

Influence of Parenting style on the Effectiveness of Decision making and Problem solving among Young Adults

Submitted by

Pooja A

(21PCP012)

Under the Guidance of

Ms. M. Benadict Savitha

A Thesis submitted to



Avinashilingam Institute for Home Science and Higher Education for Women

In Partial Fulfillment of the Requirements for the Degree of

Master of Science in Clinical Psychology

(2021-2023)

May 2023

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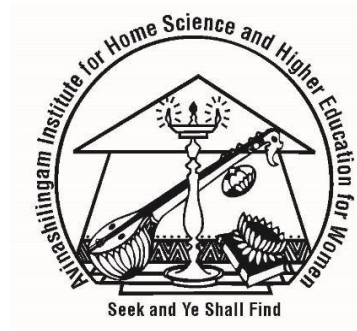
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Signature of the Head of the Department

Signature of the Guide

CERTIFICATE

Certificate

This is to certify that the project work entitled “**Influence of Parenting Style on the Effectiveness of Decision Making and Problem Solving Among Young Adults**”, submitted to **Department of Clinical psychology**, Avinashilingam Institute for Home Science and Higher Education for Woman, Coimbatore, in partial fulfilment of **Master of Clinical Psychology**, is the record of the original project work done by **Pooja A (21PCP012)** during the period of her study, under my supervision and guidance.

Signature of the Guide

Signature of the Head of the Department

Submitted for the viva voice examination held on _____

Internal Examiner

External Examiner

DECLARATION

Declaration

I hereby declare that this project work entitled “**Influence of Parenting Style on the Effectiveness of Decision Making and Problem Solving Among Young Adults**” submitted to Department of Clinical psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, in partial fulfilment of the requirement for the award of the **Degree of Master of Clinical Psychology** is the bonafide record of original project work done by **Pooja A (21PCP012)** during the period of her study under the supervision and guidance of **Ms M. Benadict Savitha**. Assistant professor. Department of Clinical psychology.

Place: Coimbatore

Signature of the candidate

Date:

Pooja A

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ABSTRACT

Abstract

Parenting style have become an essential part of everyone's life, especially for young adults. It is important to study the effectiveness of parenting style and the influence of decision making and problem solving among young adults. Erik Erikson (1975), a psychologist defined young adulthood as a crucial stage that happens after adolescence. One hundred and fifty samples (150) were participated in this study. The tools were used for data collection was the scale of Parenting Style, Decision Making style scale (DMSS), Problem-solving ability test (PSAT) – D. The data was analysed statistically using SPSS 29.0.0 (Statistical Package for the Social Sciences). The results indicated that there is a significant relationship between Parenting style, Decision Making and Problem-solving among young adults. There is significant gender differences and parenting styles in decision-making and problem-solving among young adults.

Keywords: parenting style, decision making, problem solving, young adult

INTRODUCTION

Chapter 1

Introduction

Parenting Style

Parenting style is defined as a constellation of parents' attitudes and behaviors toward children and an emotional climate in which the parents' behaviors are expressed (Darling and Steinberg, 1993).

Parenting style is the overarching attitude or pattern of parenting toward the child it influences the development of cognitive academic social emotional and behavioral problems

Types of Parenting Style

Authoritarian Parenting. With this form of parenting, the kid is expected to follow the strict standards set by the parent, and there is usually just one mode of communication. Children have little opportunity for debate, and the rules are rarely expressed. They expect their children to uphold these ideals and demand excellence from them. Errors are usually penalized. Most of the time, forceful parents are not pleasant, and they have high expectations with little opportunity for compromise.

Children that grow up with authoritarian parents are often the best behaved in the room due to the repercussions of misbehaving. Also, they are better able to follow the specific instructions that must be followed to reach a goal. Moreover, this parenting approach may result in angry children who are also introverted, socially awkward, and incapable of making their judgments. Because they were not adequately instructed, they struggle to regulate their anger, and this violence may remain unchecked. They have unlucky confidence, which contributes to their

inability to simply decide. Strict parental restrictions and penalties usually impact a child's predisposition to rebel against authority people as they grow older.

Authoritative Parenting. This sort of parent's children often builds a close, caring bond. They explain why disciplinary sanctions are taken and set clear instructions for what is expected of them. Discipline is used to help the offender rather than punishment. Apart from the fact that children have information that may be translated into goals and assumptions, there are progressive and appropriate levels of communication between parent and their children. Although it takes a lot of patience and work on both sides, this parenting approach often leads to the best outcomes for children.

Children reared by authoritarian parents learn self-confidence, responsibility, and self-regulation. They have greater control over their negative emotions, which enhances their social results and emotional well-being. Youngsters will learn that they can accomplish what they want by themselves since their parents encourage independence. As a result, as adults, youngsters have stronger self-esteem. Also, these children flourish academically and perform well in school.

Permissive Parenting. Permissive parents are often warm and loving, with little or no demands. They just enforce a few restrictions on their children. Although communication is maintained, parents let their children sort things out for themselves. These modest levels of expectation generally result in only a few instances of punishment being used. They appear to be more like buddies than parents.

Restricted guidelines can contribute to youngsters developing harmful eating habits, particularly when it comes to snacks. This can increase the child's risk of being overweight and

developing other medical issues in the future. The youngster also has a lot of autonomy in terms of sleep, homework, and screen time with the computer and television.

When the parent does not give much advice on moderation, such freedom might lead to other undesirable behaviors. Children with permissive parents often have some self-esteem and good social skills. They can, however, be impetuous, demanding, egotistical, and lack self-control.

Uninvolved Parenting. Children are allowed a lot of freedom since this sort of parent usually keeps out of the way. They meet the child's fundamental requirements while maintaining aloof from their child's life. An uninvolved parent does not use a specific discipline approach and communicates with their child seldom. They tend to provide little care while having little or no expectations of their children.

Children raised by uninvolved parents are often more adaptable and capable than children raised by other types of parents. But these abilities have matured and are no longer required. Moreover, humans' worthiness has difficulty managing their emotions, has fewer productive coping strategies, can have work difficulties, and has difficulty maintaining or establishing social bonds (Sanvictores and Mendez, 2022).

Attachment Theory. Setting up a near-determined child dating with comfy attachment is a hallmark of wonderful parenting. The attachment concept has a completely long and adequately researched basis. It is miles most significantly from the paintings of John Bowlby and Mary Ainsworth, who mounted the concept starting in the Fifties.

Attachment is crucial within the place of social and emotional outcomes for youngsters. The purpose of attachment is so a child feels secure, comfy, and guarded. Three essential forms of attachment relationships were diagnosed. One of the maximum crucial determinants of the

great of attachment courting is how the parent responds when the child has a need, consisting of feeling insecure or disappointed, or afraid. It is beneficial to recognize the want for attachment is so sturdy in babies and younger kids that it is not whether they are connected, but how healthy that attachment is. Additionally, kids can have any of the styles of attachments mentioned beneath with any number of primary caregivers. So, they could have one for the mother, an exclusive with the father, and some other with a nanny or grandparent.

Comfortable attachment is most possibly to result whilst dad and mom reply to the kid's desires in a manner this is sensitive and loving; for example, they choose the child up while they may be crying - mainly in infancy - communicate soothingly, pay attention to the child. Children then understand they can express such feelings and could get consolation. Their method for the use of their parent to control their misery is to find and stay near. Whilst a younger toddler has a comfy attachment, they could use to determine (or primary caregiver) as a base from which to explore, but feel they can get reassurance and comfort if needed. When there's avoidant attachment, youngsters do just that - they keep away from it, that is a type of insecure attachment. They will avoid both figures and keep away from displaying they are in distress. This happens when they determine often ignores or is insensitive by expressing annoyance or belittling the child when they ship signals or method for consolation. Another kind of insecure attachment is referred to as ambivalent/resistant attachment. It develops whilst the response the kid receives is inconsistent or unpredictable. it can also occur whilst the figure acts as if his/her wishes are extra than the child's or they make a big deal of the kid's distress and behave as though they may be overwhelmed. The child normally exaggerates their needs in the hope that they will pay attention. Insecurely connected youngsters have a difficult time exploring as they should without a relaxed base.

Bad Parenting. It is a chain of movements that can significantly damage the child's manner and Psychology. Bad parenting is not constrained to a single act; it is far a group of those acts which are commonly what contribute to a harmful impact on the kid. It is most usually tied to expectations of terrible effects, where children are visible as being susceptible to overlook or maltreatment. Intervention using the Nation is aimed toward making sure kids are stored from such mother and father, either through education or by putting kids in settings that offer extra appropriate care.

Effects of Bad Parenting

Children without good parenting are extra at chance for dating problems, despair, tension, and aggression, among different negative results. The below consequences are the result of ongoing styles of terrible conduct.

Signs of Bad Parenting

Several actions and incidences could make a bad parent. Here are a few examples of bad parenting that one must avoid at all costs.

Causes of Bad Parenting

These included verbal and physical abuse, emotional neglect, bodily neglect, and sexual abuse. Family dysfunctions included crook behavior, substance abuse, separation of parents, parental or caregiver mental fitness problems, and violence.

Impacts of Bad Parenting on Children

Bad parenting can have a lasting adverse impact on the child in terms of behavior and Psychology. The effects of bad parenting are

Antisocial Behaviors. Whilst the child no longer does not forget how his moves might affect others, it is miles referred to as antisocial behavior. An intense form of this may lead to substance abuse, intellectual health problems, crime, and terrible health. Terrible parenting movements like parental drug abuse, domestic violence, and maternal despair generally contribute to this condition. It is also determined in children whose parents displayed vital, terrible, and coercive behavior.

Poor Resilience. Children learn how to address emotional, intellectual, and bodily trauma from seeing how their parents deal with any hardships themselves. In this situation, bad parenting comes in the form of not shielding the child from a disaster or not being capable of dealing with negative emotions, which in flip, rubs off on the kid.

Aggression. Many studies have shown that kindergarteners who have explosive anger problems generally have a negative relationship with their moms. Negative parenting techniques like hard dealing with and expressing bad feelings toward the child during infancy will purpose the child to have excessive levels of anger.

Lack of Empathy. If the child is handled with indifference at domestic, then chances are high that he/she will be able to behave identically with others out of doors. (Cherry, 2008)

The Impact of Parenting Style

According to research, parenting styles can have a variety of positive effects on children. Some of the aspects of a child's life that may be influenced now and in the future are as follows:

Academics. Parenthood style has a significant impact on academic success and provocation.

Mental Health. Parenting techniques can affect children's internal well-being. Children reared by authoritarian, permissive, or uninvolved parents are more likely to have anxiety, depression, and other internal health issues.

Self-Esteem. children raised by authoritarian parents have higher self-esteem than children raised by other types of parents.

Social Relationships. Parental approaches can influence how children interact with others. Children raised by permissive parents, for example, are more prone to be bullied, whereas those reared by authoritarian parents are more inclined to bully others.

Adult Relationships. Researchers have discovered that children reared by rigid, authoritarian parents are more likely to witness emotional abuse in adult love relationships. (Cherry, 2008)

Problem-Solving

Definition

According to Mayer (2003), a problem happens when in any given situation, a goal or objective state needs to be fulfilled, and there is no predictable or regular method of solution available

Problem-solving is the process of defining a problem-gathering solution, selecting, and evaluating the solution, and taking the appropriate action

Problem-solving is a mental process that includes identifying, evaluating, and resolving issues. The goal of problem-solving is to overcome barriers and arrive at a solution that best solves the problem. The optimal technique for dealing with an issue is highly dependent on the specific circumstances. In certain circumstances, individuals should study everything they can

about the problem and then use information to conclude. In other circumstances, intuition and imagination are the greatest solutions.

It is critical to follow a set of steps to appropriately break an issue. This is commonly referred to by academics as the problem-working cycle. While this cycle is depicted sequentially, humans seldom follow a rigorous number of steps to conclude.

Nature of problem-solving

Psychologists have spent the last century studying the nature of human problem-solving strategies. Introspection, behaviorism, simulation, computer modeling, and experimentation are all strategies for investigating issue solving.

Starting with the early experimental work of the Gestaltists in Germany and continuing until the 1960s and early 1970s, problem-solving research was often done in very basic laboratory tasks that seemed innovative to participants (e.g., Mayer, 1992). They had clearly defined optimal solutions that were doable in a relatively short period in these activities, and researchers could follow participants' problem-solving stages, and so on.

The researchers assumed that basic tasks like the Tower of Hanoi represented the key aspects of "real world" problems and that the cognitive processes underpinning participants' attempts to solve simple problems were similar.

Basic laboratory experiments might help explain the logic and reasoning procedures that underpin issue resolution. They overlook, however, the complexities and emotional valence of "real-world" situations. Researchers in clinical psychology have focused on the role of emotions

in problem-solving, indicating that poor emotional regulation can interfere with attention on the objective task and hamper issue resolution (Rath, Langenbahn, Simon, Sherr, & Diller, 2004).

