

# EXAMINING THE RELATIONSHIP BETWEEN PARENTING STYLES AND DEPRESSION AMONG UNIVERSITY STUDENTS

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**Abstract.** Parents play a crucial role in their children's lives, particularly in fostering mental health through effective parenting styles. Previous research has demonstrated a significant connection between parenting approaches and depression in children, primarily focusing on adolescents. This study aims to extend this investigation to young adults, examining the influence of parenting styles on depression among this age group. Utilizing a quantitative research method, the study employed the Parental Authority Questionnaire (PAQ) and the Depression, Anxiety, and Stress Scales 21 (DASS-21) to assess parenting styles and levels of depression, respectively. Data was gathered from 209 students at a university in the Southern Region of Johor, and analyzed using SPSS version 22. Results revealed a significant inverse relationship between authoritative parenting and depression, suggesting that this style of parenting decreases the likelihood of depression in children. Conversely, a significant direct relationship was found between authoritarian parenting and increased levels of depression. These findings highlight the protective effect of authoritative parenting and the risks associated with authoritarian styles. The study underscores the importance of adopting effective parenting practices to enhance the mental health outcomes of young adults.

**Keywords:** *relationship, parenting style, depression, university student, Johor*

## Introduction

Parenting style profoundly influences the emotional development and future mental health of children. According to Yan and Badayai (2021) stated that depression can affect individuals at any time of life, particularly throughout adolescence and early adulthood. The parenting style is a significant aspect that impacts the development and growth of children (Liu and Wang, 2023). Singh (2017) highlights that the behaviors parents' exhibit shapes the emotional backdrop against which children mature, laying a vital foundation for robust mental health. As these children evolve into young adults, they face pivotal life choices and adapt to new surroundings, which introduces significant mental health challenges, including an increased susceptibility to depression, as noted by Pusch et al. (2019), Semplonius and Willoughby (2018), Barton and Hirsch (2016), as well as Grant and Potenza (2010). This critical phase of transition underscores the importance of mental health awareness and the implementation of preventive strategies, emphasizing that early intervention can be pivotal in promoting psychological resilience.

Depression remains a significant public health concern, particularly prevalent among young adults, including university students, as noted by studies such as those by Semplonius and Willoughby (2018), Kaur et al. (2014), as well as Chen et al. (2013). Parents and family undeniably have a significant impact on the cognitive, emotional, and behavioural development of teenagers (Hong et al., 2015). This demographic is notably vulnerable to depressive episodes and suicide risks, with incidents occurring

more frequently among females, according to Grant and Potenza (2010) as well as Nock et al. (2008). The case of a Malaysian student who battled long-term depression brings additional urgency to the issue. Research has established a connection between various parenting styles and depression outcomes; for instance, overprotective and permissive parenting have been associated with higher levels of depression, while authoritative parenting tends to correlate with lower depression rates, as shown in studies by Love et al. (2022), Barton and Hirsch (2016), as well as Klein and Pierce Jr (2009).

However, most research on parenting styles and depression has been conducted in Western contexts and may not be applicable to Malaysia due to cultural differences. Additionally, there is a lack of studies focusing on young adults, despite the critical nature of this transitional period (Grant and Potenza, 2010; Ceyhan et al., 2009). Given the rising depression rates among university students, it is crucial to investigate this issue within the Malaysian context, particularly among University College located at Southern Region Johor. This research aims to address this gap and explore the relationship between parenting styles and depression among young adults in Malaysia.

## ***Literature review***

### ***Parenting styles***

The family is the most significant and influential institution in society, and it has a substantial impact on an individual's existence. Family is undeniably significant in many aspects of a child's existence (Rakhshani et al., 2022). Most influential persons that could ever exist in everybody's life are parents. Their parenting effects towards their children are profound and last over a period of time. Shorey and Ng (2021) indicates that parenting styles have a significant impact on the psychological well-being of individuals, especially during their developmental stages. In point of fact, the parenting styles used by the parents are also influenced by how they grew up with their own parents' both positive and negative experiences. Diana Baumrind's early work on parenting styles had been influential and become reference to many researchers that wanted to do research on this particular topic until today. Accordingly, there is a threefold typology of parenting styles which are authoritative, authoritarian and permissive. Based on Baumrind's model, there are two key dimensions of parenting behavior which are demandingness (control) and acceptance-responsiveness. The combination of the two key dimensions contributed to the styles of parenting (Nikoogoftar and Seghatoleslam, 2015).

