



Quantifying the Impact of Parenting Styles on Humor and Happiness among Adolescents

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Abstract

The present study aims to find out the impact of parenting styles on humor and happiness. The population of the study was male and female adolescents in high school in Tehsil Sargodha. A sample of 300 adolescents was selected through convenient sampling. Self-developed questionnaires were used to collect the data. To analyze the data, statistical calculations including frequency, percentage, mean score, standard deviation, regression, and correlation were used. The findings showed that parenting style has a significant and positive effect on humor and happiness. Further, parenting style has a significant positive correlation with humor and happiness. The study recommends improving parenting abilities, encouraging constructive parenting methods, and arranging parenting workshops and support groups.

Keywords: Parenting Style, Humor, Happiness, Adolescents

Introduction

Parents play an important role in the lives of their children, serving as the main forces influencing their growth and determining their future paths. Children look to their parents for direction, support, and care from the very beginning of life. Children's identities are shaped by their relationship with their parents, which also affects how they interact with others and navigate the world. This relationship is closely linked to parenting style, which is the method parents use to raise their children. Parenting style is defined as a parent's attitudes and behaviors towards their children, as well as the emotional environment in which they are expressed (Darling & Steinberg, 2017) ^[4]. Parenting styles are the persistent patterns of attitudes and behaviors that parents use to engage and deal with their children. Parenting styles are generally used to categorize parents typologically. They represent the attitudes and behaviors of parents towards their children as well as the characteristics of their interactions and relationships with them (Baumrind, 1966) ^[3].

Moreover, a child's social skills and emotional resilience are just two of the many areas of development that are greatly impacted by parental practices. These developmental results, in turn, have a significant impact on how an adolescent experiences and expresses humor and happiness in life. Depending on the situation, everyone experiences happiness, which is a fundamental human feeling. According to Bahrami *et al.*, (2023) ^[1], happiness plays a significant role in parenting actions and can lead to positive parenting styles in parents. Happiness is defined as having more pleasant emotions, being happy with life, and having fewer negative feelings (Maftei *et al.*, 2020) ^[10]. The one who experiences greater enjoyment, calmness, and security, makes decisions more readily, performs better at work, engages in more activities, has a healthier and more active life, and ultimately feels more content with his or her existence (Kushwaha *et al.*, 2023) ^[9]. According to Kanhere and Hazarika (2020) ^[8], happiness is a strong, good emotion that a person experiences rather than just the absence of bad emotions. Happiness has been defined as the highest good, a positive inner experience, and the driving force behind all mortal activities.

Additionally, humor is defined as the capacity to recognize and value what is humorous, amusing, or ludicrous in a variety of contexts or stimuli. It involves mental operations including pattern recognition, incongruity detection, and absurdity appreciation, which produce feelings like amusement or laughter (Ford, Platt *et al.*, 2016) ^[6]. Early childhood educators, psychologists, and humor theorists all contend that humor is crucial for children's growth because it calls for the same kind of cognitive insight as the original problem solution. Humor can help de-stress in a variety of settings, and facilitate learning. Research has demonstrated that humor is advantageous for individuals of all ages, with youngsters benefiting most from its ability to foster social and cognitive growth.

The adolescent period is a very important stage of human life. Adolescence starts with all the physical changes considered to be part of puberty, but during this period, kids also experience a lot of psycho-social and emotional changes. It's a moment of transition during which many physical and mental changes occur. They make an effort to investigate their role in the world. They are approaching and becoming self-sufficient. They are not interested in having their parents run their lives for them. Adolescence is a time of rebellion, especially against parents and other authoritative figures. Because this is the age at which cerebral illnesses like depression and other mood disorders manifest, parents have an additional duty to care for their children during this period. In light of this, parents play a vital role in adolescents' overall development.

In addition to setting an example that children may follow and relate to, parents teach their children what to do and what not to do. The emotional climate of the family and the strength of the parent-child bond are closely correlated with humor, happiness, and parenting style. Parents are the main role models for their children's emotional expression and control, which influences their worldview and social interactions. Children learn to see life's obstacles more lightheartedly in households where humor and happiness are cherished and used as coping tools, which fosters a pleasant emotional climate (Peiró, 2006) [12]. Parental compassion, understanding, and positive reinforcement are key components in fostering children's emotional well-being. They frequently act as role models for acceptable emotional expression as well, such as when it comes to utilizing humor to defuse difficult situations and relieve stress.