Stages Include Developing Strategies and Organizing Knowledge

Relating the Problem. While it may feel like an obvious step, relating the problem is not always as simple as it sounds. In some cases, people might erroneously identify the wrong source of a problem, which will make attempts to break it hamstrung or indeed useless. Some strategies that you might use to figure out the source of a problem include

- Asking questions about the problem
- Breaking the problem down into lower pieces
- Looking at the problem from different perspectives
- Conducting disquisition to figure out what connections live between different variables

Defining the Problem. After the problem has been linked, it is important to fully define the problem so that it can be answered. You can define a problem by operationally defining each aspect of the problem and setting pretensions for what aspects of the problem you will address

Forming a Strategy. After the problem has been linked, it is time to start brainstorming implicit results. This step generally involves generating as multitudinous ideas as possible without judging their quality. Once several possibilities have been generated, they can be estimated and narrowed down. The coming step is to develop a strategy to break the problem. The approach used will vary depending upon the situation and the existent's unique preferences. Common problem-working strategies include heuristics and algorithms.

- **Heuristics.** are internal lanes that are constantly predicated on results that have worked in history. They can work well if the problem is similar to the commodity, you have encountered ahead and are constantly the swish choice if you need a fast result.

- **Algorithms.** are step-by-step strategies that are guaranteed to produce a correct result. While this approach is great for delicacy, it can also consume time and resources

Organizing Information. Before coming up with a result, you need to first organize the available information. What do you know about the problem? What do you not know? The farther information that is available the further set you will be to come up with an accurate result. When approaching a problem, it is important to make sure that you have all the data you need. Deciding without respectable information can lead to prejudiced or inaccurate results.

Allocating resources. Of course, we do not always have unlimited capital, time, and other resources to break a problem. Before you begin to break a problem, you need to determine how high priority it is. At this stage, it is important to consider all the factors that might affect the problem at hand. This includes looking at the available resources, deadlines that need to be met, and any possible risks involved in each result. After careful evaluation, a decision can be made about which effect to pursue.

Monitoring Progress. After concluding a problem-working strategy, it is time to put the plan into action and see if it works. This step might involve trying out different results to see which bone is the most effective. It is also important to cover the situation after administering a result to ensure that the problem has been answered and that no new problems have arisen as a result of the proposed result. Effective problem-solvers tend to cover their progress as they work towards

a solution. However, they will reevaluate their approach or look for new strategies, if they are not making good progress toward reaching their thing.

Assessing the Results. After a result has been reached, it is important to estimate the results to determine if it is the swish possible result of the problem. This evaluation might be immediate, analogous to checking the results of a computation problem to ensure the answer is correct, or it can be delayed, analogous to assessing the success of a remedy program after several months of treatment. (Cherry, 2008)

Problem-Solving Skills

A few universal problem-solving skills we all need are:

Brainstorming is the process of rapidly developing a variety of novel solutions. Let everyone express their thoughts during group brainstorming sessions. Appreciate all input, and avoid criticism. Then, group solutions together based on common themes.

Analyzing. The practice of evaluating each conceivable answer through disciplined cognitive processes. In addition to outlining their costs and advantages, you may apply deductive reasoning, game theory, and logic principles (including fallacies) to them.

Risk management is anticipating and attempting to prevent the drawbacks of crucial solutions. Your team may create a list of possible hazards, assess how likely each one is, forecast when each one will happen or no longer be a concern, and build strategies to mitigate those risks.

Deciding. The capacity to choose a solution and implement it. A chosen decider must pick and implement a solution after an adequate amount of time, a study of viable options, and feedback from team members.

Emotional Intelligence. Using emotional intelligence can increase personal and other team members' capacity to think rationally. This necessitates the ability to detect emotions within ourselves and others, control sentiments, and channel emotions into productive activity.

Decision Making

The cognitive process of choosing between two or further druthers, ranging from the clear cut (e.g., ordering a mess at an eatery) to the complex (e.g., opting for a mate). Psychologists have espoused two clustering strategies to understand decision timber (a) statistical analysis of multiple opinions involving complex tasks and (b) experimental manipulation of simple opinions, looking at the rudiments that reoccur within these opinions. (American Psychological Association, 2023)

Decision-making is the cognitive process of identifying a decision by gathering information, filtering the choices, and assessing the outcomes

When making a decision, we form opinions and choose conduct via internal processes which are told by impulses, reason, feelings, and recollections. The simple act of deciding supports the notion that we've free will. We weigh the benefits and costs of our choice, and, we manage the consequences. Factors that limit the capability to make good opinions include missing or deficient information, critical deadlines, and limited physical or emotional coffers.

Stages in Decision-Making

1. **Deliberation.** The first stage of the decision timber process starts from the point at which deliberation begins. In this stage, different aspects of the problem and the pros and cons of the possible druthers are examined from a proper perspective.

2. **Act of making a choice.** While choosing between different volition, certain druthers which don't have important applicability may be neglected from the list of possible druthers, so it becomes easy to decide on many volitions.

3. **Final choice.** After examining all aspects, eventually, a decision is arrived at, which is considered right, helpful, practicable, and profitable in the present situation.

4. **Post-decision period.** The post-decision period includes the cerebral consequences of making a choice, the relationship between decision timber and the major sources of conflict, and modes of conflict resolution at each stage of the decision sequence. (Deeksha, 2016)

Characteristic of decision making

Decision-making is a talent acquired via education and experience. Below are some decision-making traits.

Rational-thinking. Rational thinking entails establishing goals and objectives, thoroughly examining alternatives, and selecting the best path based on logic and evidence. Nevertheless, in addition to cold reasoning, this requires considering emotions.

Process. To be consistently effective, every efficient job requires a solid process. This fact is also well-known in decision-making. It must also have a procedure that begins at a given stage, contains defined phases, and concludes at a specific point. This procedure must consider cognitive, unconscious, and emotional aspects.

Selective. A management choice is extremely selective, and you can only employ the trial-and-error approach if it costs you money. You must guarantee that each choice demonstrates a beneficial influence on the business.

Purposive. The managerial decision serves a function. For example, suppose you intend to improve the organization's status; this may include increasing earnings or enhancing employee lifestyles. This trait comes into play very early in the decision-making process as objectives.

Positive. While making a management choice, you want to achieve favorable results. This trait varies from a scientific judgment in that no-good outcome is required. Nonetheless, any negative impact caused by management actions would cost the organization money and reputation.

Commitment. Commitment is required for any achievement; nevertheless, managers must have a strong commitment due to the number of obstacles they will confront and the responsibilities they will bear. To make effective management decisions, you must commit to defending and following through on them.

Evaluation. Management decision-making necessitates extensive examination; you must consider all possibilities. Furthermore, if your initial strategy fails, you must have various backup strategies in place, which necessitates rigorous evidence examination before making a choice.

Major Decision-Making Strategies:

The Single-Feature Model. The single-feature approach might be useful when the decision is straightforward and you are short on time. Unfortunately, it is not always the optimal method when dealing with more difficult choices.

The Additive Feature Model. The additive feature model may be a wonderful technique to identify the best option for a multitude of options. But, as you might guess, it may be time-consuming and is not the greatest decision-making approach to adopt if you are short on time.

Theories of Decision-Making. The decision-making theory can be divided into normative and descriptive theories. Decision-making is explained by normative theories in terms of the best and ideal option that can be made in a particular scenario. Descriptive theories describe how decisions are created and understand the reasoning and concepts that behind each decision. The following are the key decision-making theories:

Subjected Expected Utility Theory. This theory is a technique in which decisions are made under risk, providing for the subjective evaluation of factors under multiple possibilities and related probability. Choices are selections between several options and their possibilities. When a decision maker selects an option with a high possibility of success, there is still the danger of passing up another optimal result. A good choice is centered on the process rather than the outcome. The term "expected utility" implies that the value of a commodity varies from person to person owing to external factors. Only after examining every consideration and item of knowledge accessible to them should the decision maker conclude.

Prospect Theory. According to this idea, decision-making is based on choosing between numerous possibilities, but the decision is based on biased assessments. Heuristics and biases influence the evaluation of consequences and the frequency of decision-making. Such judgments entail exterior world assessments; decisions include more basic interior choices across values. (Kahneman, 1979)

Satisfying theory. According to this view, the decision-maker chooses the course of action that best solves the issue. Bounded rationality is a concept that Simon introduced, where the decision-maker has only a finite amount of information and resources at their disposal. The decision-maker does not improvise or attempt to broaden the parameters of decision-making; instead, they make a compromised option that only partially addresses the issue. Without considering all the possibilities, the decision-maker will select any option that meets the basic requirements.

Attribution Theory. Explaining the motivations behind any action or motive is referred to as attribution. This hypothesis was put forth by Heider and developed by other scholars. Internal and external attributions are two different types. While external attribution cites environmental circumstances as a cause, internal attribution refers to a person's traits, personality, and attitudes. Weiner postulated a three-stage process that determines an attitude: a. the perception or observation of the conduct; b. the determination of the intentionality of the activity; and c. the determination of the forcefulness of the action. Weiner limited the theory to the most significant determinants of success, such as aptitude, effort, the complexity of the task, and luck. Causal attribution was further subdivided by Weiner into three groups: locus of control, stability, and controllability. Other divisions include internal and exterior loci of control. The stability dimension looks at whether there are temporal fluctuations that can be connected to causes. For instance, our internal ability and effort may be unstable. The term "controllability" describes the causes that one can influence (such as talent and efficacy) as well as those that one cannot.

Gaming Theory. The idea of choice between rivals is understood in game theory. While making a decision, both independent and competing elements are considered in this. This offers resources for examining circumstances where individuals make interdependent choices. Players

can better design their strategies by considering the decisions or strategies of other players thanks to this dependency.

Heuristic Theory. Heuristics are efficient cognitive processes that disregard certain information, whether conscious or unconscious. While utilizing heuristics saves work, conventional wisdom holds that heuristic judgments have higher error rates than "logical" conclusions defined by logic or statistical models. Heuristics would allow the decision-maker to make an effective judgment in a novel and quick period. Heuristics are efficient cognitive processes that disregard certain information, whether conscious or unconscious. While utilizing heuristics saves work, conventional wisdom holds that heuristic judgments have higher error rates than "logical" conclusions defined by logic or statistical models.

Need for the study

Young adulthood is a period in which strong decision-making and problem-solving abilities are needed. The goal of the study is to determine how parenting style affects children's ability to make decisions and solve problems. It enables prospective parents to approach productive parenting styles also while acknowledging the need for adults to make decisions and address problems effectively.

REVIEW OF LITERATURE

Chapter 2

Review of Literature

PARENTING STYLE

Mahamid, Berte & Bdier (2023) conducted a study on Racism, parenting styles, and mental health in Palestine. Participants were 408 Palestinian adults, representing 266 females and 142 males, recruited using online methods. The correlational analysis showed that authoritative parenting style positively correlated with accepting attitudes, and mental health. Moreover, the authoritarian parenting style negatively correlated to accepting attitudes, and mental health, while positively correlated with racist attitudes and ethnocentric attitudes. The regression analysis for predicting mental health found that authoritative parenting style contributed in a statistically significant manner towards explaining variance in mental health.

Alexander & Harris (2022) conducted a study to examine the effects of parenting styles on career decision-making self-efficacy (CDMSE) in a sample of 97 U.S. college students. The tools used were the Career decision-making self-efficacy scale and The Parental Authority Questionnaire. The findings indicate that parenting styles can influence college students' CDMSE.

Panda (2022) conducted a study on the Relation of Psychosocial Correlates and Parenting Style in Adolescents with Behavioural Addiction. Data were collected from 150 adolescents. The Parenting Style Scale, Attachment Style Questionnaire--Short Form (ASQ-SF), Social Support Appraisals Scale for Children (SSAS-C), Emotion Regulation Index for Children and Adolescents (ERICA), Young's Internet Addiction Test (IAT), and Mobile Phone Addiction Scale were used to measure the parenting style, attachment style, perceived social support, emotion regulation, and behavioral addiction. This study has illustrated that adolescents experience a significant number of behavioral problems. Appropriate intervention can

improve parenting skills and enhance the quality of parent-adolescent relationships leading to modifying perceived social support, and emotion regulation to reduce the associated psychiatric and behavioral problems of adolescents.

Photichai & Luvira (2022) conducted a study on Family types and parenting styles for infants in KhonKaen province. Two hundred sixty-four families of primary caregivers were included in the study. The family type most frequently found was the skipped generation family, accounting for 119 families (45%). The most practiced parenting style for infants among all three family types was the uninvolved parenting style. Regarding the response to infants, the permissive parenting style was mostly observed.