The authoritarian parenting style is often defined by its high demandingness and low responsiveness, as described by Ghosh (2021). Parenting style is one of the most influential psychological constructs used to examine the methods parents employ when rearing their children (Hayek et al., 2021). This approach entails a significant level of control exerted by parents, who typically show limited acceptance and responsiveness towards their children (Nikoogoftar and Seghatoleslam, 2015). It encompasses not only a demand for obedience but also an expectation for respect towards authority, often enforced through strict measures (Ghosh, 2021). According to He (2023), parents in this style believe their children should be able to adapt independently and maintain harmonious communication, yet they are unyielding in their expectations for compliance without questioning their decisions or rules (Chikkapapanna and Moncy, 2024). This parenting style promotes healthy communication and independence, which are key factors in preventing depression and promoting overall mental well-being

(Hayek et al., 2021). Furthermore, such parents often do not provide explanations for their directives, expecting unquestioned adherence (Nikoogoftar and Seghatoleslam, 2015), and are quick to reprimand noncompliance (Singh, 2017).

Conversely, the authoritative parenting style shares the dimension of demandingness seen in authoritarian parenting but is differentiated by its approach to communication and discipline. Authoritative parents issue commands and set rules but also take the time to explain these decisions to their children (Nikoogoftar and Seghatoleslam, 2015). A similar study stated that authoritative parents not only set clear expectations and boundaries but also encourage open communication and provide reasons behind their rules. According to Retnowati and Sukmawaty (2024), this style is marked by a nurturing relationship that uses discipline as guidance rather than punishment, aiming to foster life skills and goal-setting through effective communication. Unlike authoritarian parents, authoritative ones are more flexible and forgiving when expectations are not met, offering support instead of punishment (Singh, 2017). They also promote a healthy balance between independence and obedience, allowing children ample freedom to express themselves within clearly defined boundaries (Chikkapapanna and Moncy, 2024). This parenting style is characterized by warmth, responsiveness, encouragement of autonomy, and the use of democratic disciplinary strategies (Wang et al., 2024). In summary, authoritative parenting is demanding yet nurturing, combining high expectations with sensitivity to children's needs. A study by Lavrič and Naterer (2020) has shown that children raised by authoritative parents tend to have lower levels of depression and higher self-esteem.

In contrast to the authoritarian and authoritative styles, the permissive parenting style features parents who exert minimal control over their children. Permissive parents are often indulgent and lenient, avoiding confrontation and setting few limitations (Howard et al., 2022). These parents set low expectations for their children's maturity and self-discipline, seldom enforcing discipline (Singh, 2017). They are notably tolerant and generally unrestrictive, characterized by low demand but high responsiveness to their children's needs. According to Nadkarni and Vyas (2023), parents who adopt this lenient approach often do not enforce boundaries or rules and are highly attuned to their children's needs. They encourage their children to manage and regulate their own activities from an early age, providing little parental oversight. As a result, children raised in this environment typically develop the ability to perform most tasks independently, without reliance on parental support, as noted by Lari (2023). This lack of structure and boundaries can lead to negative outcomes, including an increased risk of depression among university students (Love et al., 2020). In fact, the permissive approach may result in a lack of guidance and accountability, which are important for developing resilience and coping skills in the face of academic and personal challenges (Goodchild et al., 2023).

### ***Depression***

The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) stipulates that a diagnosis of depression requires the presence of at least five specific symptoms persisting for a minimum of two weeks, representing a noticeable shift from previous functioning levels. In this discussion, researcher adopted the dimension of depression as defined by the Depression, Anxiety, and Stress Scales 21 (DASS-21), a tool developed by Lovibond and Lovibond in 1995. This scale assesses the severity and range of depressive symptoms, providing a structured approach to measuring emotional

disturbance. Depression among university students is a pressing concern that requires attention and intervention (Cheng et al., 2023).

