



The Relationship Between Authoritarian Parenting and Psychological Well-Being in Adolescents

Diva Widyawati Anggraeni Fajri & Fitri Ayu Kusumaningrum 

Program Studi Psikologi (S1), Universitas Islam Indonesia, Kab. Sleman, Indonesia

ABSTRACT

This study investigates the relationship between authoritarian parenting and adolescent psychological well-being, aiming to clarify how maternal and paternal practices influence developmental outcomes. The research was conducted with 200 adolescents aged 13–19 years, employing standardized measures of psychological well-being and parental authoritarian style. Data analysis included descriptive statistics, percentile-based categorization, assumption testing, correlation analysis, and additional tests based on demographic variables. The findings reveal significant negative correlations between authoritarian parenting and psychological well-being, with maternal authoritarian practices showing a stronger association than paternal practices. While the strength of the correlations was relatively weak, the results highlight that low responsiveness and high demandingness in parenting diminish adolescents' self-acceptance, optimism, and supportive relationships. Intercorrelation analyses further demonstrated that maternal and paternal low responsiveness were most strongly linked with reduced well-being, while additional tests showed stronger effects among male adolescents and significant differences based on parental education level. These findings align with international research emphasizing the adverse consequences of authoritarian parenting, yet they also underscore the moderating role of cultural norms, socioeconomic factors, and gender. The study contributes to theoretical debates by illustrating how parenting styles intersect with demographic variables to influence adolescent well-being, while also providing practical implications for parenting interventions and school-based mental health programs. In conclusion, the results affirm the need for culturally sensitive approaches to parenting education and policy, and they encourage future longitudinal and cross-cultural research to further explore these complex dynamics.

Keywords

adolescents; authoritarian parenting; cultural context; maternal influence; parental education; psychological well-being; socioeconomic factors

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INTRODUCTION

Adolescence is widely recognized as a critical developmental stage in which individuals begin to consolidate identity, autonomy, and social relationships while navigating complex emotional and psychological challenges. Parenting, as one of the most proximal environmental influences, plays an instrumental role in shaping adolescent psychological well-being (Lind et al., 2017; Singh et al., 2021). Among parenting styles, authoritarian parenting—characterized by high levels of control, strict discipline, and low responsiveness—has drawn substantial scholarly attention due to its association with a range of adverse outcomes. While authoritative parenting has consistently been linked to positive psychological development, the authoritarian style often demonstrates a more problematic relationship with adolescent adjustment across diverse cultural contexts (Lansford et al., 2018; Y. Zheng, 2023).

The impact of authoritarian parenting, however, is not uniform across societies. Research highlights significant cultural variability in how such practices are perceived and enacted, particularly in collectivist settings where obedience and conformity may be culturally sanctioned (Shen et al., 2018; Wong et al., 2020). For instance, while authoritarian parenting is typically considered detrimental in individualistic contexts, some studies have reported that in Asian cultural frameworks, these practices may yield positive outcomes in academic performance, though often at the expense of psychological well-being (Ashraf et al., 2024; Z. Wang & Chen, 2022). These cultural divergences suggest that the relationship between authoritarian parenting and adolescent well-being cannot be reduced to simple negative correlations but must instead be understood through culturally sensitive analyses (Pinquart & Kauser, 2018).

Despite these contextual nuances, empirical evidence consistently demonstrates that authoritarian parenting may undermine emotional development, social competence, and overall psychological health. Adolescents exposed to high levels of control and low parental warmth often exhibit increased stress, anxiety, and diminished emotional intelligence, which compromise their resilience and capacity for healthy self-regulation (Q. Zheng, 2023). Studies further suggest that authoritarian practices exacerbate vulnerabilities when coupled with external stressors such as parental conflict or socioeconomic disadvantage, thereby compounding risks for psychological maladjustment (Arafat et al., 2022; Owusu-Kwarteng, 2015). Against this background,

understanding the mechanisms through which authoritarian parenting influences adolescent well-being remains a pressing issue in developmental psychology.

The differential impact of mothers' and fathers' parenting styles adds further complexity to this inquiry. Recent studies have shown that while both parents significantly influence adolescent development, their contributions are not interchangeable. Maternal practices are often more closely linked to adolescents' emotional regulation and mental health, whereas paternal behaviors exert stronger effects on behavioral adjustment and resilience (Malik et al., 2023; Song et al., 2024). Moreover, negative maternal practices such as criticism and rejection appear particularly detrimental, increasing risks of anxiety and depressive symptoms, whereas paternal authoritarianism tends to influence externalizing behaviors and academic engagement (Sun, 2024; Q. Zheng, 2023). These distinctions underscore the importance of disaggregating parental roles when investigating the consequences of authoritarian parenting.

Theoretical frameworks provide valuable lenses to interpret these dynamics. Self-Determination Theory emphasizes how authoritarian parenting frustrates adolescents' needs for autonomy, competence, and relatedness, undermining well-being (Yang et al., 2024). Attachment Theory highlights the insecure bonds fostered by low parental responsiveness, which predict poor emotional regulation and mental health difficulties (Tan et al., 2023; Wahyuningsih et al., 2020). Bronfenbrenner's (1979) Ecological Systems Theory situates parenting within broader social and cultural environments, emphasizing how contextual factors such as socioeconomic status (SES) and cultural norms interact with parenting practices to shape adolescent adjustment (Gracia et al., 2012; Lopez et al., 2021; Tong & An, 2024). Together, these frameworks underscore the multidimensionality of authoritarian parenting's effects and the necessity of situating findings within larger developmental ecologies.

Contextual moderators such as parental education, SES, and cultural expectations further complicate this relationship. Parents with higher educational attainment are more likely to adopt authoritative practices that mitigate the harshness of authoritarian control (An & Zhang, 2023; Bi et al., 2018; Lei, 2023). Conversely, lower SES often fosters authoritarian practices as adaptive responses to environmental unpredictability, even though these strategies may compromise adolescent well-being (Rizvi & Najam, 2019). Cultural norms also mediate adolescents' interpretations of parental authority: in collectivist societies, strictness may be internalized positively as a sign of parental investment, whereas in individualist settings, it is often perceived as oppressive (Dwairy et al., 2006; Ning, 2022). Thus, parental education, socioeconomic conditions, and cultural context collectively moderate whether authoritarian parenting yields detrimental or, in some cases, adaptive outcomes.

Yet significant gaps remain in literature. Much of the research relies on cross-sectional data, limiting the ability to assess long-term developmental trajectories (Rivas et al., 2019). Moreover, studies often neglect differential effects by gender, socioeconomic context, or specific parental roles, leading to oversimplified conclusions (Besharatypoor & Khalidinia, 2018; Clark et al., 2015; Kalhoro et al., 2024). Additionally, while psychological outcomes such as depression and anxiety are frequently examined, less attention has been given to constructs such as identity development, resilience, and social competence (Bi et al., 2018). Furthermore, the limited investigation of interventions aimed at modifying authoritarian practices leaves a gap in applied strategies to promote healthier family dynamics (Apriliya & Hastuti, 2023). These limitations highlight the urgent need for more nuanced, longitudinal, and culturally informed studies.

