

St. John's University

St. John's Scholar

Theses and Dissertations

2021

**THE EFFECT OF PARENTING STYLES ON DEPRESSION AMONG
COLLEGE STUDENTS**

Manpreet Kaur

Follow this and additional works at: https://scholar.stjohns.edu/theses_dissertations



Part of the [Psychology Commons](#)

THE EFFECT OF PARENTING STYLES ON DEPRESSION AMONG
COLLEGE STUDENTS

A thesis submitted in partial fulfillment
of the requirements for the degree of

MASTER OF ARTS

to the faculty of the

DEPARTMENT OF PSYCHOLOGY

of

ST. JOHN'S COLLEGE OF LIBERAL ARTS AND SCIENCES

at

ST. JOHN'S UNIVERSITY

New York

by

Manpreet Kaur

Date Submitted _____

Date Approved _____

Manpreet Kaur

Dr. Wilson McDermut

© Copyright by Manpreet Kaur 2021

All Rights Reserved

ABSTRACT

THE EFFECT OF PARENTING STYLES ON DEPRESSION AMONG COLLEGE STUDENTS

Manpreet Kaur

Researchers, during the past few decades have found there to be an association between parenting styles and levels of depression in children, adolescents, and adults. In the current study, the effects of parenting styles on depression among college students was targeted. This current study predicted that: 1. Females will show greater levels of depression than males. 2. Asians will show increased levels of depression. 3. Participants with authoritarian parents will exhibit significantly higher levels of depression as compared to authoritative, permissive, and uninvolved parenting styles. In addition to these, additional exploratory analyses were also conducted. Two hundred eighty-eight college undergraduates participated. There were two hundred thirty-one females and fifty-seven males. Participants retrospectively completed questionnaires about parental bonding in childhood and answered questions about current levels of depression and anxiety. There were no significant differences in level of depression reported by men versus women. Results showed Asians experience higher levels of depression than other ethnicities. However, there was no overall significant difference in young adults with authoritarian parents exhibiting higher levels of depression as compared to levels of depression in students who described their parents as having an authoritative, permissive or uninvolved parenting styles for father/male guardian.

ACKNOWLEDGEMENTS

I would like to thank my mentor Dr. Wilson McDermut for helping me throughout this study. I would also like to thank Dr. Ernest Hodges for helping, as well as the Psychology department of St. John's University who approved of my study and gave me the opportunity to conduct this study using their students as participants. I would also like to thank the students who took part in this study.

TABLE OF CONTENTS

| | |
|-----------------------|----|
| Acknowledgements..... | ii |
| LIST OF TABLES..... | iv |
| LIST OF FIGURES..... | v |
| INTRODUCTION..... | 1 |
| METHOD..... | 6 |
| Participants..... | 6 |
| Materials..... | 10 |
| Procedure..... | 12 |
| RESULTS..... | 13 |
| DISCUSSION..... | 17 |
| APPENDICES..... | 20 |
| REFERENCES..... | 27 |

LIST OF TABLES

| | |
|---|----|
| Table 1: t-Test: Two-Sample Assuming Equal Variances..... | 13 |
| Table 2: t-Test: Two-Sample Assuming Equal Variances..... | 14 |
| Table 3: t-Test: Two-Sample Assuming Equal Variances..... | 15 |

LIST OF FIGURES

Figure 1. A representation of the number of participants who participated in this study... 6

Figure 2. A representation of what school year each participant was in during this study.. 7

Figure 3. A pie chart representation of how many different ethnicities participated in this study..... 7

Figure 4. A representation of how many participants currently live with both of their parents, father, female guardian, mother, other living situation 8

Figure 5. As represented, this figure shows how many participants lived with either both the guardians, both parents, father, or mother prior to 16 years old/ for most of their childhood..... 9

Figure 6. As presented, this figure shows what the current mood of the participants was during this study..... 9