Tsela, Tsela, & Lopez (2022) conducted a study on the Relations between parenting style and parenting practices and children's school achievement. The study involved 101 participants who have at least one child attaining elementary school and who reside in Greece who answered an online questionnaire. The findings show a positive relationship between authoritative parenting styles and children's school achievement, although the authoritarian style was associated with lower levels of school achievement.

Krisdiantini, Setyo boedi & Krisnana (2021) conducted a study on the relationship between parenting style and children's development aged preschool. At KalibotoPosyandu, the under-five population was studied by taking samples using the Slovin formula and obtaining 85 respondents who met the criteria of being parents and having children under the age of five (aged 3-5 years). The instruments used were a questionnaire for parents and the Denver Development Screening Test (DDST) sheet to measure children. The findings indicated that 57.6% of parents practiced democratic parenting, and 62.4% of children under the age of five showed normal child development.

Thakre & Shet (2020) conducted a study on parenting styles, study habits, and achievement motivation among young adolescents in a sample consisting of 76 adolescents girls and boys within the age range of 13 to 14 years, studying in classes 8th and 9th standard of English medium schools in Mumbai. They were assessed by using three different tools namely the parental authority questionnaire (Buri, 1992); the test of study habits and attitudes (Mathur, 2002), and the achievement motivation scale (Deo & Mohan, 2011). Findings revealed a significant difference between parenting styles on study habits and achievement motivation. The study habits and achievement motivation among adolescents were higher when the parenting style was authoritative as compared to authoritarian and permissive parenting styles.

Yaffe (2020) conducted a systematic review of the differences between mothers and fathers in parenting styles and practices. For that purpose, they conducted a systematic search of the PsycINFO, Scopus, Eric, and Web of Science databases, covering literature published from 1990 to 2020. Findings revealed that mothers as compared to fathers are perceived as more accepting, responsive, and supportive, as well as more behaviourally controlling, demanding, and autonomy-granting than fathers. Accordingly, in the studies comparing parents on the constructs of overall parenting styles, mothers were predominantly more authoritative than fathers, and fathers were mostly more authoritarian than mothers.

Masud, Ahmad, Cho & Fakhr (2019) conducted a study on parenting styles and aggression among young adolescents by reviewing 34 relevant studies thoroughly. Review shows that parenting styles have a direct impact on aggression in children. Authoritative parenting styles play a positive role in psychological behavior in children while authoritarian and permissive parenting styles result in aggressive and negative behaviors in children. Thus current study also suggests that there is room to conduct studies on this topic in developing countries.

Bi, Yang, Zhang & Deater-Deckard (2018) conducted a study examining the Parenting styles and parent-adolescent relationships in a sample of 633 Chinese adolescents. The study examined the possible mediating effects of adolescents' expectations for behavioral autonomy and beliefs in the legitimacy of parental authority, on the link between parenting style differences and variability in relationship conflict and cohesion, in a sample of youth from mainland China. The study also tested whether the direct and mediated effects differed for girls and boys.

A two-independent study was conducted by Neyen, Volpe, Selby, and Houtz (2017) to examine the relationship of problem-solving styles to parenting styles in a sample of 173 adults recruited using Mechanical Turk in study 1 and 131 adults recruited using Qualtrics in study 2. The tools used were an Assessment of Problem-Solving Style and the Parental Authority Questionnaire (PAQ). The results show that mothers' parenting styles as more permissive were also those adults who rated their problem-solving styles as more Explorer-type, preferring to work with fewer restrictions and preferring more novel responses to problems.

ZahedZahedani et. al. (2016) conducted a study on the influence of parenting style on academic achievement and career path in a correlation study carried out at Shiraz University of Medical Sciences. Among 1600 students, 310 students were selected randomly as the sample. The findings indicate that the correct interaction of parents and children is more valued and parents familiarize their children with the roles of businesses in society and the need for employment in legitimate businesses this important affair should be more emphasized through mass media and family training classes.

Rivers, Mullis, Fortner & Mullis (2012) conducted a study to examine the relationships between parenting styles, academic performance, and the mediating effects of motivation,

goal orientation, and self-efficacy were examined in a sample of high school students participated including 58 males and 90 females. The tools used were The Parenting Style/Parental Involvement Questionnaire and The Intrinsic-Extrinsic Orientation Scale. The results show that Adolescents who reported their parents as having a more authoritative parenting style were found to demonstrate more intrinsic motivation in their academic pursuits.

DECISION MAKING

Rahman & Department Of Business Administration, International Islamic University Chittagong., Bangladesh. (2023) conducted a study on Male and female consumer decision-making styles. This study was carried out to determine whether male or female decision-making styles differ in any way. The Consumer Style Inventory (CSI) approach was used to set the questionnaire to collect data from 133 people in Chattogram, Bangladesh. With its 37 items and eight factors, the CSI has been used to identify consumer decision-making styles. The study determined that there is no significant difference between male and female decision-making styles.

Pathak, Srivastava, & Dewangan (2023) conducted a study on Decision styles and their association with heuristic cues and decision-making rules. This study examines the relationship of rational and experiential decision styles with heuristics and the application of decision rules. In this study, 324 undergraduate and postgraduate students were drawn purposively from a technical institute. They were administered the "Rational-Experiential Inventory," "Applying Decision Rule" task, and two versions (expert and not-expert) of an essay (as a measure of heuristics). In this study, the results suggest that rational decision style (RDS) is positively related to the application of decision rules, but negatively associated with the heuristic cue.

Jang & Korean Association for Learner-Centered Curriculum And Instruction. (2022). The Influence of Metacognition, decision-making type on Self-confidence and Anxiety with the clinical decision making of nursing students Data were collected with a structured questionnaire that was distributed to 135 nursing students. Anxiety, metacognition, rational type, and intuitive type were significantly associated with self-confidence in clinical decision-making. And self-confidence and dependent type were significantly associated with anxiety with clinical decision-making. To improve nursing students' self-confidence concerning clinical decision-making, it is necessary to reduce anxiety and to find teaching strategies and learning methods for instructors to promote metacognition. And appropriate programs need to be provided to nursing students to improve rational decision-making skills.

Ahn, et. al. (2022) conducted a study on Testing reciprocal associations between parenting and youth's motivational resources of career decision-making agency during the postsecondary transition. The study involved 642 French-Canadian youths (54% girls; Mage = 14.2) who annually reported on parenting behaviors and career decision-making agency for 5 years, from Secondary 3 to 2 years postsecondary The findings showed that youth's career decision-making competence develops in reciprocal transactions with parental need support in an upward spiral, while autonomy development is primarily driven by need support. Limited evidence was found for the moderating effects of parents' gender and youth's transition periods.

Haramain (2022) conducted a study on the Decision-Making Styles of Bangsamoro Educational Leaders in the Philippines. The researchers have been motivated to conduct the study on the decision-making styles of the State Universities and Colleges in the Bangsamoro Autonomous Region in Muslim Mindanao, Philippines using a descriptive quantitative research design and self-made survey questionnaire to the 149 executive officials as respondents of the study who were selected using the purposive sampling technique. This

study revealed that the extent of decision-making styles of educational leaders in terms of analytical decision-making was very effective and productive on the other hand, the extent of the directive, conceptual, and behavioral decision-making styles was effective and productive.

RojnicKuzman, et. al. (2022) conducted a study on clinical decision-making style preferences of European psychiatrists: Results from the Ambassadors survey in 38 countries. The European Psychiatric Association undertook a study aiming to gather data on the clinical decision-making style preferences of psychiatrists working in Europe. In this study, 751 psychiatrists and psychiatry specialist trainees were involved. In this study, the Clinical Decision-Making Style – Staff questionnaire and a set of questions regarding clinicians' expertise, training, and practice were given. The study found significant differences in non-SDM decision-making styles: participants working in NWE countries more often prefer shared and active decision-making styles rather than passive styles when compared to other European regions, especially to the CEE.

Sood & Singh (2021) conducted a study on Perceived Helicopter parenting and its relation with decision-making styles and academic performance in the context of Indian adolescents. The study involved 425 adolescents. The tool used for the study is Helicopter Parenting Scale (HPS) by Terri LeMoyen and Tom Buchanan (2011). The findings indicated that Indian adolescents score high on the Helicopter parenting scale. However Indian adolescents prefer not to strongly agree on Helicopter parenting scale items and rather remain more non-decisive. They also found that a higher Helicopter parenting score predicts a maladaptive decision-making style and negatively predicts the self-esteem subscale of adaptive decision-making styles.

A systematic review was conducted by Davids, Roman & Leach (2016) to establish the relationship between parenting approaches and decision-making styles among children and adolescents in a sample of 60 studies was identified. The final sample of 14 studies included in the systematic review consisted of eleven cross-sectional studies. The key findings of the review suggest that maladaptive decision-making styles are associated with Negative parenting.

Bavolar & Orosova (2015) conducted a study on Decision-making styles and their associations with decision-making competencies and mental health. The study involved 427 Slovak high school and university students (64.6% females). The General Decision-Making Scale (GDMS) showed good internal consistency and its original factor structure was confirmed. Low but significant relationships between the decision-making styles were found. Two decision-making styles served as significant predictors of the general decision-making competency (avoidant and spontaneous) and another two were found to predict mental health. The intuitive decision-making style was a protective factor and the avoidant style was a risk factor.

PROBLEM-SOLVING

Mims, Rubenstein & Thomas (2022) conducted a study on Black brilliance and creative problem-solving in fugitive spaces: Advancing the Black Create Framework through a systematic review. The study involves 155 publications. Through a systematic review, they developed the Black Create Framework to illustrate how effective Black creative educational experiences (BCEEs) create fugitive spaces for creative expression and education. Within these spaces, both societal oppression and community assets are explicitly discussed as a part of the creative process, providing student's methods for adaptive coping and for addressing systemic inequities.

Tatoglu & Birkok (2022) examined conscious awareness and problem-solving skills with demographic and psychological variables. The study involves 125 third and fourth-year students of the Faculty of Education who were determined through disproportionate element sampling. The data collection tools used were the "Personal Evaluation Questionnaire", "Mindfulness Awareness Scale (MBAS)" and "Problem-Solving Inventory". The findings indicated a significant relationship was found between some variables and mindfulness and problem-solving skills. No direct relationship was found between mindfulness and problem-solving skills. Additionally, it indicates that the authoritarian style combined with involvement practices is a significant predictor of grades. The more authoritative means that parents use to socialize with their children, the more likely they are to achieve their parenting goals. Nevertheless, it is of critical importance for parents to focus on the learning process and not on the outcome.

Nikitchuk, (2021) conducted a study on Enhancing Psychology Students' Ability to Problem-Solving through Design Thinking. The purpose of this paper is to investigate the impact of mastering the methodology of design thinking by psychology students on their problem-solving ability. The study involves Content analysis of psychology students' reflective 19 journals with both qualitative and quantitative analytical procedures. Two themes related to problem-solving ability were predominant in students' journals: reflections on improving the product of activity and interest in different forms of generating & organizing ideas. A statistically significant strong positive relationship was revealed between the quality of design solutions and search for feedback, reflecting on improving the products of activity, searching for the ways to solve problems rather than being fixed on them. The findings indicated that an experience of implementing design thinking methodology increases the problem-solving ability of psychology students in their learning process and everyday life. Keywords: design thinking, problem-solving ability, and group project activity.

Price et. al. (2021) conducted a study on a detailed characterization of the expert problem-solving process in science and engineering: Guidance for teaching and assessment. To develop this, they interviewed 52 successful scientists and engineers (“experts”) spanning different disciplines, including biology and medicine. They described how they solved a typical but important problem in their work, and we analyzed the interviews in terms of decisions made. The findings indicated that across all experts and fields, the solution process was framed around making a set of just 29 specific decisions. We also found that the process of making those discipline-general decisions (selecting between alternative actions) relied heavily on domain-specific predictive models that embodied the relevant disciplinary knowledge. This set of decisions provides a guide for the detailed measurement and teaching of science and engineering problem-solving.

Gunawan et. al. (2020) conducted a study on Improving students' problem-solving skills using an inquiry learning model combined with an advanced organizer. This article focuses on delivering the trial phase of the development process. The trial phase used a non-equivalent pre-test post-test control group design to determine the effectiveness of the combination of inquiry learning models and the advanced organizer approach. The study involves high school students in Mataram city and sampling was done by using cluster random sampling technique. The findings indicate that the students in the experimental class who used a combination of inquiry learning models and advanced organizers had more significant problem-solving skills improvement than the control class that only used inquiry learning models. Also, the experimental group had a higher ability to focus on the problems, make a plan, and implement it to find the solutions.

Nguyen et. al. (2020) conducted a study on The effects of interaction quality on neural synchrony during mother-child problem-solving by examining the effects of interaction quality on neural synchrony during a problem-solving task in 42 dyads of mothers and their

preschool children. Findings revealed that Higher neural synchrony during cooperation correlated with higher behavioral reciprocity and neural synchrony predicted the dyad's problem-solving success beyond reciprocal behavior between mothers and children.

