

**A Study on Relationship between Parenting Styles, Assertiveness and Attitudes  
towards Seeking Professional Psychological Help among Adults**

**Submitted by**

**K. Sritha**

**(21PCP019)**

**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**

**A Study on Relationship between Parenting Styles, Assertiveness and Attitudes  
towards Seeking Professional Psychological Help among Adults**

**Submitted by**

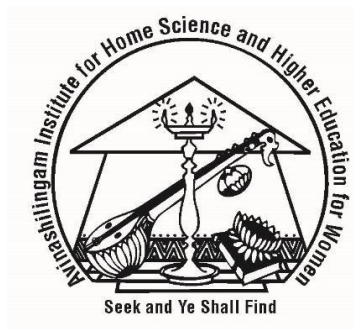
**K. Sritha**

**(21PCP019)**

**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**

**Signature of the Head of the Department**

**Signature of the Guide**

**CERTIFICATE**

## **CERTIFICATE**

This is to certify that the project work titled “**A Study on Relationship between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help among Adults**” submitted to the Department of Clinical Psychology, Avinashilingam Institute for Home Science and Higher Education for Woman, Coimbatore, in partial fulfilment for the degree of **Master of Science in Clinical Psychology**, is the record of the original project work done by **Sritha, K. (21PCP019)** 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 titled “**A Study on Relationship between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help among Adults**” submitted to the 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 Science in Clinical Psychology** is the bonafide record of original project work done by **Sritha, K. (21PCP019)** during the period of her study under the supervision and guidance of **Ms. M. Benadict Savitha**, Department of Clinical Psychology.

Place: Coimbatore

Signature of the candidate

Date:

# **ACKNOWLEDGEMENT**

## **Acknowledgement**

Presentation, inspiration and motivation have always played a key role in the success of any venture. I take this opportunity to thank **god** almighty for showering his blessing towards the successful completion of my research.

I owe my heartfelt gratitude to **Dr. S. P. Thyagarajan** (Chancellor), **Dr. V. Bharathi Harishankar** (Vice Chancellor), **Dr. S. Kowsalya** (Registrar), Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for providing the comfortable conducive infrastructure for the conduct of the research study.

I am privileged to express my sincere gratitude to **Dr. G. Victoria Naomi** (Dean), School of Allied and Healthcare Sciences and **Dr. K. Narendiran** (Director) School of Allied and Healthcare Sciences, for rendering an opportunity to conduct research during my academic progress.

I wish to express our deep sense of gratitude to respectable **Dr. S. Srividya**, Assistant Professor and Head, Department of Clinical Psychology, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore for encouraging and supporting me throughout our academics.

I would feel immense pleasure to extend my gratitude towards my guide and mentor, **Ms. M. Benadict Savitha, M.Sc.(Clinical Psychology), ADMP, CCGC**, (Assistant Professor) Department of Clinical Psychology, I would like to express my deepest gratitude and appreciation to for her invaluable support and guidance throughout my journey. Their expertise, patience, and unwavering dedication have been instrumental in shaping my understanding and helping me achieve my goals.

I extend my thankfulness to the **faculty members of the Department of Clinical Psychology**, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, for their valuable support.

I would also like to express my sincere thanks to all the **participants** who spare their valuable time and took part in my study.

Family is one of god's greatest gifts to all of us and one of nature's masterpieces; it is the superpower that inspires me to keep trying, learning, loving and living. I like to express my gratitude to my **Bloodline** for their constant support and encouragement.

Every achievement requires the endeavour of many people and this work is not an exception. I wish to thank my **Bosom Buddies** for supporting, encouraging, understanding and also for providing their timely help, which made this work possible. I owe my deepest gratitude to all those who have directly or indirectly helped me in successfully accomplishing this study.

# **CONTENTS**

## Contents

<b>Chapter No.</b>	<b>Title</b>	<b>Page No.</b>
	List of Tables	
	List of Figures	
	List of Annexure	
	Abstract	
1	Introduction	1
2	Review of Literature	21
3	Method <ul style="list-style-type: none"><li>• Objectives</li><li>• Hypotheses</li><li>• Sampling technique</li><li>• Sample</li><li>• Inclusion criteria</li><li>• Exclusion criteria</li><li>• Tools</li><li>• Procedure</li><li>• Analysis of data</li></ul>	33
4	Results and Discussion	39
5	Summary and Conclusion	62
	References	
	Annexure	

## **LIST OF TABLES**

### List of Tables

<b>Table No.</b>	<b>Title</b>	<b>Page No.</b>
1	Demographic Data	39
2	Level of Parenting Style	41
3	Level of Assertiveness	44
4	Level of Attitude toward Seeking Psychological Help	46
5	Correlation Between Parenting Style, Assertiveness and Attitude toward Seeking Psychological Help among adults	49
6	Correlation Between Parenting Control and Assertiveness among adults	52
7	Correlation Between Assertiveness and Attitude toward Seeking Psychological Help among adults	54
8	Correlation Between Parenting Control and Attitude toward Seeking Psychological Help among adults	56
9	Group Statistics Based on Gender And Independent Sample t-test for Gender Differences among Variables	58
10	Group Statistics Based on Age Gender And Independent Sample t-test for Age Differences among Variables	60

## **LIST OF FIGURES**

## List of Figures

<b>Figure No.</b>	<b>Title</b>	<b>Page. No</b>
1.	Level of Parenting Style	43
2.	Level of Assertiveness	45
3.	Level of Attitude toward Seeking Psychological Help	48

## **LIST OF ANNEXURES**

### List of Annexures

Annexure No.	Titles
I	Consent Form
II	Socio-Demographic Data Sheet
III	Confidentiality Statement
IV	Scale of Parenting Style
V	Assertiveness Assessment Inventory
VI	Attitude toward Seeking Professional Psychological Help

# **ABSTRACT**

## ABSTRACT

Young adulthood and adolescence are the period when most of this population explore themselves and understand the self which makes them obtain their dream and ambition. At the same time, young adults face so much pressure, and challenges, and have many myths regarding their cultural norms. The aim of the study was to find the relationship between parenting style, assertiveness, and attitude toward seeking professional psychological help among adults. The data was collected from 160 adults between the age group of 18-30 years by random sampling method in Coimbatore. Scale of Parenting Style, Assertiveness Assessment Inventory and Attitude toward Seeking Professional Psychological Help scales was used. The data was analysed statistically using the SPSS software version 29.0.0.0. The results indicated that parenting control and assertiveness are significantly positively correlated among adults. Assertiveness and attitude toward seeking professional psychological help are significantly positively correlated among adults. Parenting Control and attitude toward seeking professional psychological help are significantly positively correlated among adults.

*Keywords:* parenting style, assertiveness, attitude, parenting control

# **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 approaches together referred to as “parenting styles ”result in predictable patterns in how children react to their environment.

Parenting styles are distinct parenting behaviors that reflect the views and attitudes of parents. Different parenting actions make up parenting styles, which are a reflection of the beliefs and the influence of their practices. Parenting styles are concepts that are used to describe the various methods of parenting which often use to raise children. This includes actions, attitudes, and the emotional atmosphere in which parents raise their kids. Depending on the complexity of life, parents choose various parenting approaches while raising their children. The process of parenting is dynamic. Parents can build a solid relationship with their children if they put in the effort and commitment. Thus parenting is a lifelong endeavor.

#### *Types of Parenting Styles*

- Authoritative Parenting Style
- Authoritarian Parenting Style
- Permissive Parenting Style
- Neglectful Parenting Style

**Authoritative Parenting.** These parents are kind and responsive; they also have a high level of expectations for their children's development. Authoritative parents are loving

and friendly towards their children. Thus they are highly demandingness and highly responsive towards their child's growth. Authoritative parents hold open dialogues and offer advice to their children and thus these parents establish their rules and enforce boundaries for their children. These parents apply transparent and logical rules. They usually provide freedom and encourage independence. As well as they are protective and supportive.

Authoritative parents give justification and explanations for their needs. These parents teach them about the morals, values, and objectives which develop awareness among their children. Children of authoritative parents are securely attached. Authoritative parents allow bidirectional communication. Children of authoritative parents tend to appear happy and develop better self-esteem.

**Authoritarian Parenting.** These parents have a high level of control and a low level of responsiveness towards their children. Authoritarian parents are strict and disciplinary. Authoritarian parents see themselves as in charge and maintain behavioral control of their children. Thus, to maintain their children's behavior they frequently use harsh punishments. These parents are not so attentive to their children's needs. Thus they are sensitive toward their children. Authoritarian parents are strict parents and they insist on lots of rules and regulations. They used to focus on their children's safety. Thus they enforce norms for their children. Children of authoritarian parents tend to follow plans with exact directions. Children with authoritarian parents often find it difficult to communicate their emotions. Thus authoritarian parents tend to prevent their children from expressing their thoughts.

**Permissive Parenting Style.** These parents share lots of love with their children but with few restrictions. Permissive parents behave like friends towards their children and they also do not demand adult behavior from their kids. These parents are frequently very affectionate and responsive. Discipline is rare because these parents have low standards for

maturity and self-control. Children raised by permissive parents tend to make poor decisions. They prefer their kids to resolve issues on their own rather than imposing rules and expectations. Less intimacy with their parent is also expressed by kids whose parents are lenient. Permissive parents are scared of placing boundaries on their kids. These parents are emotionally supportive and responsive. Permissive parents are kind and warm as well as they are reluctant to set boundaries. These parents usually refuse to control their children. Due to the extreme absence of limits by permissive parents, children are impulsive and aggressive. As well as they are lacking in both independence and personal responsibility. Children of permissive parents may exhibit signs of depression and anxiety.

**Neglectful Parenting Style.** This parenting is also called uninvolved parenting. These parents have less demandingness and less responsive attitude. These parents don't provide the child much in the way of control, guidance, attention, or nurturing. The children raised in this parenting manner may struggle to control and cope with their emotions, thus they experience difficulties in this society. This parenting style is characterized by low emotional reactivity. Thus they tend to have a lack of supervision and support. Children frequently focus on their resentment towards their parents and may even become unfriendly and violent. Uninvolved parenting is a style of parenting where parents don't have to hold their children's hands and guide them through every phase of their lives. With this kind of parenting, the child is not offered appropriate emotional support, actual time with the parenting, or necessities including food, shelter, health care, childhood play, and academic help. These parents may be incredibly dismissive, uncaring, or even unaware of their child's needs. These parents usually lack healthy discipline; it is also characterized by emotional distance.

### ***Effects of Parenting Styles***

On a child's behavior, attitude, and personality, parents have a significant impact. Children are still gaining social skills and cognitive skills. Because they teach their children the skills they need to become mature, well-adjusted adults, parents play a crucial role in this process.

Interaction between parents and children will impact their children's behavior and personality. Children of authoritarian parents frequently behave well at home but may not behave well outside the home because they may feel limited by the norms at home. The permissive parent does not impose any rules on their children, and they are free to behave on their terms without suffering any consequences. Due to limited discipline, the child could develop disobedient and violent. Great parents are those who try to understand their children and respond to them instead of trying to make them follow a fixed plan. Parenting style requires a great deal of dedication, commitment, and work.

### ***Impact of Parenting Styles on Children***

Parents support a child's growth in cognitive, sociocultural, physical, mental, and spiritual areas. Parents are the root cause of children's self-confidence. Children raised with authoritarian parenting styles tend to be competent and obedient, but they score lower on happiness, social skills, and self-esteem.

Children who rise with authoritative parenting are likely to be content, capable, and successful. Children raised by permissive parents typically perform low on happiness and self-control levels. These children usually struggle in school and are more likely to have issues with authority. In all life areas, neglectful parental involvements stand last. These children generally lack self-control, have low self-esteem, and lack expertise.

Parents help their children focus, concentrate and maintain self-control, with a supporting parent, children never regret taking chances, which gets them ready to be conscience. They also enhance communication, perspective, empathy, and the capacity to think critically.

### *Theories of Parenting Styles*

**Baumrind's Parenting Styles Theory.** This theory proposes that there are four distinct parenting styles, they are authoritarian, permissive, authoritative, and neglectful/uninvolved which are characterized by different levels of warmth and control.

The authoritarian parenting style is characterized by strict rules and discipline, low warmth, and high demand for obedience. A permissive parenting style is characterized by high warmth, low discipline, and few demands for maturity. The authoritative parenting style is characterized by high warmth, clear rules and expectations, and a collaborative approach to parenting. A neglectful/uninvolved parenting style is characterized by a lack of emotional involvement, low responsiveness, and minimal effort in meeting children's needs (Diana Baumrind,1967).