Beck's Cognitive Triad is one of the foundational theories in understanding the development of depression. This model posits that depression stems from a person's negative evaluations concerning themselves, their future, and the world around them. These pessimistic views lead to a cycle of negative thoughts that reinforce depressive feelings and beliefs. For instance, someone might interpret a minor setback as a catastrophic failure, thus perpetuating a negative self-image and a sense of hopelessness, which are core components of depression. Additionally, the Hopelessness Theory suggests that depression arises when a person perceives their circumstances as dire, with no hope for improvement, and believes that they have no ability to change their situation. This sense of despair is particularly predictive of depressive symptoms, especially when adverse events are seen as global and unchangeable, leading to a feeling of helplessness. Similarly, the Cognitive Vulnerability-Transactional Stress Model integrates aspects of cognitive style with responses to stressful life events. It posits that individuals with a negative cognitive style are more susceptible to depression when faced with stressful events, due to their tendency to interpret such events in a way that exacerbates feelings of stress and helplessness. This model emphasizes the interaction between an individual's stable cognitive patterns and their responses to specific external challenges, suggesting that the transaction between stressors and cognitive vulnerability plays a crucial role in the onset of depressive episodes.

Kugbey and Acharibasam (2016) found that adolescents' depression level is significantly influenced by parenting style and gender differences. A study by Yan and Badayai (2021) found that authoritative parenting style, authoritarian parenting style and interpersonal conflict were significant predictors of depression symptoms. According to Zhang (2022), the significance of parenting techniques on the psychological well-being of young adults should not be underestimated, particularly within the university setting where students are confronted with academic demands, social difficulties, and the journey of self-discovery. The relationship between parenting styles and depression among university students need to be explore more on the specific mechanisms through which different parenting approaches influence mental health outcomes in this population (Yu et al., 2022).

### ***Linkage of parenting styles and depression***

Studies investigating the relationship between parenting styles and depression among young adults consistently reveal a significant correlation. Authoritative parenting, characterized by warmth, love, and tolerance, acts as a protective barrier against depression. Haikal et al. (2014) found that children with authoritative parents are less likely to develop depression. Similarly, studies showed that children of flexible and caring parents exhibit fewer depressive symptoms. Quach et al. (2015) further support these findings, demonstrating that parental warmth and acceptance are linked to lower depression levels in children.

Conversely, authoritarian parenting, marked by high control and demandingness, is associated with higher levels of depression among young adults. Love et al. (2022) found that children of authoritarian parents are more prone to depression. Studies by Nikoogoftar and Seghatoleslam (2015) in Iran, as well as Haikal et al. (2014) in Malaysia, confirmed this positive relationship between authoritarian parenting and

depression. Helicopter parenting, a form of over-controlling parenting, also correlates with higher depression levels, as shown by LeMoyne and Buchanan (2011).

Permissive parenting, characterized by low supervision and high leniency, has mixed results concerning depression. Love et al. (2022) as well as Barton and Hirsch (2016) found that permissive parenting correlates with higher depression levels, particularly when fathers' permissiveness affects daughters and mothers' permissiveness affects sons. In Malaysia, Kaur et al. (2014) found a positive relationship between permissive parenting and depression. However, studies in India and the Caribbean reported lower levels of depression among children of permissive parents, suggesting cultural differences in the perception and impact of parenting styles on depression.

## Materials and Methods

This quantitative, non-experimental study employs a descriptive and correlational research design. The study will be conducted at 3 selected colleges at Southern Johor. The study targets all final year students, with a sample size of 432 determined by the Krejcie and Morgan table, utilizing stratified and convenience sampling for data collection. The questionnaire consists of three parts: demography (Part A), parenting styles (Part B), and depression levels (Part C). Parenting styles are measured using the items rated on a five-point Likert scale, demonstrating good internal consistency reliability (Love et al., 2022). Depression levels are assessed using the DASS-21 scale. A pilot study will be conducted to test the reliability of the instruments. Data was analyzed using SPSS to determine frequencies, means, standard deviations, and correlations. Descriptive statistics will be used for demographic data, while Spearman correlation will assess the relationship between parenting styles and depression among young adults.

## Results and Discussion

### *Demographic respondent*

This subtopic will explain the findings of this research on three demographics of respondents which are gender, age and race in different sections for each (*Table 1*). The researcher has distributed 320 questionnaires to all students from the first year until the final year and only 221 questionnaires are submitted back towards the researcher. Among the 221 questionnaires, only 209 of the questionnaires are completed and accepted for data analysis meanwhile 12 questionnaires are rejected.