Taub et. al. (2020) conducted a study on the impact of student agency on learning, emotions, and problem-solving behaviors in a game-based learning environment. The study involved 138 college students (64% female) randomly assigned to one of three agency conditions the findings indicate that a moderate degree of agency provided to students in game-based learning environments leads to better learning outcomes without sacrificing interest and without yielding a negative emotional experience, demonstrating how even low levels of agency can positively impact learning, problem-solving, and affect during game-based learning.

Golden & Gajendran (2019) conducted a study on Unpacking the role of a telecommuter's job in their performance: Examining job complexity, problem-solving, interdependence, and social support. They test the framework using 273 matched data from telecommuters and supervisors in an organization with a voluntary telecommuting program. Findings indicate that for telecommuters who held complex jobs, for those in jobs involving low levels of interdependence, and for those in jobs with low levels of social support, the extent of telecommuting had a positive association with job performance.

Tambunan (2019) conducted a study on The effectiveness of the problem-solving strategy and the scientific approach to students' mathematical capabilities in high-order thinking skills. The study involves 138 participants for the experimental group and 139 participants for the control group. The findings indicated that learning through a problem-solving strategy was more effective than the scientific approach to students' mathematical abilities in communication, creativity, problem-solving, and mathematical reasoning.

A study was conducted by Tosten, Han & Anik (2017) the study is to reveal the effect of parents' attitudes on the problem-solving skills of high school students in a sample of parental attitude scales and problem-solving inventory. The results show that parental attitudes toward students predict 20% of students' Problem-solving skills.

Toharudin (2017) conducted a study on Critical Thinking and Problem Solving Skills: How these Skills are needed in Educational Psychology. This study is to describe the ability of critical thinking and problem-solving ability of students in educational psychology lectures. The study involves 30 students in the subject of educational psychology. The findings indicated that the ability of critical thinking and problem-solving ability of students still have to be improved in the future.

METHOD

Chapter 3

Method

The methodology is known as the systematic and hypothetical study of the methods applied in a specific field of study. It is composed of the hypothetical study of the body of approaches and certain values that are associated with a specific branch of data. It naturally includes impressions such as theoretical episodes of the existing study have transformed the following points.

The procedure of the present study namely, Influence of Parenting Style on the Effectiveness of Decision Making and Problem Solving among young adults was carried out involving the following steps

- Objectives
- Hypotheses
- Sampling technique
- Sample
- variables
- Inclusion criteria
- Exclusion criteria
- Tools
- Procedure
- Analysis of data
- Ethical considerations

Objectives

- To examine the relationship between Parenting control, Decision Making and Problem-solving among young adults.
- To study the gender differences and parenting styles in decision-making and problem-solving among young adults.
- To study the dimensions of parenting style among young adults.
- To assess the domains of decision-making among young adults.
- To assess the level of problem-solving among young adults.

Hypothesis

The hypotheses are stated as Alternative Hypotheses, so that they can be either accepted or rejected, based on the results.

- There will be a significant relationship between parenting control and decision-making among young adults.
- There will be a significant relationship between parenting control and problem-solving among young adults.
- There will be a significant relationship between decision-making and problem-solving among young adults.
- There will be a significant gender difference between decision-making, parenting style, and problem-solving among young adults.

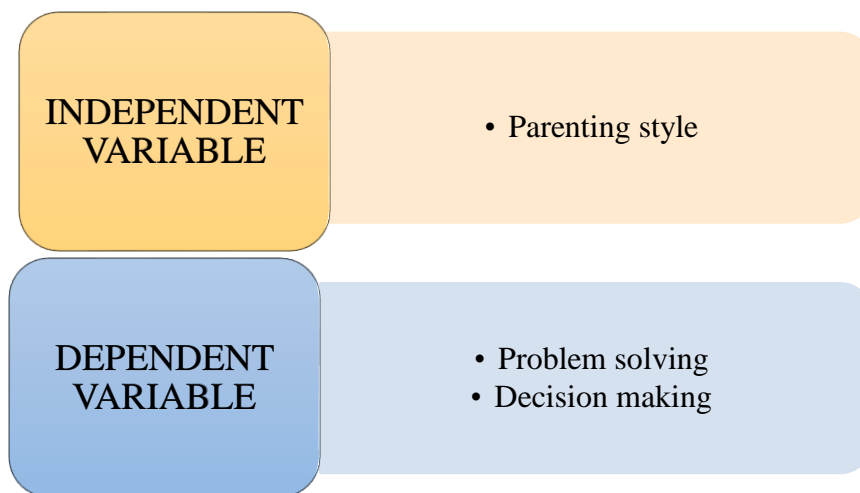
Sampling technique

Simple random technique.

Sample

The sample for the present study included teachers from the Coimbatore district. A total of one hundred and fifty participants (N= 150) 50% of male students and 50% of female students in the age range of 18 to 25 were selected by random sampling method.

Variables



Data Collection

Inclusion Criteria

- Age ranges from 18 - 25 years
- Both male and female participants
- Samples willing to participate in the study
- Samples from college students

Exclusion Criteria

- The participants other than the age of 18-25
- The participants who are unwilling to participate
- Sample other than college students
- Sample out of Coimbatore

Tools

The Scale of Parenting Style

The scale of Parenting Style was developed by Abdul Gafoor K., and Abidha Kurukkan in 2014 to assess the style of parenting among individuals. The scale consists of 39 statements with 5 Alternatives Very right, mostly right, sometimes right, sometimes wrong, mostly wrong, and very wrong. The validity for the responsiveness subscale is 0.80 and for the control subscale is 0.76. The test-retest reliability for responsiveness and control subscale is 0.81 and 0.83 respectively.

Decision-making style scale (DMSS)

Dr.Noorjahan K & Ganihar developed the Decision Making style scale (DMSS) English version. The Scale consisting of a 48-item scale and 12 frequencies of routine, heuristics, and compromise were calculated. The 48 items are subdivided into 3 categories of routine, heuristics, and compromise. The overall reliability of the questionnaire was 0.86 and the overall validity of the questionnaire was 0.92. The rest-retest reliability of the decision-making style scale was found to be 0.88.

Problem-solving ability test (PSAT)

Dr.Jasjit Kaur Delow & Dr.Manju Gera developed the Problem-solving ability test (PSAT) – D and revised it by Dr.C. P. Mathur. The scale consist of 20 items which were highly distinguishing. Each of the 20 statements has four alternative answers, out of which only one is correct. The correct answer is awarded 1 score. The minimum and maximum possible score is 00 to 20. The overall reliability of the questionnaire was 0.78 and the overall validity of the questionnaire was 0.85.

Procedure

The research topic was proposed and the hypotheses and objectives were framed. Young adults were contacted and sought consent for collecting data. They were debriefed about the research –parenting style, problem-solving, and decision-making scales were given to the participants and they were instructed to read each item very carefully and choose from options that suit them the best. Copies of the questionnaires were made and then given to the participants directly. They were informed that the data collected will be confidential. The scoring was done according to the scoring key and interpreted using the norms provided by the authors. The results were analyzed and the hypotheses were verified.

Analysis of Data

The data were analyzed using Statistical Package for the Social Sciences (SPSS - 29) Product Moment Correlation and independent sample T-test were used to find the Influence of Parenting style on the Effectiveness of Decision Making and Problem-solving among young adults.

Ethical Consideration

The accomplishment of any study depends upon the cooperation and willingness of the subjects. If the subject is not willing or interested in take an active contribution to this study and they might end up providing false responses which could mislead the overall finding of the study. To confirm the quality of data and for ethical purposes the following steps should be adopted.

- Objectives of the study should be informed to all the subjects.
- Permission from the participant should be taken.
- Confidentially and anonymity of the participants will be assured and maintained.

Institutional Human Ethics Committee

As the study involves human subjects, all procedures described in the study were reviewed and approved by the Institutional Human Ethics Committee, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore. The approval number for the research purpose is **AUW/IHEC/CP-22-23/XMT-12**.

RESULTS AND DISCUSSION

Chapter 4

Results and Discussion

The study Influence of Parenting style on the Effectiveness of Decision Making and Problem solving among young adults was conducted. One hundred and fifty responses including 75 female responses and 75 male responses were selected by simple random sampling method. All the participants were assessed using the parenting style, problem solving, decision making scale. The age of the sample ranged from 18-21 and 22-26. The data of the study are analysed, tabulated, and discussed below.

Table I

S.No	Demographic Data		N	Percentage*
1.	Age	18-21	70	47%
		22-25	80	53%
2.	Gender	Male	75	50%
		Female	75	50%
3.	Family	Nuclear	90	60%
		Joint	60	40%
4.	Locality	Urban	130	86%
		Rural	20	14%

Demographic Data of the sample

*Percentages are rounded-off

Table I shows the percentage for the demographic data of the study, the samples are between 18 to 21 years and 22 to 25 years of age. The percentage of the age group from 18 to 21 and 22 to 26 is 47% and 53%. In gender, the percentage of age for a male is 50% and for a female is 50%. In family type, the percentage value for the Nuclear family is 60% and for the joint family is 40%. In the locality, the percentage value for urban is 86% and for Rural is 14%. In the marital status, the percentage value for the married is 3% and for the unmarried is 97%. The above data gives a comprehensive outline of the general information of those participants included in this study.

Table 2*Distribution of The Dimensions of Parenting Style Among Young Adults*

Parenting style	Number of participants	Percentage
Authoritative	67	45%
Authoritarian	45	30%
Indulgent	23	15%
Neglect	15	10%

Table 2 show the distribution of the dimensions of parenting style among young adults 45% participants have authoritative parenting style, 30% participants has authoritarian parenting style, 10% participants have neglect parenting style, and 15% participants have indulgent parenting style respectively. (See figure 1)

Figure 1

Distribution of The Dimensions of Parenting Style Among Young Adults

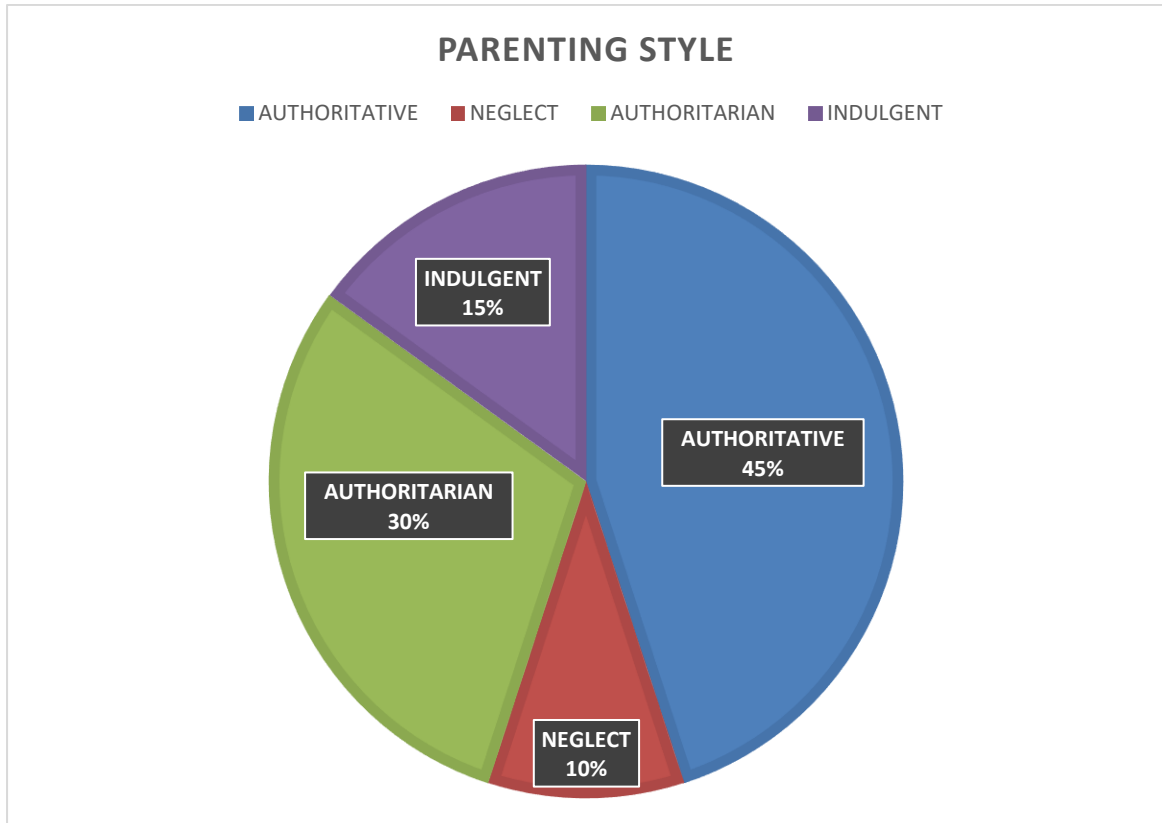


Table 3*Distribution of the Domains of Decision Making Among Young Adults*

Decision making	Number of participants	Percentage
Routine	34	23%
Compromise	57	38%
Heuristics	59	39%