Parents experience happier outcomes in terms of education, social skills, understanding, and good habits when they are involved with and connected to their adolescent offspring. According to McKinney and Renk adolescents' perceptions of their parents and their connection with them have a big impact on how they turn out in the future and increase their chance of adopting unhealthy habits and lifestyles. Further, Kanhere and Hazarika (2020) [8] indicate that parenting styles have an impact on adolescents' happiness and humor. This study, therefore, set out to find out the impact of parenting style on happiness and humor.

Theoretical Framework

Albert Bandura's Social Learning Theory provides a useful theoretical framework for comprehending how parenting styles affect adolescents' humor and happiness. According to this idea, people pick up attitudes, behaviors, and emotional reactions from seeing, imitating, and receiving reinforcement in social settings, especially in the family. This idea holds that parents are the main role models for their children, using modeling and direct instruction to shape their views, attitudes, and behaviors. According to the Social Learning Theory, parenting styles have an impact on adolescent outcomes by influencing the mental and emotional processes that go into learning and adapting. This theory connects to the study's subject by emphasizing how parenting styles influence adolescent humor and happiness through social modeling and observational learning. People who grow up in caring and encouraging surroundings are more likely to form healthy emotional schemas and flexible coping strategies, which can result in happier and more resilient senses of humor as adolescents (Bandura & Walters, 1977) [2].

Objectives of the Study

To examine the effect of parenting styles on humor and happiness among adolescents, and the relationship between these variables.

The hypothesis of the Study

1. There is no significant effect of parenting style on humor among adult adolescents.
2. There is no significant effect of parenting style on happiness among adult adolescents.
3. There is no significant relationship between parenting style, happiness, and humor among adults.

Methodology

The current study was descriptive. The research design used for the study was a quantitative survey. The current study was carried out in a total sample of 300 adolescents from two public girls' and boys' high schools in district Sargodha. The sample was selected through convenient sampling (on an availability basis). According to time, resources, and financial constraints, the study was delimited to government high schools in one Tehsil in one district. Next, data was gathered using a questionnaire that the researcher had created. The instrument of the study was validated by five experts to check the content as well as face validity. The questionnaires were administered to 100 adolescents for pilot testing. The reliability coefficient Cronbach's alpha (α) was 0.8 for the acceptable questionnaire. After the data collection, all the data were analyzed using descriptive and inferential statistics, including mean score, standard deviation, Pearson r, and regression analysis.

Results and Discussion

Table 1: Demographic information of the respondents

Variables	Frequency	Percentage
Age		
12-14	47	15
14-16	136	45
16-18	117	40
Family System		
Nuclear	220	73.3
Joint	80	26.7
Socio-Economic Status		
Lower	105	35
Middle	184	61.3
Upper	11	3.7
Gender		
Male	150	50
Female	150	50

Table 1 shows the distribution of respondents concerning age, family system, socio-economic status, and gender. There were 15% of respondents from the age group of 12–14, 45% of respondents from the age group of 14–16, and 40% of respondents from the age group of 16–18. Further, 73.3% of respondents were from the nuclear family system, and 26.7% were from the joint family system. According to the socio-economic status of respondents, 35% were from the lower class, 61.3% were from the middle class, and 3.7% were from the upper class. There were 50% male and 50% female respondents in the sample of total population.

Table 2: Psychometric Properties of Study Variables (N=300)

Variables	M	SD	A	Range		Skewness	Kurtosis
				Potential	Actual		
1	32.460	9.986	.67	12-72	31-69	1.56	.34
2	24.490	7.932	.77	32-160	61-11	1.25	.44
3	32.240	9.868	.80	12-24	10-22	1.45	.21

Note: 1 = parenting style; Happiness, 3= Humor

Table 2 shows the psychometric properties of the study variables. The reliability analysis indicates that the reliability coefficients of the parenting style, happiness, and humor scale were ($\alpha=.67$), ($\alpha=.77$) and ($\alpha=.80$) respectively which indicates satisfactory internal consistency. Univariate normality examination confirmed that all the scores were regularly appropriated for example value of skewness was under 2.

Table 3: Regression coefficients of Parenting Style and Humor.

Variables	B	Beta	SE	P
Constant	1.017		.446	.000
Parenting Style	.962	.973	.013	

Dependent variable: Humor $R^2 .973$, N= 300, $p < .001$

Table 3 shows the regression coefficients of parenting style and humor. Based on the obtained results, the regression analysis demonstrates a significant positive association between parenting style and humor levels ($B = 0.962$, $\beta = 0.973$, $p < .001$). For each unit increase in parenting style, humor levels are predicted to increase by approximately 0.962 units. These results show that parenting style has a significant and positive effect on humor. So, the hypothesis "There is no significant effect of parenting style on the humor among adult adolescents" is rejected.