**Table 1.** Demography respondent.

Category	Frequency [N] (Percentage, %)
Gender	
Male	97(32)
Female	112(53.5)
Age	
18-20	98 (46.8%)
21-23	101 (48.3%)
24-26	10 (4.78%)
Ethnicity	
Malay	30 (14.3%)

Chinese	114 (54.5%)
Indian	52 (24.8%)
Others	13 (6.2%)

***Objective 1: To Determine the Types of Parenting Styles Being Used by the Parents Among University Students at Southern Region of Johor***

Parenting plays an important role in shaping the children’s behavior. According to Yahaya and Nam (2010), home is the first education institution towards the children. Therefore, it is a responsibility of parents to educate their children well because the children will be receiving firsthand education from their parents at home. Furthermore, parents have the authority on how to take care of their children and it is important for the parents to scrutiny what methods they are using in rearing their children especially in disciplining them. From the Behaviorism theory, it is explained how the children behave is depending on how the parents take actions on them. According to the theory, if the children receive punishment from their parents, their undesirable behavior will be decreased (Slater and Bremner, 2017). It is good for the children to decrease their undesired behavior but is it necessary for the parents to only use this method all along until they grow up or is there any way they can punish their children with their children understand the reason behind their actions? Throughout the discussion until objective 3, we will see the best parenting style to be practiced by the parents and the criterias of the best parenting style (Table 2).

***Table 2. Mean and standard deviation for parenting styles.***

Parenting styles	Mean	Standard deviation (SD)
Authoritative	4.06	0.50
Permissive	3.66	0.61
Authoritarian	3.41	0.70

Based on the data analysis, mean scores for all of the parenting styles show that authoritative parenting style has the highest mean score that is followed by permissive parenting style and authoritarian parenting style. This means that, from the perspective of most of the respondents, their parents used the authoritative parenting style in rearing them compared to permissive and authoritarian parenting style. This is consistent with the findings of other studies that were conducted in Malaysians’ context. For example, a study conducted in Rantau Panjang, Kelantan on form six students found that the most practiced parenting style is authoritative parenting style (Omar et al., 2012). This is also in line with a study done in Bandar Baru Bangi, Selangor, where the result for this study showed that the frequency of authoritative parenting style being practiced is the highest compared to other parenting styles (Haikal et al., 2014). Authoritative parents are rational in any actions they took for their children and at times, they know when they are supposed to tolerate with their children (Jais et al., 2015). This makes the best choice of parenting style is authoritative parenting style because this parenting style is balance in terms of autonomy of parents and children and also the nurturance and warmth from the parents towards the children.

***Objective 2: To Determine the Level of Depression of The University Students at Southern Region of Johor***

In this subtopic, there will be two divisions where in the first division, there will be a descriptive analysis of the frequency and percentage of level of depression among respondents by item. In the second division, there will be an overall frequency of the level of depression among the respondents (*Table 3*). Based on the table, there are 112 respondents (53.5) who are normal, 30 respondents (14.3) have mild depression, 17 respondents (8.1) have moderate depression, 45 respondents (21.5) have severe depression and 5 respondents (2.3) have extremely severe depression.

**Table 3.** Level of depression among respondents.

Level of depression	Frequency (N)	Percentage (%)
Normal	112	53.5
Mild	30	14.3
Moderate	17	8.1
Severe	45	21.5
Extremely Severe	5	2.3
Total	209	100.0

Based on Beck cognitive triad, when a person suffers from depression, he or she tends to think negatively about him or herself, about the circumstances that happen around him or her and also about him or her future. This theory is portrayed in the questions of DASS-42 under the dimension of depression. Apart from Beck's cognitive theory, Hopelessness Theory is also being portrayed in the items under the dimension of depression of DASS-42. Hopelessness Theory explained that persons who are suffering from depression have tendencies to think negatively such as they believe that bad things happen around them are due to their bad luck (Abramson et al., 1989). The findings of this study showed that there are 7 respondents who have severe depression and two respondents who have extremely severe depression. This means that, those who suffer from depression are prone to think negatively and that is why they got high scores in the DASS-42 test. On the other perspective, the findings for this study show that there are students that need help in terms of mental health. Even though majority of the respondents get normal score for depression, there is still a need to pay attention on this issue because the findings for this study still show that there are students who get scores for severe and extremely severe depression. In addition, even though DASS-42 is not a diagnostic tool (Ramli et al., 2012), this statistic should be a reminder for us to be more aware of mental health needs in our community. Furthermore, it is vital for the young adults to acquire specific strategies on prevention and being treated if they have mental health issues because during this period, they are vulnerable to depression and other mental health issues (Grant and Potenza, 2010).