Table 3 show the distribution of the domains of decision making among young adults 23% participants have routine, 38% participants have compromise, 39% participants have heuristics. (See figure 2)

Figure 2

Distribution of the Domains of Decision Making Among Young Adults

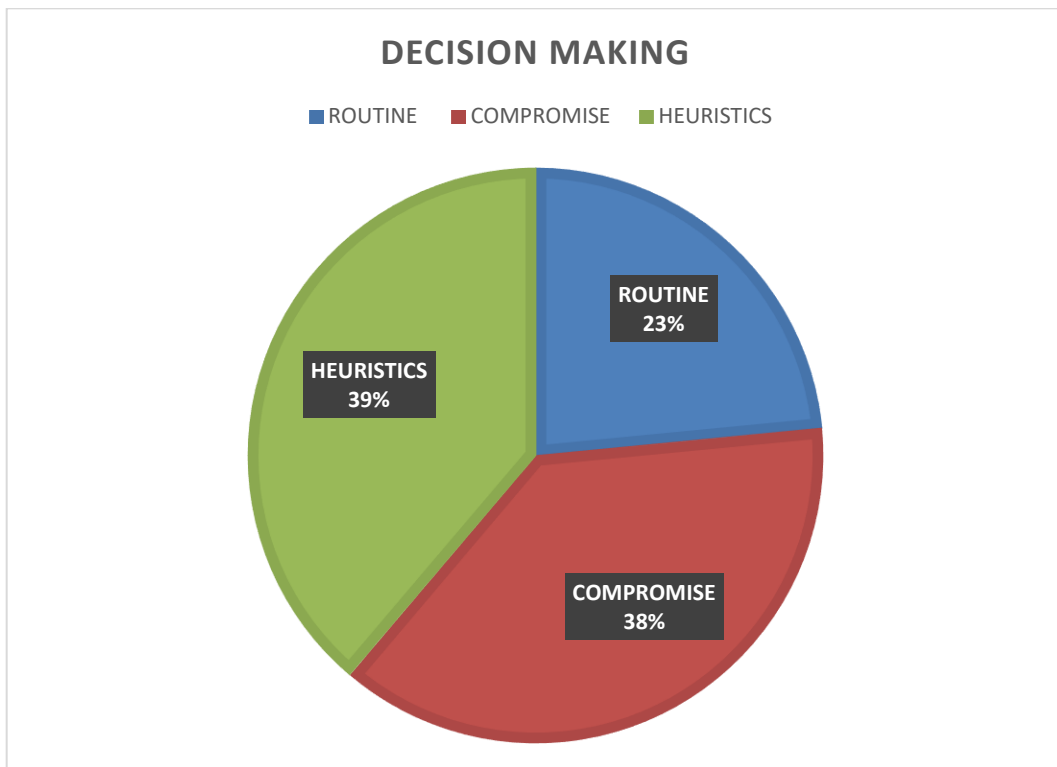


Table 4*Distribution of Level of Problem Solving Among Young Adults*

Problem solving	Number of participants	Percentage
Extremely low	58	38%
Low	19	12%
Below Average	17	11%
Average	38	25%
Above Average	3	2%
Extremely low	15	10%

Table 4 show distribution of level of problem solving among young adults 38% participants have Extremely low, 12% participants has Low, 11% participants have Below Average, 25% participants have Average, 2% participants have Above Average, 10% participants have Extremely low respectively. (See figure 3)

Figure 3

Distribution of Level of Problem Solving Among Young Adults

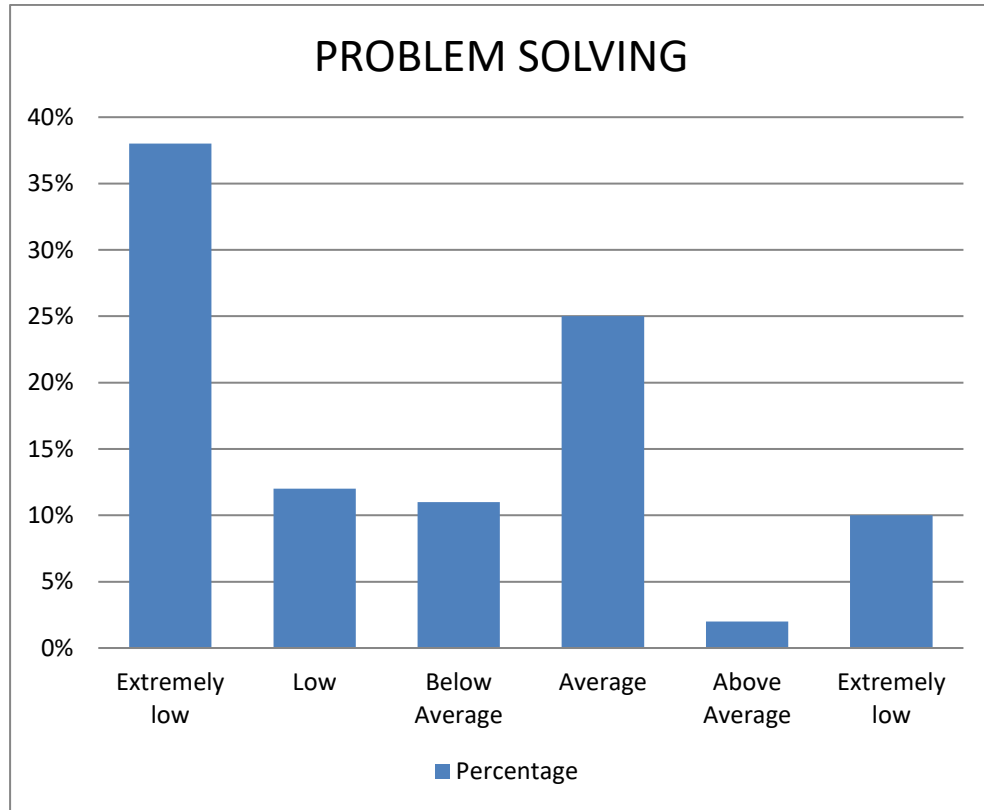


Table 5

Correlation between Decision Making, Parenting Control and Problem Solving Among Young Adults

Variables	N	Problem solving	Routine	Compromise	Heuristic	Parenting control
Problem solving	150	1	-.662**	.303**	.532**	.169*
Decision making (Routine)	150	-.662**	1	-.573**	-.708**	-.272**
Decision making (Compromise)	150	.303**	-.573**	1	-.169*	.138
Decision making (Heuristic)	150	.532**	-.708**	-.169*	1	.199*
Parenting control	150	.169*	-.272**	.138	.199*	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows the correlation between the variables of decision making, parenting control and problem solving. This table shows the correlation coefficients (Pearson Correlation) and their statistical significance between problem solving, decision making, and parenting control. The correlation between problem solving and decision making (Routine) is negative ($r = -.662^{**}$, $p = < .001$), indicating that those who are better at problem solving tend to make better decisions as well. The correlation between problem solving and Decision making(Compromise)is positive and significant at the .05 level ($r = .303^{**}$, $p = < .01$), The correlation between problem solving and decision making (Heuristic) is positive ($r = .532^{**}$, $p = < .01$), The correlation between problem solving and parenting control is positive and significant at the .05 level ($r = .169^*$, $p = < .05$), suggesting that those who are better at problem solving tend to use a more effective parenting style. The correlation between decision making (Routine) and parenting control is negative ($r = -.272^{**}$, $p = < .001$), indicating that those who make better decisions tend to use a more effective parenting style as well. It's important to note that correlation does not imply causation. The correlation between decision making (Compromise) and parenting control is rejected ($r = .138$). The correlation between decision making (Heuristic) and parenting control is positive ($r = .199^*$, $p = < .005$). While these correlations suggest a relationship between these variables, it is possible that other factors could be influencing the results.

Hence the Hypothesis 1 stating, “*There will be a significant relationship between of decision making, parenting control and problem solving among young adults*” is **accepted**.

Table 6*Correlation between Parenting Control and Decision Making Among Young Adults*

Variables	N	Routine	Compromise	Heuristic	Parenting control
Decision making (Routine)	150	1	-.573**	-.708**	-.272**
Decision making (Compromise)	150	-.573**	1	-.169*	.138
Decision making (Heuristic)	150	-.708**	-.169*	1	.199*
Parenting control	150	-.272**	.138	.199*	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 6 shows the correlation coefficient between parenting control and routine decision making is -0.27^{**} , which indicates a negative correlation. This means that as the parenting control becomes more authoritative, routine decision-making decreases. Research suggests that control-oriented parenting styles, characterized by high levels of parental involvement, monitoring, and rule enforcement, can lead to an increase in routine decision making and a decline in children's ability to make autonomous decisions. Control-oriented

parenting can create a rigid and inflexible family environment, where children are expected to comply with rules and regulations set by their parents. This type of parenting can stifle children's creativity, problem-solving abilities, and their sense of autonomy, leading to a decrease in their ability to make independent decisions. Moreover, children raised in a control-oriented parenting style may become overly reliant on their parents to make decisions for them, and may struggle with decision-making in adulthood. This can lead to feelings of anxiety, uncertainty, and a lack of confidence in their own abilities. In contrast, parenting styles that emphasize autonomy and independence, such as authoritative parenting, have been linked to positive outcomes for children. Children raised in an authoritative parenting style are encouraged to make decisions for themselves and are provided with guidance and support as they navigate their way through different situations. This approach fosters a sense of responsibility and self-reliance in children, which can lead to better decision-making skills and greater overall success in life. The correlation coefficient between parenting control and compromise decision making $r = 0.13, p = 0.05$. This indicates a weak positive correlation. This means that as the parenting control becomes more authoritative, compromise decision making tends to increase slightly. There is limited research to suggest that a control-oriented parenting style increases compromise decision making. In fact, it is more likely that this style of parenting can inhibit compromise decision making. Control-oriented parenting styles tend to emphasize parental authority, where parents make most of the decisions and children are expected to comply with rules and regulations set by their parents. This approach can lead to a rigid family dynamic where compromise is not encouraged or valued. Children may not feel empowered to express their own opinions or perspectives and may feel compelled to conform to their parents' wishes. Additionally, control-oriented parenting styles may promote a "winner takes all" mentality, where one person's needs and desires are prioritized over others. This can create a hostile environment where compromise is seen as a weakness and conflicts may

escalate rather than resolve. In contrast, parenting styles that emphasize cooperation and collaboration, such as authoritative parenting, are more likely to promote compromise decision making. In this style of parenting, parents work together with their children to solve problems and make decisions that consider everyone's needs and perspectives. This approach encourages children to express their own opinions and ideas and to develop negotiation and conflict resolution skills. Overall, a control-oriented parenting style is unlikely to increase compromise decision making and may hinder it. A more collaborative and cooperative parenting approach is more likely to promote compromise and positive family dynamics. The correlation coefficient between parenting control and heuristic decision making $r = 0.199^*$, $p = 0.05$. This also indicates a weak positive correlation. This means that as the parenting style becomes more authoritative, heuristic decision making tends to increase slightly. There is some research to suggest that a control-oriented parenting style can increase heuristic decision making in children. Heuristics are mental shortcuts or rules of thumb that people use to make quick decisions without fully analyzing all the available information. Control-oriented parenting styles tend to be more directive, where parents set rules and expectations for their children and enforce them through rewards and punishments. This type of parenting can encourage children to rely on heuristics when making decisions, as they may not have the opportunity to fully consider all the available information or weigh different options. For example, a child raised in a control-oriented parenting style may learn to rely on the heuristic of following rules without questioning their validity or effectiveness. They may not be encouraged to think critically about whether a particular rule makes sense in each situation or to consider alternative ways of solving a problem. While heuristics can be useful in some situations, they can also lead to errors in judgment and decision making when they are applied inappropriately or without considering all the available information. Children who rely heavily on heuristics may be less likely to consider multiple options or to think outside the box when

faced with a complex decision. In contrast, parenting styles that emphasize autonomy and independent decision making, such as authoritative parenting, can encourage children to think critically and to consider all the available information when making decisions. This approach can help children to develop more well-rounded decision-making skills and to be more effective problem solvers in the long run. Overall, a control-oriented parenting style is more likely to encourage heuristic decision making in children, while a more collaborative and autonomous parenting approach is more likely to promote critical thinking and well-rounded decision-making skills. Overall, these correlations suggest that there may be some relationship between parenting style and decision making, but the strength of the relationships is not particularly strong, and the direction of the correlations is mixed. So, we cannot conclude that parenting style causes decision making, or vice versa, based on these correlations alone

Hence the Hypothesis 2 stating, “*There will be a significant relationship between decision making and parenting control among young adults*” is **accepted**.