The present study seeks to address these gaps by examining the relationship between authoritarian parenting—differentiated between mothers and fathers—and adolescent psychological well-being within the Indonesian context. By disaggregating maternal and paternal influences, this research contributes to clarifying how each parent's style uniquely shapes adolescent outcomes, while also situating findings within a cultural milieu where hierarchical family dynamics remain salient. The study advances novelty by testing these relationships in a non-Western setting, applying established theoretical frameworks, and assessing parental education as a moderating factor. Ultimately, the investigation aims to enrich understanding of authoritarian parenting's consequences, justify hypotheses regarding its negative association with psychological well-being, and contribute to the development of culturally sensitive interventions that foster healthier adolescent development.

LITERATURE REVIEW

Consistent Empirical Findings on Authoritarian Parenting and Adolescent Well-Being

Empirical research across multiple contexts consistently demonstrates a negative relationship between authoritarian parenting and adolescent psychological well-being. Studies in Pakistan, for instance, report strong associations between authoritarian practices and heightened adolescent depression and anxiety, emphasizing the harmful effects of parental control without warmth (Malik et al., 2023). Similarly, Y. Zheng (2023) highlights the role of authoritarian parenting in exacerbating frustration and distress among Chinese adolescents, suggesting cross-cultural validity of these findings. Yet, the evidence also reflects variability: in collectivist contexts, authoritarian practices may sometimes be associated with desirable behavioral

outcomes, such as compliance and discipline (Ang & Goh, 2006). This duality illustrates that while authoritarian parenting typically predicts adverse outcomes, contextual and cultural factors remain critical in interpreting these associations.

Gender also shapes adolescents' responses to authoritarian parenting. Research demonstrates that boys are more likely to display externalizing problems, such as aggression, while girls more often internalize experiences through heightened anxiety and depression (Yadav et al., 2021). This pattern underscores the gendered consequences of parenting practices, demanding nuanced approaches in both research and interventions. Furthermore, long-term studies illustrate persistent consequences: adolescents exposed to high levels of authoritarian control often report diminished self-esteem and increased social anxiety well into adulthood (Milevsky et al., 2006; Shek, 2005). Nevertheless, resilience mechanisms appear in some populations; for example, Arab adolescents may not experience the same adverse outcomes due to protective community and familial support (Dwairy & Menshar, 2005). Thus, the empirical record reveals both the general risks of authoritarian parenting and the moderating role of culture, gender, and external support systems.

Authoritarian Parenting Compared with Other Parenting Styles

A substantial body of comparative literature situates authoritarian parenting alongside authoritative, permissive, and neglectful styles. Authoritative parenting, defined by responsiveness and high expectations, consistently produces superior outcomes, including stronger psychosocial competence and lower levels of anxiety and depression (Kou, 2022; Lamborn et al., 1991). Although some studies note similar levels of conflict intensity in authoritative and authoritarian households (Bi et al., 2018), the broader evidence overwhelmingly affirms the protective benefits of authoritative approaches. Conversely, permissive parenting—marked by warmth but little control—often fosters self-esteem but undermines self-regulation, while authoritarian styles more consistently diminish both emotional and cognitive well-being (Acun-Kapikiran et al., 2014).

Neglectful parenting, frequently identified as the most harmful, compounds risks of anxiety, depression, and behavioral maladjustment (Singh et al., 2021). Yet some findings suggest authoritarian practices may be even more detrimental than neglect, particularly due to active conflict and coercion within authoritarian homes (Rivas et al., 2019). In terms of socioemotional development, authoritarian parenting is linked to difficulties in emotional regulation, empathy, and secure relationship formation, in contrast to the positive socioemotional competencies nurtured under authoritative styles (Chen et al., 2024; Dwairy, 2004). Moreover, comparative studies confirm that authoritarian parenting often correlates with higher tendencies toward aggression

compared to permissive styles, though permissive parenting may promote assertiveness with lower behavioral control (Ruiz et al., 2018). These contrasts highlight the unique risks associated with authoritarian practices within the broader spectrum of parenting styles.

Gender Differences in Parenting and Adolescent Responses

Gender differences, both among parents and adolescents, play a crucial role in shaping the consequences of authoritarian parenting. Mothers and fathers tend to implement and be perceived differently in their parenting practices. Empirical evidence suggests that fathers often display more authoritarian tendencies, while mothers engage more frequently in authoritative practices (Huang et al., 2019). Yet adolescents interpret these dynamics through gendered lenses: boys often perceive higher levels of authoritarianism than girls, reflecting both parental behavior and adolescent expectations (Li et al., 2024).

The impact of authoritarianism also differs depending on whether the mother or father employs it. Studies suggest maternal authoritarianism exerts a particularly strong influence on daughters' emotional outcomes, with heightened risks of anxiety and depressive symptoms (Rivas et al., 2019). Negative maternal practices, including rejection and criticism, are consistently more detrimental compared to paternal equivalents (Sun, 2024). Meanwhile, paternal authoritarianism is often associated with externalizing outcomes, such as rebellion or behavioral maladjustment, alongside reduced academic engagement (Waterman & Lefkowitz, 2016). Furthermore, adolescent responses vary by gender: boys often externalize authoritarian pressures through aggression, while girls tend to internalize them, increasing vulnerability to depression and anxiety (Paleari et al., 2022).

Cultural expectations compound these gendered dynamics. In societies where traditional gender roles persist, boys may be socialized to accept authoritarian control as normative, while girls experience heightened restrictions and psychological strain (Kranz, 2022). These findings indicate that interventions addressing authoritarian parenting must adopt gender-sensitive frameworks to adequately capture these complexities.

Longitudinal and Cross-Cultural Insights

Longitudinal and cross-cultural studies have significantly advanced understanding of authoritarian parenting's long-term consequences. Longitudinal research consistently shows that adolescents exposed to authoritarian parenting report enduring psychological challenges, including anxiety, depression, and diminished self-esteem, persisting into adulthood (Zhao et al., 2023). These findings underscore the

developmental trajectory shaped by early parental control, highlighting the cumulative effects of authoritarian practices over time.

Cross-cultural evidence complicates this picture, demonstrating that cultural norms mediate perceptions and consequences of authoritarian parenting. In Western contexts, where autonomy is prioritized, authoritarian parenting strongly predicts negative psychological outcomes (Singh et al., 2021). In contrast, in East Asian societies, authoritarian practices may support academic success and social conformity, though often at the expense of emotional well-being (Rajabi et al., 2024; Rivas et al., 2019). This cultural variability necessitates frameworks that account for both universal developmental needs and culturally specific interpretations of authority and discipline.