**Maccoby and Martin's Parenting Styles Theory.** The theory builds upon Baumrind's work and suggests that two dimensions of parenting styles combine to create four parenting styles. The first dimension is demandingness which is the degree to which parents set high expectations for their children's behavior and require adherence to rules and standards. The second dimension is responsiveness is the degree to which parents are attuned to their children's emotional needs and provide warmth and support.

Based on these dimensions, Maccoby and Martin propose four parenting styles. Authoritarian parents are strict and controlling, with little warmth or affection. They enforce rules and expect obedience without much explanation or discussion. Authoritative parents are

firm and consistent in setting rules and expectations but also provide warmth, affection, and support. They communicate openly with their children and provide reasons for rules and consequences. Permissive parents are indulgent and lenient, with little emphasis on rules or structure. They are warm and affectionate but may struggle with discipline or setting limits.

Uninvolved/neglectful parents provide minimal support or structure, with little attention to their children's emotional needs. They may be absent or neglectful in their parenting. Maccoby and Martin's theory suggests that the authoritative parenting style is associated with the most positive outcomes for children, including high self-esteem, academic achievement, and social competence. The other parenting styles are associated with varying degrees of negative outcomes, including behavioral problems and emotional difficulties (Eleanor Maccoby and John Martin, 1983).

**Social Learning Theory.** Social learning theory suggests that people learn new behaviors, attitudes, and values by observing others and modeling their behavior. This theory emphasizes the importance of socialization and the role that social context plays in shaping human behavior. This theory is developed by Albert Bandura.

According to Social learning theory, individuals are more likely to adopt behaviors that are reinforced, meaning that they are more likely to repeat behaviors that lead to positive outcomes and less likely to repeat behaviors that lead to negative outcomes. In the context of parenting, this means that children are likely to adopt behaviours modeled by their parents, particularly when those behaviors are reinforced with positive outcomes such as praise or attention.

Social learning theory suggests that parents can use modeling to shape their children's behavior in positive ways. By modelling behaviors such as empathy, cooperation, and problem-solving, parents can encourage their children to adopt these behaviors as well. Conversely,

parents who model negative behaviors such as aggression or disrespect may inadvertently encourage their children to adopt these behaviors as well.

Social learning theory focuses on the learning that occurs within a social context. Bandura stressed the importance of observational learning, imitation, and modeling. Overall, Social learning theory highlights the importance of modeling and reinforcement in shaping children's behavior and suggests that parents can use these principles to promote positive behaviors and discourage negative ones (Albert Bandura, 1977).

### **Assertiveness**

Assertiveness is upholding own rights and being open, truthful, and suitable when expressing ideas, emotions, and beliefs. Assertiveness is considered to be the strongest communication and behavioral style. Assertiveness promotes high levels of physical and emotional well-being.

Being assertive is the complex ability to think, react and perform in a non-passive and non-aggressive approach. The quality of being assertive is learning self and also certainty, thus without having to be offensive.

Assertiveness is the positive trait of an individual which is correlated with higher self-esteem and confidence. Assertive people aren't scared to stand up for their beliefs, objectives or to encourage others to share them. Being assertive can help an individual to increase their coping skills. Assertiveness controls anger and stress.

Assertive people usually have an easier time developing friendships. They respect the requirements of others when they communicate, as well as their own. They usually do a better job of resolving problems and disagreements.

### ***The Causes of Lack of Assertiveness***

People who lack assertiveness tend to have low self-esteem and low self-confidence. They usually struggle in showing their needs and interest. The person who suffers in their social life is due to a lack of assertiveness. These people lack leadership skills and experience situations in which they are unable to speak for themselves. Children who are bullied and punished by parents or by their peers leads to suppress their feelings, this makes them not try to stand up for themselves. Thus these cause a lack of assertiveness in an individual.

An individual who follow strict rules and moral standards, tend to think even self-defense is wrong, and they do not open up their feelings. Thus these strict follow of moral standards also cause, a lack of assertiveness in an individual. Some individuals may not be aware of the motives of others, this makes them not understand or recognize abusive activities. This also causes a lack of assertiveness and behaves in a passive and deferential manner.

### ***Importance of Assertiveness***

- Assertiveness is the trait of having self-assurance and self-belief without being aggressive.
- A person being assertive tends to have better self-control, self-assurance, and self-improvement.
- They used to maintain healthier relationships with others and have good communication skills.
- Assertiveness increases a person's self-confidence, increased productivity, greater success in goal attainment, and an increased level of life satisfaction.
- The formation of one's personality and healthy interpersonal relationships are both promoted by assertive behavior.
- Assertive people understand and accept their rights.

- They have stronger self-confidence and self-responsibility in relationships with other people.
- They usually have better sensitivity and understanding of other people.
- Assertive people tend to have better communication and social skills.
- Thus communication brings about the achievement of individual and shared goals.
- Assertiveness helps an individual to express themselves with empathy, and express both positive and negative ideas honestly.

### *Tips to improve assertiveness*

- The first move towards becoming more assertive is to express their thoughts and voice out their feelings.
- Assertiveness can be increased by using positive self-talk as well as having positive thoughts toward the self.
- Assertiveness has been improved by having balanced self-worth and higher self-value. Thus believing the self improves assertiveness.
- The Communication style of an individual can increase assertive behavior and confidence.
- Honest and self-report can improve assertiveness. A person's belief system and self-support and attitude towards interpersonal relationships can help to be assertive. Being assertive is referred to as being confident in the ability to communicate the needs while also taking care to avoid offending others.
- Thus, to be assertive, an individual must value themselves, have self-confidence, and be willing to take risks to achieve their goals.

- Communication skills can improve assertiveness in an individual when the communication is used in conjunction with the proper gestures, a well-modulated voice, and excellent timing.

### *Scope of Assertiveness*

- Assertive communication is an essential people ability for everyone, but it's especially crucial for new and mid-level managers. Being able to speak up for oneself, others and objectives requires having assertive communication skills.
- Assertive skills are sharing and receiving suggestions. It also includes bringing forth requests and defining limits.
- Decision-making, problem-solving, handling disagreement, and expressing views and criticism are also included in the skills of assertiveness.
- Assertiveness helps the individual to work with the team effectively, by managing the participants and managing communication.
- The person with assertiveness skills also has qualities including time management, negotiations, adaptability, problem-solving, and leadership.
- These are all required for a productive partnership. These assertiveness skills are also needed at each career level in making decisions and expressing their views.
- An individual with assertiveness skills tends to manage themselves and know their responsibility and get motivated easily.

### *Theories of Assertiveness*

**Cognitive Behavioral Theory.** This theory proposes that assertiveness is linked to an individual's beliefs and thoughts about themselves and their ability to express their needs and wants. This theory also proposes that negative or irrational thoughts and beliefs can contribute to negative emotions and maladaptive behaviors. It explains people's thoughts and beliefs about

themselves and the world around them could have a significant impact on their emotions and behavior. This might involve developing new behaviors or thought patterns to replace maladaptive ones, as well as developing coping strategies for managing difficult emotions or situations. Cognitive-behavioral therapy (CBT) is a popular approach to building assertiveness that focuses on identifying and challenging negative beliefs and replacing them with more positive, empowering ones (Aaron.T. Beck, 1964)

**Communication Theory.** This theory emphasizes the role of communication in assertiveness, suggesting that assertive behavior involves clear, direct communication of one's needs and wants while also taking into account the needs and wants of others. It emphasizes the importance of clear and direct communication, active listening, empathy, and other communication skills in promoting assertive behavior. It explores additional factors that influence communication, including cultural and social contexts, power dynamics, and individual differences in communication style. Communication skills such as active listening, empathy, and the use of "I" statements are key components of assertive communication (Robert Bolton, 1979)

**Self-Efficacy Theory.** This theory proposes that assertiveness is linked to an individual's sense of self-efficacy or their belief in their ability to assert themselves effectively. Individuals with high self-efficacy are more likely to engage in assertive behavior, while those with low self-efficacy may struggle to assert themselves due to a lack of confidence or fear of negative outcomes.

Bandura also proposed that self-efficacy beliefs can be developed and strengthened through a variety of means, such as successful experiences, vicarious learning (learning through observing others), social persuasion (receiving feedback and encouragement from others), and emotional and physiological states (Albert Bandura, 1997).

These theories offer different perspectives on the factors that influence assertiveness and can be useful in helping individuals develop assertive behaviors and communication skills.

## **Attitude towards Seeking Professional Psychological Help**

### ***Help-Seeking Process***

Rickwood et al. (2005) define help-seeking in four stages:

1. Awareness and appraisal of problems

The ability to recognize symptoms and that you have a problem that may require intervention from someone else.

2. Expression of symptoms and need for support

This awareness must be able to be articulated or expressed in words that can be understood by others, and the help-seeker must feel comfortable to do so.

3. Availability of sources of help

Sources of help and support in dealing with the problem need to be available and accessible, and the help-seeker must have an understanding of where/how to get that support.

4. Willingness to seek out and disclose to sources

The help-seeker must be willing and able to disclose their inner state to the source of help.

### ***Individual Factors in Help-Seeking:***

Gulliver et al. facilitates help-seeking behavior was far less comprehensive. Three key factors are

1. **Positive past experiences.** Three studies investigating facilitating factors reported positive past experiences of help-seeking or support as a significant influence on help-seeking. This could also include increased mental health literacy and service knowledge from earlier help-seeking.
2. **Social support and encouragement from others.** Influencers such as parents, partners, and loved ones who are supportive and open to professional support as a factor in good health and wellbeing, or friends who have had positive experiences, were positive influences on help-seeking. Interestingly, people were observed to be more likely to seek or recommend help for a friend, than to seek help themselves.
3. **Emotional confidence/mental health literacy.** The most important factors in help-seeking were people having the ability and confidence to identify and articulate their emotions, and their ability to recognize and understand the symptoms of a mental health difficulty.

### ***Reason to Seek Professional Psychological Help***

The person seeks help when they exhibit thoughts, feelings, or behaviors that are out of control, particularly when they are hurting their relationships, their performance at work, or their general sense of well-being. When they are upset or depressed, never be ashamed to seek assistance.

They also seek help when they are having a hard time coping with one of life's unpleasant challenges, like a serious medical condition, the loss of someone they care about, a divorce, or a work situation. These problems might be their own, but they might also involve people they are concerned about.

And lastly, they seek help when they feel that life is no longer worth living that they are hopeless and have reached the end of the line, and that they would rather die than feel the pain of the present. In such distress, they are not prepared to make life-or-death decisions.

When they are puzzled overwhelmed with emotion and in need of the opinions of a kind but analytical individual to help them make difficult choices.

And finally, when they think that existence is no longer worth living, that everything is lost, and that they are at their own senses' end and would rather die than bear the suffering of the present moment. Individuals cannot make life-or-death choices when they are in a state of distress. They all seek help in these situations.

### ***Attitude towards Seeking Professional Psychological Help***

Gordon Allport formulated the following definition: “An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to ill objects and situations with which it is related.”

### ***Characteristics of Attitudes***

**Affective Cognitive Consistency.** The consistency of the affective and cognitive components affects how attitudes and behaviors are related. In other words, the intensity of the attitude-behavior relationship increases with the degree of consistency between cognition and evaluation.

**Strength.** With greater clarity, one may have opinions based on in-person familiarity with the thing. Whether emotion or cognition contributed to the development of the attitude has an impact on certainty as well. More stability is found in attitudes established on the foundation of an effect than based on intellect.

**Valence.** It speaks of the amount or grade of similarity or dissimilarity to the thing or experience. A person has a low valence approach if they are generally uninterested in the object.

**Direct Experience.** A person's attitude is a synthesis of their past experiences; hence, an attitude that is based on first-hand experience is more dependable for predicting future behavior. Furthermore, more details about a focus itself become available through direct experience.

**Multiplicity.** It speaks of the number of characteristics that go into developing an attitude. For instance, one person may express a desire to become a doctor, while another does so along with hard effort, sincerity, and seriousness.

**Relation to Needs.** Following the purposes they serve, attitudes can differ. Individuals' views towards movies simply serve their requirements for pleasure, while employees' attitudes towards their jobs may also serve their needs for security, success, accomplishment, and happiness.

### ***Comparison of Attitudes and Beliefs***

When regarding persons, groups, concepts, or objects, an attitude refers to the sentiments, beliefs, and behavior impulses that are associated with them. In addition to tending to behave in a particular way towards that person or item, attitudes will always have a positive and negative component. Fundamental values and beliefs are the main factors that influence attitudes.

Beliefs are developed by actual experiences, yet the first event that gave rise to a particular point of view is frequently forgotten. The person feels what they believe, which is not founded on truth, and it has an impact on the quality of our job and relationships. The experiences are governed by beliefs. They play a crucial role in determining who we are. They

could be moral, cultural, religious, or ethical. The identities, as well as ideas, are reflected in the way of life.

