

Parenting Styles and Psychological Resilience among Adolescents: The Roles of Self-Esteem and Emotion Regulation- An Integrative Narrative Review

Neha Goel¹, Dr Rashmi Saxena²

¹Research Scholar, Department of Humanities and Social Sciences, Shri Ramswaroop Memorial University, Dewa Road, Barabanki

²Assistant Professor, Department of Humanities and Social Sciences, Shri Ramswaroop Memorial University, Dewa Road, Barabanki
Email: [rashmisaxena.hum\[at\]srmu.ac.in](mailto:rashmisaxena.hum[at]srmu.ac.in)

Abstract: Background: Parenting styles provide a relational context within which adolescents develop beliefs about personal worth and strategies for managing emotional demands. These resources may, in turn, support adaptation to adversity. Objective: This review synthesises contemporary evidence concerning associations among parenting styles, psychological resilience, self-esteem, and emotion regulation in adolescents, with particular attention to Indian and other non-Western contexts. Method: A structured literature search was conducted for peer-reviewed English-language studies published primarily between 2016 and 2026. Searches combined terms for adolescence, parenting styles or dimensions, resilience, self-esteem, and emotion regulation. Foundational theoretical works and major systematic reviews were additionally retained. Because the literature was heterogeneous in exposure definitions, measures, populations, and outcomes, findings were integrated through an interpretive narrative synthesis rather than statistical pooling. Results: Across meta-analytic and empirical evidence, parenting characterised by warmth, responsiveness, predictable structure, and developmentally appropriate autonomy support was generally associated with stronger self-esteem, more adaptive emotion regulation, and higher resilience-related functioning. Coercive control, rejection, emotional coldness, and neglect were more consistently associated with lower self-worth and emotion dysregulation. Nevertheless, most direct studies were cross-sectional, relied on adolescent self-report, and used inconsistent definitions of resilience. Evidence from India was limited and often focused on academic rather than broad psychological resilience. Conclusion: The available literature supports a cautious conceptual model in which self-esteem and emotion regulation may operate as parallel, mutually reinforcing pathways linking perceived parenting with adolescent resilience. Longitudinal, multi-informant Indian research is needed before mediation or causal claims can be established.

Keywords: parenting styles; psychological resilience; adolescents; self-esteem; emotion regulation; India

1. Introduction

Adolescence is a period of rapid biological, cognitive, and social reorganisation. Young people encounter expanding academic expectations, evolving peer relationships, identity-related questions, and increasing demands for autonomy. Resilience in this developmental period is not a fixed trait or simple invulnerability. It is better understood as the capacity or process through which a person sustains or regains adaptive functioning in the presence of meaningful adversity. Masten (2001) described resilience as arising from ordinary adaptive systems, including supportive relationships, self-regulatory capacities, and positive beliefs about the self.

Parenting remains one of the most proximal developmental contexts during adolescence, even as peers and institutions become more influential. Parenting-style theory traditionally differentiates authoritative, authoritarian, permissive, and neglectful or uninvolved patterns through combinations of responsiveness and demandingness (Baumrind, 1966; Darling & Steinberg, 1993). Authoritative parenting combines warmth with clear and reasoned expectations; authoritarian parenting emphasises obedience and control with comparatively lower responsiveness; permissive parenting provides warmth with limited behavioural guidance; and neglectful parenting is low in both responsiveness and guidance. These categories are useful

organising devices, although real families may display mixed patterns that vary across situations and cultures.

The association between parenting and resilience is unlikely to be purely direct. Adolescents interpret parental behaviour, construct beliefs about their worth, and learn ways of understanding and managing emotions within repeated family interactions. Self-esteem may support resilience by strengthening perceived competence and reducing the tendency to interpret setbacks as evidence of personal inadequacy. Emotion regulation may support resilience by enabling adolescents to tolerate distress, flexibly reappraise challenges, seek help, and choose goal-directed responses. The present review therefore examines self-esteem and emotion regulation as plausible parallel pathways, while avoiding the claim that these pathways have already been causally established.

The topic has particular importance in India, where parenting is shaped by interdependence, family obligation, educational competition, respect for elders, and changing expectations regarding adolescent autonomy. Behaviour labelled 'control' may carry different meanings across cultural settings, but emotional rejection, humiliation, inconsistent discipline, and the absence of supportive communication remain relevant developmental risks. A culturally sensitive synthesis must therefore distinguish

parental involvement and structure from coercive psychological control.

associated with parenting behaviour and children's regulatory adjustment.

