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Parenting Styles and Adolescent Development: Mental Health, Digital Behavior, and Academic Outcomes – A Global Review

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Abstract

This narrative review explores the impact of parenting styles on adolescent development, focusing on mental health, aggressive behavior, digital behavior, and academic performance. The study aims to synthesize empirical findings and provide theoretical context to better understand how different parenting approaches shape adolescent outcomes. Literature was systematically collected from Scopus, Google Scholar, and PubMed using relevant keywords such as "parenting styles," "adolescent development," "emotional regulation," and "academic stress." Inclusion criteria focused on peer-reviewed empirical studies involving adolescents aged 10 to 19. Findings reveal that authoritarian parenting is strongly associated with elevated risks of depression, anxiety, and aggression, while permissive parenting is linked to maladaptive coping and digital overuse. Conversely, authoritative parenting consistently supports emotional well-being, reduces aggression, and fosters academic self-regulation. Digital parenting interventions, school-family collaboration, and culturally tailored programs have emerged as effective strategies to mitigate negative behavioral and psychological outcomes. The discussion emphasizes the need to integrate classic parenting theories with modern challenges, such as social media and digital dependency. The review concludes that holistic approaches combining structured parenting, inclusive educational systems, and proactive policy support are crucial for adolescent well-being. Future research should explore longitudinal and multicultural perspectives to identify optimal interventions. These findings offer valuable insights for educators, mental health professionals, and policymakers in developing evidence-based solutions to strengthen adolescent development through improved parenting practices.

KEYWORDS

Parenting Styles, Adolescent Development, Mental Health, Digital Behavior, Academic Stress, Emotional Regulation, Authoritarian Parenting

Introduction

Parenting styles play a crucial role in shaping children's cognitive, emotional, and social development. Over the decades, various theories and empirical studies have explored how parenting approaches—ranging from authoritative to permissive and neglectful—affect outcomes such as academic performance, self-esteem, behavior regulation, and mental health. In an increasingly globalized world marked by rapid technological, cultural, and economic shifts, understanding the dynamics of parenting styles has become more relevant than ever.

Recent data indicate growing concerns around children's behavioral and psychological well-being, which have been linked to differing parental practices across cultures and socio-economic contexts. For instance, in the era of digital parenting, where screen time and online exposure are becoming integral to daily life, traditional classifications of parenting styles may require re-examination. At the

same time, globalization has blurred cultural boundaries, leading to hybrid parenting approaches that are still underexplored in existing literature.

Despite the breadth of research on parenting styles, several gaps remain. Many studies are either limited to Western perspectives or focus solely on specific child outcomes, failing to consider the broader interplay of cultural norms, parental mental health, or socio-economic stressors. Moreover, there is a need to synthesize and critically evaluate the evolving definitions, measurement tools, and cross-cultural implications of parenting styles in a rapidly changing world.

This narrative review aims to explore and integrate existing knowledge on parenting styles by identifying key themes, theoretical frameworks, and research findings. Specifically, it seeks to (1) analyze how different parenting styles influence child development across various domains, (2) examine the role of cultural and contextual factors in shaping these styles, and (3) highlight contemporary challenges, such as digital media exposure and economic pressure, that may alter traditional parenting paradigms.

The scope of this review encompasses a diverse body of literature from psychology, sociology, and education, with a focus on comparative studies across geographic regions and population groups. By identifying patterns, contradictions, and underexplored areas, this review seeks to inform future research and provide practical insights for educators, counselors, and policy-makers involved in supporting child and family well-being.

Methods

This narrative review adopted a comprehensive and structured approach to identifying, selecting, and analyzing the literature on parenting styles and their influence on adolescent social behavior. The methodology followed a multi-step process, beginning with keyword development, database selection, and inclusion-exclusion criteria formulation, followed by the screening and synthesis of relevant studies.

The literature search was conducted using three major scholarly databases: Scopus, Google Scholar, and PubMed. Each of these databases offers a unique scope and range of coverage. Scopus was chosen for its multidisciplinary reach, covering psychology, education, and social science journals. Google Scholar was used to access a broader range of academic documents, including theses, dissertations, and grey literature that may not be indexed elsewhere. PubMed provided access to clinically oriented studies that relate parenting styles to adolescent mental health and psychosocial well-being. Together, these databases ensured a well-rounded and multidisciplinary perspective.