### *Nature of Attitude*

An individual often refers to personality, views, values, behaviors, and motivations as parts of the complex entity known as attitude. Every individual has an attitude. Our identity is shaped by it, and it also serves to direct our behavior and shape how people perceive others.

Even though a person's feelings and beliefs are internal to them, people may still see a person's attitude by looking at the behavior those results from that attitude. The way people view situations and how we respond to situations and objects are both defined by their attitudes.

The internal beliefs and thoughts about people and things are made available to them through attitude. An individual behaves differently towards an object or person depending on their attitude.

### *Attitude Functions*

According to their functions, Daniel Katz divided attitudes into different groups

1. Knowledge function is obtained through analyzing one's own or another's attitude.
2. Ego-defensive function is attitudes can help to safeguard self-worth and prevent depression.
3. The ego-expressive function articulates one's basic values and convictions.
4. Supportive role helps in choosing what is rewarding and also avoids punishment.
5. Social Acceptance function adapts to the socially accepted attitudes of a wider group.

The functionalist hypothesis provided by Katz also explains why people's attitudes alter. According to Katz, a person's attitude changes when it no longer serves a purpose and they experience blockage or frustration. Katz argues that rather than altering a person's knowledge

or perception of an object, changing their attitude necessitates altering their underlying motivational and personality demands.

### ***The Benefits of Seeking Help***

It can be lonely to deal with a mental illness. Furthermore, battling through difficulties alone is not the solution. By asking for assistance, the person can create a sympathetic network of people who can support them. This neighborhood can provide pertinent and useful guidance.

A person can re-establish contact with loved ones with the help of mental health counseling. By communicating openly and honestly, a person may create connections that are better and healthier.

Other medical problems can result from poor mental health. Obesity, digestive issues, and other ailments are all linked to insufficient sleep and sleep disturbances. The risk of acquiring other health issues will be reduced if they seek care as soon as possible.

Seeking professional help will give the coping tools and strategies that are needed. A person can navigate challenging situations with a greater degree of awareness.

The ability to perform at work might be adversely impacted by mental health issues. They can sap our motivation and fill us with hopelessness. By asking for assistance, a person can learn how to deal with problems that could harm their well-being and mental health. Even when an individual is under pressure, he/she will provide the best effort

Getting assistance will help improve friendships and make new ones. Additionally, an individual learns how to deal with daily obstacles and figure out what works and doesn't for them. Over time, all of these activities can make them healthier and happier while having a good impact on their life.

### *A few Signs to be Aware of When to Start Seeking Professional Help*

Sometimes, friends and family members are equipped to spot patterns from the outside that are challenging to perceive from the inside. Try to pay attention if members of their family have expressed worries about mental health. They might have seen something in an individual that they can't see yet.

Insomnia can be brought on by both depression and anxiety. The capacity to function may be hampered by chronic sleep problems and poor sleep habits. It could be time to get treatment if they not getting enough good sleep. However, keep in mind that many factors might influence sleep, so it is better to consult a medical or mental health specialist. Poor sleep should never be neglected, no matter what the cause may be.

Losing interest in things used to enjoy and in life, in general, may indicate that one need to get help from a specialist. Finding passion after the pandemic can be overwhelming since the last several years have been challenging for everyone.

### *Theories of Attitude*

**Cognitive Dissonance Theory.** This theory was proposed by social psychologist Leon Festinger in 1957. Festinger proposed that when people experience a conflict between their attitudes or beliefs and their actions, they experience a state of cognitive dissonance, which creates discomfort and motivation to reduce the dissonance. The theory has since been widely researched and has been applied in various fields, including social psychology, marketing, and education. This theory suggests that attitudes are influenced by a need for consistency and coherence in one's beliefs and behaviors. When there is a discrepancy between one's attitudes and behaviors, individuals experience a state of cognitive dissonance, which motivates them to change their attitudes to match their behaviors (Leon Festinger, 1957).

**The Theory of Planned Behavior.** The Theory suggests that an individual's behavior is determined by their intention to engage in that behavior, which in turn is influenced by three factors: their attitudes toward the behavior, their subjective norms (i.e., beliefs about what others think they should do), and their perceived behavioral control (i.e., their belief in their ability to perform the behavior) (Icek Ajzen, 1985).

### **Need for the Study**

Young adulthood and adolescence are the period when most of this population explore themselves and understand the self which makes them obtain their dream and ambition. At the same time, young adults face so much pressure, and challenges, and have many myths regarding their cultural norms. To overcome these, this study is necessary to understand the level of parenting style, assertiveness, and attitude toward seeking professional psychological help among adults. Parental control and assertiveness play a crucial role in one's life. So, this research helps in creating awareness and normalizing parental issues among people and their effect on attitudes toward seeking professional psychological help.

This study on parenting style, assertiveness, and attitude toward seeking professional psychological help among adults helps in a better understanding of parenting style and its relationship to self. Parenting style can have a significant impact on a child's development and mental health outcomes. By studying the relationship between parenting style and attitudes toward seeking professional help, to gain a better understanding of how different parenting styles may influence children's willingness to seek help when they need it. This study helps to know insight into assertiveness and its role in attitudes. Assertiveness is a personality trait that can impact a wide range of outcomes, including mental health and well-being. By examining how assertiveness may relate to attitudes toward seeking professional help, to gain insight into how individual differences in personality may impact help-seeking behaviors.

This study also helps to analyze the improved mental health outcomes. In understanding the factors that influence attitudes towards seeking professional psychological help can help mental health professionals and educators develop strategies to promote positive help-seeking behaviors. By promoting an attitude of openness to seeking help, we can help individuals receive support when need it and ultimately improve mental health outcomes. Especially this study helps to reduce stigma. Unfortunately, there is often still a stigma attached to seeking help for mental health issues. By studying the factors that influence attitudes toward seeking professional help, to develop strategies to address this stigma and encourage more individuals to seek the help they need.

Overall, by studying the relationship between parenting style, assertiveness, and attitudes toward seeking professional psychological help, to gain important insights into the factors that impact mental health outcomes and develop strategies to promote positive help-seeking behaviors.

# **REVIEW OF LITERATURE**

## CHAPTER 2

### Review of Literature

#### Parenting Style and Assertiveness

Jourshari et. al. (2022) researched Structural relationships between assertiveness and parenting styles with mediating self-esteem and anxiety of singleton children. This study aimed to develop an explanatory model of assertiveness based on parenting styles mediated by anxiety and self-esteem. The sample size was 118 students (81 girls and 37 boys). The instruments of this research included the Persian forms of adaptive and aggressive assertiveness scales (AAA-S), the Baum Rind parenting scale, the Beck anxiety inventory (BAI), and the Rosenberg self-esteem scale (RSES). The results also showed that the authoritarian parenting style had no significant effect on assertiveness.

Ezaka et. al. (2020) constructed research on Parenting styles and gender as factors influencing assertiveness among undergraduates. The study investigated parenting styles and gender as factors influencing assertiveness among 180 undergraduates drawn from the faculty of social sciences, University of Nigeria, Nsukka. Data was collected using Parental Care Scale and Assertiveness inventory. The result of the hierarchical linear regression indicated that gender and authoritative parenting style significantly influenced assertiveness as male undergraduates reported a high level of assertiveness than female undergraduates, while authoritarian and permissive parenting styles were insignificant.

Dagnew and Asrat (2017) constructed the study on the role of parenting style and gender on assertiveness among undergraduate students at Bahir Dar University. The sample was collected from 379 student populations through a random sampling technique. This study revealed that there is no statistical mean difference in assertiveness scores across four parenting styles (authoritative, authoritarian, permissive/indulgent, and neglectful). The study

suggested that it is advisable to aware parents of students on how to improve their children's assertiveness and socially responsible behavior.

Podine et. al. (2016) researched the relationship between parenting styles and discipline styles with the assertiveness of students. The research method was a descriptive correlation (the regression type). This shows between the disciplinary partnerships style and assertiveness there is a positive and significant relationship and there is a significant negative relationship between arbitrary disciplinary styles with assertiveness. This study concluded that there are parenting holding courses for parents and recommended disciplinary style courses for administrators and teachers.

Seyredowleh et. al. (2014) studied the comparison of pupils' social skills and assertiveness with parenting styles. Gambrill and Richey's assertiveness questionnaire, Matson's Social skills questionnaire, and Baum rind's parenting questionnaire were employed to measure pupils' social skills, assertiveness, and parenting styles respectively. This study shows that there is a significant difference between levels of social skills in parenting styles and also between levels of assertiveness in parenting styles. This study concluded that attitudes, assumptions, and family behavior have the highest level of effect on children's personalities.

### **Parenting styles**

Huang et. al. (2023) conducted research on the association between maternal job burnout and adolescent depression: the chain mediating effect of maternal depression and parenting style. A cross-sectional study was conducted. The cluster random sampling method was used to select 2572 adolescents from 7 middle schools in Shanghai, China. The research tools included a general information questionnaire, Maslach Burnout Inventory-General Survey, Centre for Epidemiologic Studies Depression Scale, short-form of Egna Minnenav Barndoms Uppfostran, and Children's Depression Inventory. The scores of maternal job

burnout, maternal depression, and negative parenting style were positively correlated with the score of adolescent depression and the score of positive parenting style was negatively correlated with the score of adolescent depression.

Kusmawati et. al. (2023) studied the relationship between parenting style and the development of preschool children. The research method is quantitative and cross-sectional. At Kaliboto Posyandu, 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 study concluded that there is a relationship between parenting style and the development of medium-strength preschool-aged children at Posyandu Kaliboto. The parenting style applied by the majority is democratic, and the majority of preschool-aged children are normal.

Bdier et. al. (2023) conducted research on Racism, parenting styles, and mental health in Palestine. The study was designed to test the correlation between racism, parenting styles, and mental health in Palestine. Participants were 408 Palestinian adults, representing 266 females and 142 males, recruited using online methods. In this study, the result of the correlational analysis showed that an authoritative parenting style positively correlated with accepting attitudes and mental health. The regression analysis for predicting mental health found that authoritative parenting style contributed in a statistically significant manner towards explaining variance in mental health.

Tsela et. al. (2022) conducted a study on Relations between parenting style and parenting practices and children's school achievement. This study examines the relationship between parenting patterns and children's school achievements in Greek society. Parenting practices and parenting style are two child-rearing dynamics that were selected to assess

children's school achievements in this study. In this study, 101 participants answered an online questionnaire. The results 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.

Photichai and Luvira (2022) examined the Family types and parenting styles of infants in KhonKaen province. This study aimed to explore parenting styles for infants and the relation between parenting styles for infants and family types. This study was a cross-sectional study, focusing on the main caregivers of approximately six-month-old infants. The data were collected from February to July 2021. The research tool employed was an interview form. This study concluded that all family types mostly practiced the uninvolved parenting style as the parenting style for infants. Regarding the response to infants, most families practiced the permissive parenting style.

Panda (2022) conducted a study on the relation between psychosocial correlates and parenting style in adolescents with behavioural addiction. The study aimed to assess the impact and relationship between parenting style, attachment style, perceived social support, and emotion regulation among adolescents with behavioral addictions. In this study, the 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 respectively from the adolescents. This study has illustrated that adolescents experience a significant number of behavioral problems.

Krasanaki et. al. (2022) conducted research on parenting styles and social behavior of children and adolescents. This study aimed to investigate the relationship between

parenting styles and the social behavior of children and adolescents. The participants in this study were 1,205 parents of children and adolescents aged 6-18 from all over Greece. They completed the Parenting Styles and Dimensions Questionnaire and the Strengths and Difficulties Questionnaire; they also provided socio-demographic information. The results showed a positive correlation between authoritative parenting style and prosocial behavior, and a negative correlation between authoritarian, permissive, and strict parenting style and prosocial behavior.

Wang et. al. (2022) conducted research on parenting style and the cognitive development of preschool-aged children: Evidence from rural China. This study aimed to investigate the association between parenting style and child cognitive development in rural China. In this study, participants included 1272 preschool-aged children and their primary caregivers. Primary caregivers reported their parenting style, and children were assessed on their cognitive skills. Two alternative approaches (two dimensions and four categories) were used to examine the correlation between parenting style and child cognitive development. The results show a positive correlation between an authoritative parenting style and child cognitive development and show a negative correlation between an authoritarian parenting style and development.

### **Assertiveness**

Gipch et. al. (2023) investigated emotional regulation, attachment style, and assertiveness as determinants of well-being in emerging adults. This study aimed to explore the influence of these variables on the well-being of emerging adults. The sample in this study included 360 French emerging adults, with a mean age of 21.3 years. Well-being was assessed with the Mental Health Continuum, emotional regulation with the Emotional Regulation Difficulties Scale, assertiveness with the Assertiveness Scale, and attachment styles with the Relationship Scales Questionnaire. Results of this study showed that judgment

toward one's own emotional experience and shyness (as part of assertiveness) predicted emerging adults' well-being.