Importantly, psychosocial adjustment appears universally shaped by parenting style, even when moderated by cultural norms. Y. Zheng (2023) found consistent associations between authoritarian parenting and depressive symptoms across Chinese adolescents, aligning with broader international findings. Furthermore, gender interacts with these long-term patterns, as female adolescents often report more acute negative consequences under authoritarian regimes than male counterparts (McKinney et al., 2011; Q. Zheng & Lopez, 2024). Together, longitudinal and cross-cultural perspectives provide a holistic understanding of how authoritarian parenting shapes adolescent well-being across time and context.

Gaps and Inconsistencies in Literature

Despite substantial evidence, critical gaps remain in the literature on authoritarian parenting and adolescent well-being. A primary limitation is the disproportionate focus on Western populations, which neglects the diversity of cultural contexts in which authoritarian parenting is practiced (Gunnée et al., 2006; Valentino et al., 2012). Moreover, while cross-sectional designs dominate existing research, longitudinal studies tracking diverse populations remain scarce, thereby constraining knowledge of developmental trajectories (Yang et al., 2024).

Another inconsistency concerns gender-specific responses. While evidence suggests girls experience higher levels of internalized distress and boys externalize authoritarian pressures (Li et al., 2024; Rivas et al., 2019), comprehensive longitudinal data capturing these gendered outcomes across cultural contexts remain limited. Furthermore, research often simplifies parenting into rigid categories without accounting for the multidimensionality of practices, where authoritarianism may coexist with warmth or responsiveness (Apriliya & Hastuti, 2023). Recognizing these nuances is critical for capturing the heterogeneity of adolescent outcomes.

Finally, limited attention has been given to adolescent agency in shaping parent-child dynamics. Adolescents are not passive recipients but active participants

influencing how parenting practices affect them (Yang et al., 2024). External factors such as socioeconomic stress, parental mental health, and community context also remain underexplored, despite evidence that these conditions exacerbate authoritarian practices and their consequences (Davis & Shlafer, 2016; Gugliandolo et al., 2024). Intervention studies are particularly scarce, leaving unresolved questions about how best to mitigate authoritarian practices' harmful impacts. Addressing these gaps is essential for developing culturally sensitive, empirically grounded strategies to enhance adolescent psychological well-being.

Research Gap and the Significance of the Study

Despite the extensive body of research linking authoritarian parenting to adolescent psychological well-being, several critical gaps persist. Much of the literature relies on Western samples, limiting the applicability of findings to non-Western cultural contexts where authoritarian practices may be interpreted differently (Valentino et al., 2012). Moreover, cross-sectional studies dominate the field, restricting insight into the developmental trajectories shaped by authoritarian parenting across adolescence and into adulthood (Rivas et al., 2019; Zhao et al., 2023). Existing research also tends to oversimplify parenting styles into rigid categories, often overlooking their multidimensional and interactive nature, where authoritarian control may coexist with warmth or parental involvement (Apriliya & Hastuti, 2023; Ren et al., 2023).

The significance of addressing these gaps lies in the potential to refine theoretical and practical understandings of parenting's impact on adolescent development. By disaggregating maternal and paternal roles, situating findings within diverse cultural frameworks, and examining moderating factors such as gender, socioeconomic status, and parental education, this study extends current scholarship (Rivas et al., 2019; Malik et al., 2023). Furthermore, acknowledging adolescents' agency and the bidirectional nature of parent-child dynamics enhances the explanatory power of developmental models (Yang et al., 2024). Ultimately, filling these research gaps will not only advance academic discourse but also contribute to evidence-based interventions designed to foster healthier family relationships and promote adolescent psychological well-being across varied sociocultural contexts.

METHOD

Research Design

This study employed a quantitative, cross-sectional correlational design to examine the relationship between authoritarian parenting and adolescents' psychological well-being. A correlational design was selected because it allows researchers to identify and measure associations between variables without manipulating them, thus preserving

the natural context of parenting practices and adolescent responses (Creswell & Creswell, 2023). The cross-sectional nature of the study enabled data collection at a single point in time, offering a snapshot of the interaction between parenting styles and adolescent psychological outcomes. This design was considered appropriate for identifying predictive associations between maternal and paternal authoritarian parenting and adolescent psychological well-being in the Indonesian context, where such investigations remain limited. By focusing on measurable constructs, the design provided a rigorous framework for statistical testing of hypotheses.

Participants

The study sample consisted of 200 Indonesian adolescents aged 13 to 19 years, recruited through purposive sampling techniques. Recruitment was conducted online to maximize accessibility and ensure diverse representation across educational levels and gender. Of the participants, 72.5% identified as female and 27.5% as male. In terms of education, 3% were enrolled in junior high school, 41% in senior high school, and 56% in university programs. Such demographic characteristics were important for contextualizing findings and interpreting potential differences based on gender and educational stage. Inclusion criteria required participants to be adolescents living with at least one parent and willing to complete all questionnaires. The use of purposive sampling allowed the researchers to specifically target adolescents experiencing parental influence, thus increasing the relevance of responses.

Instruments

Psychological Well-Being

Adolescents' psychological well-being (PWB) was measured using the Psychological Well-Being Scale developed by Diener et al. (2009). This instrument comprises eight items that capture aspects such as self-acceptance, meaning in life, autonomy, environmental mastery, and personal growth. Responses were scored on a Likert scale ranging from 1 ("strongly disagree") to 7 ("strongly agree"), with higher scores reflecting greater psychological well-being. Previous research has demonstrated the scale's internal consistency and construct validity across adolescent samples, including Southeast Asian populations. In the present study, the scale exhibited a Cronbach's alpha reliability coefficient of approximately .86, confirming strong internal consistency and suitability for examining well-being in adolescents within the Indonesian cultural setting.

Authoritarian Parenting

The Parental Authority Questionnaire (PAQ) by Buri (2009) was adapted to assess authoritarian parenting separately for mothers and fathers. Each subscale consisted of

10 items designed to measure dimensions of control, strict discipline, low responsiveness, and low warmth. Items were rated on a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree"). Scores were computed independently for mothers and fathers to allow comparative analyses between parental figures. This adaptation aligns with previous research emphasizing the necessity of differentiating maternal and paternal parenting behaviors when analyzing adolescent psychological outcomes. The PAQ has been validated across various cultural contexts, and its reliability coefficients for this study indicated acceptable internal consistency for both maternal and paternal authoritarian parenting subscales.

Data Collection Procedures

Data collection was conducted through an online survey distributed via social media platforms and educational institutions. Participants received an electronic link containing the informed consent form and study instruments. Parental consent was obtained for adolescents under the age of 18, ensuring compliance with ethical standards for research involving minors. The survey was structured to prevent missing data, requiring responses to all items before submission. To enhance the reliability of responses, anonymity was guaranteed, and participants were informed that data would be used solely for academic purposes. The online format was chosen for its efficiency, cost-effectiveness, and ability to reach adolescents across varied geographical regions, thereby increasing the representativeness of the sample within the Indonesian adolescent population.

