions hinder the ability of these individuals to “live life on life’s terms” (Bi et al., 2018). Both positive and negative components of permissive parenting have been identified in research as influential in the overall perception of children as well as their ability to maintain resilience and self-sufficiency as adults.

With negligent or uninvolved parenting, children grow to demonstrate more resilience and self-sufficiency. Sadly, the way this comes about is a result of a survivalist

mentality as opposed to being provided love and support. Wortman (2016) mentioned that there is a connection with growth and distress, stating that even though growth and distress coexist, the positive psychological changes predominate over any negative changes that occur, through the idea of out of loss there is gain. Gains in psychological changes because of negligent or uninvolved parenting and the characteristics this entails is increased self-confidence and focusing more on enjoying the present (Wortman, 2016). Relying solely on themselves for support and problem-solving capabilities, getting through life adversities reassures their self-sufficiency and focusing on the present assists in not dwelling on the past trauma or possible future obstacles. More commonly, research has identified negative effects of negligent parenting on children. Personality traits indicated that were demonstrated by children in negligent parenting households include increased hostility, suspiciousness or paranoia, feelings of emptiness or hopelessness, impulsivity, and constant feelings of impending doom. Negative view of the world as well as difficulty functioning in social settings. Interestingly as with permissive parenting, negligent parenting also influences the overall perception of the children as well as their ability to maintain resilience and self-sufficiency as adults.

Exploration of the variety of facets in the parent-child relationship continues to provide insight into both positive and negative behaviors. Of these facets, this study identified specific moderating factors that have been indicated as impactful in the relationship between both negligent and permissive parenting and the outcome of resilience and self-sufficiency in children into adulthood.

Gender

Vyas and Bano (2016) suggest that there are developmental differences in both boys and girls and parents tend to raise their sons and daughters based on gender role, hypothesizing that these differences may lead variation in parenting styles based on child's gender. There are obvious differences between boys and girls and that may lead to differences in parenting, such as how girls tend to excel in verbal skills than boys whereas boys focus more on actions (Vyas & Bano, 2016). Alongside this, there is indication that boys and girls experience different issues in life that influence parenting concerns. Parenting of sons is much harder when it comes to discipline and physical safety whereas parenting of daughters is tough when it comes to self-esteem issues (Vyas & Bano, 2016).

According to Vyas and Bano (2016), studies show that girls need more emotional support and boys need more independence from parents, indicating that girls need more parental acceptance and boys need more parental autonomy granting. Most important to note pertaining to research results is that daughters more commonly receive more supportive parenting than sons. Demographics of this research indicates 45% of participants identified as male whereas 55% of participants identified as female. In the research conducted in this study, it was not significantly indicated which gender experienced more supportive (or permissive) parenting as opposed to negligent.

Family Dynamic

Family dynamics can be best explained as the ways in which family members interact, communicate, and fulfill their roles within the family system. These dynamics

can be influenced by factors such as family structure, cultural background, parenting styles, and individual personalities, leading to diverse patterns of relationships and interactions (Behere et al., 2017). There are various examples of family dynamics such as nuclear, extended, single parent, stepfamily, and grandparents. A healthy family dynamic contains a foundation of nurturing, and security that promotes growth, development, and emotional well-being regardless of the titles everyone has. Unhealthy dynamics can contribute to emotional distress, low self-esteem, anxiety, depression, and other mental health challenges within not only the child, but the family unit collectively (Behere et al., 2017).

Behere et al. (2017) provided differentiations between the different family dynamics in their study. A nuclear family is defined as a family consisting of a married couple and their children, where the parents share decision-making, responsibilities, and roles within the family. An extended family is comprised of multiple generations living together or maintaining close relationships, with specific roles and hierarchies. In single-parent families, one parent takes on the main caregiving role by managing multiple responsibilities, such as parenting, household management, and work. A stepfamily is formed when two individuals with children from previous relationships marry or live together, possibly including children from different biological parents who come together to form a new family unit. Finally, in the grandparent dynamic, grandparents take on the primary responsibility of raising their grandchildren when the parents are absent or unable to care for the children. This dynamic does not only pertain to grandparents, but

any other family member other than the parent who takes over responsibility for the child.

This research indicates that 30% of participants grew up in a nuclear family, 10% in a single parent family, 45% in a divorced or stepfamily, and 15% in grandparent or guardian family. These statistics verify past research that indicates more children experience some form of family structure disruption than those who experience intact families with biological parents.

Involvement

According to Bracke and Corts (2012), there have been over 66 studies conducted of parental involvement which overwhelmingly concluded that parents play a crucial role in the overall experiences of their children. A parent's ability to foster a sense of belonging and self-worth in their children is vital to the children's early emotional development. In much the same way, research indicate that parents contribute to children's emerging social competence by teaching them skills such as self-control, cooperation, and taking the perspective of others that prepare them to develop and maintain positive relationships with peers and adults (Bracke & Corts, 2012). Alongside this, studies prove that punitive interactions between parents and children were associated with higher rates of child disruptive behavior problems, and that low levels of warm involvement were characteristic of parents of children who showed oppositional behaviors (Bracke & Corts, 2012). In short, parental involvement has been proven to significantly impact the emotional, behavioral, and mental capacities of children throughout developmental stages.

In this research study, participants were asked open-ended, motivational interviewing style questions about the correlation between the level of parental involvement and their ability to demonstrate resilience and self-sufficiency. Each participant was able to identify ways in which their parent/guardian's involvement, or lack thereof, was influential based on their perspective of lived experiences.

Perspective of Lived Experience

Perspective can be explained as a filter through which an individual interprets and makes sense of the information we receive from our environment. An individual's personal perspective, shaped by their unique experiences, beliefs, values, and culture, can greatly influence their understanding of the world around them. Simply stated, an individual's perspective determines their thoughts, and through those thoughts create a chain reaction that leads to taking actions (Gupta et al., 2023). How an individual perceives what they went through in life and how they interpret the significance of the impact can be deemed precarious when utilized in studies. There are obvious advantages to utilizing information based on the perspective of the participant, however disadvantages at times can outweigh them. Participant biases, inability to remember specific details, unconscious mistakes, or accidental misunderstanding of questions can significantly affect the validity of the data.

Research results demonstrate that the factors of resilience were strongly and moderately related to perception of life experiences more so than the experience itself (Sagone et al., 2020). With this, severity of influence and chronic effect can be used as motivation by the individual to become a victim to or a survivor of their experiences

based majorly by their perception. The participants in this study, in their responses based on the perspective of their lived experiences, were able to not only indicate how being raised in negligent or permissive parenting styles were hindering to their life experiences but also how they were able to utilize these experiences for the sake of resilience and self-sufficiency.

Factors That Play a Role in Resilience and Self-Sufficiency Capabilities

Influential factors that significantly impact the ability to establish or maintain resilience or self-sufficiency can be identified through the theme of *triadic reciprocity*. This theme asserts that a person's behavior is constantly under the reciprocal influence of the environment and personal cognitions (Tsang et al., 2012). More specifically, a person's actions (behavior), is influenced by their beliefs (cognitions) are affected by the support provided by their significant others such as parents or peers (environment) (Tsang et al., 2012). For this research, the environmental component will be expressed in contextual factors such as social norms, socioeconomic status, and resource accessibility. For cognition, cultural factors such as generational norms/ parental psychopathology, and ethnicity. Finally for the behavioral component individual differences will be addressed, to include factors such as self-esteem, temperament, and motivation.

Behavior or Individual Differences

As mentioned, the behavior of the individual within the theme of triadic reciprocity refers to their actions displayed in response to an experience. In this research there is indication of self-esteem, temperament, and motivation as the three main categories through the concept of individual differences. What sets one person apart from

the other in how they react to stimuli can be summed up by how they feel about themselves, their natural disposition that influences perspective, and motivation for change.

Self-esteem is a critical trait that helps individuals navigate through life challenges based on the way we perceive ourselves as important. It involves self-worth, confidence, and self-acceptance; when an individual can believe in their abilities and worth, they are more likely to bounce back from adversities. The correlation between both resilience and self-sufficiency and self-esteem was expressed in the participant interviews when asked how they thought their relationship with their parents influenced the way they dealt with everyday situations as well as navigating through adversities. Although participants indicated negative or distressing effects of being raised in both parenting styles, their ability to rely on themselves to come into their own and figure things out for themselves created a sense of accomplishment and confidence to not only figure things out for themselves but get through life's adversities on their own and succeed.

Temperament is defined as an aspect of personality based on emotional dispositions and reactions, including their speed and intensity (Kim et al., 2013). These are emotional tendencies that determine how we react emotionally or behaviorally based on what is going on around us. Temperament is formed in infancy and is more stable and constant by later childhood or pre-adolescence, slightly differing from personality (Kim et al., 2013). It is different from actual personality in that personality traits are more flexible and can change based on life events whereas temperament refers to an inherent,

biological based pattern of behaviors that our personality is based upon. This differentiation is important in understanding the significance of behaviors and the perception the behaviors derive from. Persistence and self-directedness are temperaments.

The research participants were asked about characteristics or personality traits they feel they acquired based on the parenting style they were raised in. Interestingly, when discussing personality traits, they were able to utilize personality traits not only to adjust, but to also reinforce or accentuate natural temperament to navigate through life effectively. Individuals that identified their personality as outgoing, social, and verbally expressive (extroverted temperament) indicated similarities in having to “think more” about their actions because they were ultimately responsible for themselves, however relied on social interactions as support or distractions from their home life. They also were more prone to outward expressions of distress, going against the grain, to establish an element of control. Individuals who identified as quiet or reserved (introverted temperament) collectively demonstrated a more internal approach to resilience, processing through situations and adjusting to adversity. These individuals utilized the idea of using adversity as a learning tool to determine the best possible outcome they can create for themselves without conflict. Basically, extrovert temperaments pushed back against adversity as a means of regaining control whereas introverted temperaments back off to regroup.

Cognitive or Culture Factors

With cognitive factors, we focus on how others play a role in how we think, feel, and interact with the world around us. In relation to the influence of parenting styles on young adults, we turn to the components that are considered the backbone of a family dynamic. Of these, cultural/generational norms and parental psychopathology appear prominent. Culture is associated with values, beliefs, language, communications, and practices that are shared by a common group of people. Automatically, ethnicity or race is thought of in correlation to culture. Although correct as identified in this research, there are cultures of parenting and awareness that are just as important.

As mentioned, culture through ethnicity is one of the most highlighted factors in the influence of resilience in our youth. There has been a multitude of research published on how racism and microaggression affect resilience, determining mixed outcomes. This research has determined that an individual's perspective is more influential than external stimuli, therefore this discussion of ethnicity in relation to adversity is geared more towards the mindset and practices within ethnic backgrounds that alter resilience in positive and negative ways. The American Psychological Association discussed the concept of racial and ethnic socialization (RES) in correlation to resilience and self-sufficiency. RES is described as direct and indirect messages children receive about the meaning of race, primarily by family and parents (American Psychological Association, 2018).

It is important to mention that although there are beliefs that are taught to children pertaining to the cultural norms, most of these messages are unintentional through

highlighting culture related expectations, “culturally-appropriate values”, and anticipations from external experiences. When participants were asked how they felt the parenting style they were raised in influenced resilience and self-sufficiency, cultural messages received by their parents played a significant role. A participant mentioned that he learned to “be humble and work with what you have”, mentioning that his father is a Nigerian immigrant and frequently talks with him about how much adversity he experienced coming to this country and being successful. Three other participants, both male and female, mentioned that because their parent was an immigrant from Mexico, they were taught that you have to, “be strong and not show you are weak because people will take advantage of you.” One other male mentioned that his father, another Mexican immigrant never showed him affection like he did to his sister. When he asked why, his father stated that men do not show emotions to each other. Concepts of mistrust or avoiding victimization, as well as mental health stigma fuel this perception.

Parenting culture is also an integral part of building resilience and self-sufficiency, specifically parent psychopathology. Parent psychopathology has been theorized to be an important risk factor for children’s development and is consistently linked with children’s externalizing problems (Beaux et al., 2014). Parental depression, anxiety, substance abuse, attention deficit hyperactivity disorder, and personality disorder (specifically antisocial and borderline) have been widely correlated with children’s externalizing and internalizing problems and social skills (Beaux et al., 2014). It is mentioned that specifically borderline personality disorder significantly impairs parenting behaviors due to increased hostility and affective dysregulation because of the parent’s

developmental history, social network, marital relations, work stress, and at times genetics. How parents were raised also contributes to their emotional disposition that trickled down to their child. This research indicates that parents that suffer from mental disorders have difficulty establishing authoritative parenting, tipping the balance towards permissive, negligent, and authoritarian parenting styles (Seeger et al., 2022).

Environment or Contextual Factors

Finally, environmental, or contextual factors influence the behaviors and beliefs of an individual based on external stimuli. Generally, children pick up their knowledge from their surroundings and their foundation is significant in their ability to thrive (Arditti, 2014). In this capacity, the environmental factors indicated in this research are social norms, socioeconomic status, and life stressors.

Pertaining to socioeconomic status (SES), living in poverty or impoverished communities has been indicated as a factor that can greatly affect resilience in children. Research indicates that children living in poverty are disadvantaged, which can contribute to the emergence of undesirable traits. A child's behavior can worsen if they are homeless or living in a risky area, specifically in low-income households, and are more likely to experience worry, stress, as well as depression (Arditti, 2014). Alongside this, research indicates that children that are raised in households in which parents are considered "poor" tend to develop unhealthy coping skills, such as drug or alcohol use, to manage their experiences in their homes. Some of these experiences include emotional projection from their parents through criticism, resulting in the perpetuation of the abusive personality they were exposed to onto others (Arditti, 2014).