INTRODUCTION

Research has sought to identify the causal factors associated with psychopathology. Psychopathology researchers have recently urged psychologists to examine the role of psychosocial factors in childhood and the casual role they play in development of psychological problems, like depression (Widiger et al., 2018). One possible developmental factor of particular interest is parenting. Parenting practices influence children's emotional and psychological development, such that positive parenting is associated with positive outcomes. The present study seeks to explore two things: (1) the relationships between parental care in childhood and depression in adulthood; and (2) racial and ethnic differences in parenting and possible connections to depression in adulthood. Parenting styles can be seen as two underlying constructs of warmth and control (Hock et al., 2018). Warmth can be defined as positive regard, acceptance, affection, and support from the parent to the child whereas, in contrast, control can be defined as discipline and limited freedom (Hock et al., 2018). Past research has shown that culture and traditional upbringings influence parenting style. There have also been studies done on parenting styles and its relation to the amount of depression observed in gender (Hock et al., 2018). It was shown that "girls were more likely to report strict parenting styles (authoritative, authoritarian) than were boys for both mothers and fathers" (Hock et al., 2018). When looking at levels of depression observed in gender, it was shown that authoritarian parenting style was associated with decreased depressive symptoms in males and increased depressive levels in females. (Hock et al., 2018)

One study done by Susheela (2018), focused on the relationships between parenting styles and depression among adolescents. An equal number of males and female students from the Shamli district of India and one of their parents participated. The Parental Authority Questionnaire Revised (PAQ-R; Reitman et al., 2002) was used to measure if students had Authoritarian, Permissive, or Authoritative parents and the Children Depression Inventory (CDI; Kovacs, 1985) was used to measure depression levels of the students. This study resulted in their being a positive correlation between Authoritarian parenting styles and depression among the students and a negative correlation between Permissive parenting styles and depression. Authoritative parenting styles showed no significant correlation with depression. It was also found that females experienced higher levels of depression than males. The study concluded that parents should be educated on how their behavior can influence levels of depression in their children. Since children spend three-fourth of their time at home, parents should set reasonable goals and should guide their children and try to understand their children's wishes and compromise with their desires and ambitions. It was also concluded that parents should not set high expectations of their children (Susheela, 2018), because standards that are too high can impact a child emotionally by lowering their self-esteem and making them believe they are incapable. This would lead them to a path of developing depression later on.

A longitudinal study conducted by Hock et al. (2018), used the Cebu Longitudinal Health and Nutrition Survey (CLHNS; Adair et al., 2011) to examine adolescents at age 18 at Time 1 (2002) and emerging adults at the age of 21 at a Time 2 follow up (2005) to see if there was an association between the reported parenting styles and depressive

symptoms in Filipinos. Gender differences were also compared and associated with parenting styles and depressive symptoms. At time 1, it was found that, female Filipino adolescents reported higher levels of depressive symptoms than males. In 2002, more girls reported having parents with strict parenting styles such as authoritarian and authoritative than boys in both mothers and fathers. Boys reported to have decreased levels of depressive symptoms over time in every parental style, whereas the girl's level of depressive symptoms increased over time. Permissive parenting styles decreased levels of depressive symptoms in both boys and girls. It was discussed that by cultural values Filipino parents tend to be stricter with daughters than with sons, especially with romantic relationships and sexual behavior. For sons, they are more prone to promoting educational and occupational success. This finding supports the "idea that there is a strong influence on mental health from the same-gender parent" (Hock et al., 2018).

In addition, a study done by Bhattacharjee and Debbarma (2017), investigated the level of depression and parental bonding styles among school aged adolescents of Tripura. In this study, they administered the Beck Depression Inventory II (BDI-II; Beck et al., 1996) and Parental Bonding Instrument (PBI; Parker et al., 1979) to determine the parenting style. These students had a mean age of 17-18 and were taken from different schools and from a mixture of rural and urban areas. They found no significant difference between genders and depression levels. There was no significant difference of parental care given to both males and females. However, it was shown that the males received more protection from their parents than females. It was reported that there was a negative correlation between parental care and depression which meant that the more care a parent gave, the lower the depression levels were. This meant that "low parental care and

rejection can lead to depression in among adolescents” (Bhattacharjee and Debbarma, 2017).