Ethical Considerations

Ethical approval for this study was obtained from an institutional review board, ensuring adherence to established research ethics guidelines. The principles of informed consent, voluntary participation, confidentiality, and protection from harm were strictly followed. Adolescents and their parents (when applicable) were provided with detailed information about the research objectives, procedures, and potential risks before participation. Participants were assured that they could withdraw from the study at any point without consequences. Data were stored securely in password-protected files accessible only to the research team. These measures align with international standards for ethical psychological research, particularly studies involving adolescent populations, and ensured that participants' rights and welfare were protected throughout the research process.

Data Analysis

Preliminary Analysis

Prior to hypothesis testing, preliminary analyses were conducted to assess data quality and assumptions of parametric testing. Normality was examined through Q–Q plots and skewness–kurtosis statistics, confirming that the distributions of psychological well-being and authoritarian parenting approximated normal curves. Linearity was tested using ANOVA regression plots. Multicollinearity was not a concern, as maternal and paternal authoritarian parenting were analyzed separately to prevent overlapping constructs. Reliability tests using Cronbach’s alpha confirmed internal consistency for all scales, ensuring measurement validity prior to further analysis.

Correlational Analysis

Pearson product–moment correlation was employed to test the hypothesized negative association between authoritarian parenting and adolescent psychological well-being. Analyses were conducted separately for maternal and paternal authoritarian parenting, providing clarity on their distinct contributions.

Group Comparisons

To further explore demographic differences, independent-samples t-tests and one-way ANOVAs were conducted. Collectively, these subgroup analyses add depth to the correlational findings and highlight the role of socioeconomic and educational factors in shaping adolescent outcomes.

RESULTS

Description of Research Subjects

The criteria for respondents in this study were adolescents aged 13–19 years, consisting of both male and female participants. The total number of respondents collected was 200 adolescents. Table 1 presents a summary of demographic characteristics that meet the inclusion criteria.

Table 1

Description of Research Subjects

Demographic Aspect	Category	n	%
Gender	Male	55	27.5
	Female	145	72.5
Educational Level (Adolescent)	Junior High School	6	3.0
	Senior High School	82	41.0
	University	122	56.0
Parental Educational Level	Elementary School	11	5.5
	Junior High School	12	6.0

Demographic Aspect	Category	n	%
	Senior High School	100	50.0
	Diploma (D3)	5	2.5
	Bachelor's Degree (S1)	64	32.0
	Master's Degree (S2)	8	4.0

Source: Primary data. Authors' estimation.

Based on the table above, the largest proportion of respondents by gender was female, accounting for 72.5% of the total sample. In terms of adolescents' educational level, the majority were university students, representing 56.0% of respondents. Regarding parental education, the highest proportion was at the senior high school level, which comprised 50.0% of the total.

Description of Research Data

The description of research data was conducted to identify the distribution of scores for the variables of psychological well-being and authoritarian parenting based on respondents' answers. Data description was analyzed using the percentile method in IBM SPSS for Windows 25.0 (IBM Corp., 2017). This method allowed the establishment of categorization norms for respondents' scores. The descriptive norms are presented in Table 2.

Table 2

Description of Research Data

Variable	Percentile			
	20	40	60	80
Psychological Well-Being	40	44	47	51
Maternal Authoritarian Parenting	26	30	35	42
Paternal Authoritarian Parenting	25	30	36	40

Source: Primary data. Authors' estimation.

In this study, data were divided into five categories. The formula used to determine categorization norms is as in Table 3.

Table 3

Categorization Norms

Category	Norm Formula
Very Low	$x < P_{20}$
Low	$P_{20} \leq x \leq P_{40}$
Moderate	$P_{40} < x \leq P_{60}$
High	$P_{60} < x \leq P_{80}$
Very High	$x > P_{80}$

Source: Primary data. Authors' estimation.

Notes: X = Total Score; P20 = 20th Percentile; P40 = 40th Percentile; P60 = 60th Percentile; P80 = 80th Percentile.

Based on these formulas, the respondents' data were categorized into five groups: very low, low, moderate, high, and very high. The results are presented in Tables 4, 5, and 6.

Table 4

Categorization of Psychological Well-Being

Category	Score Range	f	%
Very Low	$x < 40$	36	18
Low	$40 \leq x \leq 44$	45	23
Moderate	$44 < x \leq 47$	39	20
High	$47 < x \leq 51$	52	26.1
Very High	$x > 51$	28	14

Source: Primary data. Authors' estimation.

As shown in Table 4, of the 200 respondents, 36 (18%) were categorized as very low, while 28 (14%) were in the very high category. The largest proportion was in the high category, with 52 respondents (26.1%). These findings indicate that, overall, adolescents in this study tended to have relatively high levels of psychological well-being.

Table 5

Categorization of Maternal Authoritarian Parenting

Category	Score Range	f	%
Very Low	$x < 26$	38	19.0
Low	$26 \leq x \leq 30$	52	26
Moderate	$30 < x \leq 35$	32	16
High	$35 < x \leq 42$	41	21
Very High	$x > 42$	37	19

Source: Primary data. Authors' estimation.

Table 5 shows that, among 200 respondents, 38 (19.0%) were categorized as very low and 37 (19%) as very high. The largest proportion was in the low category, with 52 respondents (26%). These results suggest that adolescents generally perceived maternal authoritarian parenting as tending toward the lower range.

Table 6

Categorization of Paternal Authoritarian Parenting

Category	Score Range	f	%
Very Low	$x < 25$	33	17
Low	$25 \leq x \leq 30$	49	25
Moderate	$30 < x \leq 36$	45	23
High	$36 < x \leq 40$	38	19
Very High	$x > 40$	35	18

Source: Primary data. Authors' estimation.

As seen in Table 6, out of 200 respondents, 33 (17%) were categorized as very low and 35 (18%) as very high. The highest proportion fell into the low category, with 49 respondents (25%). These findings indicate that adolescents in this study generally perceived paternal authoritarian parenting as tending toward the lower range.

Assumption Testing of Research Data

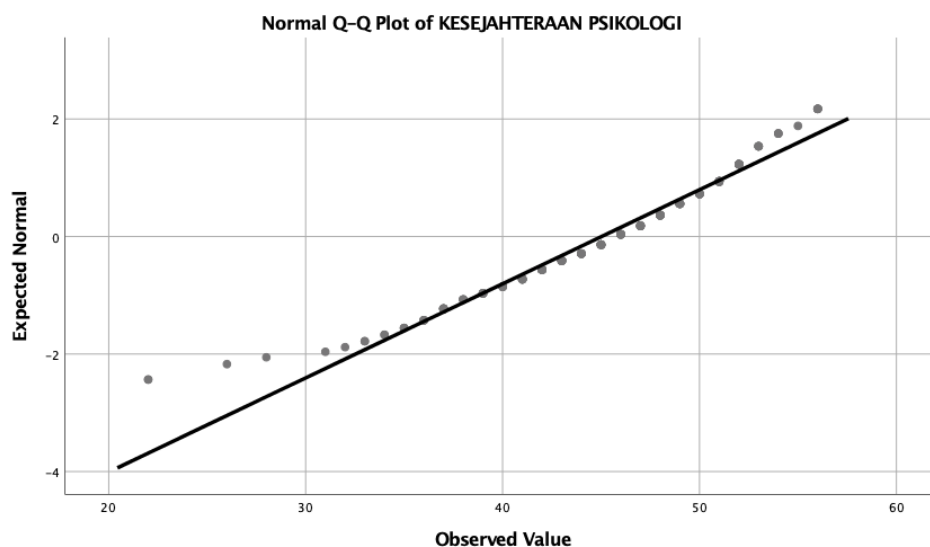
Assumption testing was conducted to ensure that the requirements for hypothesis testing were met. In this study, assumption testing consisted of two stages: the normality test and the linearity test.