Table 4: Regression Coefficients of Parenting Style and Happiness

Variables	B	Beta	SE	P
Constant	6.947		1.145	.000
Parenting Style	.540	.680	.034	

Dependent variable: Happiness $R^2 .463$, N= 300, $p < .001$

Table no 4 shows the regression coefficients of parenting style and happiness. Based on the obtained results, the regression analysis reveals a significant positive relationship between parenting style and happiness levels ($B = 0.540$, $\beta = 0.680$, $p < .001$). Each unit increase in parenting style is associated with a predicted increase of approximately 0.540 units in happiness levels. The model explains 46.3% of the variance in happiness levels ($R^2 = .463$), indicating that parenting style significantly influences individual happiness among adults and adolescents. So, the hypothesis "There is no significant effect of parenting style on happiness among adult adolescents" is rejected.

Table 5: Pearson Correlation of Present Study Variables (N = 300)

Variables	1	2	3
Parenting Style	--	.680**	.973**
Happiness	--	--	.650**
Humor	--	--	--

* $p < .05$. ** $p < .01$

Table 4.4 describes the correlation among the study variables. Results suggest that parenting style had significant positive relationships with happiness and humor. Happiness also

shows a significant positive correlation with humor. So the hypothesis "there is no significant relationship between parenting style, humor, and happiness" is rejected.

Findings

It can be seen from the results, as depicted in Table 1, there were 15% of respondents from the age group of 12-14, 45% of respondents from the age group of 14-16, and 40% of respondents from the age group of 16-18. Further, 73.3% of respondents were from the nuclear family system and 26.7% of respondents were from the joint family system. According to the socio-economic status of respondents 35% respondents from the lower class, 61.3% respondents from the middle and 3.7% respondents from the upper class. There were 50% male and 50% female respondents in the sample of total population. Moreover, the first hypothesis of the current study was "there is no significant effect of parenting style on humor among adult adolescents" The findings drawn from Table 3 direct that parenting style has a significant and positive effect on humor. So, the hypothesis was rejected. Additionally, the second hypothesis was "there is no significant effect of parenting style on the happiness among adult adolescents" The results drawn from Table 4 direct that parenting style significantly influences individual happiness among adults and adolescents. So, the hypothesis was rejected. Moreover, the third hypothesis was "there is no significant relationship between the parenting style, humor, and happiness" The results drawn from Table 5 direct that parenting style had significant positive relationships with happiness and humor. Happiness also shows a significant positive correlation with humor.

Discussion

The current study's main goal was to find out the impact of parenting style on humor and happiness. It was disclosed based on the findings from Table 3, that parenting style has a significant and positive effect on humor. The subsequent outcomes align with the conclusions of an earlier investigation carried out by Hickman and Crossland (2004) [7] which summarize that humor, academic achievement, and parenting style were positively related to each other and that parenting style affects humor. The results also showed, as evidenced by Table 4 parenting style significantly influences individual happiness among adults and adolescents. These results are compatible with the findings of Huang *et al.*, (2024) [11] found that parenting style brings about the development of more positive psychological well-being, positive self-assessment, higher levels of self-esteem, adjustability, and happiness. In addition, the findings of the research study reflected, as extracted from Table 5, that parenting style had significant positive relationships with happiness and humor. These findings are similar to the findings given by Ford, Lappi, *et al.* (2016) [5] which conclude that parenting style is positively related to humor and happiness.

Conclusion and Recommendations

Using a quantitative research design, the study sought to understand how parenting practices affect humor and happiness in adults and adolescents. Regression analysis and correlation methods were used to discover that parenting style had a major impact on this demographic's levels of happiness and humor. Furthermore, a strong positive correlation was found between humor, happiness, and

parenting style. These results emphasize how important parenting is in forming a person's mental health throughout adulthood and youth. Thus, based on the study findings it is suggested that to improve parenting abilities and encourage constructive parenting methods, arrange parenting workshops and support groups. To encourage good parenting techniques, parental education initiatives should be put into place. These programs could give parents the skills and techniques they need to increase laughter and contentment in their families. Last but not least, work with neighborhood organizations to put interventions like parenting workshops and counseling services into place that support good parenting habits.

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