It is commonly assumed that children raised in a more affluent household are not exposed to life experiences that most would consider traumatic. However, research has been conducted which validates that the contrary is more accurate. Koplewicz et al. (2009) indicated through their research that affluent youth, or those that experience metaphorical illness connoting hyper investment in material wealth, are a “newly identified at-risk group,” based on an editorial statement in *Journal of the American Academy of Child & Adolescent Psychiatry*. These children, in tandem, show elevations in various maladjustment domains (substance use, depression, and anxiety), indicating the urgent need for preventive interventions (Koplewicz et al., 2009).

Social norms can be described as a perceived, informal set of rules that may define acceptable or appropriate actions within a group or community which guides human behaviors. It is not unheard of for an individual to feel that it is “weak” to struggle with adversities of life, based on social norms, which in turn creates a stigma towards them or those who have witnessed it happen to others. One may perceive that admitting to struggles with adversities could lead to job loss, social exclusion, or other forms of discrimination (Levine, 2003).

Most highlighted in social norms, gender roles can be a barrier to resilience or identifying struggles in this context. For example, men are often expected to be stoic and unemotional, sometimes making it difficult for them to seek help (Levine, 2003). Because of this, men may believe it is “unmanly” to seek emotional support or admit it is needed. On the other hand, women are often expected to be emotionally stable caregivers and may feel guilty or ashamed if they require help themselves (2003). These examples

of social norm expectations are synonymous with the effect of stigmatization. Stigma refers to the process by which individuals are simultaneously discriminated against, socially sanctioned, controlled, and isolated. Stigma not only results in social consequences such as isolation or status loss, but also has significant effect on education, health, and life expectancy. Interestingly, research has indicated that stigma and how individuals react to their stigmatizing environments continue to reduce educational opportunities, specifically for young adults that experiences behavioral or emotional concerns as children (Manago, 2015). This can result in the diminishing of educational success in adolescence as well as negative effects that extend to college (Manago, 2015).

Longitudinal Studies

Longitudinal studies are indeed beneficial to research in human behavior and development as they employ continuous or repeated measures to follow individuals over prolonged periods of time. These studies are helpful in identifying patterns of events and behaviors as well as following change over time for the purpose of validating or discrediting research hypotheses. The following research indicates the longitudinal studies the lasting impact of permissive and negligent parenting styles on resilience and self-sufficiency. Kaniušonytė and Laursen (2020) conducted research that applied a person-oriented approach to the classification of parenting styles, considering behavioral control, psychological control, and support within a high school population. Behavioral control encompasses behaviors that convey parent interest in the child's activities outside the home and promote discussions about privileges, rules, and responsibilities. Behavioral control includes parent knowledge and efforts to obtain information about the

child's whereabouts, companions, and pastimes, as well as child disclosure about the same (Kaniušonytė & Laursen, 2020).

Psychological control encompasses behaviors that intrude upon and manipulate the child's emotions, constraining attitudes, and feelings by enmeshing them with those of the parent. Psychological control includes parent use of shaming, guilt induction, and affective-laden remarks that amplify and exploit obligations arising from filial bonds. Finally, *support* encompasses behaviors that promote emotional well-being, foster identity development, and cultivate close interpersonal ties between parent and child. Support includes nurturing behaviors that express emotional warmth and psychological acceptance, and reassuring behaviors that encourage individuation and autonomous actions (Kaniušonytė & Laursen, 2020).

A Longitudinal multidimensional latent class growth analysis (LCGA) was conducted that utilized data drawn from the 4 year-longitudinal research project "Mechanisms of promoting positive youth development in the context of socio-economical transformations (POSIDEV)" which yielded four parenting style categories that included authoritative, indulgent, enmeshed, and affectively controlling (Kaniušonytė & Laursen, 2020). Results indicated that there were positive and statistically significant correlations between parental support and parental psychological control, psychological control was negatively correlated with concurrent and behavioral control, and Support was positively correlated with concurrent behavioral control (Kaniušonytė & Laursen, 2020). Simply put, adolescents with authoritative parents fared

better than adolescents with indulgent parents in terms of lower externalizing symptoms, higher caring and school engagement, and stable self-esteem.

Inflexible Parents, Inflexible Kids

Researchers Williams et al. (2012) sought out to determine the influence of parenting on psychological flexibility amongst high school students. Psychological flexibility refers to several dynamic processes that can occur at once, specifically how a person adapts to fluctuating situational demands, reconfigures mental resources, shifts perspective, and balances competing desires, needs, and life domains (Williams et al., 2012). These researchers theorized that parenting and family context may contribute to the development of inflexible, avoidant self-regulatory strategies in adolescents and young adults.

Research was conducted using a qualitative approach where 749 students reported on their own psychological flexibility as well as on their perceptions of their parent's approaches to discipline and authority (Williams et al., 2012). Also, the Avoidance and Fusion Questionnaire for Youth (AFQ-Y) and Parent Authority Questionnaire (PAQ) surveys were included in the data collection process. Results of this data indicated that parenting behaviors that inspire guilt, fear or resentment may deprive children of the chance to practice self-regulation skills in a supportive environment and may also shift attention from the immediate issue (the child's behavior) to the child's feelings. Alongside this, a child who regularly receives dismissive, punitive, or derogatory responses to expressions of sadness, fear or anger may learn to label these emotions as unimportant, inappropriate, or shameful (Williams et al., 2012) In contrast,

some parents are aware of their own and their child's emotions, even at low levels of intensity, and help the child to label them and engage in problem solving. Children who receive this "emotion coaching" are better able to self-soothe or down-regulate arousal in situations that provoke strong emotions. This enables children to "focus attention and organize themselves for coordinated action in the service of some goal" (Williams et al., 2012).

Perceived Parenting Styles, Resilience, and Emotional Intelligence Among Adolescents

According to Mathibe (2015), the parent relationship is vital social resources for adolescents, and that relationships between adolescents and their parents are important for global self-worth and well-being. Not only resilience, but emotion regulation amongst young adults and adolescents is the focus in this research, which is describe as a set of abilities that are involved with the regulation, management, controlling, and using of emotions in decision making (Mathibe, 2015). It is indicated in this research that emotional intelligence can be seen as a driving force to resilience.

A qualitative approach was utilized in the data collection of the research, sampling 246 high school students. The Parenting Authority Questionnaire (PAQ), Resilience Scale, and Emotional Intelligence Scale were administered to all participants. The results of this research indicated that there is a significant positive relationship between resilience and permissive parenting style as well as emotional intelligence and permissive parenting style (Mathibe, 2015). It is important to mention that the negligent parenting style was not recognized in this research study. Interestingly, the researcher

utilized a multiple regression analysis to show parenting styles as a predictor of resilience in adolescence. This multiple regression analysis indicated that permissive parenting style and authoritarian parenting style were not significant predictors of resiliency (Mathibe, 2015). Based on this information, it can be assumed that although parenting styles can significantly influence emotional intelligence, they may not be as influential on an individual's resiliency.

Relevance of Early Parenting Styles to Later Outcomes

Based on the attachment theory coined by John Bowlby and Mary Ainsworth, early interactions between children and their parents influence a child's overall well-being and how they view themselves, others, and their relationships they engage in throughout life. When parents are responsive to their child's needs, children can manage their emotions effectively, build healthy self-esteem, and develop positive social skills, however if parents are unresponsive, inconsistent, harsh, or dismissive children might resist exploring, face challenges forming close relationships, or struggle to adaptively manage stress (Chen et al., 2019).

Over the years, researchers have examined the associations between multiple aspects of parenting and various subsequent offspring psychosocial, mental, behavioral, and physical health and well-being outcomes to better understand the influence of parenting styles early on in a child's life that may be a contributing factor to resilience as present-day adults. Most writings indicate that parenting roles do not act alone in the influence of an individual, specifically within the adolescent years. Peer or social interactions also play a part in the overall development; however, research has clearly

demonstrated that parenting accounts for more variance in externalizing behaviors in adolescence than any other one factor (Hoskins, 2014). This study focuses on permissive and negligent parenting with interest in discussing the effect of how early exposure of parenting styles on children may have influenced their adult lives.

As mentioned earlier, permissive parenting is characterized by high levels of responsiveness and low levels of demandingness as they do not set rules, avoid engaging in behavioral control, and set few behavioral expectations (Hoskins, 2014). Interestingly, permissive parents showed steep decreases in monitoring once their children reached adolescence and these children increased their levels of externalizing behavior such as substance use, school misconduct, and are less engaged and less positively oriented to school (Hoskins, 2014). In addition, low self-esteem and externally driven motivation is indicated as a long-term effect in adulthood (Hoskins, 2014). The uninvolved or negligent parent often fails to monitor their child's behavior and does not support their child's self-regulation, showing disengagement from the responsibilities of child rearing, they are often seen as being uninvolved regarding the needs of their children (Hoskins, 2014). As a result, the effects of uninvolved parenting were associated with higher levels of child-reported depressive symptoms during adolescence, higher levels of alcohol and drug use, and delinquent acts (Hoskins, 2014).

Although there is limited research on the positive effects of negligent and permissive parenting, theories such as PTG shine light on the idea that it an individual's perspective can be just as influential in their ability to maintain resilience and self-sufficiency as their exposure to a specific parenting dynamic.

Interventions Aimed at Mitigating Negative Outcomes Associated with Permissive Negligent Parenting Styles

There is no question about the effect that permissive and negligent parenting has on the mental and emotional well-being of our youth, permeating into adulthood. Although these experiences of parenting styles to the shaping of resilience and self-sufficiency, there is hope for change through the process of mitigating negative outcomes, specifically in relation to self-esteem, coping skills, and perspective. In discussing interventions, it is important to focus not only on damage control or repair for these young adults that are attempting to readjust their lives, but also on parental skills to work towards minimizing risk to others in the future.

Poor parental mental health is one of the risk factors for a child's emotional and behavioral problems because it reduces caregiver's ability to provide appropriate care and emotional bond or support. As a result, indication of mental instability is demonstrated in the child, perpetuating the cycle for generations to come. Interventions are important to establish in the different levels of progression such as parent preparation prior to childbirth, early childhood, adolescent, and young adult stages for more effective outcomes. Parenting programs and multisystemic therapy processes structured towards strengthening authoritative parenting styles and effective parent-child bonding has been proven beneficial in outcomes such as mental health, couple relationships, coparenting, and coping ability of parents (Branco et al., 2021). Alongside this, these structured programs have also resulted in a significant decrease of behavior problems in their children (Branco et al., 2021).

Because parenting these parenting styles and their effects are linked to self-regulation concerns as well as mental and emotional instability, the need for some classification of therapeutic services is imperative. Individual therapy for both parents and their children can help provide understanding of the influence of upbringing as well errors in parenting, identify ways to change (Branco et al., 2021). Reparenting is another tool in repairing mental and emotional stability for both parents and children. Reparenting was developed as a part of transactional analysis, a therapeutic approach founded by Eric Berne, with the idea that as we pass through life, we learn what is expected of us in different roles (Branco et al., 2021). Reparenting describes adults taking time to learn ways to meet their own emotional and physical needs to fill in gaps that were not addressed in their youth by replacing unhealthy habits, behaviors, and relationships with new positive ones (Branco et al., 2021).

Parental Influence on Decision Making in Children and Adults

The ability to make decisions is a complex cognitive skill required in daily functioning and relies on the ability to control impulses, the delay of gratification, and most importantly, the coordination of executive functions (Rodriguez, 2021). Throughout their developmental process, children obtain different perspectives of decision making that include: (a) Complex decision-making, the ability to consider the future and social benefits for the self and others, (b) Future-oriented decision making, task of deliberating between sacrificing an instant reward for a larger reward in the future, and (c) social-oriented decisions which require the consideration of benefiting others versus yourself (Rodriguez, 2021). During early childhood, children are primarily situated in the family

context and are likely learning about decision making through social interactions, primarily through their interactions with parents.

Vygotsky theorized that the scaffolding approach in working within a child's Zone of Proximal Development (ZPD) is the way in which the experienced adult or parent: (1) identifies and works just beyond the child's current ability so that the task is appropriately difficult, (2) provides direction that states a clear goal and desired outcome and, (3) evaluates the child's ability to independently accomplish goals (Rodriguez, 2021). The idea of gauging these three components is to allow for monitoring of the child's progress by the parent to determine whether to remove support of the child shows improvement or add support if the child is struggling (Rodriguez, 2021). Similarly, there is a breakdown in the scaffolding as well as the distribution of support when permissive or negligent parenting style is present.

With permissive parenting, no challenges, direction, or evaluation of independence are presented for the child. This may seem problematic in the ability of the child to effectively make decisions for themselves. In addition, instead of damage control in this capacity, the permissive parent tends to continue to provide support to a fault with the result of the child being void of experiencing self-sufficiency. In negligent parenting, the same is to be said with the slight differentiation of providing support. Negligent parenting is marked by the void of support towards their children, however rendering similar results as permissive. Overall, the polarized approaches to support and involvement create the unified outcome of the child's struggle with independent decision making, which sustains into adulthood.

How Young Adults Perceive the Influence of Permissive and Negligent Parenting Styles on their Decision Making

Past research has argued that the degree of intervention and control of parents in the future endeavors of young adults can be broken down according to the parental style exercised in their lived experiences (Serrano, 2021). A child's autonomy or freedom to act willingly, according to their desires, varies within each of the parental approaches, specifically mentioned, the level of parental control determines the level of autonomy that adolescents experience when making decisions (Serrano, 2021). Permissive and negligent parents, characterized by their lack of involvement, give children ample freedom in decision-making, even when they are unprepared for it. Furthermore, children of permissive parents are characterized by a great sense of dependency and over-reliance on adult figures (Serrano, 2021).

In current studies, researchers evaluated whether young adults' degree of decidedness in their career choice was influenced by the parenting style and parental level of involvement. Results of these studies indicate that individuals raised in these parenting styles demonstrated more difficulty in career decision making than those raised in authoritative households (Serrano, 2021). Negligence given by participants as to why could be based on the idea that permissiveness and negligence as parenting styles create the poorest behavioral outcomes during adolescence. This indicates that it may be that young adults experience more difficulty making career-specific decisions because they lack a parental figure that serves as a positive or consistent role model.