Normality Test

The normality test was carried out to determine whether the research data were normally distributed. The test applied in this study was the Q–Q Plot technique. In Q–Q Plot analysis, data are considered normally distributed if the distribution follows or lies around a straight line. Conversely, if the data deviate significantly from the straight line, the distribution is considered non-normal. The results of the Q–Q Plot normality tests are presented in Figures 1, 2, and 3.

Figure 1

Normality Test Results for the Psychological Well-Being Variable

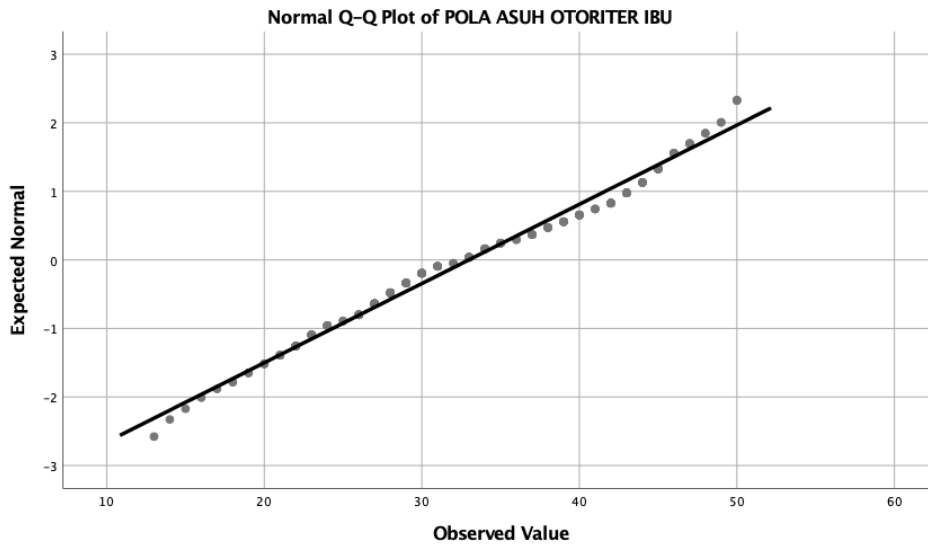


Source: Primary data. Authors' estimation.

Based on Figure 1, the results indicate that the data for the psychological well-being variable are normally distributed, as the data points follow and lie close to the straight line.

Figure 2

Normality Test Results for the Maternal Authoritarian Parenting Variable

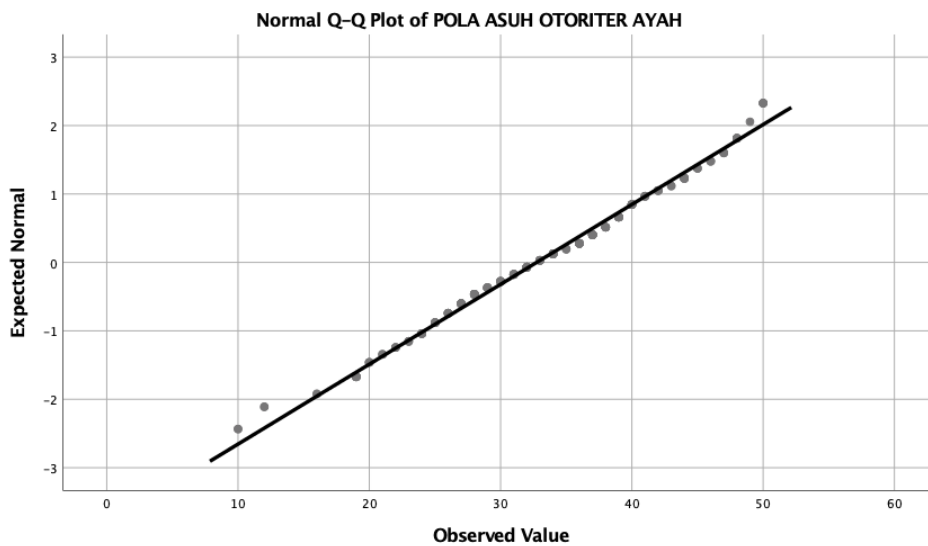


Source: Primary data. Authors' estimation.

Based on Figure 2, the results indicate that the data for the maternal authoritarian parenting variable are normally distributed, as the data points follow and lie close to the straight line.

Figure 3

Normality Test Results for the Paternal Authoritarian Parenting Variable



Source: Primary data. Authors' estimation.

Based on Figure 3, the results indicate that the data for the paternal authoritarian parenting variable are normally distributed, as the data points follow and lie close to the straight line.

Linearity Test

The linearity test was conducted to determine whether a linear relationship existed between the research variables. The analysis employed the linear compare means test. Variables are considered linearly related if the linearity value yields a significance coefficient of $p < 0.05$; otherwise, the relationship is considered non-linear. The results are described in Tables 7 and 8.

Table 7

Linearity Test Results for Psychological Well-Being and Maternal Authoritarian Parenting

Variable	Linearity	F	p	Remark
Psychological Well-Being	Linearity	17.046	0.000	Linear
Maternal Authoritarian Parenting	Deviation of Linearity	0.908	0.622	Linear

Source: Primary data. Authors' estimation.

Based on Table 7, the linearity test between psychological well-being and maternal authoritarian parenting yielded $F = 17.046$ with a significance value of $p = 0.000$ ($p < 0.05$), while the deviation of linearity resulted in $F = 0.908$ with $p = 0.622$ ($p > 0.05$). These results confirm a significant linear relationship between the two variables.

Table 8

Linearity Test Results for Psychological Well-Being and Paternal Authoritarian Parenting

Variable	Linearity	F	p	Remark
Psychological Well-Being	Linearity	10.080	0.002	Linear
Paternal Authoritarian Parenting	Deviation of Linearity	0.999	0.478	Linear

Source: Primary data. Authors' estimation.