Table 7*Correlation between Parenting Control and Problem Solving Among Young Adults*

Variables	N	Problem solving	Parenting control
Problem solving	150	1	.169*
Parenting control	150	.169*	1

*. Correlation is significant at the 0.05 level (2-tailed).

Table 7 shows the correlation between the variables of problem solving and control parenting is positive ($r = .169^*$, $p = .05$), suggesting that those who are better at problem solving tend to use a more effective parenting style. There is some research to suggest that there may be a positive and significant correlation between problem-solving abilities and a control-oriented parenting style. Control-oriented parenting styles, which are characterized by high levels of parental involvement, monitoring, and rule enforcement, can create a structured and predictable environment for children. This type of environment can foster problem-solving skills in children by providing them with clear expectations and guidelines for behavior, as well as opportunities to practice problem solving in a safe and supportive environment. Additionally, control-oriented parenting styles may promote a sense of responsibility and self-reliance in children, which can lead to better problem-solving skills. Children who are raised in a control-oriented parenting style may learn to take ownership of their decisions and actions, and to think critically about how to solve problems and overcome obstacles. Research has

shown that children raised in a control-oriented parenting style tend to have better academic performance and problem-solving abilities, compared to children raised in other parenting styles. This positive correlation between control-oriented parenting and problem-solving abilities has been found in studies that use a variety of measures to assess problem-solving skills. It is important to note, however, that the relationship between control-oriented parenting and problem-solving abilities is not necessarily causal. Other factors, such as genetic predispositions, social support, and environmental factors, may also play a role in the development of problem-solving skills. Overall, while there is some evidence to suggest that a positive and significant correlation exists between control-oriented parenting style and problem-solving abilities, further research is needed to better understand the complex relationship between these variables.

Hence the Hypothesis 3 stating, “*There will be a significant relationship between problem solving and parenting control among young adults*” is **accepted**.

Table 8*Correlation between Decision Making and Problem Solving Among Young Adults*

Variables	N	Problem solving	Routine	Compromise	Heuristic
Problem solving	150	1	-.662**	.303**	.532**
Decision making (Routine)	150	-.662**	1	-.573**	-.708**
Decision making (Compromise)	150	.303**	-.573**	1	-.169*
Decision making (Heuristic)	150	.532**	-.708**	-.169*	.039

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 8 shows the correlation between problem solving and decision making (Routine) is negative ($r = -.662^{**}$, $p = .001$), indicating that those who are better at problem solving tend to make better decisions as well. This suggests that those who are better at problem solving tend to make worse decisions in routine contexts. One possible explanation for this result is that individuals who are highly skilled in problem solving may overanalyze or overcomplicate routine decisions, leading to poorer outcomes. The correlation between problem solving and

Decision making (Compromise) is positive ($r = .303^{**}$, $p = .05$), In the context of compromise decision making, the correlation between problem solving and decision making is positive and significant at the .05 level. This suggests that individuals who are better at problem solving are also better at making decisions that involve compromise. This may be because compromise decisions often require individuals to weigh multiple options and find a solution that meets the needs of multiple stakeholders, which is a skill that problem solvers are well-equipped to handle. The correlation between problem solving and decision making (Heuristic) is positive ($r = .532^{**}$, $p = .01$), This suggests that individuals who are better at problem solving are also better at making decisions using heuristics, or mental shortcuts. This may be because problem solvers are able to quickly recognize patterns and apply previous experiences to new situations, allowing them to make effective decisions using heuristics. Overall, these results provide evidence for the importance of problem-solving skills in decision making, while also highlighting the need to consider the specific context of decision making

Hence the Hypothesis 4 stating, “*There will be a significant relationship between problem solving and decision making among young adults*” is **accepted**.

Table 9

Group Statistics based on gender and Independent Sample t-test for Gender Differences Among Variables

Variables	Gender	N	Mean	SD	<i>t</i>	<i>p</i>
Problem solving	Male	75	4.53	2.177	-12.625	<.001
	Female	75	11.76	4.453		
Decision making (Routine)	Male	75	16.69	2.671	16.422	<.001
	Female	75	5.80	5.086		
Decision making (Compromise)	Male	75	15.65	2.458	-7.031	<.001
	Female	75	20.48	5.414		
Decision making (Heuristic)	Male	75	15.67	3.108	-7.395	<.001
	Female	75	21.52	6.110		
Parenting style	Male	75	136.60	23.137	-4.190	<.001
	Female	75	149.15	11.712		

Table 9 shows the gender difference in decision making, parenting style and problem solving calculated by independent sample *t*-test. The mean scores of decision making (routine) among male and female are 16.69 and 5.80. The mean scores of decision making (compromise) among male and female are 15.65 and 20.48. The mean scores of decision making (heuristic) among male and female are 15.67 and 21.52. The mean scores of problem solving among male and female are 4.53 and 11.76. The mean scores of parenting style among male and female are 136.60 and 149.15. The *t*-value for decision making (routine) is found to be 16.42. The *t*-value for decision making (compromise) is found to be -7.03. The *t*-value for decision making (heuristic) is found to be -7.395. The *t*-value for problem solving is found to be -4.190. The results of the independent sample *t*-tests indicate that there are statistically significant gender differences in decision-making, parenting style, and problem-solving abilities. Firstly, in terms of decision making, the *t*-values for routine decision making, compromise decision making, and heuristic decision making are all statistically significant, indicating that there are significant differences between males and females in their approach to decision making. Specifically, the mean scores for routine decision making are much higher for males than females, while the mean scores for compromise and heuristic decision making are much higher for females than males. This suggests that females may be more likely to consider multiple options and to be open to compromise, while males may be more likely to follow established rules and routines. Secondly, the *t*-value for parenting style is also statistically significant, indicating that there are significant differences between males and females in their parenting styles. Specifically, the mean scores for parenting style are higher for females than males, suggesting that females may be more likely to have a more nurturing and supportive parenting style, while males may be more likely to have a more authoritarian parenting style. Lastly, the *t*-value for problem solving is also statistically significant, indicating that there are significant differences between males and females in their problem-solving abilities. The mean scores for problem-

solving abilities are much higher for females than males, suggesting that females may be more skilled at analysing complex problems and developing effective solutions. Overall, the results of the independent sample *t*-tests suggest that there are significant gender differences in decision-making, parenting style, and problem-solving abilities. However, it is important to note that these differences do not necessarily reflect inherent differences between males and females, and may be influenced by a variety of factors, including socialization, cultural expectations, and environmental factors.

Hence, the Hypothesis 5 stating, “*There will be a significant gender difference in parenting styles, problem solving and decision making among young adults*” is **accepted**.

SUMMARY AND CONCLUSION

Chapter 5

Summary and Conclusion

The study “Influence of Parenting Style on the Effectiveness of Decision Making and Problem Solving among young adults” was done under the following objectives:

- To examine the relationship between Parenting control, Decision Making and Problem-solving among young adults.
- To study the gender differences and parenting styles in decision-making and problem-solving among young adults
- To study the dimensions of parenting style among young adults.
- To assess the domains of decision-making among young adults
- To assess the level of problem-solving among young adults.

The data were analyzed using Statistical Package for the Social Sciences (SPSS - 29). Product Moment Correlation and independent sample T-test were used to find the Influence of Parenting style on the Effectiveness of Decision Making and Problem-solving among young adults.

Conclusion

The following conclusions can be drawn from the study:

- Parenting Control and Decision making (routine) are significantly negatively correlated among young adults.
- Parenting Control and Decision making (compromise) are significantly positively correlated among young adults.

- Parenting Control and Decision making (heuristic) are significantly positively correlated among young adults.
- Parenting control and problem solving are significantly positively correlated among young adults.
- Problem solving and routine decision making (routine) are significantly negatively correlated among adults.
- Problem solving and compromise decision making (compromise) are significantly positively correlated among adults.
- Problem solving and heuristic decision making (heuristic) are significantly positively correlated among adults.

Limitations of the study

The study had the following limitations:

- The data was collected through questionnaires hence; the honesty of the responses depends on each participant.
- The sample size is limited to young adults.
- Sample belongs to a limited geographical area.
- Misunderstanding of the questions/ statements might influence the results.
- The sheer volume of questions may increase the likelihood of biased responses.

Recommendations

- A broad sample size with a longitudinal design would lead to a wide scope of generalized results.
- There is a possibility to conduct this study among a wider range of age groups belonging to a different area.

- A wide range of socio-demographic data could be included to study the variables.
- This study can also be done using different combinations of variables such as academic achievement, behaviour problems, social skills, mental health, self-esteem, substance use, emotional regulation, attachment, parent child communication, psychological well being, personality, resilience, prosocial behaviour which are subjective to yield prospective results.

Implications for Further Research

There are greater possibilities and necessities for further research on Parenting Styles, decision making, problem solving. The scope of these areas would heighten in upcoming years.

- This study would serve as background data for further research.
- The research findings will benefit young adults, counsellors, therapists, etc. to develop programs about Parenting Styles, decision making, problem solving among young Adults for the greater benefit of humankind.
- Results from this study can be used to support possible future frameworks for interventions that may help young adults and parents to gain awareness of Parenting Style.
- A better understanding of parenting style can be a means to enhance young adults decision-making and problem-solving abilities.

Parenting style can have a significant impact on a child's development, including their problem-solving and decision-making abilities. The way that parents interact with their children, the values, and expectations they communicate, and the strategies they use to manage behaviour can all shape the child's cognitive and emotional development. By exploring parenting style, researchers can gain a better understanding of how different parenting approaches influence the development of problem-solving and decision-making abilities in

children and young adults. This knowledge can then be used to develop interventions and strategies to support parents in fostering effective problem-solving and decision-making skills in their children. Additionally, understanding the relationship between parenting style and problem-solving/decision-making abilities can help parents and other caregivers make informed decisions about how to best support their child's development. This can include adjusting parenting approaches or seeking additional support when necessary. Overall, exploring parenting style can provide valuable insights into how to promote the healthy development of children and young adults.

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ANNEXURE

ANNEXURE I

Student Consent Form

I (Pooja A) am pursuing my Master's degree in Clinical Psychology and I would like to have your participation in this academic research. I assure confidentiality with the details provided by you and it will be used only for the academic purpose. Thank you for the same.

Study Procedure

You will be given three tests in form type along with socio demographic profile. You need to Respond to all items in the tests. There is no risk in undertaking the study. There will be no direct benefits to you for your participation in this study. Your response to the question will be anonymous and kept confidential. Your participation in this study is voluntary. It is up to decide to whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign this form. You are free to withdraw at any time and without giving any reason.

There is no cost to you for your participation in this study.

Consent Form

“By signing this consent form, I confirm that I have and understood the information and have the opportunity to ask questions. I understand that my participation is voluntary and I am free to withdrawal any time, without giving a reason and without cost. I voluntarily agree to take part in this study.”

Name of the participant:

Signature:

Place:

Date:

ANNEXURE II

SOCIO-DEMOGRAPHIC STATUS PROFILE

NAME :
AGE :
GENDER : M/F
FAMILY TYPE:
LOCALITY : Rural/ Urban
MARITAL STATUS :

I assure that the data collected will be used only for the study and will not be used for any other purposes and confidentiality will be maintained throughout and even after the study.

ANNEXURE III

Avinashilingam Institute for Home Science and Higher Education for Women

Coimbatore - 641043, India.

Confidentiality Statement

I Pooja A , pursuing II MSc., in Clinical Psychology from the Department of Clinical Psychology in Avinashilingam Institute for Home science and Higher Education for Women,Coimbatore-43, is assigned to do a thesis as a part of curriculum to complete my course. In this connection, I am going to collect the information from adult as my topic is “Influence of Parenting style on the Effectiveness of Decision Making and Problem solving among young adults”. I assure that the data collected will be used only for the study and will not be used for any other purposes and confidentiality will be maintained throughout and even after the study.