2. Conceptual and Theoretical Framework

Parenting styles as an emotional and behavioural context
Darling and Steinberg's (1993) integrative model distinguishes parenting style—the emotional climate in which parenting occurs— from specific practices directed at particular goals. This distinction matters because the same rule can be experienced differently when delivered with explanation and warmth than when enforced through fear, shame, or withdrawal of affection. Contemporary evidence consequently benefits from examining both categorical styles and dimensions such as warmth, rejection, behavioural control, psychological control, and autonomy support.

Resilience as dynamic adaptation

Resilience requires both exposure to challenge and evidence of adaptation. Studies nevertheless vary substantially: some assess general psychological resilience, others academic resilience, coping, mental toughness, or flexibility. These constructs overlap but are not interchangeable. In this review, psychological resilience refers broadly to adaptive functioning or recovery in the context of stress or adversity; academic resilience is treated as a context-specific indicator rather than a complete substitute.

Self-esteem and emotion regulation as developmental resources

Self-esteem reflects a person's global evaluation of worth (Rosenberg, 1965). Consistent parental warmth and respect may communicate that the adolescent is valued, while autonomy-supportive structure may provide repeated mastery experiences. Conversely, rejection or intrusive control may encourage self-doubt and contingent self-worth. A meta-analysis by Pinquart and Gerke (2019) found a small-to-moderate positive cross-sectional association between authoritative parenting and self-esteem and negative associations for authoritarian and neglectful parenting, while also warning that the predominantly correlational evidence does not establish direction of effect.

Emotion regulation encompasses processes through which people influence which emotions they have, when they have them, and how those emotions are experienced or expressed (Gross, 1998). Parents contribute through modelling, responses to adolescents' emotions, family emotional climate, and opportunities for guided problem solving. Goagoses et al. (2023) found that negative parenting dimensions were positively related to emotion dysregulation and positive dimensions were negatively related to dysregulation. Zimmer-Gembeck et al. (2022) further showed that parents' own regulatory competence is

3. Review Objectives and Questions

This review aimed to: (a) synthesise evidence linking parenting styles and dimensions with adolescent resilience; (b) examine associations of parenting with self-esteem and emotion regulation; (c) evaluate whether the evidence justifies a conceptual indirect-pathway model; (d) identify Indian sociocultural considerations; and (e) specify priorities for future research.

- 1) How are perceived parenting styles or parenting dimensions associated with psychological or academic resilience in adolescents?
- 2) What evidence links parenting styles with adolescent self-esteem and emotion regulation?
- 3) To what extent can self-esteem and emotion regulation plausibly be proposed as parallel pathways between parenting and resilience?
- 4) What cultural and methodological limitations affect application of the evidence to Indian adolescents?

4. Method

Design

An integrative narrative-review design was used. A structured search supported transparent identification of evidence, while interpretive synthesis allowed findings from meta-analyses, systematic reviews, and heterogeneous empirical studies to be examined together. Statistical meta-analysis was not attempted because studies differed in parenting operationalisation, resilience definitions, age ranges, instruments, and analytic approaches. The article therefore does not claim PRISMA-compliant systematic-review status.

Information sources and search strategy

The review was developed from searches of PubMed/MEDLINE, publisher platforms, Crossref/DOI records, and supplementary scholarly discovery searches. Search concepts were combined as follows: (adolescen* OR teen* OR youth) AND (parenting style* OR parental authority OR authoritative OR authoritarian OR permissive OR neglectful OR parental warmth OR parental control) AND (resilien* OR self-esteem OR emotion regulation OR emotion dysregulation). India, Indian, South Asia, Assam, and related geographical terms were used in targeted searches. Reference lists of major reviews were used for citation chaining. The principal publication window was January 2016 to September 2026; seminal theoretical works were retained irrespective of year.