Sidhesh and Borthakur (2022) conducted a study on emotional regulation as a predictor of peer relationships and assertiveness among adolescents. The study examines if there is any relationship between emotional regulation as the predicting factor for peer relationships and assertiveness among adolescents. In this study, the sample consists of 400 male and female adolescent students from 8th and 9th classes ranging from the age of 13-15 years. This study used 3 questionnaires and they are Difficulties in emotional regulation scale- short form (DERS-SF), Index of Peer Relation (IPR), and Rathus Assertiveness Schedule (RAS). The findings indicate that emotional regulation is a predictor of peer relationships, but it is not a predictor of assertiveness.

Toktas et. al. (2022) conducted a study on the assertiveness levels of university students and their attitudes toward physical education courses in terms of gender, regular sports, and academic achievement. The 116 university students were measured using Sport the Attitude Scale and the Rathus Assertiveness Inventory. A study was more positive in favor of male students. The result shows that there was no significant difference between the levels of assertiveness and attitudes.

Abad and Arcos-Romero (2022) examined substance use in sexual relationships: association with sexual assertiveness and sexual satisfaction. The main objective was to examine sexual assertiveness and sexual satisfaction in people who have sex under the influence of alcohol and drugs, considering the type of substance consumed frequency of consumption, gender, and sexual orientation. In this study, the sample consisted of 274 adults who had sexual relationships and consuming substances. A questionnaire composed of sociodemographic, sexual history, and substance use items, the Sexual Assertiveness Scale,

and the Global Measure of Sexual Satisfaction were administered. In this research gender differences were found in sexual assertiveness and in the frequency of substance use.

Kalzhanova et. al. (2022) conducted a study on assertiveness as the predictor of university students' academic achievement. This study is to evaluate the relationship between the academic success of university students and their assertiveness levels with the student. The study group of the research consists of 40 university students studying at various universities in Kazakhstan. The data of the study were collected with a semi-structured interview form developed by the researchers. The study concluded that the vast majority of university students stated that their academic achievement and assertiveness levels are at moderate levels.

Lankveld et. al. (2022) made a research on the indirect measure of implicit sexual assertiveness: reliability and validity of the sexual assertiveness in young adults in the Netherlands. In this study, 159 young adults were involved. In this research, explicit sexual assertiveness was measured using a selection of items from the Hulbert Index of Sexual Assertiveness. Personality traits were assessed using the revised, short version of the Eysenck Personality Questionnaire. Thus, this study found a correlation with explicit sexual assertiveness was found to be low, as expected. The divergent validity of the SA-IAT was evaluated against the personality traits of extraversion, neuroticism, and social desirability.

Gimmel et. al. (2022) conducted the research on sexual assertiveness of emerging adults in Germany: the role of sources and topics of sexuality education. In this research 199, emerging adults in Germany assessed their level of knowledge and their received education on sexuality in an online survey and answered items on sexual assertiveness. Multiple linear regression analyses were used to determine the nature of the association between sex education and sexual assertiveness. The research found that the average high level of sexual

assertiveness could be related in part to perceived education and assessed knowledge about sexuality.

Ammouri et. al. (2022) conducted a study on the impact of the assertiveness program among students of the faculty of medicine of Tangier (Morocco). In this study 123 first-year students submitted to practical workshop training sessions during one month, evaluated at the beginning (T0) and the end (T1) of the training program by adapted auto-questionnaires measuring the feeling of self-efficacy when facing social situations, assertiveness, self-esteem and also esteem in own communication capacity. This study concluded that assertiveness programs have a positive impact on students' self-esteem, assertiveness, and communication skills.

### **Attitudes towards Seeking Professional Psychological Help**

Alfinisik and Sanli (2023) conducted research on the effect of stressful life events of syrian asylum seekers on attitudes towards seeking psychological help: the mediation effect of multidimensional perceived social support. A total of 467 Syrian asylum seekers (187 women, 280 men) aged between 18-65 years participated in the study. The Impact of Life Events Scale, the Attitude towards Seeking Psychological Help Scale, and the Multidimensional Scale of Perceived Social Support were used as data collection tools. This study analyzed the mediating effect of the multidimensional perceived social support factor between stressful life events and the attitude factor towards seeking professional psychological help using structural equation modelling. It has been observed that social support significantly affects Syrian refugees' attitudes toward seeking psychological help.

Orji(2023) conducted a study on help-seeking attitudes for mental health among young adults: psycho-educational intervention. This study investigated the prevalence of help-seeking avoidance or delay for mental health care, as well as using psycho education to

change the attitude toward seeking help among young adults in the Uyo metropolis. In this study, 385 young adults with their ages ranging from 18-24 years were purposely selected. The instruments used in collecting data for the study include the Attitude towards seeking Professional Psychological Help scale (ATSPPHS) Short Form and Clinical Guide to Psycho-education package. This study indicates that psycho education affected the attitude of young adults, which invariably predisposed them to seek help for mental health.

Tavakoli et. al. (2022) examined the stigma of depression and its relationship with attitudes toward seeking professional help among students. This study aimed to evaluate the attitude towards professional help-seeking and its association with stigma for depressive disorders in a specific group of Iranian youth. In this study, 407 students participated. Level of Familiarity with Mental Illness Questionnaire, Attribution Questionnaire-27, and Attitudes toward Seeking Professional Psychological Help Scale was administered to the subjects. The study concluded with three cognitive, emotional, and behavioural factors of stigmatization towards patients with a depressive disorder are associated with more positive attitudes toward seeking treatment.

Huang et. al. (2022) conducted research on Attitudes toward seeking professional psychological help among Chinese pregnant women: A cross-sectional study. A total of 1024 pregnant women were recruited for this study. The Chinese version of the Attitude toward Seeking Professional Psychological Help Scale (ATSPPH) was used to assess the attitudes toward professional psychological help-seeking. Demographic and socio-psychological factors were collected by self-developed questionnaire; Perceived Social Support Scale, Simplified Coping Style Questionnaire, and Patient Health Questionnaire-9 Scale were also used. This study concluded that the attitudes toward seeking professional psychological help were relatively positive among Chinese pregnant women, and stigma tolerance was the significant barrier to professional psychological help-seeking. More attention should be paid

to those women with older age, negative coping styles, and women with prenatal depressive symptoms.

Widyatmiko et. al. (2022) conducted research on predicting the intention of seeking psychological help among emerging adults with divorced parents using the theory of planned behavior. A total of 118 participants aged 18-25 years old took part in the study. Participants completed self-report questionnaires using the Mental Health Intention Scale, Self-Stigma of Seeking Help Scale, Attitude towards Seeking Professional Help Scale, and Stigma Scale for Receiving Psychological Help. According to this study, the attitude toward help-seeking was found to be the most influential predictor of an emerging adult's intention to find out psychological help.

Jaradat et. al. (2021) researched the prevalence of psychological symptoms and the predictors associated with seeking counselling and psychological help among university students. To investigate the prevalence of psychological symptoms (PS) among university students and the predictors associated with seeking counselling and psychological help among students. A total of 663 students from three Jordanian universities participated in this study. Participants reported on the Attitude toward Seeking Professional Help Scale and the Hopkins Symptoms Checklist-21. In this study, students reported higher mean scores on the symptom checklist and had poor attitudes towards seeking counselling with low confidence in counselling services.

Syafitri and Rahmah (2021) conducted a study on the role of religiosity and religious coping in seeking psychological help among college students in Semarang. In this research, the data collection was carried out online and offline with the Indonesian Islamic Psychological Measure of Islamic Psychology (I-PMIR), Islamic Religious Coping Scale (RCOPE), Attitude Towards Seeking Psychological Help (ATSPH), and Mental Health Seeking Help Intentions Scale (MHSIS) and obtained a total of 731 respondents. This study

shows differences in the contribution of religiosity and religious coping to the intention of seeking psychological help based on the background of the respondent.

Nurdiyanto, Wulandari, and Wodong (2021) conducted a study on attitudes toward seeking professional psychological help: adaptation and evaluation of ATSPPH-SF using the Rasch Model. The current study aims to adapt an Indonesian version of the Attitudes toward Seeking Professional Psychological Help-Short Form (ATSPPH-SF) scale and evaluate its psychometric properties using a Rasch modeling approach. In this study, 951 respondents participated in an online survey. The results of the Rasch modeling showed that the items of the Indonesian ATSPPH-SF had a good fit with the model.

Kiss et. al. (2020) conducted a study to assess associations between personal time perspectives, stigma, socioeconomic factors, and attitudes toward seeking professional psychological help in the adults of Hungary. The study was done with 272 participants using the Zimbardo time perspectives inventory. The study was positive associated with the female gender and discussed the importance of mental health in Hungary.

Cekici (2019) conducted a study on the relationships between the big five personality traits and attitudes toward seeking professional psychological help in mental health counselor candidates: Mediating effect of cognitive flexibility. The sample of the study consisted of 189 students (140 female and 49 male) attending the counselling program at Istanbul Medipol University. The Big Five Inventory, Attitudes toward Seeking Professional Psychological Help Scale, and Cognitive Flexibility Scale were used as data collection instruments. The study revealed that cognitive flexibility has a mediator role between the big five traits and psychological help-seeking attitude.

Ihuoma (2017) conducted a study on beliefs about mental illness and attitudes toward seeking professional assistance among women in Umuahia. This study aims to examine the beliefs about mental illness and attitudes toward seeking professional assistance

among women in Umuahia. A sample of 100 women completed the questionnaires, SSRPH, STIG-9, and IASMHS. The results showed that most people consider someone who has been treated for a mental illness to be dangerous. The study also reveals that the women in Umuahia have a positive attitude towards psychotherapy, even though this does not translate to seeking help when in trouble.

## **METHOD**

## CHAPTER 3

### Method

The methodology is the overall strategy or approach used by researchers to conduct research. It encompasses the theoretical and philosophical underpinnings of the research, the research design, data collection methods, data analysis techniques, and the overall framework within which the research is conducted. Research methods refer to the specific techniques, procedures, or tools that researchers use to collect, analyze and interpret data. Research methods can be quantitative, involving numerical data, or qualitative, involving non-numerical data.

The procedure of the present study namely A Study on Relationship between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help among Adults was carried out involving the following steps:

- Objectives
- Hypotheses
- Sampling Technique
- Sample
- variables
- Data Collection
- Research Design
- Tools
- Procedure
- Analysis of data

## **Objectives**

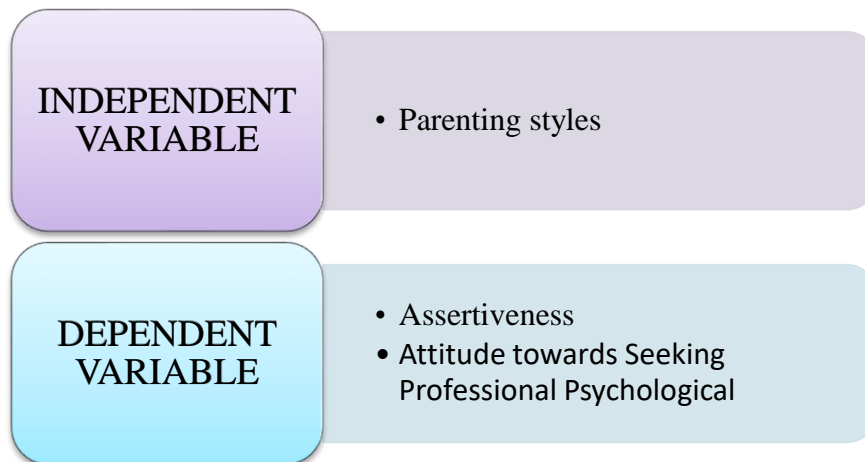
- To examine the relationship between parenting control, assertiveness, and attitudes toward seeking professional psychological help among adults.
- To compare the gender difference in parenting control, assertiveness and attitudes toward seeking professional psychological help among adults
- To compare the age difference in parenting control, assertiveness, and attitudes toward seeking professional psychological help among adults.
- To assess the level of parenting styles among adults.
- To assess the level of assertiveness among the adults.
- To assess the level of attitude toward seeking professional psychological help among 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, assertiveness, and attitude toward seeking professional psychological help among adults
- There will be a significant relationship between parenting control and assertiveness among adults
- There will be a significant relationship between parenting control and attitude toward seeking professional psychological help among adults
- There will be a significant relationship between assertiveness and attitude toward seeking professional psychological help among adults

## Variables



## Sampling Technique

Simple Random Sampling Technique was used.

## Sample

The sample for the present study included teachers from the Coimbatore district. A total of one hundred and fifty participants (N= 160) 50% of male and 50% of female in the age range of 18 to 30 were selected by random sampling method.