Parenting Styles and Interpersonal Relationships

Throughout the years, the development of social competence in relation to interpersonal relationships for children has been widely researched. As a result of these research attempts, the Tripartite Model of Family-Peer Association was created.

According to McDowell and Parke (2009), this model theorizes that there are three forms of parenting work together to promote children's social competence, more specifically in middle childhood. Parent influence in their children's peer relationships through the quality of the parent-child interaction is said to be through offering explicit advice concerning ways of successfully negotiating peer relationship issues and by the provision of opportunities for social contact with peers (McDowell & Parke, 2009). The three modes indicate that the parent influences their children's social competence through parenting interaction, instructions, and ability to provide opportunities for the children.

Parent Interaction

Research has emphasized the importance of parent-child interactions as a way in which children learn appropriate behaviors and/or working models of social relationships that are used during interactions with peers (McDowell & Parke, 2009). Results of such research has determined that when parents are more positive in their interactions, children are often rated as more socially competent, whereas when parents are more negative, as in the case of overcontrolling parents, children tend to have more negative peer interactions (McDowell & Parke, 2009). Similarly, parents who are observed to be more positive in their interactions have children who are rated as more highly accepted by peers (2009).

Parent as Instructors

With the concept of parents as instructors for their children, it has been suggested that explicit instruction or advice regarding the ways in which children handle problematic social situations by parents is related to children's peer relations as well (McDowell & Parke, 2009). When parents give more socially appropriate instructions for peer interactions, children are more socially accepted by their peers. Important to note that found that higher quantity and quality of advice was related to lower levels of children's social competence (McDowell & Parke, 2009). Overall, findings suggest that parental evaluations of children's social competence may be an elicitor of parental advice, which would suggest that child to parent as well as parent to child effects are plausible directions of influence (McDowell & Parke, 2009).

Parent as a Provider of Opportunities

The influence of a parent as a provider of opportunities stems from the ways in which families regulate children's access to social contexts outside the home and how this regulation alters their social relationships (McDowell & Parke, 2009). There is indication that parents are likely to influence children's peer relationships more indirectly by choosing or allowing certain contexts for children's peer interactions. Extracurricular activities rank as the top opportunity that parents not only allow as an opportunity for exercising social competence, but also the most utilized in their discretion as an opportunity for their children (McDowell & Parke, 2009). Children participating in these activities may have access to a wider variety of social interactions and potential friendships, which may serve as a way of expanding children's application of peer

interaction skills. Plainly stated, the more a parent provides an opportunity for a child to experience interpersonal interactions, the more socially competent the child becomes.

Role of Communication Patterns Within Families

The variables that explain family communication reside within everyone as well as within the family system. In exploring such variables, the categories of intersubjectivity and interactivity are presented (Koerner & Fitzpatrick, 2008). Intersubjectivity can be described as the similarity of meaning that family members assign to their communicative behaviors and is best understood in terms of relational cognition (Koerner & Fitzpatrick, 2008). In contrast, interactivity refers to the degree to which family members' creation, use, and interpretation of symbols are interdependent and is best understood at the level of interpersonal behavior (Koerner & Fitzpatrick, 2008). These two components create the concept of the Family Communication Patterns Theory established in 1972 by researchers McLeod and Chaffee (2008). This theory discussed the family's tendencies to develop stable and predictable ways of communicating with each other through "social reality." Researchers of the past have been interested in explaining how parents socialize with their children to process information stemming from outside the family dynamic. In their attempts, four approaches of family communication styles were identified: (a) consensual, (b) pluralistic, (c) protective, and (d) laissez-faire (McLeod & Chaffee, 2008).

Consensual communication is marked by the idea of high conversation as well as high conformity between parent and child, characteristics that can also be seen in authoritative parenting. In this dynamic, parents take interest in what their child has to

say and their level of understanding in what the parent says, therefore the parent takes time to explain decision and reasoning (McLeod & Chaffee, 2008). More emphasis is placed on family connectedness, with more discretion placed on the parents. Parents ultimately make the final decision, however because they ensure child's understanding as well as providing the opportunity for the child to "speak their peace" prior to making the decision, there is more receptiveness and compliance by the family (McLeod & Chaffee, 2008). With pluralistic communication, there are characteristics of high conversation and low conformity as the parents' aim is not to seek control nor are interested in making decisions for their children (McLeod & Chaffee, 2008). The idea of the pluralistic approach to communication is that family decisions are judged based on merit, more so than who than the member of the family that presents it (McLeod & Chaffee, 2008). This places emphasis on the importance of each person in the family which, in turn, promotes better reciprocity in communication as well as independence in children (McLeod & Chaffee, 2008). Pluralistic communication correlates with the permissive parenting style. Protective communication is characterized by low communication and high conformity, where there is an emphasis on obedience with little to no explanation of rules or expectations (McLeod & Chaffee, 2008). This lends much to the authoritarian parenting style where, in this dynamic, children are not considered a priority in decision making as less value is placed on family interaction which as a result creates self-doubt in their decision-making skills. Finally, *laissez-faire* communication is marked by low communication and low conformity within the family setting, like negligent parenting. In this capacity there is close to no communicative interaction between members of a

family, with each person making decisions by themselves for themselves (McLeod & Chaffee, 2008). Because of this, families in this communication style are less emotionally connected and children rely more on interpersonal relationships outside the family for validation (McLeod & Chaffee, 2008). Alongside this, children immersed in *laissez-faire* communication tend to develop independence as a survival mechanism although struggling to trust their ability to make choices for themselves.

When exposed to certain communication styles as a child that are not effective in adulthood, there are ways in which change can occur. Research mentions that it is important to identify ways in which you can communicate effectively as strategies of improvement in ways communication is ineffective (McLeod & Chaffee, 2008). With this, it is indicated that change is possible for those that seek it out.

Impact of Parenting Styles on Educational Trajectories

As in communication, research strongly emphasizes the importance of high-quality parent-child interactions in reference to the educational progress of children, specifically in middle to late adolescence (Hearne & Christie-Mizell, 2018). It is believed that quality parenting may directly and positively impact educational achievement by encouraging the internalization of positive goal orientation and resilience in the face of educational difficulty, making children more successful in the future (Hearne & Christie-Mizell, 2018). There is argument for a strong correlation presented in past research between involvement demonstrated in parenting styles and education attainment, indicating that foundational factors are just as influential in an individual's academic success as their capabilities to achieve based on personality or motivation.

Research was conducted using an Ordinary Least Squares (OLS) regression data analysis to measure the impact of parenting styles on education attainment. Results indicated that, compared to authoritative parenting, uninvolved, permissive, and authoritarian parenting resulted in fewer years of education attained (Hearne & Christie-Mizell, 2018). More specifically, the impact of uninvolved parenting in years of educational attainment of youth was partially mediated by depressive symptoms, whereas the impact of permissive parenting in years of educational attainment of youth was mediated by unstable emotion regulation symptoms (Hearne & Christie-Mizell, 2018). Results of the logistic regression analyses for the probability of earning a bachelor's degree also indicated that uninvolved, permissive, and authoritarian parenting were associated with lower odds (Hearne & Christie-Mizell, 2018).

Contributions of Permissive and Negligent Parenting Styles to the Development of Resilience and Self-Sufficiency in Academics

In discussing the effects of parenting styles on the academic success of young adults, foundational components are compromised that can create a deficit in the necessities of success. Parental involvement or support proves paramount to the capabilities of resilience and self-sufficiency in young adults for several reasons. Two forms of parental involvement are addressed in reference to academic success, direct and indirect. With direct involvement, parents take a role in education through actions such as helping with homework, providing material or resources needed, physical presence. Indirectly, there is an emotional and psychological role that parents play through emotional support, acceptance, guidance, and encouragement. Both forms of involvement

matter, identifying which if any is more detrimental to academic resilience and self-sufficiency is to be determined.

It is no secret that children need solid parent–child connections to behave consistently, be self-sufficient, and become independent. Students with high levels of self-efficacy are more likely to put forth the effort necessary to overcome academic obstacles. Students’ ability to self-regulate their learning is critical to their success in higher education. (Hassan et al., 2022). Research findings validate that parental control correlated negatively with academic self-efficacy, self-regulated learning, and success (Hassan et al., 2022). Alongside this, parental involvement in homework is associated with children’s psychosocial and cognitive development, and academic achievement is connected to parental homework involvement (Hassan et al., 2022). Studies also determined that parents’ affirmation of their children’s skills effect self-esteem and capacity for overcoming hurdles, mentioning that when a child is not assured of their potential (as characterized in negligent or uninvolved parenting) their self-esteem is wavering. This seems problematic in the child’s belief in their ability to not only find a way to overcome obstacles, but also the ability to see it through. With permissive parenting, although assured in their capabilities, children are not given the opportunities to acknowledge that adversities exist, therefore when faced with difficulties, inability to problem solve or experience discomfort fractures self-esteem and ability see past the moment.

Early theorists in child development have argued that early childhood experiences play an indirect role in shaping later career behavior of children. Rani (2014) suggested

that parent-child relationships specifically influence personality orientations and the development of psychological needs; vocational interests and choices are some of the ways in which individuals try to satisfy those needs. Furthermore, parental support and guidance can include specific career or educational suggestions as well as experiences that indirectly support career development; with the absence of this leading to floundering or the inability to develop and pursue a specific career focus (Rani, 2014).

Past and current research consistently found that adolescents' own aspirations are influenced by their parents' aspirations or expectations of them (Rani, 2014). This means that adolescents who perceive their parents to have high educational expectations of them are likely to have higher aspirations for themselves. Parental support and encouragement were also found to influence vocational outcomes in their children. Through interactions, such as, conversations and non-verbal reactions, parents conveyed their influence on their children, which in turn affected what children thought, said and perceived about various careers (Rani, 2014). This eventually affected the children's attitudes and behaviors towards work as well as their beliefs in their potential to be successful in their career choice. Overall, parents that take an interest in or demonstrate the importance of career choice, work ethic, aspirations, and career life goals assist in their child's ability to succeed.

Although initial career choices are often made in the teenage years, it is important to remember that career development is a lifelong process and the family factors that affected those early decisions continue to have an influence through the entire life of the child (Rani, 2014). Parents play a substantial role in career aspirations of their children,

through values and involvement, and has predicted adolescents' occupational aspirations via both direct and indirect pathways (Arab et al., 2013). The association between parental assertiveness and career choice self-efficacy has long been examined to determine whether there might be long-term effects to career choice satisfaction in children.

The degree to which a parent continues to exert influence over their child's decision-making skills and abilities during important developmental times can either work to enhance or debilitate career options in the future (Arab et al., 2013). There was a significantly positive relationship between parents' firm parenting style and students' career path, meaning that when parents demonstrate structural components of parenting their children demonstrate more career self-efficacy (Arab et al., 2013). What does this mean for children that are raised in households where parents do not provide structure, whether it be through lack of involvement or accountability? According to research, these individuals grow up not only demonstrate difficulty in determining a career path but maintaining it and finding satisfaction in it.

Cultural and Contextual Influences

Harmony in parent-child relationships and consistent discipline and monitoring of children's activities provides children with a buffer against contextual life stresses and builds children's coping resources (Kotchick & Forehand, 2002). Over the years research has been utilized to discuss how factors outside the family (such as community risks and resources, neighborhood quality, poverty, and cultural or ethnic background) may shape

parenting beliefs and behavior, thus influencing their children in resilience and self-sufficiency (Kotchick & Forehand, 2002).

Ethnicity and Culture

It is now widely accepted that cultural beliefs and heritage, as well as social factors associated with ethnicity in this country, have important effects on parenting behavior (Kotchick & Forehand, 2002). For example, ethnic minority parents are more often charged with teaching their children not only how to cope effectively with racial discrimination, but also how to successfully negotiate the ambiguity that comes with having to coexist in the dual worlds of an “ethnically based” community and the majority culture (Kotchick & Forehand, 2002). Topics such as child-rearing practices, physical punishment, support, and background all differ within various ethnicities.

Children raised by immigrant parents commonly experienced higher emphasis on parental control and parental strategies to promote high achievement (Kotchick & Forehand, 2002). Priority is set on education, career, and “proper development of character” to promote success in the “land of opportunity.” Ethnic group differences in the use of physical punishment have also been determined, with African American and Hispanic parents reporting greater use of physical discipline strategies than Caucasian and Asian Americans (Kotchick & Forehand, 2002). Theories have surfaced indicating that adverse conditions foster a reliance on more authoritarian parenting practices to protect children from dangers in their environment and promote their chance of survival and success (Kotchick & Forehand, 2002). Negligent and authoritarian parenting styles are more commonly seen in minority or immigrant households, more so than in

Caucasian or “Americanized” ethnic homes. Several studies have also noted that authoritative parenting, though often referred to as the standard of “effective” parenting, is not always beneficial for youth in ethnic minority families, with specific indication correlating to socioeconomic status (SES) (Kotchick & Forehand, 2002).

Socioeconomic Status

It is important to mention that, interestingly, studies of parenting among minority families of middle-and upper-income are virtually nonexistent; as such, some of the conclusions drawn about parenting within minority families are confounded by the effects of family income or social class (Kotchick & Forehand, 2002). Poverty has been found to have a profound detrimental influence on children and families, regardless of ethnicity, and has affected children through the disruption of parenting (Kotchick & Forehand, 2002).

Specifically, financial loss was associated with fathers’ increased irritability, depression, and explosive behavior, which, in turn, were associated with harsher and more arbitrary discipline practices (2022). It was these disruptions in parenting which led to increased behavioral and emotional problems among the children. Alongside this, findings indicate poor mothers were less likely than nonpoor mothers to communicate effectively with their children or to show either verbal or physical affection toward their children, regardless of ethnicity (Kotchick & Forehand, 2002). It is also found that at all age levels, and across all ethnic groups, poor parents were more likely to use physical discipline and less likely to monitor their children than were non-poor parents. On a positive note, studies of resiliency among families exposed to poverty and the stressors

associated with it note that children can and do achieve psychosocial success when they have access to personal, family, and community resources that serve as buffers against the sustained effects of economic disadvantage (Kotchick & Forehand, 2002). However, because parents of low SES were more often inclined to work longer hours or more laboring jobs, they relied on the community and their resources to help raise their children.