Moreover, according to a study conducted by Kaur et al. (2014), nearly 1 in 5 Malaysian adolescents are depressed. A study conducted at four public universities in Klang Valley, Malaysia revealed that the prevalence of depressive symptoms of moderate severity among university students is 37.2% higher than the prevalence of depression among university students in Turkey which is 27.1% (Shamsuddin et al., 2013). This showed that the depression rate in our country is in an alarming state and needed an urgent attention from everybody especially the authorities to provide services for those who are vulnerable to depression.

***Objective 3: To Examine Whether There Is a Relationship Between Parenting Styles and Depression Among Students University College at Southern Region Johor***

For the relationship between authoritative parenting style and depression,  $r$  value is -0.328 and  $p$  value is 0.026. From  $r$  value, it can be concluded that there is a weak negative relationship between authoritative parenting style and depression and from the  $p$  value, it can be concluded that there is a significant relationship between parenting style and depression because the  $p$  value is lower than 0.05. So, there is a negative significant relationship between authoritative parenting style and depression. This shows that the more the parents use authoritative parenting style, the less the depression among the young adults (*Table 4*).

**Table 4.** Spearman correlation of parenting style and depression.

Variables	$r$	$p$
Authoritative Parenting Style	-0.328*	0.026
Permissive Parenting Style	-0.005	0.876
Authoritarian Parenting Style	0.271*	0.022

Note:  $N=209$ ,  $p<0.05$ \*

For the relationship between authoritarian parenting style and depression,  $r$  value is 0.271 and  $p$  value is 0.022. From  $r$  value, it can be concluded that there is a weak positive relationship between authoritarian parenting style and depression. From  $p$  value, it can be concluded that there is a significant relationship between authoritarian parenting style and depression since  $p$  value is lower than 0.05. So, there is a positive significant relationship between authoritarian parenting style and depression. This shows that the more the parents use authoritarian parenting style, the more the depression among the young adults. For relationship between permissive parenting style and depression,  $r$  value is -0.005 and  $p$  value is 0.876. Because of  $p$  value is more than 0.05; there is no significant relationship between permissive parenting style and depression. From the analysis, there are significant relationships for two parenting styles which are authoritative parenting style and authoritarian parenting style and depression. Therefore, it can be concluded that both of the parenting styles can give effect on the children's depression. From the above discussions, we are now able to identify the best parenting style in rearing the children and also the vulnerability of depression among the young adults. Thus, it is also important for us to identify the causes of depression among the young adults, specifically, which parenting styles that affect depression.

The analysis for this research shows that there is a positive significant relationship between authoritarian parenting style and depression, a negative significant relationship between authoritative parenting style and depression and no significant relationship between permissive parenting style and depression. This means that, when the parents applied the authoritarian parenting style, the children will be more likely to experience depression. Opposite to when the parents applied the authoritative parenting style, the children will be not likely to experience depression. The finding of this study on the authoritative parenting style is in line with a study by Fatima et al. (2022) where in this study, the authoritative parenting style is associated with lower depression in children. This is also in accordance with a study conducted by Wang et al. (2024) where the study also gets the finding when the parents practice authoritative parenting style, their children are not likely to get depression. Research by Fang et al. (2024) shows that authoritative parents are parents who give warmth to their children and because of that, their children are not likely to be depressed. This finding is supported by a study by Mak et al. (2021) where the parents' warmth towards the children is negatively associated with depression.

Parents who do not allow independence and autonomy to their children are prone to have children with depression (Han et al., 2022). Emotional well-being among the children can be gained by having parents who practiced the authoritative parenting style. Meanwhile, parents who practice authoritarian parenting style will likely to have children with emotional distress (Jannah et al., 2022). This statement is strengthened by the research conducted in the United States, Canada, and China where in these studies, the researchers found out that children with overprotective and controlling parents are apt to depression (Jiayao, 2022; Pettibone, 2021). In this study, it is found that there is no significant relationship between permissive parenting style and depression. This is contrary with the findings from the studies by Azahari and Amir (2022) as well as Fatima et al. (2022). However, the finding for this study is consistent with a study conducted by Kaur (2021) where in the study; it is found that there is no significant relationship between permissive parenting style and depression. The inconsistent findings might be because of some limitations faced by the researcher in this study that will be further explained in the limitation section below. Therefore, further study needs to be conducted in order to overcome the limitation and get more information regarding this particular dimension.