Place: Coimbatore

Signature of the candidate

Date:

ANNEXURE IV

SCALE OF PARENTING STYLE

Abdul Gafoor K., & Abidha Kurukkan

Instructions:

Given below are statements to know how your mother/father deals with you. For each statement 5 options namely 'Very right' (5), 'Mostly right'(4), 'Sometimes right, Sometimes wrong'(3), 'Mostly wrong'(2), 'Very wrong'(1) are given. Tick Mark against each statement, on the left side about mother and on the right side about father, on the option that suites the behaviour of your mother or father in relation to you. Take care to mark your responses against all statements. Observe the example

About Mother						About Father				
5	4	3	2	1	STATEMENT	5	4	3	2	1
√					Eg: Enquires about my matters with teachers.		√			
					1. Does whatever I tell.					
					2. Spends free time with me.					
					3. Points out my mistakes in the manner that I understand.					
					4. Gives money for my needs.					
					5. Discusses the benefits and detriments of my learning topics.					
					6. Considers my likes in food.					
					7. Controls my game when in excess.					
					8. Shows love to me.					
					9. Enquires the reason for my failure.					
					10. Helps me in studying.					
					11. Confers responsibilities in accordance with my growth.					
					12. Has faith in me					

					13. Enquires the reasons for reaching home late					
					14. Accepts my privacy					
					15. Takes care of my dressing					
					16. Fulfils my desires with available means					
					17. Makes me aware that the responsibility of what I do is mine itself					
					18. Accepts when I say no to what I dislike					
					19. Tells how I should behave with their friends					
					20. Talks to me praising about their friends					
					21. Tries to frame my likes and dislikes					
					22. Appreciates when I try to become independent					
					23. Punishes for my mistakes					
					24. Shows love when I do any mistake					
					25. Enquires who my friends are					
					26. Has given me freedom to select the subject for study					
					27. Organizes time for my play					
					28. Gives priorities to my preferences in studies					
					29. Demands me to be systematic in studies					
					30. Emphasizes my successes					
					31. Advices me					
					32. Celebrates in my successes with me					
					33. Discourages unhealthy foods					
					34. Gets anxious when I am late to reach home					
					35. Inquires how I spend money					

					36. Buy dresses for me according to the latest trends					
					37. Enquires how I spend my free time					
					38. Gives me timely advices					

ANNEXURE V

Decision Making style scale (DMSS)

Dr.Noorjahan K & Ganihar

Here are some problems which principals of school face and three alternative solutions to each of the problem are given. Please select the solution, which is the best according to you and place the appropriate letter in a given bracket. Please choose your best options as objectively as possible.

1) As a principal what tools and techniques would you adopt to see whether the basic objectives of the organisation are achieved?

a) I would adopt the traditional methods like questionnaires, observation. supervision of records circulars etc.

b) I would conduct a meeting with the teachers and also conduct seminars and symposia and evaluate the outcomes.

c) I would identify the problems that hinder the goal achievement and undertake taskforce and task group technique for solving the identified problems

2) You are aware that your organisation is badly in need of financial support. What would you do to meet the needs of the organisation?

a) I would approach the management and suggest for the collection of donations from the community.

b) I would adjust the budget of the organisation in such a way that the needs will be arranged in property.

c) It would collect the funds by organizing science activities. Sales of SUPW material prepared by the students of the school and also by organizing fancy fete.

3) How would you make your organization serve the community?

a) I would continue the school programmes in the traditional way that is according to the rigid syllabus and not take the risk of making any changes.

b) I would try to make some changes in the existing programmes so that some free time is available for the teachers to serve the community without affecting the existing programmes.

c) I would consider the needs and demands of the society and then include those aspects in the curriculum so that the teaching will be of practical use.

4) You have stated the objectives of your organization in a very definite and clear manner.

But how would you accomplish them as a principal?

a) I would just go about with the programmes of the school not bothering whether they are directed towards the goals and objectives.

b) I would analyze the objectives and see which of them can be accomplished first in accordance with the development of the organization.

c) I would discuss the objectives with the teachers and considering their commitment, organize the programmes and activities of the organization so as to achieve the objectives within the stipulated times

5) As a principal how would you achieve maximum results through your subordinates?

a) I would state the objectives clearly and specifically and see that they are communicated down the line.

b) I would change and modify the objectives in accordance to the commitment as perceived by the teachers.

c) I shall co-ordinate the academic and administrative functioning in such a way that the goals and objectives of the organization are achieved

6) You are intending to bring about a change in the organization to adopt to the needs, aspirations and motivation of the individuals. Some will accept the change, others will resist the change altogether and still others give suggestions to alter these changes. How would you deal with the situation?

a) I would circulate the necessary changes made and see that it is implemented.

b) I would conduct a meeting and make the teachers understand the importance of the change undertaken and assign them activities accordingly.

c) I would implement the change with the help of experts and willing teachers and then compare the achievements to the already present type of administration

7) You are to change the traditional teaching methods and adopt innovative methods in your organization. How would you do it?

a) I would notify change through a circular.

b) I would implement the change by consulting highly result oriented teachers in the organization.

c) I would bring about the change through initiation and implementation with the help of experts and specialists.

8) In order to get good result, you increase the working hours of the organization. This change is confronted with conflict from many teachers. How would you deal with the situation?

- a) I would just increase the working hours to get good results.
- b) I would analyze the causes and resolve the conflict. in a way acceptable to the teachers.
- c) I would appeal to the teachers to keep the ideals and larger good of the organization in mind and accept the change with increase in incentive. .

9) You are appointed as a principal in a school where it is the practice of the teachers to snub the students whenever they raise questions during class-teaching. How would you bring about change in such a school?

- a) I would not try to make any changes in the school and let the situation be as it is.
- b) I would request the teachers to make their explanations simple and clear so that the students will not have any problem.
- c) Call a meeting of the teachers and make them aware of their mistakes and give them an opportunity to improve through guidance and counselling.

10) The busy schedule and work load in your organization seldom allows the teachers to exchange their views. Hence a hostile atmosphere prevails. What would you do to change the climate of the school as a principal? a) I let the situation be as it is.

- b) I would discuss the matter with the staff members and make arrangements for a meeting after school hours or during leisure so that the teachers can exchange their views.
- c) I would encourage teachers to engage the students in seminars, library work and selfstudy and arrange for group discussion for teachers

11) You are appointed as a Principal In a school there is copying during examinations. This is against your principles. What Would you do to bring about change in this school?

- a) I would supervise strictly during examinations and take severe action against copying.

b) I would request the teachers to make their teaching more interesting and be regular and sincere in their teaching.

c) I would call for a meeting of the teachers and put forth the situation of the school and ask the opinion of the experienced teachers to give suggestions for improvement and implement them.

12) Teachers in your school are interested in conducting tuition classes after school hours for monetary benefits and hence they have no interest in teaching during the class hours. They encourage the students to join the tuition classes. What action would you take to curb these activities?

a) I would not take any action as long as the students learn whether through tuition or through class work.

b) I would give incentives to teachers who come forward to take tuitions. request them to stop taking money for extra coaching from students.

c) I would implement the scheme for tuition to students who need extra teaching by collecting money from them and equally distributing the students and the money among the teachers.

13) The DDPI has written to you to take responsibility of conducting a 21-day workshop in your school. Your staff members are very reluctant to have it in your school. What action would you take?

a) I would announce nominal honorarium for the service of the staff in the work and involve them in the workshop.

I would make an appeal to the staff explaining the significance of the workshop and their responsibilities.

c) I Would seek the help of the interested persons in the locality and try to conduct the workshop with their help.

14) Some miscreants encroach a provoked land adjacent to your school compound overnight. In spite of your repeated requests, they under the shelter of famous political party refuse to vacate the land. Emergence of a slum in front of your school reflects on your administration. What would you do?

a) I would send a written complaint to the Government authorities to make early arrangements to vacate them from the site.

b) I would contact the poplars of the famous political party and persuade them to vacate the encroached land.

c) On behalf of them I would make representation to the Government and plead for alternative accommodation for them elsewhere.

15) 15. 'A' and 'B' were good friends and classmates. 'A' due to his influence with the management is given promotion. This action upset 'B' and due to this social climate in the school is affected. As a principal what would you do?

a) I would give B additional responsibility carrying monetary benefits to equalize the income.

b) I would speak to the management and convince them to give promotion to B by creating a new post.

I would advise both A and B to shed all their differences inside the campus and save the prestige of the institution.

16) The staff members wish to enrol themselves as members in a teacher's organization, but you feel that the organization may go against the management. You advise them not to join it.

But some of the staff members join it against your wish and expectation. What would you do?

a) I would advise the staff members who have enrolled their names in the organization to withdraw their membership.

b) I would take steps in co-operation with my school staff to organize another organization. which may act according to my expectations.

c) I Would convene a meeting and I would impress upon the staff that I am not against the organization and convince them that such organization is not necessary since the school itself takes effort to fulfil their needs.

17) Two prominent community students clash with each other frequently. They pick up quarrels with each other even for petty things. They are highly unadjusted. Because of their ill feeling towards each other tension prevails always in the school. How would you solve the problem?

a) I would identify the troublesome students and take action against them according to school rules.

b) I would arrange a meeting of parents belonging to the prominent communities. the student leader and school authorities and arrive at a compromising formula.

c) I would organise a workshop on interpersonal relationship and pave way for the development of social virtues.

18) The admission committee decides not to admit a student in your school. The father of the student pleads that he must be admitted. As a principal what would you do? a) I would refuse admission contending that the student is troublesome.

b) I would seek admission for the student in the neighbouring school.

c) I would be willing to admit the student taking it as an opportunity to show my efficiency to tackle the so-called troublesome student.

19) As there was a clash between busmen and students some time ago, the busmen refuse to ply buses to your school, which is not in the main route. Absence of buses to your school will lead to a few problems. As a principal what would you do?

a) I would make arrangement for our school bus and ply it to the school.

b) I would send appeals to the concerned authorities to make arrangements to ply buses to our school

c) I would go to the busmen and convince them that the students are young, immature and request them to forget the unpleasant happening and resume plying buses to the school.

20) Students demand for certain physical comforts like fan in the classroom, water-cooler in the school etc. But the management refuses to comply their request on financial grounds. Since their demands are not met, tension is mounting among students. How would you solve the problem?

a) I would empathetically tell the students that the school cannot afford these comforts and say that those who are not satisfied may quit the school

b) I would persuade the management to meet the students demands in stages and reach on an agreement with the students.

c) I would take steps to raise funds from the public for providing the required facilities in the school.

21) A popular teacher delegated his duty often to a junior member of his school without our knowledge. Since he has established his name among students any action may prove to be harmful. But you realize his actions affect the staff morale. How would you react?

a) I would issue a circular saying that junior teachers should handle classes of senior teachers with my approval.

b) I would invite the concerned teacher and tell him to attend to his duty himself.

c) I would allot additional non-academic activities of the school to the senior teacher and make others feel that he is somehow engaged with schoolwork.

22) The principal vested with the powers of sanctioning Increments, has stopped the Increment to a staff member who is most Inefficient, but the staff association pleads for him.

How Would you solve the problem?

a) I would be firm in my action saying that he is inefficient and refuse to sanction him increment.

b) I would appoint the staff committee to consider the issue objectively.

c) I would send him for a refresher course and give him time to improve himself.

23) Mr. X. as a Principal made Mr. Y in-charge of the students Health Home collection. One day Mr. Y reports that someone has stolen the total collection i.e., Rs. 1500/- from his drawer.

What would be Mr. X's decision?

a) Mr. Y should pay the amount

b) Mr. X should pay the amount from school and replace Mr. Y with Mr. Z.

c) Mr. X should form an enquiry committee and then come to a decision.

24) Your staff is on strike since last two weeks for implementations of new pay scale. The management decides to pay the new scale as per the Government on a condition that they will donate 25% of their increased salary in every month for the development of the school for an unspecified period otherwise they should continue on old terms and conditions or may change the Institution. What would be your suggestion?

a) I would the decisions of the management ask those teachers who do not agree for the new conditions to quit this school

b) I would try to convince the management to increase the salary by 85% only and not ask for 25% of the increased payment and consider that as donation.

c) I would ask the management to increase the pay as per the government rules and increase the working hours of the teachers so that the achievement of the students increases.

25) A set of staff members demand that the entire work schedule be redrafted since it has certain lapses. If you redraft, it is certain that you are earning the displeasure of the committee of teachers who did the job. How would you solve the problem?

a) I would issue a memo to the staff members who demand rescheduling and warn them that disciplinary action would be taken for the gross misdemeanour

b) I would arrange a staff meeting and explain the difficulties involved and ask them to work according to the schedule atleast for the first term

c) I would request the staff members who demand rescheduling to redraft the entire work schedule and convince the committee of teachers who did the job earlier.

26) Only at the time of school examinations you are given to understand that a particular staff member has dealt with an entirely different syllabus, what would you do?

a) I would request the students to study the scheduled syllabus on their own and face the examination.

b) Since it would lead to trouble. I would keep the news in dark and would move the school authorities later to consider the case sympathetically.

c) I would accept the mistake and request the DDPI to give permission for arranging examination during vacation.

27) The principal issues orders not to dictate notes in the classes; it is against the educational principles. But the staff continues their dictation of notes contending that in days of strike and closures, it is the only method to complete the syllabus. How would you solve the problem as a principal?

a) I would issue memo to those teachers who do not follow the orders.

b) I would try to get as many staff as possible to resort to newer methods. Those who continue to give notes cannot be helped.

c) I would try to convince the staff that dictating notes only makes the students scam and by citing many research studies I would say that the students are capable of learning by themselves if they have been trained to 'I learn to learn'.