A study conducted in India by Singh, (2018), aimed to determine vulnerability factors related to depression, explore early trauma experiences, and examine the association between parenting styles and depression. Their study used the following tools: MINI-International Neuropsychiatric Interview Plus (Sheehan et al., 1997), Beck Depression Inventory- II (BDI-II; Beck et al., 1996), Early Trauma Inventory Self Report-Short Form (Bremner et al., 2000), Parental Bonding Instrument (Parker et al., 1979), Sociotropy-Autonomy Scale (Beck, 1983), and General Health Questionnaire–12 (Goldberg and Blackwell, 1970). The study was composed of 30 individuals who were diagnosed with depression. This study also had 30 non-depressed participants in the control group. Participants ranged in age from 18-45 years old. The results showed the study group to have significantly lower scores for father care and higher for overprotection from both parents along with higher scores on general punishment, emotional abuse, total trauma score and sociotropy compared to the control group. It was found that depression and early trauma had a positive correlation with mother’s overprotection and a negative correlation with mother care. It was also found that the score for mother’s overprotection was positively correlated with mother’s care. “Father’s care negatively correlated with early trauma. Sociotropy, general punishment, and emotional abuse are significant predictors of depression” (Singh, 2018). It was concluded that low care and high overprotection parenting styles play a significant role in the contribution to the development of depression. Emotional abuse, general punishment, and sociotropic personality also contributes to developing depression (Singh, 2018).

In the current study, the effects of parenting styles on depression among college students in New York was targeted. The four well-known parenting styles identified by Diana Baumrind were: Authoritative (characterized by, high warmth and high control); Permissive (characterized by, high warmth and low control); Authoritarian (characterized by, low warmth and high control); and Neglectful (characterized by, low warmth and low control) (1966). This study is an extension of previous studies pertaining to literature on parental styles and depression and relating it to a diverse sample of college students in New York City. Past research was also extended in this study by examining the association between parenting style and satisfaction with life. The study aims to extend research on parenting style by examining the impact of ethnic background. And finally, we sought to attempt to replicate the well-established finding that women report higher levels of depression than men. The hypotheses are outlined below.

1. Females will show greater levels of depression than males.

2. Asians will show increased levels of depression.

3. Participants with authoritarian parents will exhibit significantly higher levels of depression as compared to authoritative, permissive, and uninvolved parenting styles.

In addition to these hypotheses, additional analyses were conducted using the SWLS (Diener et al., 1895) and TIPI (Gosling et al., 2003). Participants average scores for the SWLS was looked at based on any gender differences. The TIPI scale was used to demonstrate what were the average personality traits between males and females.

METHOD

Participants

A total of two hundred eighty-eight (N=288) college undergraduate participants (231 females, and 57 males; see figure 1). The mean age of these participants was 19.25 years (SD=1.31). Eighty-three of them were freshman, 102 were sophomores, 68 were juniors, and there were 35 seniors (see figure 2). In this sample, 49% indicated they were White, 16% Black or African American, 14% Asian, and 0% Native Hawaiian or Pacific Islander, and 21% identified as Other (see figure 3). As compensation for their participation, students received course credits towards a fulfillment of course requirements in Introductory Psychology.

Figure 1. A representation of the number of participants who participated in this study. This figure shows the difference in numbers between females and males who participated.

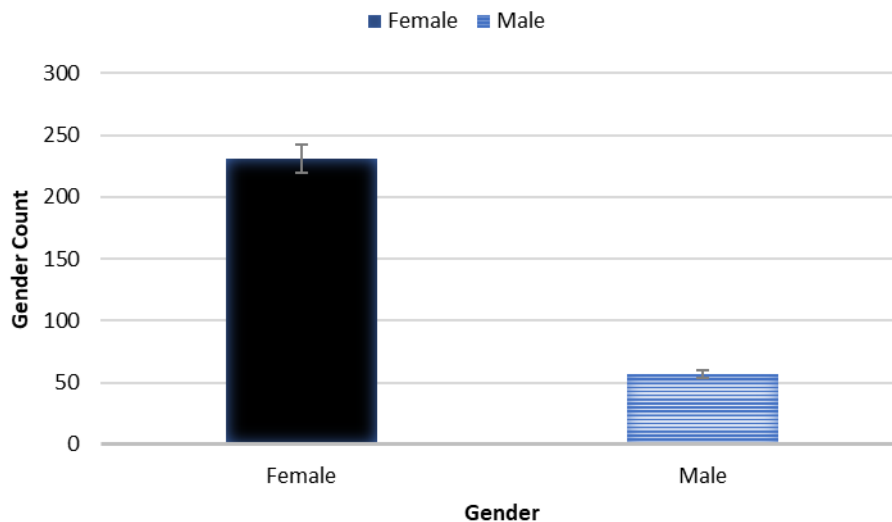


Figure 2. A representation of what school year each participant was in during this study.