Neighborhood/Community

Parenting that emphasizes parental control, monitoring and supervision of children, and high parental expectations for obedience and respect for authority have been found to be particularly adaptive for children growing up in impoverished or dangerous neighborhoods (Kotchick & Forehand, 2002). This validates the social norm that says where you live affects how you manage your children.

Research supports this notion by providing evidence that suggest that parents who live in more impoverished or dangerous neighborhoods are less warm and more controlling with their children because it teaches children to take care of themselves in a dangerous environment (Kotchick & Forehand, 2002). They found that, on average, urban parents monitored their children's activities more than their rural counterparts, and that urban parents perceived more risks in their communities than did rural parents. These higher levels of parental monitoring were associated with better child and adolescent outcomes in urban, but not rural, families (Kotchick & Forehand, 2002). Overall, research findings suggest, once again, that parents alter their parenting strategies to fit the

environmental circumstances in which they are raising their children so that their children's chances of success are maximized (Kotchick & Forehand, 2002).

Parental Expectations and Autonomy

Autonomy is said to be one of the most crucial parts of child development, specifically in the adolescent stage. Teenagers and young adults look forward to the day when they can gain an independent sense of self, exercising discretion in life experiences in the goal of life direction and satisfaction. Parents' good intention to protect their children from harm and promotion of their success creates an unintentional barrier in this rite of passage if their expectations impede their children's right to freedom (Han et al., 2022). A healthy balance between following authority and maintaining autonomy can be achieved by adopting different negotiation strategies with parents. This can assist in ensuring the child's ability to maintain resilience and self-sufficiency in the future.

Theoretically, adolescent children develop a growing need for autonomy, which may lead to changes in parenting strategies and parent-child relationships. For example, teens and young adults tend to spend more time with peers and are less willing to be transparent, making it more difficult for parents to monitor their children's daily lives, decreasing parental behavioral control over time (Han et al., 2022). Alongside this, desire for independence and autonomy may result in more conflicts and mutual dissatisfaction, which leads to deteriorated relationships between parents and adolescents (Han et al., 2022). Although this transition may create emotional discomfort for parents that have maintained an active role in their child's life, it is to be accepted as an inevitable life adjustment and a sign of positive parenting outcomes. Research showed that positive

parenting (behavioral control and good parent–child relationship) was associated with higher life satisfaction and lower hopelessness among adolescents, whereas negative parenting (i.e., involvement) exerted opposite predictions (Han et al., 2022). It is maintained that providing behavioral regulations for and establishing a close relationship with children are conducive to the formation of children’s adaptive internal working model of self, such as increasing independence, self-esteem, and motivation (Han et al., 2022).

Expectations in permissive parenting can be deduced from the characteristics mentioned in Baumrind’s theory as high in support but low in demandingness in parent-child relationship. In this capacity, parents do not have set expectations or behavioral control in interaction with the child and their decisions. Parents using this approach are lenient, do not expect their children to adhere to boundaries or rules, and avoid confrontation for the purpose of maintaining some level of engagement with their child. Expectations in negligent parenting can be deduced from the characteristics mentioned in Baumrind’s theory as low in both support and demandingness in parent-child relationship. Parents using a negligent or “uninvolved” approach are dismissive or rejecting of their children and do not provide most, if any, necessary parenting responsibilities. With both, the necessary components of behavioral control and good parent–child relationship are lacking, therefore can be assumed that autonomy is freely given due to lackluster relationships. As a result, impacting the ability to effectively maintain resiliency in the face of adversity due to lack of behavioral control.

Emotion Regulation and Coping Mechanisms

Baumrind argues that two characteristics of parenting behavior are used to categorize parenting styles: (a) the degree to which parents exert control over their children's behavior or demand maturity is referred to as "demandingness", and (b) the degree to which parents are welcoming and sensitive to their children's emotional and developmental needs is referred to as "responsiveness" (Singh et al., 2021). Baumrind specifies that permissive parents are more likely to play the role of friends than a parent, as they frequently urge their children to talk to them about their difficulties, but they rarely attempt to discourage them from making poor decisions or engaging in harmful behavior. Contrary to this, negligent parents expect their children to raise themselves, as they do not spend a lot of time or effort serving the basic requirements of children and are not aware of their development. These specific life experiences as children set the foundation for life satisfaction for adults though emotional regulation skills such as cognitive reappraisal and expressive suppression.

Cognitive reappraisal is characterized as an attempt to reframe an emotion-eliciting circumstance in such a manner that it modifies its meaning and emotional impact (Singh et al., 2021). The attempt to hide, inhibit, or minimize ongoing emotion-expressive activity is known as expressive suppression (Singh et al., 2021). Essentially, it is through cognitive reappraisal or expressive impression, developed through how we were raised, is how an individual copes with life. Overall, research has inferred parenting style is positively related to emotion regulation, it depicts that how parents rear their children will affect the children's ability to regulate emotions (Singh et al., 2021). On the

other hand, a significant relationship was again found between the parenting style and satisfaction with life, it means that parenting style has a significant role in children's life satisfaction (Singh et al., 2021).

Based on this information, it can be concluded that not only does emotion socialization have a direct and significant effect on distress, but there are also mechanisms, like emotion regulation strategies, that mediate the relation between parental responses to emotions during the childhood period and adolescents'/emerging adults' distress. (Bujor & Turliuc, 2023). This is to say that there is influence how young adults handle situations based their experiences, however, does not indicate that parenting styles are the driving force to the individual's interpretation of the experiences themselves.

Development of Coping Mechanisms and Their Effectiveness

For coping and progressing in current adversities or past unfortunate events in life, there are many strategies that can intervene in different moments of emotional experience. Of these "anterior-focused" or "response-focused" approaches appear to be the most foundational. Anterior-focused approach, or cognitive reappraisal, focuses on factors that rely on cognitive changes such as situation selection, situation modification, attentional deployment, whereas response-focused approach, or expressive suppression highlights modulating how an individual reacts to the presenting distress (Bujor & Turliuc, 2023). It is important to note that, based on the indications of each approach, they indicate that coping is focused more so on the individual's perception of their

situation and motivation for change moving forward as opposed to what experienced or were taught in the past.

When a person utilizes cognitive reappraisal, they tend to negotiate stressful events by interpreting them in an optimistic manner. As a result, this individual then experiences a high level of life satisfaction and self-esteem, as well as a lower level of anxiety, depression, or posttraumatic stress disorder (Bujor & Turliuc, 2023). With expressive suppression, the individual experiences inhibition of emotion expression and leads to a series of psychological consequences, like both externalizing and internalizing problems in early childhood, through adolescence and emerging adulthood (Bujor & Turliuc, 2023). The difference between cognitive reappraisal and expressive suppression mimics the differences between theories of posttraumatic stress and PTG.

David et al. (2022) argue that both concepts highlight the same predictors of core belief disruption, event centrality, rumination, and helpful/unhelpful self-disclosure. In discussing helpful versus unhelpful disclosure, these terms refer to person's subjective experience of self-disclosure and whether this experience led to positive or negative post-trauma outcomes (David et al., 2022). The difference between the two theories are motivation and outcomes; posttraumatic stress is where exposure to trauma can lead to a range of psychological disturbances through the focus of the experience itself whereas PTG lends more to the idea of the way a person reevaluates and reconstructs their beliefs, goals, and the way they make meaning of their life following the trauma (David et al., 2022). In this capacity, expressive suppression is the allowance of posttraumatic stress to perpetuate where cognitive reappraisal is the opportunity to promote PTG.

Perception and motivation are the key components indicated by research participants in their ability to excel in young adulthood in relation to parenting styles they were raised in and the effect it had on them then and now. Although participants expressed the effect their experiences had on their mental and emotional state, they attributed their efforts and success of resilience and self-sufficiency to components of cognitive reappraisal. Overall, their ability to negotiate stressful events by interpreting them as effective experiences for learning and progression proves its effectiveness. In fairness expressive suppression is also an effective tool in perspective and motivation if the individual is focused on allowing their past trauma to dictate their future endeavors and accept where they are moving forward.

Summary

More research is needed to further understand and appreciate, not only the significant impact of parenting styles has on the lives of children into their adulthood, but also the place of perception and conscious choice of the individual in the significance and extent of their impact. Acknowledgment and accountability of perceptions pertaining to unfortunate or undesired life experiences throughout childhood and adolescence assists in the ability to maintain resilience and self-sufficiency moving forward. This provides insight into conscious choice, indicating that there is just as much probability of positive outcomes as there is for negative outcomes depending on what the individual takes from the situation and chooses to do with it. An overview of the qualitative approach, utilizing phenomenological theory to discover theories and interpretation from the data is provided in Chapter 3.

Chapter 3: Research Method

Introduction

In this study, I sought to explore a gap in the research regarding the introspection of young adults through resilience and self-sufficiency based on their lived experiences. The focus of this study was to provide insight on the positive influence of permissive and negligent parenting styles that could be considered beneficial in promoting distress tolerance and anxiety management within the young adult population. This chapter introduces the research methodology for this general qualitative inquiry study. This study was conducted to explore the significance of parenting styles in resilience and self-sufficiency and the potential positive effects of permissive and negligent parenting styles on the resilience of young adults between ages 18 and 25. This approach allowed for a deeper understanding of the extent of influence to the following contributing factors: parenting styles, specifically permissive and negligent, which in turn presents insight into the causality of issues about resiliency, problem solving, and self-sufficiency in this specific population. The applicability of qualitative phenomenological theory in this study is discussed in depth in this chapter. Subsequently, I present the research plan, which includes methodology, study participants, measures, research design, procedures, and data analysis.

Research Design and Rationale

This study was conducted to explore the research question: What are the lived experiences of resilience and self-sufficiency for young adults exposed to negligent and permissive parenting styles? This research lends to a hermeneutic phenomenology, in that

it focuses on creating meaning from experiences through the perspectives of the participants as well as providing meaning to the researcher and the audience. Existing knowledge or previously formed ideas about the relationship between parenting styles and the ability to maintain resilience and self-sufficiency has been consistent in past research. Based on explorations before, the effect of negligent or permissive parenting on development to adulthood has been negative or counterproductive, reinforcing trauma and difficulty managing adversities, resulting in mental and emotional distress. Limited research has been conducted on the idea that there are some possible positive outcomes from these lived experiences that may have reinforced the ability to thrive in adverse situations. It is my epistemological disposition that the individuals' perspectives of lived experiences, not the lived experiences themselves, influence the process and ability to get through life challenges regardless of the way they were raised. Utilizing a general qualitative interview-based inquiry as an analytical approach, the goal of this research was to explore the concept of growth and success despite potentially negative lived experiences.

The rationale for this research study comes from the gap in knowledge pertaining to the possible positive outcomes of negligent and permissive parenting styles. In 1966, Diane Baumrind conceptualized the different parenting styles that included authoritative, authoritarian, and permissive based on the two central dimensions of structured expectations and responsiveness. Researchers Maccoby and Martin argued that although appropriate, the sample population utilized in her work was not culturally diverse. In the 1980s, Maccoby and Martin included a more diverse population in the study, resulting in

the addition of the negligent parenting style to Baumrind established works (Kerr et al., 2012). Commonly, research in the past has highlighted the negative effects of negligent and permissive parenting and accentuated the positive of authoritative just as in the way in which the Baumrind's parenting styles was expanded upon by Martin and Maccoby. The goal of this research is to determine what, if any, positives can be ascertained by living through these specific parenting styles in relation to resilience and self-sufficiency.

Role of the Researcher

I have worked in the field of psychology as a mental health professional for approximately 18 years in various capacities that include psychiatric hospitals, incarceration facilities, residential/outpatient substance abuse treatment services, outpatient mental health services, and private practice setting. I hold a bachelor's degree and a master's degree in psychology and also LPC certification. No participant had a direct relationship with me that presented a conflict of interest such as a reporting relationship, contract, or any relationship that may have imparted bias on the research study. I facilitated the selection process of the participants, conducted the interviews, and transcribed each interview for the study.

Methodology

The qualitative research approach was chosen for this study as it is indicative of depth as opposed to breadth in content. Exploring the opinions, thoughts, and feelings of the participants in a detailed manner would assist in reinforcing the concept of PTG, a favorable result to unfavorable foundations of upbringing. Due to subjective influential differences in background, such as socioeconomic status, race, gender, family dynamic,

and personal perspective, the qualitative research approach provides a more comprehensive picture of everyone's experiences. This, in return promotes richness in data as well as an overall quality level of transparency to the topic being investigated.

The original interview questions utilized throughout the course of the study are provided in Appendix C. Interviews with young adults between ages 18 and 25 served as the primary source of research data. Each interview was manually coded upon completion and was reviewed through NVivo software for emerging themes. Following this method, I ensured that the generalized qualitative inquiry theory methodology was embedded throughout the collection of data in the research process.

Informed consent forms were provided and explained to the participants alongside the purpose of the study. Once consent forms were completed, I facilitated the parenting tool to determine whether the potential participants experienced characteristics of permissive or neglectful parenting styles as a child and adolescent through a self-reporting survey of questions. Those who indicated five or more *yes* responses were considered appropriate research candidates. Those who appeared to have experienced either style of parenting were contacted and invited to participate in the interview process. Those who did not appear to meet the criteria were informed via email that they were not selected for the research study.

During the interview process, participants were given an identification number code to ensure confidentiality. Each participant was scheduled for an hourlong session with me, with the option of face-to-face interaction or a virtual session. I informed each participant that the session would be recorded to ensure the accuracy of their responses.