To capture the relevant literature, the following keywords and phrases were used in various combinations: "parenting styles," "gaya pengasuhan," "authoritative parenting," "authoritarian parenting," "permissive parenting," "neglectful parenting," "adolescent social behavior," "perilaku sosial remaja," "parental involvement," "emotional support," "family communication," "emotional adjustment," "self-regulated learning," "academic stress," "psychosocial adjustment," and "peer relationships." The use of Boolean operators (AND, OR) enabled efficient combination of these terms, ensuring the retrieval of articles that specifically addressed

the intersection of parenting practices and adolescent outcomes.

The search strategy was further refined using quotation marks for phrase searches, such as "parenting styles" AND "adolescent social behavior," to limit results to studies that directly address both constructs. Date filters were applied to prioritize literature from the last ten years, ensuring that findings reflect current trends and theories. Only peer-reviewed journal articles and empirical research published in English or Bahasa Indonesia were considered.

The inclusion criteria were clearly defined to ensure the relevance and quality of the literature reviewed. Studies were included if they (1) focused on individuals aged 10 to 19, (2) measured parenting styles using standardized instruments (e.g., Baumrind or Maccoby and Martin's framework), (3) evaluated adolescent social behavior outcomes such as peer interaction, emotional regulation, or psychosocial adjustment, and (4) were based on either quantitative, qualitative, or mixed-method empirical data. Studies that used validated tools and included sufficient methodological detail were prioritized. Longitudinal and experimental designs were given preference due to their ability to explore causal relationships.

Conversely, exclusion criteria were applied to remove studies that (1) focused exclusively on children below 10 or adults, (2) were non-empirical (e.g., editorials, opinion pieces), (3) did not explicitly assess parenting styles or social behavior outcomes, or (4) were not published in peer-reviewed outlets. Additionally, articles with methodological limitations, such as unclear sampling procedures or lack of instrument validation, were excluded to maintain the integrity of the synthesis.

The literature selection process involved three main steps. First, duplicate records were removed using reference management software such as Zotero. Second, titles and abstracts were screened to identify studies that met the inclusion criteria. Third, full texts were assessed for final eligibility. Metadata such as keywords and abstracts were crucial in the initial screening phase to assess the potential relevance of each study.

To ensure transparency and reproducibility, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed during the selection process. A flow diagram was constructed to document the number of articles identified, screened, excluded, and included.

Critical appraisal of each selected study was conducted using the Critical Appraisal Skills Programme (CASP) checklist to evaluate methodological rigor. Studies with higher quality scores—those that demonstrated clear research questions, appropriate study design, adequate data analysis, and logical interpretation of results—were prioritized in the synthesis.

The narrative synthesis was conducted thematically. Extracted data were coded according to key variables: types of parenting styles, specific adolescent outcomes, study context (e.g., geographic region, cultural setting), and methodological characteristics. Coding was carried out independently by two reviewers, followed by consensus meetings to resolve discrepancies.

This method enabled the identification of patterns and contradictions across studies and facilitated the integration of theoretical frameworks with empirical findings. When possible, data from quantitative studies were considered for meta-analysis; however, due to methodological heterogeneity across studies, the review remained primarily narrative in nature.

Finally, the narrative synthesis was structured to highlight the key findings relevant to the research questions. Tables and diagrams were used to visually summarize

characteristics of included studies, such as population, setting, parenting style classification, and main outcomes. These visual aids enhanced clarity and facilitated the comparison of results across diverse studies.

In summary, the methodology employed in this review was designed to ensure a rigorous, comprehensive, and contextually relevant synthesis of current knowledge on the relationship between parenting styles and adolescent social behavior. Through systematic keyword selection, database triangulation, stringent inclusion and exclusion criteria, and thematic narrative analysis, this review provides a solid foundation for advancing research and informing practical interventions in family and adolescent development.

Result and Discussion

The results of this narrative review reveal that parenting styles significantly influence adolescent development across multiple dimensions. Synthesizing empirical and theoretical findings from international literature, the data are organized into four thematic subsections: mental health, aggressive behavior, digital behavior, and academic performance. Each theme is supported by specific studies that explore the complex interplay between parenting strategies and adolescent psychosocial outcomes.