Eligibility criteria

Table 1: Eligibility criteria for the review

Criterion	Included	Excluded
Population	Adolescents broadly aged 10–19 years; mixed samples only when findings were developmentally relevant or adolescent results were identifiable.	Adult-only and early-childhood-only studies.
Exposure	Parenting style, parenting dimensions, parental warmth/control, rejection, or autonomy support.	Studies without a parenting or parent–child relational variable.
Outcome	Psychological or academic resilience, self-esteem, emotion regulation/dysregulation, or closely related adaptive functioning.	Outcomes unrelated to the proposed model.

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Evidence	Peer-reviewed quantitative, qualitative, mixed-method, systematic-review, or meta-analytic evidence with verifiable bibliographic records.	Editorials, blogs, unverifiable citations, and conference abstracts without sufficient information.
Language/time	English; primarily 2016–2026, with seminal earlier sources for theory.	Non-English records without accessible reliable information.

Selection and synthesis

Records were retained when they directly informed at least one link in the proposed framework or provided high-level synthesis of that link. Greater interpretive weight was given to meta-analyses, systematic reviews, longitudinal studies, and studies with clearly defined adolescent samples. Findings were organised into four themes: parenting and

resilience, parenting and self-esteem, parenting and emotion regulation, and integration of indirect pathways. Given the heterogeneity and the limited Indian literature, effect sizes were not pooled and no exhaustive-study-count claim is made.

Characteristics of Key Evidence

Table 2: Characteristics of key evidence used in the narrative synthesis

Study	Design/context	Constructs	Contribution and caution
Pinquart & Gerke (2019)	Meta-analysis; children/adolescents; 116 studies	Parenting styles; self-esteem	Authoritative parenting showed positive cross-sectional association with self-esteem; authoritarian and neglectful styles showed negative associations. Causality not established.
Goagoses et al. (2023)	Systematic review/meta-analysis; 30 studies in narrative synthesis	Parenting dimensions/styles; emotion dysregulation	Negative parenting related positively, and positive parenting negatively, to emotion dysregulation; findings varied by construct and method.
Zimmer-Gembeck et al. (2022)	Meta-analytic review; 53 studies	Parent emotion regulation; parenting; child adjustment	Better parental regulation was associated with more positive parenting and better child regulation/adjustment.
Lin et al. (2024)	Meta-analysis of family factors, regulation, and internalising symptoms	Family factors; child emotion regulation; symptoms	Emotion regulation functioned as a statistical mediator between family factors and internalising symptoms; evidence supports mechanism plausibility, not the exact resilience model.
Mestre et al. (2017)	Cross-sectional; 164 adolescents aged 13–16, Spain	Emotion-regulation ability/strategies; resilience	Adaptive regulatory abilities and strategies were associated with resilience.
Bibi et al. (2022)	Cross-sectional adolescent study, Pakistan	Parenting styles; psychological flexibility	Parenting styles were associated with adolescents' psychological flexibility, a resilience-adjacent construct.
Du et al. (2022)	Adolescent empirical study, China	Positive parenting; self-esteem; self-regulated learning	Self-esteem partly mediated the association between positive parenting and self-regulated learning.
Wang et al. (2024)	Adolescent empirical study, China	Parenting dimensions; resilience; emotional/behavioural outcomes	Emotional warmth positively predicted resilience; rejection negatively predicted resilience.
Chutia & Swargiary (2024)	Descriptive survey; Class X students, Assam, India	Parenting style; academic resilience	Democratic parenting was favourably related to academic resilience; generalisability limited by context and sample.
Trong Dam et al. (2023)	Cross-sectional adolescent study, Vietnam	Parent–child relationship; self-esteem; resilience; wellbeing	Parent–child relationship, self-esteem, and resilience were important correlates of adolescent life satisfaction and mental wellbeing.

Narrative Synthesis

Parenting styles and adolescent resilience

The evidence converges most clearly at the dimensional level. Warmth, responsiveness, emotional availability, predictable expectations, and opportunities for age-appropriate autonomy are repeatedly associated with better adaptive functioning. Wang et al. (2024), for example, reported that emotional warmth positively predicted resilience whereas rejection negatively predicted it. Bibi et al. (2022) linked parenting styles with psychological flexibility, suggesting that family climate may influence the adolescent's capacity to remain responsive rather than rigid under stress. These findings align with resilience theory: supportive caregiving can provide both an external regulatory resource and a secure base for exploration and problem solving.