Participants were asked open-ended questions of their experiences that they felt were influenced by permissive or neglectful parenting styles related to resilience and self-sufficiency. The focus was to obtain information on characteristics adopted based on permissive or neglectful parenting styles that have been productive and counterproductive to participants' ability to effectively cope with life stressors and to do so with confidence in their capabilities. Interviews were then transcribed.

General Based Qualitative Inquiry Method

The origins of qualitative inquiry dates to the late 1870s, approximately at the beginning discovery of psychology, initially explored by pioneers Wilhelm Wundt, Sigmund Freud, and William James (Wertz, 2014). The foundational approach for this research method is to learn about the meaning of knowledge, attitudes, and behavior to design a prevention program or as a primary aim to describe a group of people and the context in which they exhibit behaviors (Wertz, 2014). Although this specific method of research draws concerns about how the approach arises from its lack of a strong theoretical or methodological basis, that can make leave its findings and interpretations open to question or contradiction, its strength as a method arises when little is known about a phenomenon, but when a rich in-depth description is the desired phenomenon. It is useful to explore the who, what, and where type questions (Wertz, 2014).

Using general based qualitative inquiry, this research implies encapsulating detailed information and perceptions through a variety of inductive measures such as interviews, discussions, and observations. In addition, the objective of the researcher is to interpret results from the perspectives of the participants to procure insight into

motivation and action without assumption or bias (Wertz, 2014). In this capacity, obtaining personal experiences on the effects of permissive or neglectful parenting styles within this population may not only reaffirm limited past research, but also provide some insight into potentially pragmatic and encouraging effects when exploring resiliency.

Previous researchers have indicated that permissive and negligent parenting can contribute to negatively impacting resilience and self-sufficiency. Despite this, I hypothesized that experiencing permissive and negligent parenting could also provide positive contributions to resilience and self-sufficiency based on the interpretation of an individual's experiences.

Participant Selection

A sample of approximately 20 young adults between age 18 and 25 were the target research sample for this research study. I planned to create a diverse participant pool pertaining to race, gender, family dynamic (single parent, both parents, blended parents such as stepparents), and family dynamic. The number of participants was subject to fluctuation, as data saturation would influence the quality of the research conducted (see Saunders et al., 2018). Most qualitative researchers conduct an interview-based study pertaining to specific research questions with little new information generated after interviewing 20 people as the lowest range of participants with no more than 50 as the high range (Vasileiou et al., 2018). This range of participants is considered common and productive when working with methodological approaches such as phenomenological research. A local academic institution was the source of recruiting participants.

The determination of permissive or negligent parenting styles was based on information provided by participants in their initial interviews with me. The content of the questioning was facilitated by me and was geared toward the Baumrind parenting tool, which provides a comprehensive guideline that characterizes each parenting style (authoritative, authoritarian, permissive, and negligent). Once information was obtained, I used the information provided to identify factors related to these parenting styles based on Baumrind's theory.

This process lends itself to the purposive sampling technique in qualitative research. In purposive or selective sampling, a researcher relies on their own judgment when selecting the population for participation in their study (Palinkas et al., 2015). This ensures information-rich cases related to the phenomenon of interest, which in this case was the potentially positive effects of permissive or negligent parenting styles on self-sufficiency within this population. I took the information provided by the participant candidates and selected those who indicated experiencing these specific parenting styles, requesting a second interview to discuss their perceptions of the link between this and their ability to cope with life stressors and to continue to thrive.

Participants selected were contacted by me and informed in an introductory letter and an informed consent form via email or face-to-face based on the preference of the individual. Individuals not selected to participate were notified that they would not be continuing in the research process. Once a participant consented to the conditions, expectations, and willingness to participate, they were scheduled to meet with me for either a virtual or face-to-face interview.

Resilience

Resilience is an influential factor in explaining resistance to risk across the lifespan and how people bounce back and deal with various challenges presented from childhood throughout a lifetime (Windle et al., 2011). The concept of resilience is the process of negotiating, managing, and adapting to significant sources of stress or trauma without serious mental or emotional instability or distress. Although the experience of resilience varies from person to person, the assets and resources of the individual, their environment, and their lifestyle combine to create the capacity to either adapt or recover from adversity productively (Windle et al., 2011). This research study was conducted to investigate potentially positive contributing factors of permissive or negligent parenting styles on participants' ability to maintain resiliency when dealing with life stressors.

Self-Sufficiency

Through the works of Bandura, self-sufficiency has been conceptualized as an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments (Qamar et al., 2017). Self-efficacy beliefs illuminate how people think, behave, and feel; individuals with higher self-efficacy appear to have greater ability to cope with life stressors and demonstrate mental, emotional, and physical stability (Qamar et al., 2017). Individuals who believe in their ability, work harder and are more persistent to achieve their goals than those who are unsure about their abilities, whereas those with low self-sufficiency tend to demonstrate depression, anxiety, helplessness, and negative effects in social and emotional relationships (Qamar et al., 2017). In this research study, I investigated potentially positive contributing factors of

permissive or negligent parenting styles on participants' confidence in their ability dealing with life stressors effectively.

Procedures for Recruitment, Participation, and Data Collection

For this research study, I collected data through semi structured audio recorded interviews and narrative analysis. The purpose of the semi structured interviews was to highlight the personal experiences of each participant individually. Semi structured in-depth interviews are considered one of the most used approaches in qualitative research (DeJonckheere & Vaughn, 2019). The method consists of dialogue between researcher and participant through open-ended questioning and feedback to explore participants' thoughts, feelings, and beliefs about a particular topic and to investigate personal and sensitive issues (DeJonckheere & Vaughn, 2019).

Narrative analysis is another form of qualitative research that consists of a researcher taking information provided by participants and creating a storyline about the experiences of the individual (Dwyer et al., 2017). The content of the narrative includes descriptions of a life experience and the meaning of the experience with the individual. (Dwyer et al., 2017).

Upon approval from the Walden University Institutional Review Board (IRB), I was able to initiate participant interviews for data collection. I worked with administration in accordance with institution policies to encourage student engagement. Students considering participation were informed that the research study was not in association with the institutions and potential participants were encouraged to contact the researcher via email or telephone to communicate their intention to participate.

Informed consent forms were provided and explained to the participants alongside the purpose of the study. Once consent forms were completed, I facilitated the parenting tool to determine whether the potential participants have experienced characteristics of permissive or neglectful parenting styles as a child and adolescent. Those who appeared to have experienced either style of parenting was contacted and invited to participate in the interview process. Those who did not appear to meet the criteria were informed via email that they were not selected for the research study.

During the interview process, participants were given an identification number code to ensure confidentiality. Each participant was scheduled for an hourlong session with the researcher, with the option of face-to-face interaction or a virtual session. I informed each participant that the session would be recorded to ensure the accuracy of their responses. Participants were asked open-ended questions about their experiences that they feel were influenced by permissive or neglectful parenting styles related to resilience and self-sufficiency. The focus was to obtain information on characteristics adopted based on permissive or neglectful parenting styles that have been productive and counterproductive to participants' ability to effectively cope with life stressors and to do so with confidence in their capabilities.

Data Analysis Plan

For the research study, I completed coding of transcripts for the interviews conducted. Interviews were conducted in batches of four participants at a time, allowing me the opportunity to reflect and edit questioning as theories emerged. This coding process was used to assist me in obtaining a better understanding of participants'

perspectives and to investigate their experiences. During this process, codes were created based on the data obtained and were collected manually as well as through computer-assisted qualitative data analysis software. For this study, I used NVivo computer-assisted qualitative data analysis software.

Breaking down the transcriptions into relevant and manageable portions of data played an integral part of the process. Coding used in qualitative studies is instrumental in gearing the interview analysis toward the experiences of the participants. Coding also helps to ensure a thorough analysis from start to finish without the risk of researcher assumptions or biases. During each stage of the coding process, I continued to review the previous data collected, making connections throughout, until saturation was identified. I used an open, selective, and theoretical coding system to analyze participants' narrative responses.

Threats to Validity

With qualitative research, threats to validity are focused on the subjectivity of interpretation of lived experiences as well as other individualized components. In utilizing non-structured, open ended interviewing personal characteristics of participants may influence their responses to questions, resulting in the phenomenon of social desirability of response and extreme of response. To reduce the likelihood of this concern, explanation to the significance or purpose of the research study was provided to each participant as well as the assurance of confidentiality.

Research bias is another important component in the threat of validity, as initial motivation to further explore the topic of work stems from personal interest or intrigue.

This presents a level of expectation or perception of the topic of research that can, if not monitored consistently, can result in distorted research findings. To manage this more effectively, the participants were allowed to respond to interview questions based on their experience through the process of motivational interviewing as opposed to leading questioning approach.

Issues of Trustworthiness

The ethical considerations pertain to the moral standards that the researcher is to uphold throughout the research process. Once approval was obtained through the IRB from Walden University, permission was obtained from the administrative staff from Lamar University. The researcher will follow three ethical principles in the research practice: beneficence, respect for human dignity, as well as justice.

The American Psychological Association refers to beneficence as the obligation of the professional to “do no harm” when utilizing participants in research studies. In this capacity, the researcher will be cognizant of the possible sensitivity and vulnerability the content of the research may be on the participant (American Psychological Association, 2010). The researcher will ensure that the participant is made aware that they have the right to discontinue participation at any time during the process if they feel as though they are experiencing any emotional or psychological distress. Alongside this, participants will be free of exploitation. The researcher will assure the participants that they will be protected from adversity and that the information they provide will not be used against them.

The principle of human dignity includes the right of self-determination as well as full disclosure (American Psychological Association, 2010). The right of self-determination indicates that potential participants are not to be coerced in any way into taking part in the research study. The purpose of the research will be explained to everyone along with the understanding that they can withdraw at any stage of the research process without penalty. Any individual that declines to participate will not be forced. Full disclosure entails that the researcher shares the aim and purpose of the study, the type and content of the interview, and the data collection procedures for the potential participant to make an informed decision.

Finally, the principle of justice includes the potential candidate's right to privacy and fair treatment (American Psychological Association, 2010). As a participant in a research study, the individual is entitled to fair and courteous treatment throughout the treatment process, demonstrating sensitivity to and respect for the individual's beliefs, lifestyle, culture, and emotions. In addition, participants are provided clarification of the research process as requested and access to the researcher as needed. In relation to privacy, the researcher will make all attempts to uphold anonymity, or the inability to link specific information to a specific participant. The following precautions will be incorporated to preserve confidentiality: identification numbers will be utilized instead of the participant names on all recordings and paperwork, all notes or transcripts will be kept in a locked compartment while not in use, and the interviewing process will be conducted in a private setting when working face to face with the individual. If the

participant utilizes the virtual interview option, the researcher will utilize a resource that ensures privacy as well.

Ethical Procedures

I ensured ethics remained the utmost priority throughout the study. Following the methods of the study indicated in this chapter was important pertaining validity and reliability. The informed consent form was provided to each participant initially via email when setting up the interview, then provided as a reminder at the time of the interview. The informed consent is provided in the appendix of this study. Participants were also informed of their right to terminate the interview if, in participating in the interview, created mental or emotional distress. The risk of human subjects associated with this study were minimal to none. All participants were 18 years of age or older, did not demonstrate any impaired mental capacity, as evidenced by their ability to participate in academics. Meeting these criteria qualified them as voluntary participants in this study. Alongside this, all recorded materials will be erased after 5 years, following the final approval by the research committee, minimizing any future risks related to confidentiality.

Summary

This chapter is used to describe the research methodology. The researcher will be the primary resource of data collection, and data will be collected through interviewing. The researcher will interpret the data by using a described method for analyzing it. Protection of the participants will be observed and demonstrated through the principles of

beneficence, human dignity, and justice. In Chapter 4, the data analysis and research findings will be explored.

Chapter 4: Results

Introduction

This chapter contains the results of the generalized qualitative research inquiry study conducted to answer the following research question: What are the lived experiences of resilience and self-sufficiency for young adults exposed to negligent and permissive parenting styles? Data were collected through semistructured interviews with participants, and the data were analyzed. Through data analysis, I was able to identify five specific themes: (a) the impact of attachment and parenting styles on the development of emotion regulation as adolescents into adulthood, (b) parenting styles influence adaptability among adolescents and young adults and adverse childhood experiences can serve as a catalyst for positive change, (c) permissive parenting styles and persistency and reactivity of traits of temperament together contribute to ego resiliency, (d) resilience among young children who have been maltreated is a result of multiple protective factors as indicated in a social–ecological perspective of resilience, and (e) adverse childhood experiences can serve as a catalyst for positive change, a term identified as PTG.

This chapter also includes the discussion that the analysis conducted was consistent with general based qualitative inquiry theory methodology and how the analysis ties back to the research questions. Sample demographics are also discussed alongside the details of the process used to analyze transcripts from the 20 individual interviews conducted to uncover codes and themes. Three levels of coding analysis were

used to analyze the participants' narrative responses: (a) open coding, (b) selective coding, and (c) theoretical coding.

Setting

Due to health concerns pertaining to the onset of the COVID-19 pandemic, participants were given the option to participate in the research interviews through either attendance in person or virtual setting. With in-person attendance, each participant met at the counseling center located at the main university. The psychology department chair provided a vacant room as well as a schedule of time when the center would be vacant to conduct interviews for research. This measure ensured confidentiality and an environment free from distractions. For virtual interviews, the participants were requested to be in an environment that was quiet and void of any other individual to ensure they were able to openly discuss lived experiences.

Virtual interviews were conducted through a HIPAA-compliant program, Doxyme, and as the researcher, I was in an office setting during each interview. Telephone video applications such as FaceTime and Facebook Messenger were not permitted as a means for participating in virtual interviews as these resources are not compliant with HIPAA standards. Participants were made aware of this and agreed to this prior to participating. I utilized an office setting within my private practice to facilitate the virtual interview process, scheduling interviews before and after business hours to ensure confidentiality and integrity of the interviewing process.