28) Staff association passes resolutions, which go against the stipulated school rules. For instance, they decide to be present in the school premises only during class hours. What would you do?

a) I would dissolve the staff association immediately saying that it indulges in antischool activities.

b) I would sit with the staff secretary and request him to plead with his colleagues to withdraw the resolution

c) I would encourage presenting of papers in seminars writing articles for journals etc. and thereby I would make them stay in school during working hours

29) All the staff members go on a mass casual leave according to the direction of their association. The students demand classes etc. But the Government has already ordered that no school be closed on account of the staff strike. How would you solve the problem?

a) I would ask the student to give their attendance and go home.

b) would arrange a film show for students and invite the staff members to be present to see the show.

c) I would collect students with varied interests and arrange an inter-interest seminar and I would personally conduct it.

30) Since their grievances are not redressed the staff association unanimously decided to boycott invigilation work. The school examinations commence in a few days. How would you solve the problem?

a) I would circulate a notice that invigilation is compulsory.

b) I would wait and if staff members do not turn up, I would get the non-teaching staff to invigilate

c) I would try to convince the staff members that by boycotting examination they are doing a disservice to the students and I would also try to educate the students that they should prove their integrity, honesty and maturity by doing other examination without the need of the invigilators.

31) You have received a note from a student leader that they will go on strike if the existing student union is not scrapped immediately. What would be your reaction?

a) I would dismiss the student leader from the school saying that their actions are against the principles of the school.

b) I would convene a meeting of the office bearers of the union, selected student leaders and senior leaders of the school and arrive at a compromising formula.

c) I would contend that they want to have role in the union activities and ask them to participate in the union functions. I would make them function like opposition party in parliament. I would say that they are the right persons to regulate the activities of the union.

32) A young staff member moves and mixes freely with all the students who in turn like him the most. The other colleagues resent saying that the new staff member does not maintain prestige and dignity. Staff morale has gone down etc. How would you solve the problem?

a) I would advise the concerned staff member to maintain dignity and preserve the honour of the staff group.

b) I Would convene a meeting of the concerned staff member, complaining staff and senior staff of the school, put the matter before them and arrive at an agreeable solution.

c) I would convince the concerned staff that good and cordial relationship with students would improve the climate and students' achievement.

33) A group of students request you to declare a holiday in view of the local festival in a temple. In case there is a holiday for the present festival there is possibility for other religion students to demand holidays for their religious festivals too. How would you solve the problem?

- a) I would hold classes in the forenoon and declare holiday in the afternoon for all the festivals.
- b) I would consider the demand of the students declare a holiday.
- c) I would declare a holiday for the present festival and in consultation with the organizers of festival I would send my students to do social service in the temple.

34) You prescribe certain dress regulation to the students. They intern feel that you Interfere In their freedom and demand that your ruling must be withdrawn. How would you solve the problem?

- a) I would serve suspension notice to the students who demand withdrawal of my ruling
- b) I would come to an agreement that students should come in prescribed dress during functions in the school.
- c) I would explain the significance of the uniform and make them realize that it lessens class feeling amongst students.

35) Master 'A' a student of class X is a bright student of your co-educational school. On an educational trip he misbehaves with one of his girl classmates. The in charge of the tour in order to impress the management in a meeting asks you to rusticate the student. State your action?

- a) I would give a severe Warning to the boy student and counsel him to modify his behaviour.
- b) I would act according to the management's decision.
- c) I would try to know the facts from all sources and then take a proper action.

36) You realize that some teachers in your school waste time in the class by talking about Irrelevant topics and during the examinations dictate questions to the students and asks them to study only those. What action would you take?

- a) I would leave the situation as it is and don't bother about the teachers' activities,
- b) I would discuss the matter with the concerned teachers and ask them to write their daily diary and cross check the diary and also inspect class activities.
- c) I would conduct seminars and symposiums where the responsibilities, accountability of the teachers and the principles of teaching are highlighted.

37) Mr. X is a principal of a high school. He joined the institution two years ago on a five years bond. He has been given full responsibility of the school and enjoys the confidence of the management. The management of a new higher secondary school in the same locality requests him to dissolve the bond and join the institution. Suppose if Mr. X wants to take your suggestion what would you suggest?

- a) He should turn down the offer.
- b) He should join the new school or bargain with the present employer for additional benefits.
- c) He should look into the prospects of the new school and join the school if the prospects of that school are better.

38) Mrs. X is a senior and most co-operative teacher of your school. She got a chance to join a newly established school as Headmistress. The chances of becoming Headmistress in your school in the near future are rare. What suggestion would you give her?

- a) It is her headache you will simply pass over the problem.
- b) She may join the new school with lien in your school.

c) She should join accordingly the Headmistresship as a challenge to prove her effectiveness.

39) As a principal you have employed a staff newly and you are to introduce the employer to his/her/ job. How would you do it?

a) I would allow the teacher to go about his duties on his own.

b) I would discuss the objectives and goals of the organization with the teacher considering his needs and interests.

c) I would clearly mention, the goals and objectives and also the incentives to the employee.

40) While inviting applications for a teacher's Job you are to mention the specifications. How would you advertise it?

a) I would merely advertise the needs of the organization.

b) I would merely mention the job requirements in behavioural terms

c) I would the first advertise requirements and then during the I would discuss the specifications with the conditions

41) You are faced with the problem of sanctioning-leave to two teachers at the same time.

Both these teachers 'must give lessons on that day to a class. How would you solve the problem?

a) I would sanction leave to both the teachers and allow students some free periods to do their own work.

b) I would discuss the matter with the two teachers and try to get a substitute teacher or ask only one of them to go on leave.

c) I will sanction leave to both the teachers and engage the students of that class in activities that will help to build their personality such as quiz, extempore speeches, essay competitions etc.

42) On what basis (criteria) would you select teachers?

a) I Would select on first come first serve basis.

b) I would select a teacher on merit and experience basis.

c) I would select on the basis of demonstration lessons given by the teacher.

43) One ortho staff in your organization is wrongly placed. This is brought to your notice shortly after you join as Principal what action would you take

a) I would allow him to work where he is.

b) I would discuss the matter with the teacher and then give him assignments and other such activities in his subjects.

c) I would introduce him to his proper job through guidance and counselling

44) There is one post for each subject in your organization and through wrong selection there are two teachers appointed for the same subject. How would you solve the problem as a principal?

a) I would continue as it is and not take any decision.

b) I would consult the two teachers and assign to one of them various activities like teaching students to prepare improvised apparatus, experiments, conduct mini projects etc.

c) I would select the best teacher of the two and ask him to upgrade his knowledge with recent developments and research work and indulge himself in research and make him the resource person of that subject.

45) You are aware that the quality of work is deteriorating due to changing values, technologies and environment. What would you do as a principal in such situation?

- a) I would let the situation be as it is.
- b) I would send the teachers for in-service training programme and upgrade their knowledge.
- c) I would arrange for discussions guidance and counselling with the help of experts and improve the quality of work.

46) You are to conduct a training programme in your school for teachers by Inviting experts. How would you decide the time, duration and activities of the programme?

- a) I would notify to all the teachers the time and duration of the training programme and make attendance compulsory.
- b) I would discuss the training programme with the concerned teachers before and have then come to a conclusion about the time and duration.
- c) I would first select a few teachers and ask them to participate in the training programme. Then I would supervise their work and see the implication or the programme, make necessary changes and then ask the other teachers to participate.

47) One of your teachers who is hard working and efficient is expecting an award for his work but due to favouritism the award is announced to someone else. He is disappointed. How would you help him?

- a) I would send him away saying that it is not my headache.
- b) I would console him by saying that next time he may receive the award.

c) I would make arrangements to reward him with a special prize.

48) You are aware that in your organization professional jealousies obstruct the performance of duties. How would you solve the problem?

a) I would leave the situation as it is and take advantage of this to benefit my own requirements.

b) I would call the meeting of the staff and discuss the matter with them and make them aware of the matter with them and make them aware of the importance of cooperation and coordination amongst the teachers.

c) I would assign team work to the teachers who are on cordial terms and give them an opportunity to know each other and appreciate each other.

ANNEXURE VI

Problem solving ability test (PSAT)

Dr.Jasjit Kaur Delow & Dr.Manju Gera

1. Rajeev has 35 notes of 100 rupees denomination in serial.

If 12965 is the number of first note, what will be number of last notes?

- a. 13999
- b. 13000
- c. 12999
- d. 13001

2. There are four married sons of a husband and wife in a family. Each son has 4 children.

Then how many members are there in the family? a. 16

- b. 20
- c. 24
- d. 26

3. Write two such numbers which are having their total as 30 and difference as 2

- a. 15: 15
- b. 28: 10
- c. 25: 5
- d. 28: 2

4. One person is 4 years older than his wife. His wife is 10 times older than her daughter.

Her daughter will be of 6 years Cid after 2 years, then what is the present age of the person?

- a. 40 years
- b. 44 years

c. 48 years

d. 42 years

5. There are two taps in a tank. One tap fills that tank in 10 hours and the other tap empties it in 8 hours. If both the taps are opened simultaneously, then in how many hours the tank will be filled completely?

a. In 10 hours

b. In 13 hours

c. In 18 hours

d. Will never fills

6. A soldier from his camp goes 5 km. straight in the north. Then after going 6 km. straight in the east goes 5 km. in the south. From there turning to right goes 5 km. Now how many km. away he is from his camp?

a. 21 km.

b. 16 km.

c. 1 km.

d. 11 km.

7. There is a difference of 40 between 6 times and 8 times of a number then what is that number?

a. 240

b. 320

c. 40

d. 20

8. Smt. Shakuntla said to her daughter Sudha that I were of your age when you were born. If the present age of Smt. Shakuntla is 40 years, what would have been the age of Sudha 4 years before?

- a. 14 years
- b. 16 years
- c. 20 years
- d. 24 years

9. Adding twice of any number in that number and subtracting half of that number comes 50, then what will be that number?

- a. 50
- b. 40
- c. 30
- d. 20

10. A girl student answered three times wrong answers to the total of correctly answered question. If she had in all answered 24 questions, then tell the number of correctly answered questions?

- a. 4
- b. 18
- c. 8
- d. 6

11. age of Madhu is 18 years. Six years back she was twice the age of Sharad then what was the age z at that time?

- a. 6 years

b. 10 years

c. 12 years

d. 14 years

12. If a doctor gave 5 pills to a patient and directed to Swallow each pill with a gap of half an hour, then how much time the patient will take to Swallow those 5 pills?

a. $3\frac{1}{2}$ hours

b. 2 hours

c. $2\frac{1}{2}$ hours

d. $1\frac{1}{2}$ hours.

13. A number added with itself. Same number is subtracted from the total, then the remaining total is multiplied with the same number. If the product is then 100 what is that number?

a. 100

b. 50

c. 20

d. 10

14. 'N gains 10% more profit than 'B' then what percent of loss occurs to 'B' than 'A'? a.

109/0 loss

b. Neither profit nor loss

c. loss

d. can not say

15. In a line the position of 'A' from left is 21st and of 'B' is 7th from right. If the position of both is changed then the position of 'A' from left becomes 25th. Tell how many boys are there in that line?

- a. 32
- b. 31
- c. 29
- d. 30

16. A student of psychology had to obtain 20% marks for passing. He got 20 marks and he failed by 20 marks then how many maximum marks in that paper?

- a. 50
- b. 100
- c. 200
- d. 400

17. Think of a number. After dividing it by 4 add 9 in the quotient.

If answer comes 15, that number will be?

- a. 20
- b. 24
- c. 36
- d. 48

18. Three years back age of 'A' was three years more than 'B's' age, then after three years, what will be the difference in Both's age?

- a. 6
- b. 3
- c. 9
- d. 0

19. In a meeting reaching 15 minutes before 8.15, 'A' came to know that he had reached 30 minutes before who himself had reached 45 minutes late. What is the time of start of the meeting? a. 7.30

b. 8.15

c. 8.00

d. 7.45

20. Every person shook hands with each other after the end of the party. How many persons were there in the party if 28 times in all hands were shaken?

a. 14

b. 18

c. 8

d. 10

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be university under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A'' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore- 641043, Tamil Nadu, India

06.01.2023

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Dr. K. Sampath Rani

To
Ms. Pooja, A.
Department of Clinical Psychology
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore- 641043

Dear Pooja,

Ref: Your proposal No. IHEC/22-23/CP-12 entitled
“Influence of Parenting Style on the Effectiveness of Decision
Making and Problem Solving among Young Adults” submitted for
approval of IHEC on 19.11.2022.

The Institutional Human Ethics Committee of our
University hereby grants approval to your research proposal
No. IHEC/22-23/CP-12 entitled “Influence of Parenting Style on the
Effectiveness of Decision Making and Problem Solving among
Young Adults” submitted by you. The Approval number for the
same is AUW/IHEC/CP-22-23/XMT-12.

We wish you all the best in your research endeavours.

Regards

Dr. A Thirumani Devi
Member Secretary