The categorical conclusion that authoritative parenting is universally optimal requires qualification. Authoritative parenting often bundles warmth, structure, explanation, and

autonomy support, making it difficult to identify which ingredients are responsible for observed advantages. Authoritarian parenting likewise combines elements that may differ in developmental meaning: firm behavioural expectations are not equivalent to psychological control, humiliation, or rejection. Cross-cultural interpretation is therefore essential. Structure that is perceived as protective involvement may not have the same implications as coercive control that undermines agency.

Indian evidence remains comparatively sparse. Chutia and Swargiary (2024) found a favourable relationship between democratic parenting and academic resilience among adolescents in Assam. This is useful but cannot be treated as definitive evidence about general psychological resilience across India. Academic resilience is tied to school persistence and performance, and a geographically limited survey does not represent the country's linguistic, socioeconomic, and family diversity. The Indian evidence base needs multi-site studies with urban and rural

representation, separate assessment of mothers and fathers or caregivers, and culturally tested measurement models.

Parenting styles and self-esteem

Self-esteem is the best-supported of the two proposed pathways. Pinquart and Gerke's (2019) meta-analysis integrated 116 studies and found that authoritative parenting was positively associated with self-esteem, whereas authoritarian and neglectful styles were negatively associated. The pooled cross-sectional association for authoritative parenting was small to moderate. Importantly, the limited longitudinal evidence did not demonstrate that parenting unidirectionally causes change in self-esteem; adolescent self-esteem may also influence parent-adolescent interactions.

Several mechanisms are plausible. Parental warmth can communicate unconditional worth, while respectful monitoring and consistent expectations create conditions for competence. Autonomy-supportive dialogue allows adolescents to develop a coherent voice and experience agency. In contrast, rejection and intrusive control may make approval contingent on compliance, increasing self-criticism or dependence on external validation. Du et al. (2022) found that self-esteem partly mediated the association between positive parenting and adolescent self-regulated learning, providing evidence that self-esteem can operate as an explanatory pathway for an adaptive outcome, although that outcome was not psychological resilience.

Culture may moderate the expression rather than eliminate the importance of these processes. In collectivistic contexts, close parental involvement and high expectations may coexist with warmth and shared family goals. Researchers should therefore measure adolescents' interpretation of parental behaviour, not infer emotional meaning from control scores alone. Psychological control, love withdrawal, ridicule, and invalidation should be distinguished from behavioural guidance and supervision.

Parenting styles and emotion regulation

Emotion regulation develops through modelling, coaching, co-regulation, and repeated experiences of whether emotions are accepted or punished. The systematic review and meta-analysis by Goagoses et al. (2023) found that negative parenting dimensions and styles were associated with greater emotion dysregulation, whereas positive parenting was associated with less dysregulation. Zimmer-Gembeck et al. (2022) additionally showed that parents who regulate their own emotions more effectively tend to display more positive parenting and have children with better regulatory adjustment.

The family-to-regulation pathway is relevant to resilience because adversity commonly evokes fear, anger, sadness, and uncertainty. Mestre et al. (2017) found associations between emotion-regulation abilities and resilience in adolescents. Regulation should not be confused with emotional suppression: resilience requires flexible management of emotion, including acceptance, reappraisal, help seeking, and goal-directed action. A family climate that permits discussion of difficult emotions may help adolescents develop this flexibility; a climate characterised

by invalidation or unpredictable anger may increase avoidance, rumination, impulsivity, or suppression.

Lin et al. (2024) found meta-analytic evidence that child emotion regulation mediates associations between family factors and internalising symptoms. That result strengthens the plausibility of emotion regulation as a mechanism. It does not, however, verify the precise pathway from parenting style to resilience proposed here. Direct longitudinal tests with resilience as the outcome remain necessary.

Integrated conceptual model

The evidence supports a cautious parallel-pathway proposition. Supportive, structured, and autonomy-respecting parenting may strengthen adolescents' global sense of worth and their capacity to manage emotional demands. Higher self-esteem may facilitate confident engagement with challenges, while adaptive emotion regulation may reduce disruption and support flexible coping. These pathways may interact: successful emotion regulation can protect self-evaluation during setbacks, and stable self-worth may reduce threat reactivity. Resilience is therefore likely to emerge from reciprocal processes rather than a one-way linear chain.