Based on Table 8, the linearity test between psychological well-being and paternal authoritarian parenting yielded $F = 10.080$ with a significance value of $p = 0.002$ ($p < 0.05$), while the deviation of linearity resulted in $F = 0.999$ with $p = 0.478$ ($p > 0.05$). These findings indicate a significant linear relationship between the two variables.

Hypothesis Testing of Research Data

The results of the assumption tests obtained in this study can be summarized as follows. The normality tests for psychological well-being and parental authoritarian parenting indicated that the data were normally distributed. Furthermore, the linearity tests demonstrated significant linear relationships between the variables. Thus, the requirements for conducting hypothesis testing were satisfied.

Following the confirmation of assumptions, correlation tests were conducted to examine the relationship between parental authoritarian parenting and adolescents' psychological well-being. The correlation analysis also aimed to evaluate whether the study's hypotheses were accepted or rejected. Given that both normality and linearity assumptions were met, the study employed the parametric Pearson correlation test.

This ensured that the findings could be generalized to the study population. The results of hypothesis testing are presented in Tables 9 and 10.

Table 9

Correlation Results of Maternal Authoritarian Parenting and Psychological Well-Being

Variable	r	r ²	p	Remark
Psychological Well-Being	-0.284	0.081	0.000	Significant
Maternal Authoritarian Parenting				

Source: Primary data. Authors' estimation.

As shown in Table 9, the hypothesis test yielded a correlation coefficient of $r = -0.284$ with a significance value of $p = 0.000$ ($p < 0.05$). This indicates a significant negative correlation between maternal authoritarian parenting and adolescents' psychological well-being. The correlation coefficient reflects a weak strength of association, as it falls within the range of 0.10–0.29. The coefficient of determination (r^2) was 0.081, meaning that maternal authoritarian parenting accounts for 8.1% of the variance in psychological well-being. Therefore, the study concludes that the hypothesis regarding the negative relationship between maternal authoritarian parenting and adolescent well-being is accepted.

Table 10

Correlation Results of Paternal Authoritarian Parenting and Psychological Well-Being

Variable	r	r ²	p	Remark
Psychological Well-Being	-0.220	0.048	0.001	Significant
Paternal Authoritarian Parenting				

Source: Primary data. Authors' estimation.

As presented in Table 10, the hypothesis test produced a correlation coefficient of $r = -0.220$ with a significance value of $p = 0.001$ ($p < 0.05$). This result demonstrates a significant negative correlation between paternal authoritarian parenting and adolescents' psychological well-being. The strength of association was weak, as the coefficient lies between 0.10–0.29. The coefficient of determination (r^2) was 0.048, indicating that paternal authoritarian parenting explains 4.8% of the variance in psychological well-being. Therefore, the hypothesis stating a negative relationship between paternal authoritarian parenting and adolescent psychological well-being is also accepted.

Additional Analysis

Additional analyses were conducted to provide a deeper understanding of the correlation between parental authoritarian parenting and adolescents' psychological well-being. These analyses included intercorrelation tests and demographic-based comparisons.

Intercorrelation of Psychological Well-Being Aspects and Authoritarian Parenting

Table 11

Intercorrelation of Maternal and Paternal Authoritarian Parenting Aspects with Psychological Well-Being

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1														
2	-	1													
3	0.630**	-	1												
4	0.746**	-	0.388**	1											
5	0.643**	-	0.409**	0.437**	1										
6	0.510**	-	0.338**	0.295**	0.327**	1									
7	0.764**	-	0.403**	0.483**	0.343**	0.190**	1								
8	0.732**	-	0.316**	0.489**	0.254**	0.320**	0.547**	1							
9	0.668**	-	0.263**	0.420**	0.298**	0.117	0.490**	0.412**	1						
10	0.300**	-	0.173*	0.275**	0.224**	0.083	0.274	0.146*	0.220**	1					
11	0.302**	-	0.190**	0.265**	0.221**	0.063	0.291**	0.186**	0.185**	0.970**	1				
12	0.251**	-	0.116	0.252**	0.194**	0.106	0.200**	0.052	0.249**	0.899**	0.766**	1			
13	0.238**	-	0.128	0.193**	0.199**	-0.019	0.249**	0.126**	0.203**	0.675**	0.666**	0.587**	1		
14	0.249**	-	0.126	0.197**	0.226**	-0.008	0.236**	0.149*	0.203**	0.688**	0.691**	0.577**	0.976**	1	
15	0.183**	-	0.112	0.157*	0.118	-0.038	0.239**	0.062	0.175*	0.553**	0.522**	0.523**	0.906**	0.792**	1

Source: Primary data. Authors' estimation.

Notes: $p < 0.01$, $p < 0.05$

Description of Variables: 1. Psychological Well-Being; 2. Meaning and Purpose; 3. Supportive Relationships; 4. Engagement; 5. Contribution; 6. Competence; 7. Self-Acceptance; 8. Optimism; 9. Respect; 10. Maternal Authoritarian Parenting; 11. Low Responsiveness (Mother); 12. High Demandingness (Mother); 13. Paternal Authoritarian Parenting; 14. Low Responsiveness (Father); and 15. High Demandingness (Father)

The intercorrelation results reveal variations in the relationships between specific aspects of maternal and paternal authoritarian parenting and adolescents' psychological well-being. The strongest significant correlation was found between the aspect of low responsiveness in paternal authoritarian parenting and psychological well-being ($r = 0.976^{**}$, $p < 0.01$). This was followed by low responsiveness in maternal authoritarian parenting ($r = 0.970^{**}$, $p < 0.01$), and finally high demandingness in paternal authoritarian parenting ($r = 0.906^{**}$, $p < 0.01$). These findings suggest that lack of responsiveness constitutes the most influential dimension in the relationship between authoritarian parenting and adolescent well-being.

Correlation by Gender

Table 12

Correlation Between Maternal Authoritarian Parenting and Psychological Well-Being by Gender

Gender	r	p	r²
Male	0.453	0.001	0.206
Female	0.251	0.002	0.063

Source: Primary data. Authors' estimation.

Based on Table 12, the correlation coefficient for males was $r = 0.453$ ($p = 0.001$), whereas for females it was $r = 0.251$ ($p = 0.002$). Both values indicate significant positive correlations between maternal authoritarian parenting and psychological well-being. However, the relationship was stronger among male adolescents ($r^2 = 20.6\%$) compared to females ($r^2 = 6.3\%$).

Table 13

Correlation Between Paternal Authoritarian Parenting and Psychological Well-Being by Gender

Gender	r	p	r²
Male	0.369	0.006	0.136
Female	0.196	0.018	0.038

Source: Primary data. Authors' estimation.

As shown in Table 13, paternal authoritarian parenting also displayed significant correlations with psychological well-being. The coefficient for males was $r = 0.369$ ($p = 0.006$), explaining 13.6% of variance, while for females the coefficient was $r = 0.196$ ($p = 0.018$), explaining 3.8%. Similar to the maternal results, paternal authoritarian parenting exhibited a stronger correlation with well-being among males than females.