## Data Collection

### *InclusionCriteria*

- Age ranges from 18 – 30 years
- Both male and female participants
- Samples willing to participate in the study

### ***ExclusionCriteria***

- The participants other than those aged 18-30years
- The participants who are unwilling to participate
- The illiterate participants
- Samples outside Coimbatore

### **Research Design**

This study utilizes the correlational research design.

### **Tools**

#### **The Scale of Parenting Style**

Scale of Parenting Style was developed by Abdul Gafoor K., and Abidha Kurukkan (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.

#### **Assertiveness Assessment Inventory**

Masroor Jahan et.al. developed Assertiveness Assessment Inventory (2015). The Assertiveness Assessment Inventory has been developed to help psychologists/mental health professional to identify assertive behavior in individuals. It has 30 items which take 10-15 minutes to complete. It is on 3 point rating scale which ranges from 0 to 2. In test-retest reliability, the coefficient of the inventory was 0.802 and the overall validity of the questionnaire was 0.78.

## **Attitudes towards Seeking Professional Psychological Help**

Fischer and Turner (1970) developed a 10-item measure used to assess ATSPPH on a 4-point Likert scale, ranging from 0 to 3. A higher total score indicates more positive ATSPPH and is associated with lower levels of stigma against mental illness. The ATSPPH-SF was reported to have a unidimensional structure with Cronbach's alpha values of 0.84. Construct validity was reported to be 0.87

## **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, assertiveness, and attitude toward seeking professional psychological help among adults 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 interprets educing 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 a Study on the Relationship between Parenting Styles, Assertiveness, and Attitudes toward Seeking Professional Psychological Help among 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 also 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-18**.

## **RESULTS AND DISCUSSION**

## CHAPTER 4

### Results and Discussion

The Study on the Relationship between Parenting Styles, Assertiveness, and Attitudes toward Seeking Professional Psychological Help among Adults was conducted. One hundred and sixty responses including 80 female responses and 80 male responses were selected by simple random sampling method. All the participants were assessed using the Parenting Style, Assertiveness, and Attitudes toward Seeking Professional Psychological Help scale. The age of the sample ranged from 18-25 and 25-30. The data of the study are analyzed, tabulated, and discussed below.

#### **Table1**

##### *Demographic Data of the sample*

S.No	Demographic Data	Category	N	Percentage*(%)
1.	Age	18-25	80	50
		25-30	80	50
2.	Gender	Male	80	50
		Female	80	50
3.	Family	Nuclear	90	56
		Joint	70	44
4.	Locality	Urban	130	81
		Rural	30	19
5.	Marital Status	Married	80	50
		Unmarried	80	50

\*Percentages are rounded-off

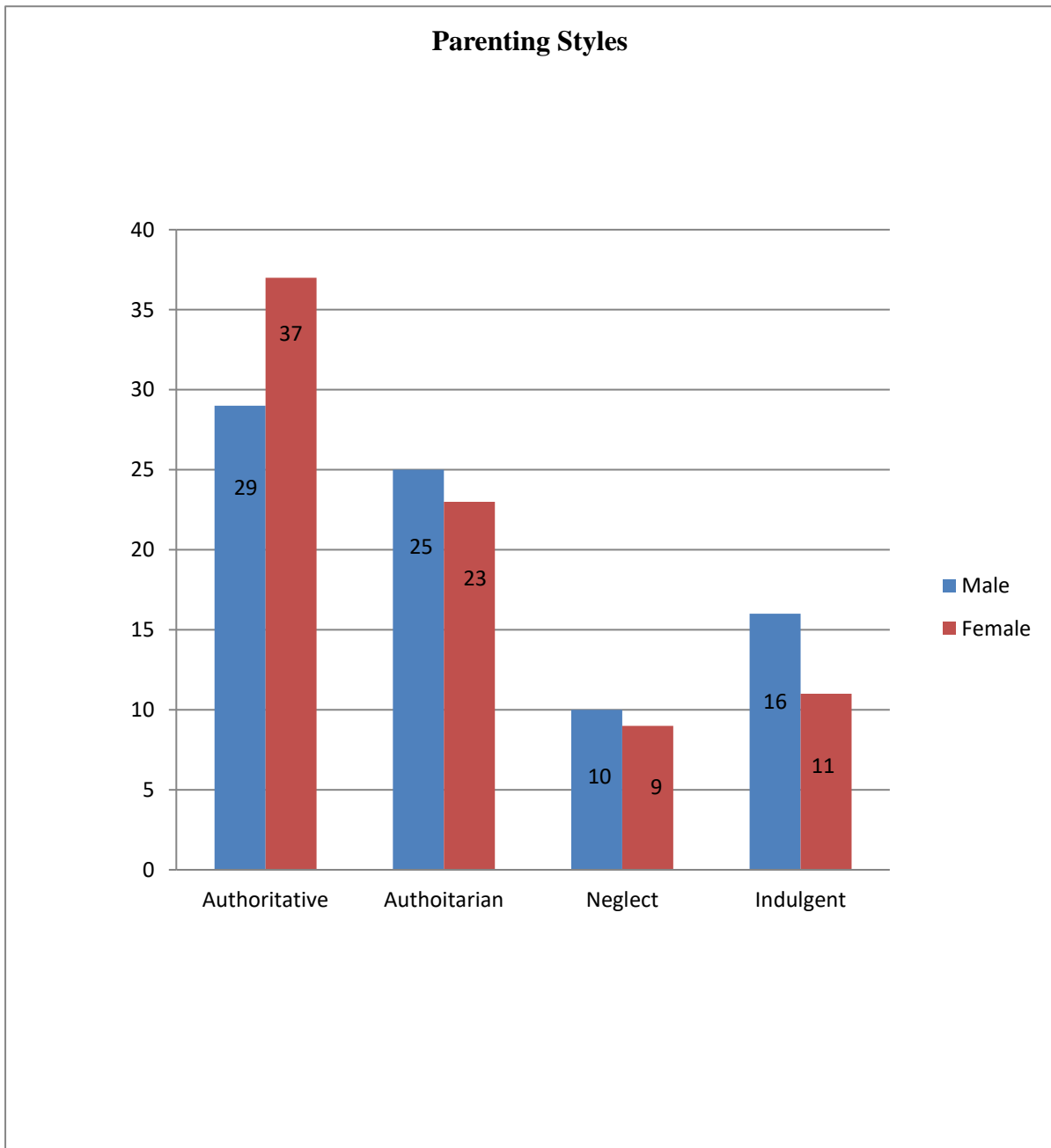
Table I shows the percentage for the demographic data of the study, the samples are between 18 to 25 years and 25 to 30 years of age. The percentage of the age group from 18 to 25 and 25 to 30 is 50% and 50%. In gender, the percentage of age for a male is 50% and for a female is 50%. In family type, the percentage value for the nuclear family is 56% and for the joint family is 44%. In the locality, the percentage value for urban is 81%, and for Rural is 19%. In the marital status, the percentage value for the married is 50%, and for the unmarried is 50%. The above data gives a comprehensive outline of the general information of those participants included in this study.

**Table 2***Distribution of Parenting Styles*

Parenting Styles	Gender	Number of Participants	Percentage (%)
Authoritative parenting style	Male	29	18.13
	Female	37	23.13
Authoritarian parenting style	Male	25	15.63
	Female	23	14.37
Neglect parenting style	Male	10	6.25
	Female	09	5.62
Indulgent parenting style	Male	16	10.00
	Female	11	6.87

Table 2 shows that 18.13 Percent of Male participants and 23.13 percent of female participants have an authoritative parenting style, most of the participants have an authoritative parenting style which is characterized by high levels of warmth and support, along with clear and consistent boundaries and expectations for behavior. The data suggests that more female participants identified with the authoritative parenting style than male participants, this may not necessarily reflect a gender difference in parenting style preference. It's possible that other factors, such as cultural background or personal experience, may have influenced participants' responses. 15.63 Percent of Male participants and 14.37 percent of female participants have an

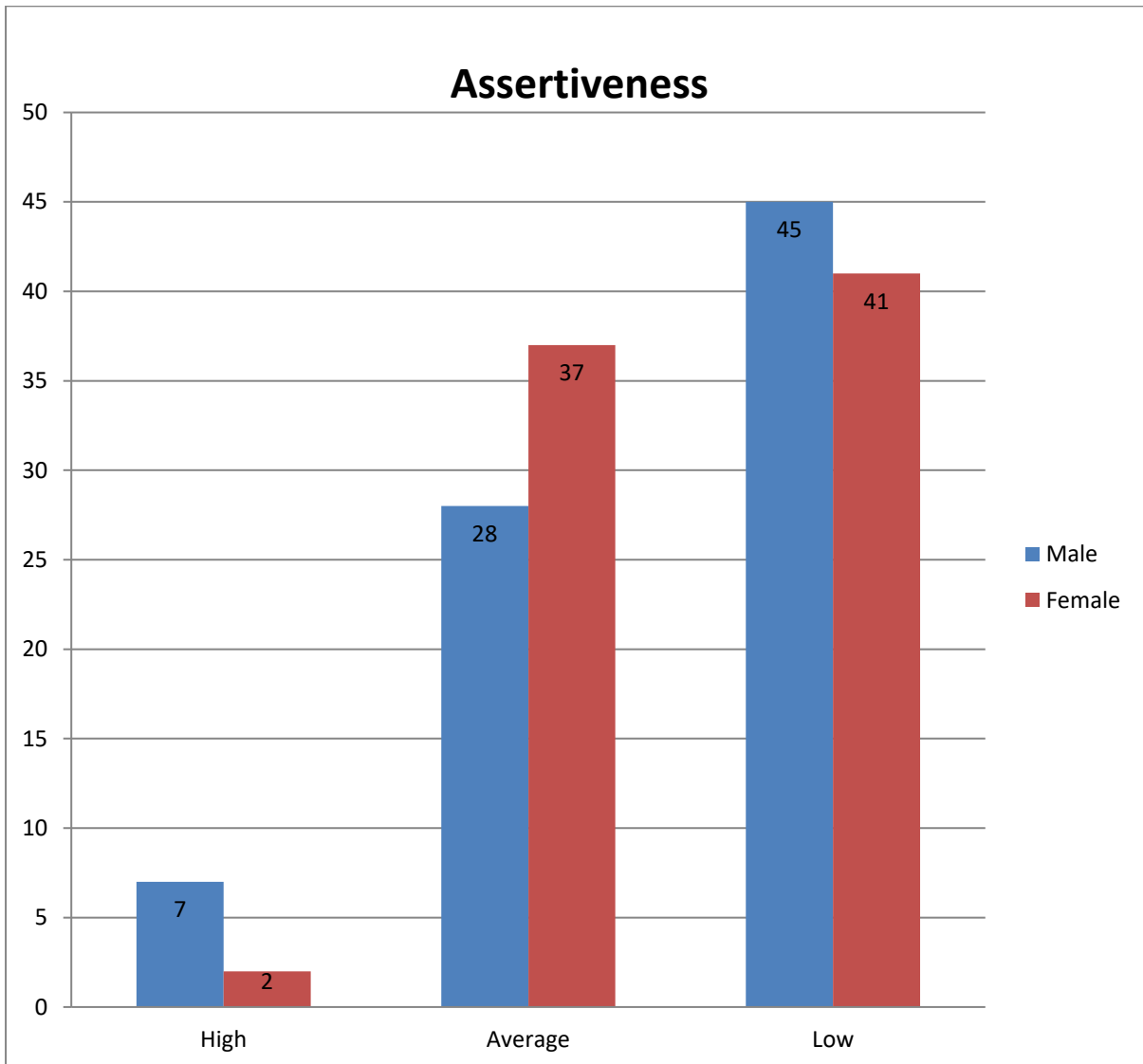
authoritarian parenting style. Authoritarian parenting is characterized by high levels of control and demands for obedience, but with low levels of warmth and support. Parents who use an authoritarian parenting style tend to be strict and punitive, often relying on harsh discipline to enforce rules and expectations. 6.25 Percent of Male participants and 5.62 percent of female participants have neglected parenting styles. Neglectful parenting is characterized by a lack of involvement and responsiveness in a child's life. Parents who use a neglectful parenting style may be emotionally unavailable, uninvolved in their child's activities, or neglectful in meeting their child's basic needs. 10.00 Percent of Male participants and 6.87 percent of female participants have an indulgent parenting style respectively. Indulgent parenting, also known as permissive parenting, is characterized by high levels of warmth and support, but with few demands for behavior or limits on a child's actions. Parents who use an indulgent parenting style tend to be very nurturing and responsive to their child's needs, but may not provide the structure and guidance necessary for healthy development. (see Figure 1).