Demographics

Twenty participants were interviewed for this study. Appendix A indicates the participant demographics that represent the requirements sought as described in Chapter 3. The criteria for determining indication of permissive or negligent parenting are provided in Appendix B and were eligibility questions that indicate whether, through self-reporting, each potential participant met the criteria.

The age range of 18–25 is represented in the sample: no participants were 18, 15% of participants were 19, 25% were 20, 25% were 21, 10% were 22, 5% were 23, 10% were 24, and 10% were 25. Race was also represented in the sample: 30% of participants were White non-Hispanic, 40% were Hispanic, 15% were African American, 5% were Asian, and 10% identified as other, suggesting they were biracial or preferred not to identify their race. Of these participants, 45% were men and 55% were women. Their grade level in college was also indicated: 0% were freshman, 35% were sophomores, 45% were juniors, and 20% were seniors. Family dynamics, such as who participants were raised by, were also indicated in the sample: 30% of participants reported being raised by both biological parents, 10% reported being raised in a single-parent household, 45% reported being raised in a divorced household where parents had joint custody, and 15% reported being raised by a guardian other than their parents. Lastly, based on the parenting style tool used in the research process, 25% of participants were identified as being raised in a permissive parenting style household and 75% were identified as being raised in a negligent parenting style household. Table 1 is included to show percentages of each demographic category.

Table 1*Demographic Statistics*

Demographic	Percentage (%)	N (participants)
Age		
18 years	0%	0
19 years	15%	3
20 years	25%	5
21 years	25%	5
22 years	10%	2
23 years	5%	1
24 years	10%	2
25 years	10%	2
Race		
White (non-Hispanic)	30%	6
Hispanic	40%	8
African American	15%	3
Asian	5%	1
Other	10%	2
Gender		
Male	45%	9
Female	55%	11
Academic status/class		
Freshman	0%	0
Sophomore	35%	7
Junior	45%	9
Senior	20%	4
Household demographics/family dynamic		
Both parents in home	30%	6
Single parent	10%	2
Divorced parents	45%	9
Guardian	15%	3
Parenting styles		
Permissive	25%	5
Negligent	75%	15

Data Collection

The original interview questions utilized throughout the study are in Appendix C.

Interviews with young adults between ages 18 and 25 served as the primary source of

research data. Each interview was manually coded upon completion and was reviewed through NVivo software for emerging themes. Following this method, I ensured that the generalized qualitative inquiry theory methodology was embedded throughout the collection of data in the research process.

Data Analysis

As mentioned previously, there were three levels of coding analysis used to analyze the participants' responses: (a) open coding, (b) selective coding, and (c) theoretical coding. All interviews were coded manually during open coding. As the initial stage of the qualitative data analysis, the interviews are analyzed individually, allowing for analysis time before moving on to the additional participants. Each participant interview was coded and analyzed for categories or themes based on direct quotes. Transcripts were uploaded into the computer software NVivo for further analysis. Each interview was coded again manually using the software and was then compared to the initial manual coding during the collection process. Coding the interviews an additional time, comparing all 20 interviews, aided constant comparative analysis techniques critical to the generalized interviewed-based inquiry theory methodology. This process assisted me in maintaining consistency in emphasizing key points during coding. Selective coding is the act of choosing core variables or concepts among the open coding categories created from the coding process to start forming the overarching themes that come from the data and address the research question. Theoretical coding represents a pattern of themes present through the open and selective coding processes, with the goal of making

sense of the data. Through this process, I was able to identify specific themes and subthemes from the contents of the participant interviews.

The open code results were permissive parenting, negligent parenting, personality/characteristics, resilience, self-sufficiency, parent influence (good), parent influence (bad), perspective of parenting style, good relationship with parent, bad relationship with parent, and no relationship with parent. In the selective coding process, I searched to obtain categories that emerged from the similarities in the open codes identified. I took each narrative and the open codes and categorized them. As a second check for additional codes or themes, I utilized the NVivo word counts of transcribed interviews and selective codes identified by both manual and NVivo word counts with the most relationship and created the foundation theoretical coding. Using NVivo 14 software, I used source code data as a tool for discovering selective codes from the data provided.

The selective code results include the following: parenting dynamic, parenting style, relationship with parent, perspective of parenting style, and effect of parenting style shown in Table 2. Finally in the theoretical coding process, all substantive codes/categories obtained through the process of open and selective coding were related to a specific core category. Four factor themes emerged from the analysis. The selective codes with the most relationships formed the theoretical coding process. The theoretical themes that resulted from the selective coding established the themes that include foundation, perspective, and motivation from the manual process, as shown in Table 2,

which in turn developed subthemes for more detailed approach to the research data content.

Table 2

Themes and Subthemes

Open coding	Selective coding	Theoretical coding (themes)
Permissive parenting	Parenting dynamic	Foundation
Negligent parenting		
Parent influence (good)	Effect of parenting style	
Parent influence (bad)		Motivation
Good relationship	Relationship with parents	
Bad relationship		
No relationship		Perspective
Resilience	Personality traits/resulting characteristics	
Self-sufficiency		

Note. Themes were (a) foundation, (b) motivation, and (c) perspective; subthemes were

(a) parenting style, (b) help, (c) resilience, (d) influence, (e) learn, (f) self-sufficiency, (g) personality/characteristics.

Evidence of Trustworthiness

Evidence of trustworthiness or credibility in this research can be determined through the process of methodological triangulation. Methods such as self-reporting, eligibility questionnaire, and unstructured, open-ended interviewing were utilized to ensure appropriateness of the participants for the research data. Theoretical triangulation is also evident as the research work indicated various theories such as Lazarus diathesis model, Baumrind's parenting styles, and PTG theory to reinforce the importance of research as well as the possibility of positive outcomes of negligent and permissive parenting styles.

Alongside this, there is the element of confirmability through objective reality. For the most part, all participants, whether perceived to have experienced either negligent or permissive parenting styles, agreed that their life experiences contributed to their ability to demonstrate resilience and self-sufficiency despite distinct characteristics. Individuals who experienced negligent parenting can utilize their need to take care of themselves as a means of tenacity to continue to push through and do for themselves. Those who experienced permissive parenting utilized being overly considered mentally and emotionally to effectively process feelings toward adversities in order to continue to manage mood/behaviors necessary to maintain resilience.

Results

The results provided in this study were to explore or address the following research question: What are the lived experiences of resilience and self-sufficiency for young adults exposed to negligent and permissive parenting styles? The various open, selective, and theoretical coding process encapsulates the interpretation of the data collected from the 20 participant interviews. Through the data analysis three themes and seven subthemes were identified.

Theme 1: Foundation

The first theme, identified as foundation, emerged from asking the participants questions specifically pertaining to the background of who they were raised by in the home and what the dynamic was like. Included in specific questioning of background was the eligibility survey that allowed for self-report indication of parenting style demonstrated by parents/guardians. This theme has a direct tie to the following

subthemes based on lived experiences from each participant interviewed: parenting styles, influence, and personality traits/characteristics.

Subtheme: Parenting Style

As mentioned in the research, eligibility was determined for appropriateness by each participant being provided a survey of 12 questions that indicated traits of both negligent and permissive parenting styles. Participant candidates that indicated five or more yes responses met eligibility criteria and were invited to participate in the interview process. With the negligent parenting style, participants indicated that this meant that parents/guardians were not available to them growing up. Participant LU002101 indicated that they fit into the negligent parenting style because, “So she [mom] would not be at home. She’d always be focused on studying and working. And my biological father, I would only see him on certain weekends, and that would be once every while a year, not often.” Participant LU002102 described what they felt negligent parenting style through demeanor in their lives experience by stating being told, “You’re not important. I don’t want to know you. I don’t want to be around you. You are only here for my pleasure,” as well as parents being “very cold” in interactions with them.

Common interpretations from participants who experienced a negligent parenting style included excessive to complete independence as well as being left in the supervision of other individuals or family members. Participant LU20479336 mentioned that throughout life, “I had to wing it or learn on the fly without any guidance.” Responsibility is another commonality in the life experiences of those brought up in a negligent parenting style. Participant LU00211 described their life experience as:

It was kind of just you do everything on your own in a way. The way I like to describe it is like, we were all just humans, these are my parents, but I'm just living in their house, and they're kind of just there, and I'm kind of just there.

With the permissive parenting style, there appeared to be emphasis of consistent involvement and consideration of the thoughts or feelings of the participants. Participant LU002114 described their experience in being raised in a permissive parenting style stating, "I would say that they were very cushiony. They wanted to keep me safe from the world." Overcompensation was also indicated when discussing permissive parenting style. Participant L20513769 described their life experiences as, "Good relationship. A little overprotective, but overall, still in a very good environment." Participant LU002122 described their parents' interactions with them and their siblings by stating, "I think the way I was raised was, as I said before, very generous, very out there, I'll say people pleasing a lot." And participant LU002101 mentioned that because they were raised primarily by their grandparents due to lack of parental involvement, "I have a strong relationship with my grandparents. It's like we're very close, they would do anything for me." It is important to note that in discussing how they were raised, participants also discussed emotions that were evoked based on this as well, which is discussed in the influence subtheme.

Subtheme: Influence

Fluctuation of emotional responses became prevalent based on the effect negligent and permissive parenting had on participants. Pertaining to negligent parenting, participant LU002104 mentioned that "sure made me not emotionally attach to people,

they taught me how to kind of--not be coldhearted but kind of how to not let your emotions sit on your shoulders.” Others experienced negative feelings as participant LU002113 mentioned that, due to being raised by negligent parents, “I really didn’t get the childhood I thought I deserved, I had to grow up quick.” This participant later mentions feeling anger and resentment towards her father particularly because of this.

Participant LU002113 discussed the effect of negligent parenting as it relates to interacting with others, mentioning, “And my family has told me and showed me that I can’t trust anyone and that no one will ever--I can’t rely on anyone, and I cannot love anyone, and no one can love me.” Participant LU002102 described their limited interaction with parents as, “fearful respect” more so than involvement or communication., adding that, “I can’t have a male figure raise his voice at me. It causes a panic attack most of the time.” It is perceived that, due to lack of emphasis on emotions or consideration of thoughts and feelings, negligent parenting styles reinforced a guarded approach in the participants.

In the capacity of permissive parenting, emotional responses were opposite in life experiences. Participant LU002109 discussed her mother’s interaction with her mother as, “My mom was really caring. She was a very caring person. I think she was always caring to me. If I failed a test my mom would console me, my mom would be hugging me. That’s how she raised me.” They go on to mention something interesting, a possible motivation for permissive parenting. Participant LU002109 stated, “Now that I’m a little bit older, they’re a lot more trusting in me. And I guess because they put me through a lot more in my younger years, they had built a trust with me, that I’m allowed to do a lot

more things now.” Indication of unconditional love and acceptance is indicated in various life experiences, as mentioned by participant LU002104 who mentioned, “So it was just nothing but love from those people [grandparents], more or less.” Because there were more participants that experienced more negligent than permissive parenting, indication of influence is limited in this research study.

These comments made by participants indicate that influence, not towards how they feel about themselves, but more so how the participant’s perspective of the world around them we indeed impacted by parenting styles and the type of interaction negligent and permissive parenting provided.

Subtheme: Personality Traits/Characteristics

In discussing the relation between parenting styles and personality traits or characteristics experienced by the participants, all stated that the parenting style they were raised in did greatly influence this. This is important to note because the possible affect parenting style had on the participant’s personality and characteristics was the only factor of the study that had a unanimous response. This in and of itself gives strong evidence of the research questions being presented for exploration.

With negligent parenting, there appears to be a consensus of detachment and guarded approaches in interactions with others. Participant LU002101 explained, “You just don’t show your emotions or anything. You keep that from yourself. You tend to keep all your secrets in. You don’t let them know anything about your personal life.” Contrary to this participant’s life experience that resulted in unwillingness to be emotionally expressive, participant LU21002102 states that there is an overcompensation

factor in their personality. They mention that “I became hyper empathetic. I think because I had to try to predict what was going on in an emotionally unstable environment, on both sides. I was put in a position where I had to be very passive to survive kind of in my household” These examples of personality traits or characteristics give indication of extremes in emotional expression as a result of negligent parenting however polarized, as well as a sense of independence in creating perception of the world and others.

Individuals that experienced permissive parenting also indicate independence in creating perceptions, however in a more supported sense. Participant LU002118 described their interactions with their parents stating “My mom was more of a friendship; I don’t think I’ve ever had a solid mom. She would attempt to parent me, and it was completely foreign to me and would cause us to butt heads.” This participant went on to discuss that because of this being there was a sense of apathy towards accountability, stating, “dealing with people in a negative way, it’s really easy to compartmentalize it and kind of just chop it up to that’s how they are, and it doesn’t have anything to do with me.”

Theme 2: Motivation

The second theme, identified as motivation, focuses on the development of their own personality or characteristic traits because of navigating through parenting styles the participants were raised in. This theme has direct ties to the selective codes, or subthemes: help and learn.

Subtheme: Learn

Participant interviews molded the concept of learning as a means of coping with negligent and permissive parenting styles through the process of reflection of their lived experiences. In the majority, if not all the participants, there was a consensus of positive learning because of their experiences that have allowed each to identify ways in which it helped more than hurt based on their resilience and self-sufficiency.

In the realm of negligent parenting style, Participant LU002103 mentioned that throughout their lived experiences, they learned, “how to live in a world that isn’t so cut and dry, that there’s going to be problems here or there, so you kind of roll with the punches.” Participant LU002130 mentioned that she learned that it is important to work on negative interactions within the family dynamic, stating, “I think that families should go to therapy. No matter if they’re good or bad or think they’re good, or they’re okay. I think everyone should go to therapy.” With permissive parenting, Participant LU002106 mentioned that “I learn things on my own based on how they cared for me.” Participant LU002119 expressed learning persistence through the involved capacity of permissive parenting, mentioning that they learned, “keeping my head up and keeping strong for everybody around me really got me through.” These responses validate not only that there can be a positive link to these parenting styles pertaining to resilience and self-sufficiency, but also that perception of each individual is an important factor in that affect whether negative or positive.