Differences in Psychological Well-Being by Gender

To determine whether psychological well-being differed by gender, an Independent Sample t-test was performed.

Table 14

Psychological Well-Being Differences by Gender

Variable	p	Mean (Male)	Mean (Female)
Gender and Psychological Well-Being	0.907	43.04	42.93

Source: Primary data. Authors' estimation.

Table 14 indicates that $p = 0.907$ ($p > 0.05$), demonstrating no significant difference in psychological well-being between male and female adolescents. Mean scores showed minimal differences: males averaged 43.04, while females averaged 42.93. Although the male average was slightly higher, the difference was not statistically meaningful.

Differences in Psychological Well-Being by Respondents' Educational Level

A One-Way ANOVA was conducted to compare well-being across respondents' educational levels.

Table 15

Psychological Well-Being Differences by Educational Level

Variable	p	Mean (Junior High)	Mean (Senior High)	Mean (University)
Educational Level	0.522	41.33	42.59	43.32

Source: Primary data. Authors' estimation.

As shown in Table 15, $p = 0.522$ ($p > 0.05$), indicating no significant differences in psychological well-being across the three levels. Mean values were slightly higher for university students (43.32) compared to senior high school (42.59) and junior high school (41.33), but these differences were not statistically significant.

Differences in Psychological Well-Being by Parents' Educational Level

Another One-Way ANOVA was used to test differences in psychological well-being based on parents' education.

Table 16

Psychological Well-Being Differences by Parents' Educational Level

Variable	p	Mean (Elementary)	Mean (Junior High)	Mean (Senior High)	Mean (Diploma/D3)	Mean (Bachelor/S1)	Mean (Master/S2)
Parental Education	0.024	40.64	42.42	43.84	36.40	42.36	44.88

Source: Primary data. Authors' estimation.

Table 16 shows that $p = 0.024$ ($p < 0.05$), confirming a significant difference in adolescents' psychological well-being based on parental education level. Respondents whose parents held a Master's degree (S2) reported the highest mean score (44.88), whereas those with parents holding a Diploma (D3) reported the lowest (36.40). These results indicate that higher parental education is generally associated with greater adolescent psychological well-being.

DISCUSSION

Relationship Between Authoritarian Parenting and Adolescent Psychological Well-Being

The present study found a significant negative relationship between authoritarian parenting and adolescents' psychological well-being. Specifically, maternal authoritarian parenting exhibited a stronger correlation with reduced well-being than paternal authoritarian parenting, highlighting the heightened role of maternal influence in adolescent development. These findings indicate that authoritarian parenting,

characterized by rigid control and low responsiveness, diminishes adolescents' capacity for self-acceptance, optimism, and supportive relationships. Moreover, the correlation coefficients, although statistically significant, suggest relatively weak associations, which may reflect the complexity of parent-child dynamics influenced by multiple contextual factors beyond parenting alone. Nonetheless, the results underscore that authoritarian parenting contributes meaningfully to variations in adolescents' psychological well-being.

Studies conducted across different cultural contexts both support and complicate these findings. Research in Western societies consistently reports that authoritarian parenting predicts lower psychological health, including greater risks of depression and anxiety (Georgiou et al., 2013). By contrast, in collectivist cultures such as China, authoritarian parenting is sometimes perceived as protective, given its alignment with cultural norms of obedience and academic achievement (Huang et al., 2019). Dwairy (2004) similarly observed that Arab adolescents did not experience authoritarian parenting as strongly detrimental compared to their Western peers. These comparisons suggest that the consequences of authoritarian parenting are not uniform but are shaped by cultural values, family expectations, and societal attitudes toward authority and discipline.

The implications of these results are threefold. Theoretically, the study strengthens the argument that parenting style functions as a predictor of adolescent well-being but is mediated by culture and context. Practically, it suggests the need for targeted parenting interventions that balance structure with responsiveness, particularly in societies undergoing cultural transitions. From a policy perspective, the findings advocate for mental health programs within schools that promote awareness of parenting impacts and provide coping strategies for adolescents exposed to rigid parental control. Such initiatives can mitigate the psychological risks associated with authoritarian parenting and encourage healthier parent-child interactions.

Maternal Versus Paternal Authoritarian Parenting

The study revealed that maternal authoritarian parenting correlated more strongly with adolescents' psychological well-being than paternal authoritarian parenting. This suggests that maternal roles, often more emotionally involved in caregiving, may exert greater influence on adolescents' emotional outcomes. Mothers' authoritarian practices, therefore, potentially disrupt the emotional security and attachment patterns critical to adolescent development. While both maternal and paternal authoritarianism contribute negatively, the heightened association for mothers reflects the unique weight of maternal expectations and interactions during adolescence. This distinction

indicates that parental gender plays a critical role in shaping the specific impacts of authoritarian parenting.

Existing literature offers several frameworks to explain these differences. Attachment theory posits that adolescents form primary emotional bonds with mothers, making maternal behavior more salient for psychological well-being (Bowlby, 1988). Similarly, gender socialization research shows that daughters, in particular, may experience maternal authoritarianism more negatively, given heightened expectations for emotional closeness (Dwairy & Menshar, 2005). Cognitive-behavioral perspectives also emphasize that adolescents internalize maternal control more acutely, fostering maladaptive thought patterns that contribute to lowered self-esteem and heightened anxiety (Sultan & Javed, 2020). These theoretical lenses collectively underscore why maternal authoritarianism emerges as especially influential compared to paternal control.

The findings imply that parenting interventions should be gender-sensitive, acknowledging the differentiated roles of mothers and fathers. For practitioners, this means focusing on maternal parenting behaviors that might unintentionally undermine adolescents' emotional health while also involving fathers in positive parenting programs. At a theoretical level, the results reinforce the importance of integrating gendered dynamics into models of parenting and adolescent well-being. Policymakers, moreover, should prioritize family-based mental health initiatives that educate parents on the distinct psychological implications of maternal versus paternal authoritarianism, ensuring interventions are holistic and culturally informed.

Moderating Factors in Parenting and Well-Being

This study also highlighted the moderating role of demographic and contextual factors, particularly parental education, socioeconomic background, and cultural norms, in shaping the association between authoritarian parenting and adolescent psychological well-being. Adolescents whose parents had lower educational attainment or came from economically disadvantaged backgrounds were more vulnerable to the negative effects of authoritarian parenting. These findings confirm that family resources and cultural expectations significantly alter how adolescents perceive and respond to authoritarian practices. As such, authoritarian parenting cannot be understood in isolation but must be analyzed within the broader socio-cultural environment.

Supporting evidence from previous research aligns with these findings. Hu et al. (2024) observed that higher maternal education correlates with improved adolescent adjustment, while lower parental education often coexists with more authoritarian practices. Wang et al. (2016) further demonstrated that economic hardship intensifies

the negative impact of authoritarian parenting on adolescents' psychological outcomes. Cultural context is equally critical; in collectivist societies, authoritarian parenting is sometimes normalized and even associated with positive academic or social outcomes ([Ang & Goh, 2006](#)). Such diversity of results emphasizes that authoritarian parenting does not produce universally detrimental consequences but operates through the mediating lens of socioeconomic and cultural contexts.