**Figure 1***Distribution of Parenting Style*

**Table 3***Distribution of Assertiveness*

Assertiveness	Gender	Number of Participants	Percentage(%)
High	Male	07	4.38
	Female	02	1.25
Average	Male	28	17.5
	Female	37	23.13
Low	Male	45	28.13
	Female	41	25.63

Table 3 shows that in the Assertiveness inventory scale, 4.38 percent of male participants have a high level of assertiveness and, 1.25 percent of female participants have a high level of assertiveness. In the Assertiveness inventory scale, 17.5percent of male participants have an average level of assertiveness, and 23.13percent of female participants have an average level of assertiveness. In the Assertiveness inventory scale, 28.13 percent of male participants have a low level of assertiveness, and 25.63 percent of female participants have a low level of assertiveness. Highly assertive people tend to be confident, self-assured, and able to communicate effectively with others. Those with low assertiveness may struggle to express their needs or opinions, avoid conflict, or give in to the needs and desires of others. However, it's important to balance assertiveness with empathy, respect, and consideration for others. (see Figure 2).

**Figure 2***Distribution of Assertiveness*

**Table 4***Distribution of Attitude toward seeking professional psychological help*

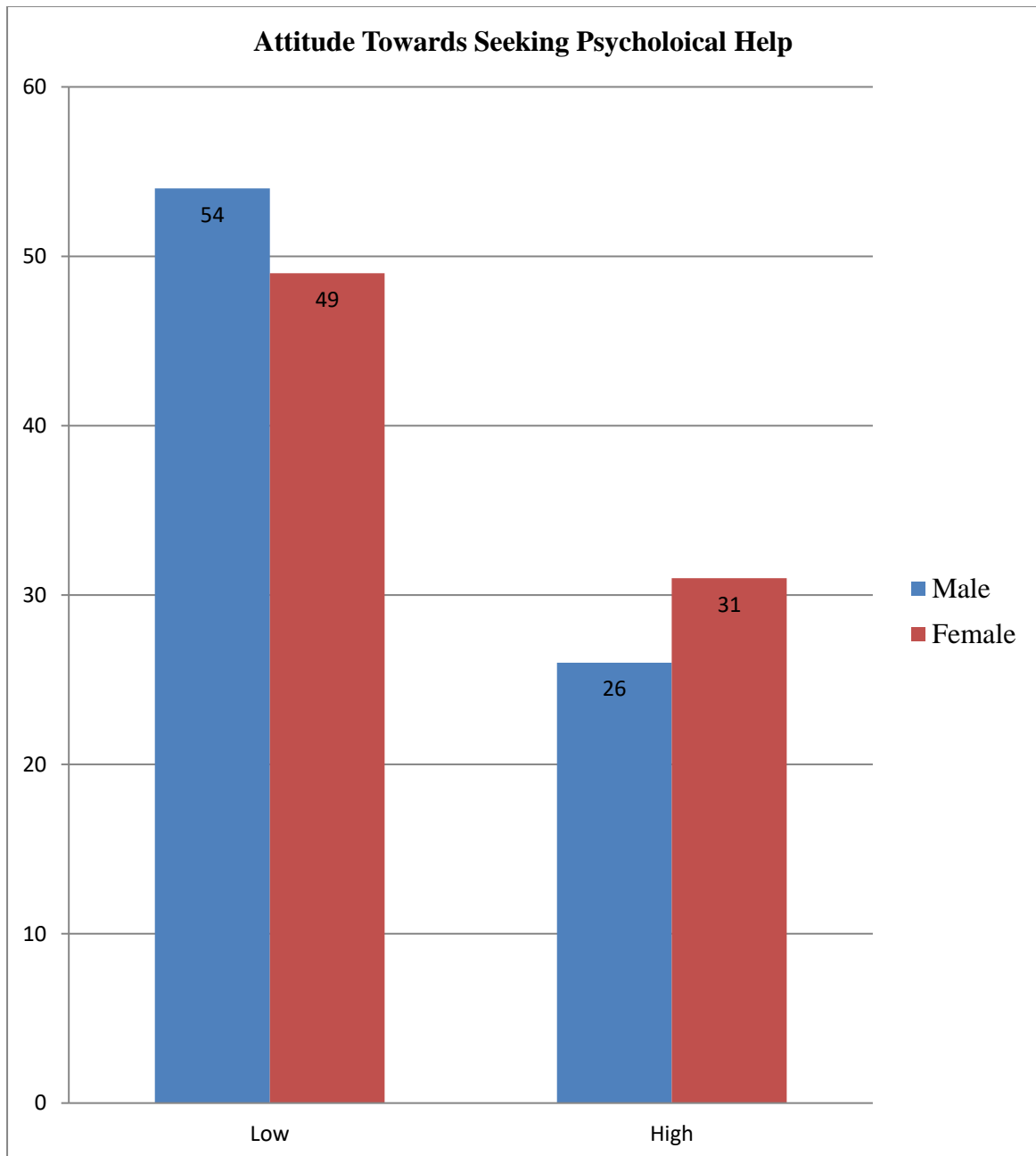
Attitude toward seeking professional psychological help	Gender	Number of Participants	Percentage (%)
High	Male	26	16.25
	Female	31	19.35
Low	Male	54	33.75
	Female	49	30.63

Table 4 shows that on the Attitude toward seeking professional psychological help scale, 16.25 percent of male participants have a high level of a positive attitude toward seeking professional psychological help and 19.35 percent of female participants have a high level of positive attitude toward seeking professional psychological help. It indicates females have a high level of positive attitude toward seeking professional psychological help compared to males. Thus, females had a more positive attitude toward self-disclosure and higher readiness to seek help compared with males. A similar study on attitudes toward seeking psychological help by Jakovic, I. & Zivcic-Becirevic, I. (2009) showed differences in levels of attitudes toward seeking psychological help in males and females where females had high levels of positive attitudes toward seeking psychological help when compared with males. The above study indicates that Female students were more ready than male students to seek help when they had more problems. In the Attitude toward seeking professional psychological help scale, 33.75 percent of Male participants have a low level of a positive attitude toward seeking professional psychological help, and 30.63 percent of Female participants have a low level of

a positive attitude toward seeking professional psychological help. Having a positive attitude toward seeking professional psychological help can be an important factor in promoting mental health and well-being. Individuals who are open to seeking help are more likely to address psychological problems early on and receive appropriate treatment. It is important to note that individuals' attitudes toward seeking professional psychological help can be influenced by various factors, including cultural background, social norms, personal experiences, and stigma. Some people may view seeking help as a sign of weakness or may feel ashamed to admit that they are struggling. Additionally, seeking professional psychological help may be stigmatized in some communities, which can make it difficult for individuals to access services. Overall, it's important to promote positive attitudes towards seeking professional psychological help and reduce barriers to accessing services. This can include increasing awareness of the benefits of seeking help, addressing stigma, and providing accessible and culturally sensitive services. (see Figure 3).

**Figure 3**

*Distribution of Attitude toward seeking professional psychological help*



**Table 5**

*Correlation between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help*

Variables	N	Parenting Control	Assertiveness	Attitude Towards Seeking Psychological Help
Parenting Control	160	-	.417**	.409**
Assertiveness	160	.417**	-	.582**
Attitude Towards Seeking Psychological Help	160	.409**	.582**	-

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

Table 5 shows the correlation between the variables of Parenting Control, Assertiveness, and Attitude toward Seeking Professional Psychological Help. This table shows the correlation coefficients (Pearson Correlation) and their statistical significance (Sig) between parenting control, assertiveness, and attitude toward seeking professional psychological help. The correlation between parenting control and assertiveness is positive and significant ( $r=.417^{**}$ ,  $p<.001$ ), indicating that those who are grown under parenting control tend to have better assertiveness as well. So, this indicates that as parenting control increases, assertiveness among adults also increases and vice versa. This could be a result of a greater chance of open communication between parents and children in homes where parental control is extremely important. Children who are raised in more tightly controlled environments may have more opportunities to learn assertiveness, effective communication of their views and feelings, and asking for assistance when necessary.

The correlation between assertiveness and attitude toward seeking professional psychological help is positive and significant ( $r=.582^{**}$ ,  $p<.001$ ), suggesting that those who are being assertive tend to have an attitude towards seeking professional psychological help. So, this indicates that as assertiveness increases, the attitude toward seeking professional psychological help among adults also increases and vice versa. Assertive people seem to be more self-assured and confident, and they may be able to take responsibility to treat any mental health issues they may be facing. When faced with challenges, they may be more likely to actively look for resources and support, which might involve consulting a psychologist. Less aggressive people, on the other hand, could be unwilling to ask for assistance, either because they lack the courage to do so or because they might feel ashamed or embarrassed about their problems.

The correlation between parenting control and attitude toward seeking professional psychological help is positive and significant ( $r=.409^{**}$ ,  $p<.001$ ), indicating that those who are grown under parenting control have a high attitude toward seeking professional psychological help as well. So, this indicates that as parenting control increases, the attitude toward seeking professional psychological help among adults also increases and vice versa. People who have experienced greater parental supervision as children may be more likely to consider asking for help as a responsible and positive action. These people may have learned that it's crucial to deal with mental health issues directly and may now feel more confident asking for professional assistance. People who have experienced greater guidance from parents as children may also feel more comfortable talking about their issues and seeking help from adults, such as mental health professionals. These people could trust professionals more and be more inclined to ask for help as a result. While these correlations suggest a relationship between these variables, it's possible that other factors could be influencing the results. A similar study on the relationship between parenting control, assertiveness, and attitude toward

seeking professional psychological help among university students by Xien. T & Zakaria. N (2022) shows that respondents who are raised in a controlling parenting style family may be influenced in their attitude toward professional psychological help. These findings indicate that assertiveness levels may affect the attitudes of respondents toward seeking help.

Hence Hypothesis 1 stating, “*There will be a significant relationship between Parenting Control, Assertiveness and Attitude towards Seeking Professional Psychological Help.*” is **accepted**.

**Table 6***Correlation between Parenting Control and Assertiveness*

Variables	N	Parenting Control	Assertiveness
Parenting Control	160	-	.417**
Assertiveness	160	.417**	-

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

Table 6 shows the correlation between the variables of parenting control and assertiveness. The correlation between decision-making and parenting style is positive and significant at the .001 level ( $r=.417^{**}$ ,  $p<0.001$ ), indicating that those who are grown under parenting control tend to have better assertiveness as well. So, this indicates that as parenting control increases, assertiveness among adults also increases and vice versa. Strongly controlling parents may also give their children opportunities to develop independence and decision-making abilities, which are essential traits of assertiveness. Children who are given the freedom to make decisions on their own and, take risks while being guided by their parents may grow to feel independent and self-sufficient, which can support disruptive behavior. On the other hand, a lack of parental oversight can make children feel uncertain and unsure of themselves, which might prevent them from being aggressive. Children who are raised in a situation with minimal structure or direction may have trouble making decisions and taking the initiative, two skills that are essential for assertiveness. A similar study conducted by Liu et al. (2016) examined the relationship between parental control, adolescent self-regulation, and social anxiety in a sample of Chinese adolescents. The study found that higher levels of parental control were positively associated with higher levels of assertiveness in adolescents.

It suggests that parents who set clear expectations and rules may provide their children with a sense of structure and predictability, which can promote the development of assertiveness.

Hence Hypothesis 2 stating, “*There will be a significant relationship between Parenting Control and Assertiveness among adults*” is **accepted**.

**Table 7**

*Correlation between Assertiveness and Attitude towards Seeking Professional Psychological Help*

Variables	N	Assertiveness	Attitude Towards Seeking Psychological Help
Assertiveness	160	-	.582**
Attitude Towards Seeking Psychological Help	160	.582**	-

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

Table 7 shows the correlation between Assertiveness and Attitude toward Seeking Professional Psychological Help is positive and significant ( $r=.582^{**}$ ,  $p<0.00$ ), suggesting that those who are being assertive tend to have an attitude toward seeking professional psychological help. So, this indicates that as assertiveness increases, the attitude toward seeking professional psychological help among adults also increases and vice versa. A more assertive individual may have a greater sense of control over their life and a higher level of confidence, which could translate into a more positive attitude toward seeking psychological help. On the other hand, individuals with a positive attitude towards seeking psychological help may be more willing to take control of their lives and assert themselves in various situations. A similar study on an examination of college student help-seeking behaviors by Brooks, S. R., & McMahon, S. D. (2013) showed that students who reported higher levels of assertiveness were more likely to seek counseling services when they needed them. The above

study suggested that assertive individuals may be more comfortable advocating for their own needs and seeking help when necessary.

Hence Hypothesis 3 stating, *“There will be a significant relationship between Assertiveness and Attitude towards Seeking Professional Psychological Help among adults”* is **accepted**.