Subtheme: Help

This subtheme indicates the positive effect that negligent and permissive parenting has had again in reflection of the manner in which the participant was raised. Participant LU002104 mentioned that, due to negligent parenting it helped in the way that, “I had to realize that I’m kind of by myself in this situation, that if I want to be happy, I got to look for myself for my own happiness.” Participant LU002113 mentioned that this means of parenting has helped them in their discipline in life. When asked to elaborate, they stated,

Probably my work ethic. My dad is very, “If you don’t do it right the first time it’s not worth doing.” So, you better get it done right or it’s just a waste of time. And I’d rather get to it, do it, do it right, not have to do it again at all.

This participant indicated that this way of thinking came from their perception of their father expression dissatisfaction with their attempts at school or any other endeavors growing up. Participant LU002108 discussed that the help for them came from discipline, mentioning that, “Really the discipline. I feel the discipline helped me get to where I am. If there was no discipline or anything structured, then I probably would be dead or in jail.” With permissive parenting, Participant LU002106 mentioned that their parent’s unconditional love and support would be considered the main factor that, “helped me to college.” Participant LU0479336 expressed gratitude for how they were raised based on permissive parenting style, stating, “I mean, it’s because of them I’ve gotten this far. It’s the only reason I’ve gotten this far. I just got a lot going on in my head, and I wouldn’t be able to manage without them.”

Theme 3: Perspective

The final theme, identified as perspective, emerged from the participants discussing an individualized understanding of positive outcomes in their life pertaining to the parenting style they were raised in. This theme has direct ties to selective codes or subthemes: resilience and self-sufficiency. During the interview process, each participant was asked specifically to define each term based on their understanding of the term itself as well as their interpretation of the terms based on how they were experienced in their lives pertaining to parenting styles. It is important to note that, although there were apparent differences in perspectives in relationship between negligent and permissive parenting styles, there was a commonality within the 20 participants on their understanding of each term.

Subtheme: Resilience

When asked during the interview process to define the term resilience or resiliency, most participants had the same or very similar responses. Participant LU002114 defines resilience as, “the ability to keep on going.” Participant LU20513769 sums up resilience like most others with identifying being “very strong.” Strength was overall the perception or understanding of this work based on their life experiences. Some of the participants also mentioned phrases like, “push through” and “not give up” as ways of identifying resilience through reflection.

Subtheme: Self-Sufficiency

When asked to define or express their perception of self-sufficiency, one of the most common responses amongst the participants collectively was, “doing everything

yourself.” Participant LU002111 described self-sufficiency through his perspective as, “Not being dependent on other people, like me being dependent on myself for literally everything and being able to do it without the help of another.” Participant LU002117 mentioned that self-sufficiency can be described that, “you don’t really need people.”

As an addition to this information, participants were specifically asked how resilience and self-sufficiency played a part in their ability to succeed to this point of their academic career. Participant LU002114 stated,

I can do things, but when I have to rely on other people or communicate with them, it becomes rather stressful, but I still try to persevere through it because I know it won’t be as bad as I think it is.

Overall, based on the lived experienced by these 20 participants, there is indication that although the way they were raised had some negative affect growing up, their reflection of how it influenced their ability to succeed is apparent.

Narratives of Resilience

When asked during the interview process to define the term resilience or resiliency, most participants had the same or very similar responses. Participants defined resilience with phrases such as, “the ability to keep on going,” or summing up resilience like most others with identifying as being “very strong.” Strength was overall the perception or understanding of this word based on their life experiences. Some of the participants also mentioned phrases like, “push through,” “bouncing back,” and “not giving up” as ways of identifying resilience through reflection of their experiences in growing up in a permissive or negligent household.

In addition to requesting participants to define resilience, they were also asked about where they feel their resilience was influenced based on how they were raised as well as their motivation to be resilient in the face of adversity. Participant LU002101 mentioned that, in reflection of parenting style on the foundation of their resilience, “I come from an emotionless family. They have their emotions, but the way they deal with them, it’s like we’re not allowed to share our emotions. I don’t have that aspect to be supported by my family.” The participant goes on to mention,

I think it did influence me with all my situations. Because I feel my childhood was all over the place. I learned a lot of things, different things, from what I learned from them... I learned how to live life on my own.

Participant LU2021010 stated that they were impacted by experiences in a permissive parenting household stating that, “Maybe probably them not babying me all the time, spoiling me. I can understand I do have to work and handle things on my own.” These perspectives of both negligent and permissive parenting indicate the influence of past experiences on current life situations of the participants.

It is important to note that, although common perspective of both negligent and permissive parenting can be seen as negative, there are indications of positivity within the interviews that are also equally impactful. Participant LU2021010 mentioned that, of what they learned from being in a permissive parenting household in reference to interacting with others they mentioned, “the way that they interacted with me is how they would interact with everybody else. So, if they didn’t come at me in a bad way, I

wouldn't want to do that to anyone else." With negligent parenting, an example of a benefit indicated by participant LU 002010 include mentioning,

Even to this day, every time before, if I have a recent situation or something, I literally will sit here and just stare the wall and figure out, "What am I going to say? What am I going to do it on my own?"

Narratives of Self-Sufficiency

When asked during the interview process to define the term self-sufficiency, most participants again had the same or very similar responses. Terms such as "Survival mode," "independent," and "successful" were utilized frequently by the participants in correlation to being seen or seeing someone as self-sufficient. Handling adversities or difficult emotional situations are done so "on your own and done well" for the sake of maintaining motivation and confidence throughout life.

Participant LU 002101 mentioned that, in a negligent parenting household, self-sufficiency was strengthened, stating,

I was borderline neglected by my dad. So, it made me more efficient to where I learned how to cook earlier. I learned how to do my laundry, just because that was expected of me at such a young age. So now it's like second nature.

Participant LU002104 reflects on building self-sufficiency through their experiences in a negligent household, mentioning,

So with the self-sufficiency, with my parents' kind of tossing me here and there, I had to realize that I'm kind of by myself in this situation, that if I want to be happy, I got to look for myself for my own happiness.

Participant LU002106 mentioned that being raised in a permissive household, they learned, “how to do things on their own” because they were allowed to make choices without their parents interfering.

As with the concept of resilience, there are positive aspects of both negligent and permissive parenting styles that contribute to self-sufficiency. An example of this comes from participant LU002104, who responded to the idea of the influence of parenting styles of self-sufficiency by stating, “I think parenting style is up for debate on what’s right and what’s wrong. I don’t think any parenting style is necessarily correct, so to speak. I think it’s what you do with that information.” Participant LU002130 mentioned that positives of self-sufficiency in relation to self-sufficiency impacts an individual’s worth, mentioning that, “It did affect it, but I guess in a good way to show me how to be and not be.”

Summary

The purpose of this chapter was to highlight the findings which emerged on account of the interviews that were carried out. It is clear from the findings of this research study that there are, in fact, positive outcomes of negligent and permissive parenting styles pertaining to resilience and self-sufficiency within the research population. As the narratives have shown, individuals can utilize their interpretation of their foundation and grow despite foundational distress or over compensatory lived experiences. In Chapter 5, indications for further research will be discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

Introduction

This study was conducted to explore a gap in the research regarding adolescent and young adult introspection and resilience as a means of managing stress and anxiety. The goal of this study was to provide insight on the positive influence of permissive and negligent parenting styles that could be considered beneficial in the ability to promote distress tolerance and anxiety management among young adults. This information is paramount in attempts to enhance social change through the implementation of intervention strategies that promote education of mental health and more resources for treatment. Alongside this, the information obtained could lead to greater understanding and awareness in the pursuit of positive social change.

The intention was to promote changes in social norms that are detrimental to resiliency and the ability to maintain mental stability in the face of adversity. Also included in this chapter is a discussion on the connection between this study and the effects of PTG through adversity, specifically negligent and permissive parenting styles. This chapter concludes with a discussion of the limitations of the study, areas for future research, and a summary. This was guided by the following research questions: What are the lived experiences of resilience and self-sufficiency for young adults exposed to negligent and permissive parenting styles?

In analyzing the data collected through interviews with young adults between ages 18 and 25, I was able to identify five specific themes: (a) the impact of attachment and parenting styles on the development of emotion regulation as adolescents into

adulthood, (b) parenting styles influence adaptability among adolescents and young adults and adverse childhood experiences can serve as a catalyst for positive change, (c) permissive parenting styles and persistency and reactivity of traits of temperament together contribute to ego resiliency, (d) resilience among young children who have been maltreated is a result of multiple protective factors as indicated in a social–ecological perspective of resilience, and (e) adverse childhood experiences can serve as a catalyst for positive change, a term identified as PTG. Some of these factors related to individuals specifically based on family dynamic, some to environment, and some are the combination of both as significant influential adversities. Overall, these factors help contribute to an environment where young adults in college are challenged and can continuously grow.

Interpretation of the Findings

While participants' ages, grade level, gender, and experience varied, each of the five common themes that emerged proved dominant pertaining to factors in providing insight on the positive influence of permissive and negligent parenting styles that can be considered beneficial in the ability to promote distress tolerance and anxiety management. The themes identified provide a dynamic that is influential to the changes of the individual throughout their lives. Each of the details are described in the following section.

Analysis of the data collected in this study indicated that parenting styles have an impact on the development of emotion regulation among adolescents as they grow into adulthood. However, this finding has different ways of pertaining to two capacities. The

first is the relationship between the level of attachment an adolescent has with their parent and the second is the correlation of reinforcement of parenting style (Pearson, 2013). Pearson's (2013) research stemmed from James Gross's process model of emotion regulation, which argues that an individual's physical and psychological well-being are dependent on their emotions. Gross theorized that when youth are troubled by hard emotions, it is because they are unable to determine the purpose of those emotions. As a result, an individual is not able to regulate their emotions appropriately (Pearson, 2013).

This concept leads to the idea that adolescents need guidance for how to effectively understand and express emotions. In negligent parenting, most of the participants discussed that because they were not sheltered from the adversities of life, their parents guided them to be exposed to hardships to determine the purpose of their emotions. Therefore, these participants were learning how to overcome their emotions with their capabilities. In the situation of individuals who experienced permissive parenting, there is a unique facet that would not have been assumed to be contributing factors to mental or emotional distress.

Although Gross's theory rings true in this parenting style in that these individuals were troubled by emotions that were considered overwhelming for them to process or experience due to what participants indicated as being overprotective, it is the learning how to manage through this overprotection as an adversity in and of itself that was beneficial in their ability to adapt and thrive. In both cases, emotion regulation occurs even though the adversity or motivation is different. In participants from both permissive

parenting and negligent parenting, it appeared as though the lesson learned from their experiences was unintentional on the part of the parents.

Parenting Styles Influence Adaptability Among Adolescents and Young Adults

Kerr et al. (2012) discussed how research has indicated that parenting styles influence adaptability among adolescents and young adults, and this also rang true in relation to the data in the present study, specifically pertaining to permissive and negligent parenting in relation to parental control. In the differentiation of the two, permissive parenting was described as the parent having passive involvement and lacking parental control in that there was unconditional positive reinforcement from the parent without expectations or structure enforced on the child. In this parenting style, the lack of parental control and the boost of unconditional positive reinforcement without expectation or structure were deemed influential in the adaptability among young adults. The same can be considered accurate in negligent parenting, as described by Maccoby and Martin (2012). Negligent parenting style has been characterized as minimal to no parental involvement besides providing what is required for the child's well-being, therefore relinquishing all parental control to the child to fend for themselves. The minimal involvement of parents indicates they are relinquishing all parenting control, which influences adaptability as well.

Although there is a polarized dynamic in parental reinforcement in terms of involvement with the individual as a child or adolescent, there is the similarity of parental control. There is a lack of parental control and no expectations in both categories of parenting styles that is more apparent as an identifying factor in the ability of the young

adult to be resilient and self-sufficient in the face of adversity. Participants indicated that the lack of parental control was beneficial in their ability to demonstrate resilience and self-sufficiency to excel in life. Individuals who experienced permissive parenting indicated being accepted for who they were and having unconditional support in choices they made, which builds self-confidence and emotional intelligence in the idea of excelling with the presence of unconditional reinforcement.

These individuals experienced emotional acknowledgement and validation from their parents, which helped them push forward in adverse situations in life. Participants who experienced negligent parenting indicated that no parental control and expectations assisted in boosting self-confidence and emotional intelligence and in the idea of excelling despite not having unconditional reinforcement. Because they did not have the support they needed from their parents, these individuals boosted their self-confidence in achievements obtained on their own and emotional intelligence in acknowledging emotions they were experiencing and by practicing self-soothing techniques and coping skills to press forward.

Permissive Parenting Styles and Persistency and Reactivity of Traits of Temperament Together Contributes to Ego Resiliency

In conducting the research in association of parenting style and impact on adaptability, Önder et al. (2018) discussed how permissive parenting styles and persistency and reactivity of traits of temperament together contribute to ego resiliency. Ego resiliency is described as personality characteristics consisting of the ability to vary, in an adaptive manner, the degree to which one inhibits or expresses emotional impulses

that are dependent on social demands while temperament is the consistent individual differences in behavior that are biologically based and set apart from learning, values, and attitudes. The results of this research indicate that permissive parenting style and persistence and reactivity temperamental traits of children affect ego resiliency levels in the positive direction (see Önder et al., 2018). In this research, participants who discussed indication of permissive parenting styles did, in fact, report the ability to adapt when exposed to adversities or obstacles in life that contributed to their accomplishments of finishing high school and excelling in college.

Interestingly, in response to the interview question pertaining to dealing with adversity or obstacles, participants indicated that they were able to express distress and other uncomfortable emotions, indicating that their parents were comforting and offered suggestions and assistance to work through the adversity. Another interesting discovery in interviewing participants indicative of being raised in a permissive parenting style was that when having to deal with adversities without the assistance of their parent, they were more emotion oriented, allowing for the processing of emotions prior to identifying the problem and developing a plan to problem solve the obstacle at hand.