These findings carry important implications. Theoretically, they point to the necessity of adopting intersectional models that account for parental education, socioeconomic status, and cultural context in analyzing parenting effects. Practically, parenting interventions must be tailored to family resources, ensuring accessibility for disadvantaged populations. At the policy level, programs should integrate cultural sensitivity, particularly when developing mental health or educational initiatives in societies where authoritarian parenting is normative. This approach can prevent the imposition of Western-centric assumptions and instead foster interventions that resonate with local cultural realities.

Implications for Interventions and Policy

The evidence from this study highlights clear pathways for practical applications in parenting, education, and policy. Parenting interventions must prioritize reducing authoritarian tendencies by promoting warmth, responsiveness, and autonomy-supportive practices. Workshops and family counseling programs could focus on teaching emotional communication skills, conflict resolution strategies, and the long-term benefits of authoritative parenting. Schools can complement these efforts by offering parental engagement programs that align with adolescents' developmental needs, ensuring consistency across home and educational environments.

Empirical studies corroborate the value of such interventions. Ruiz et al. ([2018](#)) emphasized the significance of affectionate parenting for adolescent adjustment, while Mallett et al. ([Mallett et al., 2011](#)) found that parental engagement positively influences student outcomes. Furthermore, Social-Emotional Learning (SEL) programs in schools have been demonstrated to enhance emotional regulation and resilience, mitigating the negative effects of rigid parental expectations. Mental health policies should also prioritize access to counseling and psychological services for adolescents exposed to authoritarian parenting, ensuring that support is readily available in both educational and community settings.

The broader implications extend to public policy and cultural adaptation. Policymakers must design interventions that are culturally sensitive, recognizing that authoritarian parenting may hold different meanings across societies. Programs implemented in collectivist cultures should not simply reject authoritarian practices but

instead reframe them toward promoting supportive structures within existing cultural frameworks. By integrating evidence-based parenting programs with cultural respect and sensitivity, stakeholders can develop interventions that not only improve adolescent well-being but also strengthen family cohesion in ways that are locally relevant and sustainable.

CONCLUSION

This study examined the relationship between authoritarian parenting and adolescent psychological well-being, focusing on both maternal and paternal roles. The findings revealed significant negative correlations, with maternal authoritarian parenting demonstrating a stronger association with diminished well-being compared to paternal practices. Although the correlation strength was weak, the results underscore the consistent detrimental influence of rigid control and low responsiveness on adolescents' psychological adjustment. These findings emphasize the importance of considering parenting styles as critical determinants of adolescent well-being, while also acknowledging the moderating influence of cultural norms, socioeconomic background, and parental education.

The results align with existing literature that highlights authoritarian parenting as a potential risk factor for psychological distress, yet they also demonstrate contextual variability. In societies where authoritarian practices are culturally normalized, adolescents may perceive these behaviors differently, which complicate universal interpretations. By situating the findings within both Western and non-Western perspectives, this study contributes to a more nuanced understanding of parenting effects. Moreover, it highlights the differentiated roles of mothers and fathers, indicating that maternal influence may carry greater weight in shaping adolescent outcomes.

The significance of this research extends beyond theory to practical and policy domains. For practitioners, the results highlight the necessity of promoting responsive and supportive parenting practices through family counseling and school-based programs. Policymakers may benefit from integrating culturally sensitive approaches into mental health initiatives, ensuring interventions resonate with diverse family structures. By addressing these issues, the study provides not only empirical evidence but also actionable insights for improving adolescent psychological well-being. The contributions thus enrich scholarly discourse while offering meaningful directions for intervention and policy.

Limitations of the Study

While this study makes valuable contributions, several limitations must be acknowledged. First, its cross-sectional design restricts causal interpretations of the

observed relationships between authoritarian parenting and adolescent well-being. Longitudinal approaches are needed to trace developmental trajectories and to assess whether the negative effects persist into adulthood. Second, reliance on self-report measures introduces potential biases, including social desirability and subjectivity, which may affect the accuracy of responses. The absence of multiple informants, such as teachers or peers, further limits the scope of data triangulation.

Another limitation involves the sample, which was contextually specific to a particular cultural and educational background. While this provides depth, it restricts generalizability to broader populations. Additionally, the categorization of parenting styles into discrete constructs may oversimplify their complexity, as authoritarian tendencies often overlap with other dimensions of parenting. Finally, potential mediators such as peer support, school climate, or adolescents' personality traits were not included, leaving unexplored mechanisms that could further explain the observed associations. Recognizing these limitations provides a foundation for refining future research designs.

Recommendations for Future Research

Future studies should prioritize longitudinal designs that capture the evolving dynamics between authoritarian parenting and adolescent well-being across developmental stages. Such approaches would clarify causal pathways and identify whether the effects of parenting styles diminish, intensify, or transform as adolescents transition into adulthood. Employing mixed-methods approaches, combining quantitative surveys with qualitative interviews, could also provide richer insights into adolescents' lived experiences and the nuanced meanings of authoritarian parenting across cultural contexts.

In addition, future research should adopt intersectional frameworks that account for cultural, socioeconomic, and gender-related variables. Comparative studies across different societies would strengthen the global applicability of findings, while also acknowledging cultural specificities. Incorporating mediators such as school environment, peer influence, and adolescent resilience factors would further illuminate the mechanisms underlying the association between parenting and well-being. Finally, evaluating the effectiveness of culturally adapted intervention programs would bridge the gap between theory and practice, ensuring that scholarly insights translate into tangible benefits for adolescents and families.

Author Contributions

Conceptualization: D.W.A.F. & F.A.K.; Data curation: D.W.A.F. & F.A.K.; Formal analysis: D.W.A.F. & F.A.K.; Funding acquisition: D.W.A.F. & F.A.K.; Investigation: D.W.A.F. & F.A.K.; Methodology: D.W.A.F. & F.A.K.; Project administration: D.W.A.F. & F.A.K.; Resources: D.W.A.F. & F.A.K.; Software: D.W.A.F. & F.A.K.; Supervision: D.W.A.F. & F.A.K.; Validation: D.W.A.F. & F.A.K.; Visualization: D.W.A.F. & F.A.K.; Writing – original

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Informed Consent Statement

Informed consent was obtained before respondents filled out the questionnaire for this study.

Data Availability Statement

The data presented in this study are available on request from the corresponding author. The data are not publicly available due to institution's policy.

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Conflicts of Interest

The authors declare no conflicts of interest.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

During the preparation of this work the authors used ChatGPT, Grammarly, and PaperPal in order to translate from Bahasa Indonesia into English, and to improve clarity of the language and readability of the article. After using these tools, the authors reviewed and edited the content as needed and took full responsibility for the content of the published article.

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