Perceived parenting	Developmental resources	Adaptive outcome
Warmth, structure, autonomy support	Self-esteem	Psychological resilience
Low rejection and low coercive control	Emotion regulation	Recovery, persistence, flexible coping

Figure 1: Proposed parallel-pathway conceptual framework. The framework is theoretical and has not been statistically tested in this review.

Indian Sociocultural Context

Indian adolescents develop within diverse family systems ranging from multigenerational households to nuclear and transnational families. Respect for elders, family reputation, educational aspiration, and reciprocal obligations may shape both parenting behaviour and adolescents' interpretation of it. A parenting measure developed in another cultural setting may not fully capture practices such as extended-family involvement, collective decision making, differential expectations by gender, or the educational role assigned to parents. Cultural sensitivity does not require romanticising harsh or invalidating behaviour. The analytic task is to distinguish structure from coercion and interdependence from the denial of agency. Qualitative work could illuminate how Indian adolescents describe parental warmth, protection, pressure, and autonomy. Quantitative studies should test measurement invariance across language, gender, socioeconomic position, school type, and family structure. Without such work, apparent cultural differences may reflect measurement artefacts.

5. Research Gaps and Future Directions

- **Longitudinal evidence:** Most studies are cross-sectional. Multi-wave designs are needed to test temporal order and reciprocal adolescent effects.

- **Direct mediation tests:** Few studies test parenting, self-esteem, emotion regulation, and psychological resilience in the same adolescent model.
- **Indian representation:** Multi-state, multilingual research should include government and private schools, rural and urban settings, and socioeconomic diversity.
- **Multiple informants:** Adolescent, parent, teacher, and where feasible observational evidence should reduce common-method bias.
- **Construct precision:** Psychological resilience, academic resilience, coping, flexibility, and mental toughness should not be treated as interchangeable.
- **Parent-specific effects:** Maternal, paternal, and other caregiver influences should be modelled separately and jointly.
- **Cultural validation:** Measures require evidence of reliability, factor structure, and measurement invariance in the intended Indian population.
- **Adversity specification:** Resilience research should identify the adversity or risk context rather than measure positive functioning alone.

6. Implications for Parents, Schools, and Counselling

The evidence favours parenting that combines connection with clear boundaries. Parents can validate emotion without approving every behaviour, explain the reasons for limits, provide age-appropriate choices, and support problem solving after setbacks. These practices are consistent with warmth and structure and may simultaneously support self-worth and regulatory competence.

Schools can involve families in programmes that teach emotion coaching, non-humiliating discipline, and developmentally appropriate autonomy support. Student wellbeing initiatives should avoid blaming parents or prescribing a single culturally rigid style. Counsellors can assess the adolescent's experience of family interactions, including whether expectations are understood as supportive, unpredictable, rejecting, or psychologically intrusive. Interventions should also recognise bidirectionality: adolescent distress can alter parental behaviour, and family work may be more effective than assigning responsibility to one party.

7. Limitations

This review has several limitations. First, the evidence base is heterogeneous and does not permit a pooled estimate for the full conceptual model. Second, as an integrative narrative review developed from accessible bibliographic and publisher platforms, it should not be interpreted as an exhaustive census of all studies. Third, English-language selection may exclude relevant regional Indian scholarship. Fourth, much of the literature relies on cross-sectional adolescent self-report, increasing common-method bias and preventing causal inference. Fifth, the proposed parallel-pathway model is an evidence-informed hypothesis rather than a tested result.

8. Conclusion

Contemporary evidence indicates that parenting characterised by warmth, emotional responsiveness, consistent structure, and age-appropriate autonomy support is associated with psychological resources relevant to adolescent resilience. Self-esteem is a particularly well-supported correlate of authoritative and supportive parenting, while a growing meta-analytic literature links positive parenting with lower emotion dysregulation. Evidence also connects emotion-regulation capacity and self-esteem with adaptive functioning. Together, these findings justify a conceptual model in which self-esteem and emotion regulation serve as parallel, interacting pathways between perceived parenting and resilience.

The model should not yet be described as causally confirmed. Stronger conclusions require longitudinal, multi-informant studies that assess all four constructs, specify adversity, and use culturally validated measures. For India, the priority is not merely to replicate Western parenting categories but to examine how warmth, structure, family interdependence, educational expectations, and adolescent autonomy combine across diverse settings.

Declarations

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