Parenting Styles and Adolescent Mental Health

Extensive evidence links authoritarian parenting with heightened symptoms of depression and anxiety in adolescents. Authoritarian parenting, defined by high levels of control and low emotional warmth, fosters emotional suppression and limits open communication between parents and children. Arifin et al. (2024) observed that adolescents experiencing authoritarian parenting often report loneliness and social isolation, both of which are predictive indicators of depressive and anxious symptomatology. The rigid application of rules without emotional reciprocity obstructs the development of adaptive emotional regulation strategies (Arifin et al., 2024). Additional studies confirm that rejection and lack of warmth within authoritarian homes contribute to a negative self-image, reinforcing internalized stress and deteriorating psychological well-being (Arifin et al., 2024). Mediation models presented by Arifin et al. (2024) and Li et al. (2020) further demonstrate that limited social support and low self-esteem reinforce the connection between authoritarian parenting and mental disorders. Qualitative data echo these findings, as adolescents raised in such environments frequently express emotional disconnection from external support networks (Arifin et al., 2024).

Conversely, permissive parenting, although warm and emotionally supportive, appears to be deficient in fostering structured coping strategies. Fuentes et al. (2019) revealed that adolescents raised in permissive households often lack direction when confronting stress, contributing to the use of maladaptive coping mechanisms. While emotional support is present, the absence of structure leads to impulsivity and poor self-regulation skills, which adversely affect adolescents' psychological resilience (Fuentes et al., 2019).

Parenting Styles and Aggressive Behavior

Studies on punitive or overly controlling parenting styles have consistently reported elevated risks of aggressive or antisocial behavior among adolescents. Li et al. (2020) found that coercive discipline correlates with

emotional repression, which in turn manifests as outward aggression. The application of excessive punishment disrupts emotional regulation and encourages destructive coping, which are key contributors to antisocial tendencies (Li et al., 2020).

Longitudinal research further underscores a significant relationship between strict parental control and adolescent rebellion, often expressed through hostile or defiant behavior. Experimental studies highlight that when excessive control is paired with emotional neglect, adolescents are more likely to develop hostile perceptions of authority, prompting aggressive social responses (Li et al., 2020).

On the other hand, Canegallo et al. (2020) demonstrated that parental emotional warmth acts as a protective factor. Warm and responsive parenting fosters adolescent empathy and self-worth, thus mitigating tendencies toward aggression. Longitudinal data also emphasize the enduring influence of warmth in reducing violent behavior, reinforcing the importance of emotional support within the family dynamic (Canegallo et al., 2020).

Parenting Styles and Digital Behavior in Adolescents

A notable body of literature examines the intersection between parenting and adolescent digital behavior, particularly regarding problematic media usage. Setiawati et al. (2021) revealed that inconsistent parenting—especially permissive styles with weak monitoring—correlates with increased risk for internet addiction and associated behaviors like phubbing and nomophobia. The lack of digital boundaries impairs adolescents' ability to manage screen time, escalating dependency on digital devices (Setiawati et al., 2021).

Quantitative data confirm that discrepancies between adolescent desires for digital freedom and inconsistent parental expectations trigger digital stress, which strongly associates with nomophobia. Tomczyk and Lizde (2022) emphasize the role of family communication in moderating digital overuse, suggesting that intentional engagement and rule-setting by parents can prevent over-reliance on technology. Evidence also supports the effectiveness of digital parenting interventions. Elsaesser et al. (2017) documented that family-based digital interventions, integrating traditional parenting values with modern technology, significantly reduce incidents of cyberbullying and online addiction across diverse national contexts. These programs, emphasizing digital literacy and routine-setting, foster communication and self-discipline among adolescents, resulting in notable declines in problematic digital behaviors (Elsaesser et al., 2017).

Parenting Styles and Academic Achievement

Democratic or authoritative parenting styles appear most conducive to promoting adolescents' self-directed learning and academic success. Fuentes et al. (2019) highlighted that adolescents from such homes show heightened intrinsic motivation and autonomy in managing academic tasks. This is attributed to balanced parental involvement that combines emotional support with flexible boundaries.

Empirical studies confirm that adolescents encouraged to explore personalized learning methods under democratic parenting outperform peers academically. This is linked to their well-developed self-regulation strategies. Additionally, structured parental involvement, such as emotional support and regular academic consultations, facilitates effective planning and study habits (Fuentes et al., 2019).

Cross-cultural studies affirm that the positive effects of democratic parenting transcend cultural boundaries, emphasizing its universal relevance. Furthermore,

multivariate analyses indicate that parental involvement not only directly enhances academic outcomes but also buffers adolescents against academic stress by improving their coping mechanisms (Fuentes et al., 2019).