Resilience Among Young Children Who Have Been Maltreated Is a Result of Multiple Protective Factors as Indicated in a Social Ecological Perspective of Resilience

Ungar (2012) argued that resilience among young children who have been maltreated is a result of multiple protective factors as indicated in a social ecological perspective of resilience. The idea that individuals being exposed to risk factors

associated with marginalization such as poverty, racism, or physical and intellectual disabilities as children, adults develop motivation to rise above based on experiencing adverse or situations in the past or continuously with awareness with a survivalist mentality and resourceful approach to problem solving. This is true with the participants that were indicative of being raised in a negligent parenting style as children. Participants that were raised in the environment that included uninvolved parents, inconsistent living conditions, and abuse (mental, emotional) as young children were able to identify these conditions as contributing factors of self-sufficiency and ability to push through. Participants indicated a real-world approach in which having to fend for themselves helped with the realization of accountability and sole responsibility of their successes as well as their failures.

As with the participants that experienced permissive parenting styles, it is interesting to note that not only are there significant indicators of emotional versus problem solving components apparent but swapped in priority. Individuals in this category of parenting style tend to focus more on problem solving dynamics of handling adversities as a priority and, although allowing for the processing of emotions in a different manner as those in the category of permissive parenting, do in process emotions. This is important to mention because the value of emotional expression is not held in high regard, thus something that is a conscious choice to put into practice as opposed to a natural occurrence.

Catalyst for Positive Social Change

Finally, in past research, Tranter et al. (2020) discussed how adverse childhood experiences can serve as a catalyst for positive change, a term identified as PTG. The theory of PTG is referred to as positive changes that emerge from the psychological struggles with stressful life events through the process of attempting to make sense of the adverse event to drive the cognitive processing needed to experience positive transformation in terms of resiliency (Tranter et al., 2020). A highlighted factor addressed in this theory is adverse childhood experiences, giving indication of influence of adverse childhood experiences in that they confront an individual's sense of identity that contributes to either positive or negative changes. An important concept to address in the capacity of identifying what constitutes *adverse* in the research participants' experiences is subjectivity and perspective of these experiences.

In conducting the research, it is important to note that the perspective of adverse experiences is subjective to the individual. In interviewing the participants, their perspective and interpretation of what was considered adverse experiences in life that were influential to their ability to obtain/maintain resilience and self-sufficiency related to the significance of experience itself.

Limitations of the Study

In chapter one, there was an indication of limitations that were anticipated and although there were discoveries and revelations because of the research, these factors were apparent and validated in the interviews of the individuals. The first limitation addressed to the current study would be the interpretation of the individual's ability to

maintain resilience when experiencing life stressors. What one individual saw as an imposition to their growth (e.g., being smothered by their parents and encouraged emotionally) could be considered a missing element to those that grew despite (e.g., not being cared for or acknowledged as important to their parent). This revelation lends to the adage of “beauty is in the eye of the beholder” in terms of what was considered an obstacle to resilience and self-sufficiency.

Another limitation to the current research focuses on the perceived parenting style indicated. The information provided pertaining to the style of parenting the individual experienced can be considered subjective due to the researcher’s decision not to include interviewing the parents of the participant as a part of the study. An important factor to consider included the inability to obtain the perspective of parenting style by the parents themselves. Because the parents of the participants were not interviewed as part of the research study, it leaves the question of how they saw their parenting style in comparison or contrast to the participant. In this situation, perception and interpretation seemed problematic in not only determining the parenting style indicated in the upbringing of the participant, but also in the contributing factors to their ability to their success.

For example, one of the participants discussed how emotional expression was not consistently encouraged in the household by their parents. According to the participant, this familial norm was considered an indication of being or feeling neglected however was normalized by the parent. This information can be interpreted by the idea that the parents themselves perceived this behavior as healthy or normal based on possibly their upbringing or cultural beliefs, therefore not negligent to them. Obtaining more

information from the parents of the participants in a separate interview would contribute to the richness of the research itself.

In both instances of limitations, there was a common theme remaining the subjectivity of perspective and interpretation of experience and influence. Because there was no tool in place to promote evidence-based information, there is room for discrepancies and other barriers for concrete validation of contributing factors and appropriateness of participants in the research process.

Recommendations

Throughout the research process, there were strong indications of strengths and limitations that are conducive to recommendations for further research. The strength of the study was presented in the means of promoting a platform for young adults struggling with mental and psychological distress to process their experiences through an appropriate and healthy perspective as well as obtain much needed resources and support for recovery. Limitations of the research process included the subjectivity of perspective and interpretation of the participant for the sake of identifying contributing factors of adversity as well as contributing factors of resilience and self-sufficiency. With this information of strengths and limitations, there were some recommendations for further research and suggestions for consideration for future reference.

The first recommendation to consider would be to allow for more focus on detailed demographic information of the participant. Having more detailed information such as age, gender, level of class (freshman, sophomore, junior, or senior), family dynamic (single parent, both parents, raised by extended family members), and

ethnicity/race may have served an important role in further research. I suggest incorporating questions to obtain detailed demographic information in the initial survey in determining appropriateness of the participant or in the participant interview process. In obtaining this information, further research could focus on more specific components such as difference in gender in experiencing either parenting style or the importance of cultural components in parenting styles or ability to maintain resilience and self-sufficiency.

Along with this recommendation for consideration, another one would be to incorporate more evidence-based tools to support the information provided. During the interview process, the researcher utilized the Parenting Style Tool (Baumrind parenting typology) to indicate likely parenting style based on the information obtained by the participant during the interview process. This process allows for more influence from the perspective and interpretation of the participant and less influence of more measurable components. Having a survey or check list of specific characteristics of negligent and permissive parenting styles provided to the participant prior to the interview may have assisted with more evidenced-based information, thus providing more validity to the appropriateness of the participant as opposed to solely depending on motivational interviewing to obtain information.

In relation to this recommendation, a suggestion to consider is providing the initial survey or checklist to and interviewing the parents or guardians of each participant in the research process. This can assist in confirming indications of parenting style as well as provide another factor for further research. In thinking about this, there is an

opportunity to look further into the relation of parent's motivation in parenting style based on their ability to manage resilience and self-sufficiency.

Implications

As mentioned previously, the focus of this study is to provide insight on the positive influence of permissive and negligent parenting styles that can be considered beneficial in the ability to promote distress tolerance and anxiety management within the young adult population. This information will be paramount in the attempts of enhancing social change through the implementation of intervention strategies and programs that promote education of mental health and providing more resources for treatment.

Alongside this, the information obtained from the study will aggrandize greater understanding and awareness in the pursuit of positive social change. The intention is to promote changes in social norms that are detrimental to resiliency and the ability to maintain mental stability in the face of adversity.

Chapter 2 included descriptions of motivational models for research. These models included the Baumrind (1967) theory of parenting style, with the inclusion of Maccoby and Martin's (1983) permissive parenting style and Lazarus and Folkman's diathesis stress model (Kendler, 2020). How the motivation models discovered in this study fits are discussed in this section.

Baumrind Theory of Parenting Style and Maccoby and Martin's Permissive Parenting Style

Baumrind's (1967) theory of parenting style, with the inclusion of Maccoby and Martin's (1983) permissive parenting style, argues that different parenting styles can lead

to different child development and child outcomes. In the 1960s, Diane Baumrind (1967) developed categories of parenting behavior styles that describe interaction between parent and child, arguing that different parenting styles can lead to different child development and child outcomes. In 1983, researchers Maccoby and Martin expanded on Baumrind's theory of parenting styles by adding to the permissive parenting style to include neglectful parenting (Power, 2013). Neglectful parenting, also known as uninvolved parenting, is characterized as having little emotional involvement with the child; this ranges from providing minimal necessities for the child to complete rejection (Power, 2013). Permissive parenting, although characterized as loving and involved, is marked with low demands and accountability for the child (Power, 2013).

Lazarus and Folkman's Diathesis Stress Model

The diathesis stress model is a psychological theory in which mental and physical disorders develop from a genetic or biological predisposition of the illness alongside the incorporation of stressful conditions that can be considered contributing factors. In this capacity, the predisposition is considered a vulnerability, indicating that individuals with a vulnerability experiences stress, they are more likely to develop psychological disorders or suffer from adjustment issues (Kendler, 2020).

The results of this research show that the concept that permissive and neglectful parenting styles may contribute to the effect of resilience and self-sufficiency as indicated in past research, however not in the dynamic once proposed. Popular belief based on past research indicates that neglectful and permissive parenting styles contribute primarily to a decline of resilience and self-sufficiency in correlation to posttraumatic stress disorder.

However, this research set to hypothesize and ultimately proved through the interview process that negligent and permissive parenting styles can also promote resilience and self-sufficiency despite past experiences, validating the theory of PTG.

Conclusion

The Centers for Disease Control and Prevent report that in 2019 alone there were approximately 4.8 million visits to emergency rooms and 58.6 million visits to physician's offices across the United States for mental disorders, behavioral, and neurodevelopmental issues (Kendler, 2020). Of this population, young adults within the ages of 18-25 represent at a higher prevalence of this population at 25.8% in comparison to adults ages 26-49 years (22.2%) and ages 50 and older (13.8%), reporting that in evaluating the young adult population, the overall theme of mental and emotional distress was a lack of ability to deal with adversities such as maintaining employment, intimate relationships, budgeting/ paying bills, and college life were amongst the top triggers for mental health instability; indicating a lack of ability to deal with adversities that, earlier on in society would have been considered just life.

Upon completing the research in which participants were interviewed based on their experience of either permissive or negligent parenting styles, indicating how this experience contributed to resilience and self-sufficiency as opposed to restriction of as indicated in research of the past, discoveries of theory validations were apparent. Baumrind's (1967) theory of parenting style, with the inclusion of Maccoby and Martin's (1983) permissive parenting style, argues that different parenting styles can lead to different child development and child outcomes. In terms of Lazarus and Folkman's

diathesis stress model, indication that individuals with a vulnerability experiences stress, they are more likely to develop psychological disorders or suffer from adjustment issues is valid. In the capacity of the research, the vulnerability would be not only the parenting style, but also the lack of parental control and level of unconditional parental reinforcement. Because of these vulnerabilities, resiliency and self-sufficiency was affected, however not in the same way as indicated in past research.

The interviews provided by the participants indicate that although parenting styles as well as the experiences of adversity because of the parenting styles may have contributed to difficulties in adjustment in the introduction to new situations, there were factors that were beneficial in establishing resilience and self-sufficiency. For individuals that experienced permissive parenting style, the reinforcement of self-serving perspective strengthened emotional IQ by self-validating emotions and promoting the processing of these emotions created a sense of self-confidence and distress tolerance. For the participants that experienced negligent parenting, lacking emotional IQ reinforcement promoted self-soothing techniques and coping skills based on self-sought resources to manage distress tolerance in order to establish resilience and self-sufficiency despite of their situation.

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Appendix A: Demographic Flyer

Qualitative research study seeks participants for interview

There is a new study called “Perspective of Resilience: Positive Outcomes from Permissive and Negligent Parenting on Young Adults” that can help mental health professionals better understand and help their patients. For this study, you are invited to describe your childhood experiences pertaining to parental involvement and its contribution to where you are today.

This research study is part of the doctoral study for Jessica Sanchez, a Ph.D. student at Walden University.

About the study:

- Initial eligibility survey (for interview selection)
- Approximate 45 minutes to 1-hour interview process with researcher (if selected)

Volunteers must meet these requirements:

- Age between 18-25
- Valid email address
- Internet access

To confidentially volunteer, please contact researcher Jessica Hernandez Sanchez

Appendix B: Questions for Determining Eligibility

1. Were parents/ guardians out of the house for days at a time, leaving you home alone?
2. Here you left responsible to provide for your own needs (food, transportation, clothes, etc.)?
3. Where your parents/ guardians uninvolved in your interests (ex. Sports or school events) although available?
4. Did your parent/ guardian express affection towards you (ex. Saying I love you or giving hugs)?
5. Did your parent/ guardian express concerns to your whereabouts when outside of the home?
6. Did your parent/ guardian establish and enforce rules or chores for you to follow?
7. Did your parents/ guardians stick to consequences for not abiding by these rules?
8. Did you see your parent/ guardian as an equal or friend as opposed to an authority figure?
9. If your parent/ guardian says no, were you able to convince them to change their mind?
10. When told to do tasks, were you able to do them at your convenience without consequence?

Demographic Information

1. Would you mind telling me your age?
2. Would you mind telling me your ethnicity?
3. Would you mind telling me your gender identification?

Appendix C: Research Interview Questions

A discussion about permissive and negligent parenting styles and their perceived roles in resilience

1. Do you understand the contents of the consent form and limitations of confidentiality as they have been explained to you?
2. Do you agree to the information provided in the consent form as well as the limits of confidentiality and are willing to participate in the research study?
3. Upon meeting me (the researcher), do you recognize me from previous interactions or relationships?
4. Growing up, who were you raised by? Can you explain the dynamic of your household (ex. Both parents in the home, raised by grandparent)?
5. How would you describe kind of relationship you had with the individual(s) that raised you growing up?
6. As a child, how do you think the relationship you had with your parents/ guardians influenced the way you dealt with everyday situations?
7. Please explain a time where you can say the way you were raised helped influenced how you got through an adversity or obstacle growing up, whether positive or negative?
8. What do you think are some characteristics or personality traits that you feel you acquired due to how your parents/ guardians raised you?
9. Looking back on how your parents/ guardians raised you, is there anything specific you feel helped you get to where you are now?

10. What is your understanding of the terms “resilience” and “self-sufficiency”?
11. How do you feel the parenting style you were raised in influenced your resilience or self-sufficiency, if at all?
12. What other comments, perspective or information would you like to contribute to the research pertaining to the relationship between the parenting style you were raised in and the outcome of your life experiences at this point?