**Table 8**

*Correlation between Parenting Control and Attitude towards Seeking Professional Psychological Help*

Variables	N	Parenting Control	Attitude Towards Seeking Psychological Help
Parenting Control	160	-	.409**
Attitude Towards Seeking Psychological Help	160	.409**	-

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

Table 8 shows the correlation between Parenting Control and Attitude toward Seeking Professional Psychological Help is positive and significant level ( $r=.409^{**}$ )( $p<0.01$ ), indicating that those who are grown under parenting control have a high attitude toward seeking professional psychological help as well. Parents who exercise control over their children's lives may also place an emphasis on the importance of seeking help when needed, including psychological help. This could be due to the fact that controlling parents may place a greater emphasis on their child's well-being and want them to have access to resources that can help them cope with any challenges they may face. Additionally, children who are used to having their parents control various aspects of their lives may be more open to seeking help from others, including mental health professionals. A similar study by Li et al., 2019 examined the relationship between parenting control and attitude toward seeking psychological help among Chinese college students. The study found that higher levels of parenting control were positively associated with higher levels of attitude toward seeking psychological help in the students.

Hence Hypothesis 4 stating, “*There will be a significant relationship between Parenting Control and Attitude towards Seeking Professional Psychological Help among adults*” is **accepted**.

**Table 9**

*Group Statistics Based on Gender And Independent Sample t-test for Gender Differences Among Variables*

Variables	Gender	N	Mean	Std. Deviation	<i>t</i>
Parenting Control	Male	80	133.68	17.160	5.208**
	Female	80	122.33	9.247	
Assertiveness	Male	80	42.50	5.657	13.362**
	Female	80	31.73	4.475	
Attitude Towards Seeking Psychological Help	Male	80	13.95	3.818	7.028**
	Female	80	9.88	3.509	

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

Table 9 shows the gender difference in Parenting Control, Assertiveness, and Attitude toward Seeking Professional Psychological Help calculated by independent sample t-test. The mean scores of parenting control among males and females are 133.68 and 122.33. The mean scores of assertiveness among males and females were 42.50 and 31.73. The mean scores of attitudes toward seeking professional psychological help among males and females are 13.95 and 9.88. The t-value for parenting control is found to be 5.208. The t-value for assertiveness is found to be 13.362. The t-value for attitude toward seeking professional psychological help is found to be 7.028. Though the statistical value indicates that there is a significant gender difference among the parenting control variable, there are minimal differences. There is a significant gender difference between assertiveness and attitude toward seeking professional

psychological help variables. This may be because both genders could be exposed to a similar type of environment.

Hence, Hypothesis 5 stating, “*There will be a significant gender difference in Parenting Control, Assertiveness and Attitude towards Seeking Professional Psychological Help among adults*” is **accepted**.

**Table 10**

*Group Statistics Based on age And Independent Sample t-test for age Differences Among Variables*

Variables	Age	N	Mean	Std. Deviation	<i>t</i>
Parenting Control	18-25	80	131.24	15.736	2.813*
	25-30	80	124.76	13.280	
Assertiveness	18-25	80	40.80	6.657	7.229**
		80	33.42	6.242	
Attitude Towards Seeking Psychological Help	18-25	80	13.56	3.525	5.408**
	25-30	80	10.26	3.525	

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

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

Table 10 shows the age difference in Parenting Control, Assertiveness, and Attitude toward Seeking Professional Psychological Help calculated by independent sample t-test. The mean scores of parenting control among ages, 18-25 and 25-30 are 131.24 and 124.76. The mean scores of assertiveness among ages 18-25 and 25-30 are 40.80 and 33.42. The mean scores of attitudes toward seeking professional psychological help among ages 18-25 and 25-30 are 13.56 and 10.26. The t-value for parenting control is found to be 2.813. The t-value for assertiveness is found to be 7.229. The t-value for attitude toward seeking professional

psychological help is found to be 5.408. Though the statistical value indicates that there is a significant age difference among the parenting control variable, there are minimal differences. There is a significant age difference between assertiveness and attitude toward seeking professional psychological help variables. This may be because both ages could be exposed to a similar type of environment.

Hence, Hypothesis 6 stating, “*There will be a significant age difference in Parenting Control, Assertiveness and Attitude towards Seeking Professional Psychological Help among adults*” is **accepted**.

## **SUMMARY AND CONCLUSION**

## CHAPTER 5

### Summary and Conclusion

The study “A Study on Relationship between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help among Adults” was done under the following objectives:

- To examine the relationship between Parenting Styles, Assertiveness, and attitudes toward seeking professional psychological help among adults.
- To compare the gender difference in Parenting Styles, Assertiveness and Attitudes toward seeking professional psychological help among adults
- To compare the age difference in Parenting Styles, Assertiveness, and Attitudes toward seeking professional psychological help among adults.
- To assess the level of Parenting Styles among adults.
- To assess the level of Assertiveness among the adults.
- To assess the level of Attitude toward seeking professional psychological help among adults.

“A Study on Relationship between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help among Adults” is a study carried out among adults males and females from, Coimbatore. 160 participants answered the Scale of Parenting Style, Assertiveness assessment inventory, and Attitude toward Seeking Professional Psychological Help Scale. The scoring was done and interpreted according to the norms. The results were tabulated and analyzed using the SPSS software package 21.

## **Conclusion**

The following conclusions can be drawn from the study:

- Parenting Control and Assertiveness are significantly positively correlated among adults.
- Assertiveness and Attitude toward Seeking Professional Psychological Help are significantly positively correlated among adults.
- Parenting Control and Attitude toward Seeking Professional Psychological Help are significantly positively correlated among adults.
- Females are found to have an Authoritative Parenting Style.
- Males are found to have high levels of assertiveness.
- Males are found to have low levels of attitude toward seeking professional psychological help.

## **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 adults.
- Sample belongs to a limited geographical area.
- Misunderstanding of the questions/ statements might influence the results.
- The data received for married was too and there was a risk included in collecting married adult 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 hopelessness, optimism, and family environment scale which are subjective to yield prospective results.

## **Implications for Further Research**

There are greater possibilities and necessities for further research on Parenting Styles, Assertiveness, and Attitudes toward Seeking Professional Psychological Help among Adults. 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 adults, counselors, therapists, etc. to develop programs about Parenting Styles, Assertiveness, and Attitudes toward Seeking Professional Psychological Help among Adults for the greater benefit of humankind.
- Results from this study can be used to support possible future frameworks for interventions that may help adults gain awareness of Parenting Style.
- The ways of enhancing the levels of assertiveness of young adults could be explored.

In our environment, everyone is aware that parenting style is part of an individual's life, even though most of them mustn't be ready to know about it as it is always considered supportive of healthy growth and development. Men have the liberty to express their point of view in a way that is clear and direct whereas in the same place, women are oppressed to express themselves. This situation of inequality can be removed by conducting more research on the topic of assertiveness. Even though most of the people are aware of psychological treatment, they are not ready to seek psychological help because of public stigma including internalized shame, which makes them delay or stop them from getting help. This situation in seeking psychological help can be removed by conducting more research on the topic of Attitudes toward Seeking Professional Psychological Help.

## **REFERENCE**

## Reference

- Admin, B. (2023, February 10). *Improve Assertive Communication | SEFE Marketing & Trading*. SEFE&MT. <https://www.sefe-mt.com/careers/blog/7-steps-to-improve-your-assertive-communication-skills/>
- Alekici, F. (2019). The relationships between the big five personality traits and attitudes towards seeking professional psychological help in mental health counselor candidates: Mediating effect of cognitive flexibility. *Educational Research and Reviews, 14*(14), 501–511. <https://doi.org/10.5897/err2019.3706>
- Altinisik, M. S., & Sanli, E. (2023a). The Effect of Stressful Life Events of Syrian Asylum Seekers on Attitudes towards Seeking Psychological Help: The Mediation Effect of Multidimensional Perceived Social Support. *International Journal of Psychology and Educational Studies, 10*(2), 301–313. <https://doi.org/10.52380/ijpes.2023.10.2.930>
- Ammouri, A. E., Chamsi, F. Z., Agdai, I., Radouane, O., Abrebak, H., Rassame, Y., Nsabi, F., Haouiddeg, M., Atrassi, S., Belafki, H., Bousgheiri, F., Chraibi, M., Najdi, A., & Sbai, H. (2022). Impact of assertiveness program among students of the faculty of medicine of tangier (Morocco). *International Journal of Advanced Research, 10*(7), 949–955. <https://doi.org/10.21474/ijar01/15119>
- Bbt, B. (2021, October 2). *The importance of parenting styles*. Neo Farina. <https://babyblisstreasure.com/blogs/parenting-tips/the-importance-of-parenting-styles>
- Chaunie Brusie. (2017, June 22). *Should You Practice Permissive Parenting?* Healthline. <https://www.healthline.com/health/parenting/what-is-permissive-parenting#effects-on-kids>
- Cherry, K. (2022a, December 1). *Why Parenting Styles Matter When Raising Children*. Verywell Mind. <https://www.verywellmind.com/parenting-styles-2795072>

- Cherry, K. (2022b, December 23). *Permissive Parenting Characteristics and Effects*. Verywell Mind. <https://www.verywellmind.com/what-is-permissive-parenting-2794957#:~:text=Permissive%20parenting%20is%20a%20type,a%20friend%20than%20parental%20figure>
- Daskal, L. (2020, February 6). *7 Powerful Habits That Make You More Assertive*. Inc.com. <https://www.inc.com/lolly-daskal/7-powerful-habits-that-make-you-more-assertive.html>
- De Juan Abad, P. L., & Arcos-Romero, A. I. (2022). Substance Use in Sexual Relationships: Association with Sexual Assertiveness and Sexual Satisfaction. *International Journal of Environmental Research and Public Health*, 19(20), 13645. <https://doi.org/10.3390/ijerph192013645>
- Ezaka, E., Okoli, P. C., & Ozougwu, A. (2020). An Investigation On Parenting Styles And Gender As Factors Influencing Assertiveness Among Undergraduates. *ResearchGate*. <https://doi.org/10.13140/RG.2.2.26407.78246>
- Gimmel, L., Becker-Hebly, I., & Wiczorek, L. (2022). Sexual assertiveness of emerging adults in Germany: the role of sources and topics of sexuality education. *The Journal of Sexual Medicine*, 19(11), S109. <https://doi.org/10.1016/j.jsxm.2022.10.090>
- Gongala, S. (2015a, October 9). *How Does Uninvolved Parenting Affect Your Child?* MomJunction. [https://www.momjunction.com/articles/how-does-uninvolved-parenting-affect-your-child\\_00375435/](https://www.momjunction.com/articles/how-does-uninvolved-parenting-affect-your-child_00375435/)
- Hadid, L. A., Al-Rajabi, O., Barmawi, M. A., Alhadidi, M. M. B., & Jaradat, A. M. (2021). Measuring the prevalence of psychological symptoms and the predictors associated with seeking counseling and psychological help among university students. *Journal of American College Health*, 71(2), 389–395. <https://doi.org/10.1080/07448481.2021.1891918>

- Huang, S., Xiao, M., Hu, Y., Tang, G., Chen, Z., Zhang, L., Fu, B., & Lei, J. (2022). Attitudes toward seeking professional psychological help among Chinese pregnant women: A cross-sectional study. *Journal of Affective Disorders*, 322, 163–172. <https://doi.org/10.1016/j.jad.2022.11.034>
- Ihuoma, C. P. (2017, May 1). *Beliefs about Mental Illness and Attitudes towards Seeking Professional Assistance among Women in Umuahia*. ResearchGate. [https://www.researchgate.net/publication/343540110\\_Beliefs\\_about\\_Mental\\_Illness\\_and\\_Attitudes\\_towards\\_Seeking\\_Professional\\_Assistance\\_among\\_Women\\_in\\_Umuahia](https://www.researchgate.net/publication/343540110_Beliefs_about_Mental_Illness_and_Attitudes_towards_Seeking_Professional_Assistance_among_Women_in_Umuahia)
- Jourshari, R. R., Aria, A. M., Alavizadeh, S. M., Entezari, S., Hosseinkhanzadeh, A. A., & Amirizadeh, S. M. (2023). Structural Relationships Between Assertiveness and Parenting Styles With Mediating Self-esteem and Anxiety of Singleton Children. *Iranian Rehabilitation Journal*, 20(4), 539–548. <https://doi.org/10.32598/irj.20.4.1584.1>
- Kalzhanova, A., Kalzhanova, D., Murzina, S. A., Nurmukhanbetova, N., Naviy, L., & Yermentayeva, A. R. (2022). Assertiveness as the predictor of university students' academic achievement. *Cypriot Journal of Educational Sciences*, 17(7), 2462–2473. <https://doi.org/10.18844/cjes.v17i7.7686>
- Krasanaki, A., Vasiou, A., & Tantaros, S. (2022, July 1). *Parenting styles and social behavior of children and adolescents*. ResearchGate. [https://www.researchgate.net/publication/362154239\\_Parenting\\_styles\\_and\\_social\\_behavior\\_of\\_children\\_and\\_adolescents](https://www.researchgate.net/publication/362154239_Parenting_styles_and_social_behavior_of_children_and_adolescents)
- L., & L. (2023, January 4). *What is Assertiveness? - PSYCHOLOGY CORNER*. PSYCHOLOGY CORNER - Everyday Psychology. Critical Thinking and Skepticism. <https://psychologycorner.com/what-is-assertiveness/>