These findings consistently illustrate that effective parenting—characterized by warmth, structure, and responsiveness—enhances multiple dimensions of adolescent development. Authoritative or democratic styles yield the most positive outcomes, while authoritarian and permissive approaches carry respective risks related to emotional distress, aggression, digital overuse, and academic underperformance. Studies conducted across diverse regions—including Southeast Asia, Europe, and North America—affirm these trends, underscoring the universal applicability of balanced parenting practices in fostering adolescent well-being.

Integrating these insights, it becomes evident that parenting styles function not merely as household norms but as critical psychological and behavioral determinants. Thus, future research and policy should prioritize parent-focused educational programs, cross-cultural evaluations of parenting frameworks, and longitudinal studies exploring evolving parental roles in digital and post-pandemic educational contexts.

The empirical findings drawn from numerous studies on the influence of parenting styles on adolescent development align strongly with classical parenting theories, particularly those proposed by Baumrind and expanded by Maccoby and Martin. These frameworks delineate four central parenting styles—authoritative, authoritarian, permissive, and neglectful—each associated with distinct developmental outcomes in adolescents. Current literature affirms that authoritative parenting, characterized by warmth, responsiveness, and structured boundaries, leads to optimal psychosocial development in adolescents (Morris et al., 2021). Adolescents raised in such environments tend to exhibit higher self-esteem, better emotion regulation, and enhanced identity formation, reflecting the predictions of classical models.

In contrast, authoritarian and neglectful parenting styles, which lack emotional support or are overly punitive, consistently correlate with increased internalizing problems such as depression and anxiety. These associations confirm the theoretical assertion that emotional rejection and inconsistent parenting diminish adolescent psychological resilience (Arifin et al., 2024; Li et al., 2020). Notably, modern studies have introduced mediating variables like social support networks, self-esteem, and adaptive coping mechanisms, which provide more nuanced explanations for individual differences in adolescent outcomes. These factors are often missing in classical models but are increasingly essential in understanding adolescent adjustment within diverse social contexts.

The research by Fuentes et al. (2019) further expands classical frameworks by highlighting the dual influence of home and school environments as foundational in the socialization of adolescents. Classical theories acknowledge the significance of family and educational institutions in shaping behavior, but recent findings emphasize the synergy between these domains. Supportive parenting, particularly of the authoritative type, not only fosters academic success but also enhances emotional readiness in adolescents, underscoring the enduring relevance of classical parenting ideals. However, the digitalization of adolescent lifestyles introduces complexities unaddressed by traditional models.

Modern parenting must now contend with the pervasive influence of technology, which necessitates

updated theoretical constructs that incorporate digital behavior regulation. Digital exposure amplifies the effects of parenting on emotional and behavioral outcomes, demanding an integrated model that accommodates coping skills, self-regulated learning, and identity negotiation within digital platforms. Fuentes et al. (2019) reinforce the importance of parental responsiveness and respect for adolescent individuality, which remains a cornerstone of effective parenting despite contextual changes. Therefore, while classical principles of balance between warmth and control remain applicable, contemporary dynamics require theoretical expansion to maintain explanatory power in the digital era.

The role of education systems emerges as a critical mediator in shaping adolescent outcomes, particularly in complementing or compensating for parenting deficiencies. Schools, beyond their academic mandate, serve as pivotal social environments where adolescents internalize norms, develop coping strategies, and build self-identity. Findings by Fuentes et al. (2019) indicate that effective collaboration between parents and schools improves academic outcomes and reduces academic stress. Integrative educational frameworks with embedded counseling services can provide early interventions for adolescents experiencing psychological distress due to suboptimal parenting.

Furthermore, inclusive educational models that promote student engagement and open communication foster higher self-worth and better emotional adjustment. Policy frameworks that encourage parental participation and school-community collaboration are essential to maximizing adolescent developmental outcomes. However, these educational efforts cannot exist in a vacuum. Broader social policies play a pivotal role in either supporting or hindering effective parenting.

Public policy interventions such as financial support for families, accessible mental health services, and structured parenting education programs have demonstrated efficacy in enhancing parenting capacity and reducing adolescent risk behaviors. In various national contexts, community-based interventions embedded within government frameworks have improved parenting practices by offering psychosocial support and behavioral training. Such policies empower parents by reinforcing democratic parenting practices and creating resilient family systems.

Importantly, these social interventions must be culturally sensitive and context-specific to achieve equity in adolescent developmental outcomes. Cross-cultural studies reveal that disparities in education and social policy significantly influence the efficacy of parenting styles, particularly in economically stratified societies. Thus, effective parenting is not solely a function of individual or familial factors but is deeply embedded within systemic structures that either enable or constrain parental efficacy.