The findings of this study that reveal there are significant relationships between authoritative and authoritarian parenting styles and depression show that there is a need to pay attention to the type of parenting style that is chosen in rearing the children. How the parents take actions will affect the children's behavior. This statement is supported by the Social Learning theory. Social learning theory explained that the children are affected in terms of behavioral and emotional by observing or learning from the parents (Saracho, 2023; Tan et al., 2016). Therefore, it is crucial for the parents to choose the best parenting style in order to ensure that their children have emotional well-being which ultimately will prevent them from having serious mental issues such as depression.

## **Conclusion**

The study aimed to explore the types of parenting styles used by the parents of students at a university in Southern Region Johor and their relationship with the levels of depression among these students. The findings revealed that the authoritative parenting style was the most prevalent, followed by permissive and authoritarian styles. This aligns with previous research conducted in Malaysia. Authoritative parenting was associated with lower levels of depression among students, while authoritarian parenting was linked to higher levels of depression. Permissive parenting showed no significant relationship with depression. These results underscore the importance of adopting an authoritative parenting style, which balances control and responsiveness, promoting better mental health outcomes in children. Based on the findings, this study proposes several recommendations that can be considered to enhance mental well-being among students. The promotion of authoritative parenting through educational programs and workshops can have a transformative impact on family dynamics. Authoritative parenting, characterized by high responsiveness and high demandingness, is associated with numerous positive outcomes for children, including higher self-esteem, better academic performance, and lower levels of depression. These programs should focus on teaching parents how to set clear boundaries while maintaining open lines of communication with their children. Role-playing scenarios and interactive discussions

can help parents practice these skills in a supportive environment. By equipping parents with the tools to be both firm and nurturing, these programs can foster healthier, more resilient families.

Secondly parental support services play a vital role in helping parents navigate the complexities of raising children. Counseling services can provide personalized guidance and support, helping parents address specific challenges and improve their parenting strategies. Parenting classes can cover a wide range of topics, from early childhood development to adolescent behavior management. These classes can be tailored to meet the needs of diverse parent populations, including single parents, working parents, and those facing financial or social challenges. By offering a continuum of support, these services can help parents build stronger, more positive relationships with their children. The provision of mental health resources for students is critical in addressing the high prevalence of depression and other mental health issues on university campuses. Counseling services should be readily accessible and staffed with trained professionals who can provide both individual and group therapy. Stress management workshops can teach students techniques such as mindfulness, time management, and healthy coping strategies. Universities should also create peer support networks to provide students with additional layers of support. These efforts can help create a campus culture that prioritizes mental health and well-being. Further research into the relationship between parenting styles and mental health outcomes can provide valuable insights that inform policy and practice. Studies should examine how different parenting styles influence various aspects of mental health, including anxiety, stress, and resilience. Researchers should also explore how cultural and socio-economic factors interact with parenting styles to impact children's development. By identifying best practices and effective interventions, this research can guide the development of programs and policies that support healthy parenting and mental health.

Community awareness campaigns can play a crucial role in promoting healthy parenting practices and reducing the stigma associated with mental health issues. These campaigns can use various media, including social media, print materials, and public service announcements, to reach a broad audience. Collaborations with schools, healthcare providers, and community organizations can amplify the message and provide opportunities for community engagement. By fostering a supportive environment, these campaigns can help parents feel more confident and capable in their parenting roles. Integrating parenting education into the school curriculum and community programs can have a lasting impact on future generations. Schools can offer courses that cover essential parenting skills, child development, and the impact of different parenting styles on children's well-being. Community programs can provide ongoing support and education for parents at all stages of their parenting journey. Policymakers should advocate for the allocation of resources to support these initiatives, recognizing the long-term benefits of promoting healthy parenting practices. By investing in parenting education, policymakers can help create a society where all children have the opportunity to thrive.

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## Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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