- Lamothe, C. (2019, October 28). *11 Ways to Be More Assertive*. Healthline. <https://www.healthline.com/health/how-to-be-more-assertive#get-help>
- Lee, B., & Lee, B. (2023, February 20). *4 Types of Parenting Styles and Their Effects on the Child*. SplashLearn Blog – Educational Resources for Parents, Teachers & Kids. <https://www.splashlearn.com/blog/why-are-parenting-styles-important-in-raising-kids/>
- Li, P. (2023, February 20). *4 Types of Parenting Styles and Their Effects On The Child*. Parenting for Brain. <https://www.parentingforbrain.com/4-baumrind-parenting-styles/>
- Li, Y., Zhong, Y., Chen, J., Huang, X., Cong, E., & Xu, Y. (2023). [Association between maternal job burnout and adolescent depression: the chain mediating effect of maternal depression and parenting style]. *Chinese Journal of Contemporary Pediatrics*, 25(2), 186–192. <https://doi.org/10.7499/j.issn.1008-8830.2208026>
- Mahamid, F. A., Berte, D., & Bdier, D. (2023). Racism, parenting styles and mental health in Palestine. *Social Sciences & Humanities Open*, 7(1), 100403. <https://doi.org/10.1016/j.ssaho.2023.100403>
- MasterClass. (2020, November 8). *How to Be Assertive: 10 Tips for Becoming More Assertive - 2023 - MasterClass*. <https://www.masterclass.com/articles/how-to-be-assertive>
- NT, S., & Borthakur, P. (2022, October 8). *Emotional Regulation as a Predictor of Peer Relationship and Assertiveness among Adolescents*. ResearchGate. [https://www.researchgate.net/publication/364253981\\_Emotional\\_Regulation\\_as\\_a\\_Predictor\\_of\\_Peer\\_Relationship\\_and\\_Assertiveness\\_among\\_Adolescents](https://www.researchgate.net/publication/364253981_Emotional_Regulation_as_a_Predictor_of_Peer_Relationship_and_Assertiveness_among_Adolescents)
- Nurdiyanto, F. A., Wulandari, R. L., & Wodong, G. M. A. (2021). Attitudes toward Seeking Professional Psychological Help: Adaptation and Evaluation of ATSPPH-SF using the Rasch Model. *Jurnal Psikologi*, 48(3), 256. <https://doi.org/10.22146/jpsi.65541>

- Orji, L. (2023a, January 12). *Help-seeking attitude for mental health among young adults: psycho-educational intervention*. ResearchGate. [https://www.researchgate.net/publication/367072465\\_HELP-SEEKING\\_ATTITUDE\\_FOR\\_MENTAL\\_HEALTH\\_AMONG\\_YOUNG\\_ADULTS\\_PSYCHO-EDUCATIONAL\\_INTERVENTION](https://www.researchgate.net/publication/367072465_HELP-SEEKING_ATTITUDE_FOR_MENTAL_HEALTH_AMONG_YOUNG_ADULTS_PSYCHO-EDUCATIONAL_INTERVENTION)
- Panda, M. R. (2022a, November 1). *The Relation of Psychosocial Correlates and Parenting Style in Adolescents with Behavioural Addiction*. ResearchGate. [https://www.researchgate.net/publication/369203158\\_The\\_Relation\\_of\\_Psychosocial\\_Correlates\\_and\\_Parenting\\_Style\\_in\\_Adolescents\\_with\\_Behavioural\\_Addiction](https://www.researchgate.net/publication/369203158_The_Relation_of_Psychosocial_Correlates_and_Parenting_Style_in_Adolescents_with_Behavioural_Addiction)
- Perry, C. (2019, December 6). *Authoritarian Parenting: The Pros and Cons, According to a Child Psychologist*. Parents. <https://www.parents.com/parenting/better-parenting/style/authoritarian-parenting-the-pros-and-cons-according-to-a-child-psychologist/>
- Photichai, P., & Luvira, V. (2022). Family types and parenting styles for infants in Khon Kaen province. *Journal of Education and Health Promotion*, 11(1), 319. [https://doi.org/10.4103/jehp.jehp\\_1623\\_21](https://doi.org/10.4103/jehp.jehp_1623_21)
- Plantade-Gipch, A., Bruno, J., Strub, L., Bouvard, M., & Martin-Krumm, C. (2023). Emotional regulation, attachment style, and assertiveness as determinants of well-being in emerging adults. *Frontiers in Education*, 8. <https://doi.org/10.3389/feduc.2023.1058519>
- Syafitri, D. U., & Rahmah, L. (2021). The Role Of Religiosity and Religious Coping Towards Seeking Psychological Help Among College Students In Semarang. *Psikis : Jurnal Psikologi Islami*, 7(2), 104–119. <https://doi.org/10.19109/psikis.v7i2.8599>
- Tavakoli, S., Sharifi, V., Taj, M., & Mohammadi, M. (2022, June 9). *Stigma of Depression and Its Relationship with Attitudes toward Seeking Professional Help among*

Students.

ResearchGate.

<https://www.researchgate.net/publication/361196856> Stigma of Depression and Its Relationship with Attitudes toward Seeking Professional Help among Students

Tracy Trautner, Michigan State University Extension. (2017, January 19). *Permissive parenting style*. MSU Extension.

[https://www.canr.msu.edu/news/permissive\\_parenting\\_style](https://www.canr.msu.edu/news/permissive_parenting_style)

Tsela, D., Tsela, R. D., & López, I. G. (2022). Relations between Parenting Style and Parenting Practices and Children's School Achievement. *Social Sciences*, 12(1), 5.

<https://doi.org/10.3390/socsci12010005>

Van Lankveld, J., Van Den Eijnden, R. J. J. M., Emmerink, P. M. J., Ter Bogt, T. F. M., Patel, R., & Vanwesenbeeck, I. (2022). An Indirect Measure of Implicit Sexual Assertiveness: Reliability and Validity of the Sexual Assertiveness IAT in Young Adults in The Netherlands. *Journal of Sex & Marital Therapy*, 1–13.

<https://doi.org/10.1080/0092623x.2022.2035868>

Wang, L., Xian, Y., Dill, S., Fang, Z., Emmers, D., Zhang, S., & Rozelle, S. (2022). Parenting style and the cognitive development of preschool-aged children: Evidence from rural China. *Journal of Experimental Child Psychology*, 223, 105490.

<https://doi.org/10.1016/j.jecp.2022.105490>

Widyatmiko, S. V., & Surjaningrum, E. R. (2022). Predicting the intention of seeking psychological help among emerging adults with divorced parents using the theory of planned behavior. *Psychological Thought*, 15(2), 204–217.

<https://doi.org/10.37708/psyct.v15i2.652>

Wisner, W. (2022, December 1). *What Is Uninvolved Parenting?* Verywell Family.

<https://www.verywellfamily.com/what-is-uninvolved-parenting-5323211>

**ANNEXURE**

## **ANNEXURE - I**

### **Student Consent Form**

I (Sritha, K.) 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 you 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 understood the information and have the opportunity to ask questions. I understand that my participation is voluntary and I am free to withdraw at 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

Marital Status :

Family :

Locality :

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 Sritha. K, 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 **“A Study on Relationship between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help among 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., & Abidhakurukkan, 2014)

**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 suits 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		3			STATEMENT					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

### Assertiveness Assessment Inventory

(Masroor Jahan. Amool.R. Singh. Dolly

Kumari,2015)

**Instructions:** There is an inventory which has 30 statements in it. You have to answer in 'Yes', 'Sometimes', or 'No'. There is no right or wrong answer. Please give your response according to the first answer that comes in your mind:

S. No.	Statement	Yes	Sometimes	No
1.	If someone misbehaves with you then do you make the person realize it?			
2.	If someone breaks the queue and comes in front then do your protest?			
3.	Do you feel confident while making your decisions?			
4.	When a salesman pressurizes you to buy a thing, then do you purchase it because you cannot say no?			
5.	Do you stick to your statement during an argument?			
6.	If a person has borrowed money, clothes, books or any other valuable thing and he takes a longer period to return to it, then do you remind him?			
7.	While working when someone keeps an eye on you and you get disturbed, then do you tell this to him?			
8.	While talking to others do you hesitate in maintaining eye to eye contact?			

9.	While watching movie or doing some important work when someone interrupts in between, then do tell him to keep quiet?			
10.	When some friend or relative of yours ask your help again and again and you are not able to do so or you do not want to do it, then are you able to refuse him?			
11.	Are you able to ask your friend for help?			
12.	Do you praise someone's belongings when you like it?			
13.	Do you have any difficulty while putting your views insocial situations?			
14.	Can you criticize your friend in front of him/her forhis/her misconduct?			
15.	While in anger do you speak anything without contemplating?			
16.	Can you immediately fight for any injustice to you?			
17.	Do you hesitate asking for help at the time of crisis?			
18.	Do you get easily irritated on any issue?			
19.	Do you keep avoiding situations or people becauseyou are afraid that they will put you in trouble?			
20.	Do people always take advantages to you?			
21	Do you tolerate injustice that happens to you?			
22.	Do you suppress your anger and accept the views ofothers?			

23.	When people complain about, then do you protest?			
24.	Are you a short-tempered person?			
25.	Are you able to control the undesirable behaviour of others by way of your appropriate behaviour?			
26.	When somebody deprives you of your rights, then do you get angry?			
27.	Do you contemplate before speaking?			
28.	When a situation arises where you need to remain calm, then do you do so or get angry?			
29.	Do people always keep you under their control?			

## ANNEXURE – VI

### Attitudes toward Seeking Professional Psychological Help

(Fischer and Turner (1970))

#### Instructions

Read each statement carefully and indicate your degree of agreement using the scale below. In responding, please be completely candid.

0 = Disagree 1 = Partly disagree 2 = Partly agree 3 = Agree

\_\_\_\_\_1. If I believed I was having a mental breakdown, my first inclination would be to get professional attention.

\_\_\_\_\_2. The idea of talking about problems with a psychologist strikes me as a poor way to get rid of emotional conflicts.

\_\_\_\_\_3. If I were experiencing a serious emotional crisis at this point in my life, I would be confident that I could find relief in psychotherapy.

\_\_\_\_\_4. There is something admirable in the attitude of a person who is willing to cope with his or her conflicts and fears without resorting to professional help.

\_\_\_\_\_5. I would want to get psychological help if I were worried or upset for a long period of time.

\_\_\_\_\_6. I might want to have psychological counselling in the future.

\_\_\_\_\_7. A person with an emotional problem is not likely to solve it alone; he or she is likely to solve it with professional help.

\_\_\_\_\_8. Considering the time and expense involved in psychotherapy, it would have doubtful value for a person like me.

\_\_\_\_\_9. A person should work out his or her own problems; getting psychological counselling would be a last resort.

\_\_\_\_\_10. Personal and emotional troubles, like many things, tend to work out by themselves.

# 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<sup>++</sup>' Grade by NAAC.  
Recognised by UGC Under Section 12 B  
Coimbatore- 641043, Tamil Nadu, India

06.01.2023

### Chairman

Dr. Sudha Ramalingam  
Director – Research and Innovation  
Professor- Community Medicine,  
PSG Institute of Medical Sciences  
&Research, Coimbatore

### Member Secretary

Dr. A Thirumani Devi  
Professor  
Department of Food Science and  
Nutrition

### Members

Mr. K. Arulmoli (Legal Expert)  
Dr. Subashini K.Sripathi  
Dr. A Saraswathy (Medical Officer)  
Ms. D. Kavitha  
Dr. A R Sudamani Ramasamy  
Dr. G. Victoria Naomi  
Dr. Judith Justin  
Dr. Anitha Subash  
Dr. K. Sampath Rani

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

Dear Sritha,

Ref: Your proposal No. IHEC/22-23/CP-18 entitled "A Study on Relationship between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help among 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-18 entitled "A Study on Relationship between Parenting Styles, Assertiveness and Attitudes towards Seeking Professional Psychological Help among Adults" submitted by you. The Approval number for the same is AUW/IHEC/CP-22-23/XMT-18.

We wish you all the best in your research endeavours.

Regards

  
6.1.23

Dr. A Thirumani Devi  
Member Secretary