To address the multifaceted challenges associated with suboptimal parenting, the literature advocates for a range of structured intervention strategies. Evidence-based parenting programs focus on communication, boundary-setting, and emotional regulation, all of which align with authoritative parenting principles (Fuentes et al., 2019). In the digital age, interventions like those described by Elsaesser et al. (2017) extend support to online parenting, helping caregivers monitor and guide digital behavior effectively. These initiatives respond to rising concerns about digital risks such as cyberbullying, nomophobia, and social media addiction.

Holistic interventions involving collaboration among schools, health services, and community organizations have demonstrated significant success in mitigating adolescent behavioral issues. Preventive programs that train parents to detect early signs of emotional distress or

aggression in adolescents allow for timely and targeted interventions. Moreover, mentorship programs that involve adult role models outside the family sphere serve as buffers against negative influences, particularly for adolescents lacking supportive home environments.

Cheng et al. (2022) confirm that multi-pronged strategies, which incorporate coping skills training and emotional regulation techniques, reduce the likelihood of self-harming behaviors and foster resilience. Group-based interventions, including workshops that focus on stress management and family communication, further amplify these benefits. Such interventions prioritize external support systems, ensuring that adolescents receive comprehensive care across multiple domains.

Incorporating digital tools into intervention frameworks has become increasingly prevalent. Apps and online platforms designed to support parental monitoring and adolescent self-regulation are being utilized to bridge the gap between traditional parenting methods and digital realities. These technological solutions complement face-to-face interventions, offering flexibility and continuity in support. Consistency in program implementation over time is crucial for sustaining positive outcomes into adulthood.

Evaluation methodologies such as longitudinal designs reinforce the value of dynamic and adaptable intervention strategies. By tracking changes over time, researchers can determine the long-term efficacy of interventions and refine their approaches accordingly. The consensus in the literature highlights the necessity of multi-level interventions that integrate individual, familial, and societal efforts to effectively curb adolescent risk behaviors and promote psychosocial well-being.

Nonetheless, the existing body of research is not without limitations. Many studies rely heavily on cross-sectional data, which limits causal inference. Furthermore, cultural variations in parenting practices are often underrepresented, reducing the generalizability of findings. Future research should prioritize longitudinal and cross-cultural designs to capture the evolving dynamics of parenting in diverse contexts. Additionally, more empirical work is needed to explore how emerging technologies influence parenting efficacy and adolescent development. Addressing these gaps will enhance the theoretical robustness and practical relevance of parenting research, ultimately guiding more effective interventions and policies in support of adolescent health and development.

Conclusion

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This narrative review highlights the profound influence of parenting styles on various dimensions of adolescent development, particularly mental health, aggressive behavior, digital behavior, and academic performance. Evidence synthesized from recent literature confirms that authoritarian and neglectful parenting styles are associated with elevated risks of depression, anxiety, and aggression, while authoritative (democratic) parenting consistently promotes emotional resilience, prosocial behavior, and academic self-regulation. Furthermore, permissive parenting, although emotionally supportive, lacks structure and often leads to ineffective coping strategies and poor emotional regulation among adolescents.

The analysis also underscores the systemic role of educational and social policy frameworks in amplifying or mitigating the impacts of parenting. Collaborative interventions involving parents, schools, and mental health professionals demonstrate promising results in reducing digital overuse, behavioral disorders, and academic stress. In particular, digital parenting strategies and structured parental involvement were found to be crucial in addressing current challenges posed by online platforms and academic pressure.

Given the evolving nature of adolescent environments, there is a pressing need for context-specific parenting programs and school-based interventions that are culturally sensitive and inclusive. Policymakers must prioritize family-centered policies and access to mental health services to foster holistic adolescent development. Future research should focus on longitudinal designs and cross-cultural validations to explore causal relationships and identify best practices in parenting across diverse settings. Ultimately, equipping parents with adaptive strategies through evidence-based training and community support mechanisms is critical to ensuring a supportive developmental trajectory for today's youth.

In addition to parenting practices, systemic inequalities—such as limited access to mental health care, educational disparities, and policy gaps—continue to hinder optimal adolescent development. Furthermore, cultural contexts shape both parenting norms and the reception of mental health interventions, underscoring the need for culturally adaptive and inclusive frameworks. Future efforts must prioritize holistic, system-wide strategies that integrate parenting, education, healthcare, and policy interventions.

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