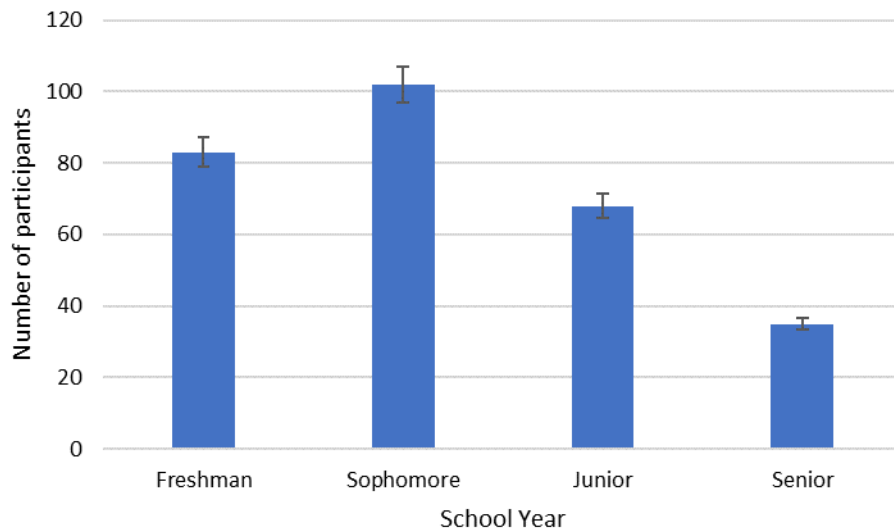
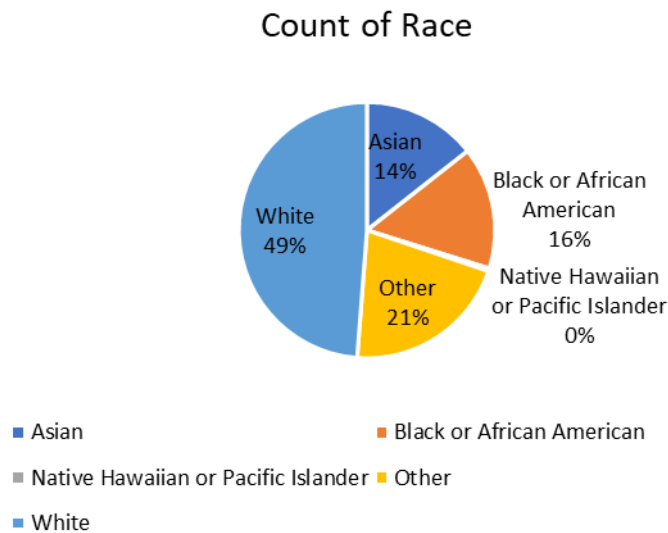


Figure 3. A pie chart representation of how many different ethnicities participated in this study. This figure shows how the number of White participants greatly exceeds those of all the other races.



As displayed in figure 4, 193 participants stated they currently live with both their parents. 46 participants stated they currently live with their mothers. 40 participants were currently living in other living situations. 8 participants were currently living with their

fathers and 1 participant with their female guardian. As figure 5 shows, 237 stated they have lived with both parents for most off their childhood (prior to age 16). 44 stated they lived with their mother, 5 with their father, and 2 with both guardians. During the survey, participants were asked to select what their current mood was which is displayed in figure 6. 141 participants answered to be in a normal/balanced mood, 61 were in a positive (calm, content) mood, 58 were in a somewhat negative (sad, fearful, and/or angry) mood, 18 were in a very positive mood, and 10 were in a very negative mood.

Figure 4. A representation of how many participants currently live with both of their parents, father, female guardian, mother, other living situation. As shown by this figure, the amount of participants currently lived with both their parents.

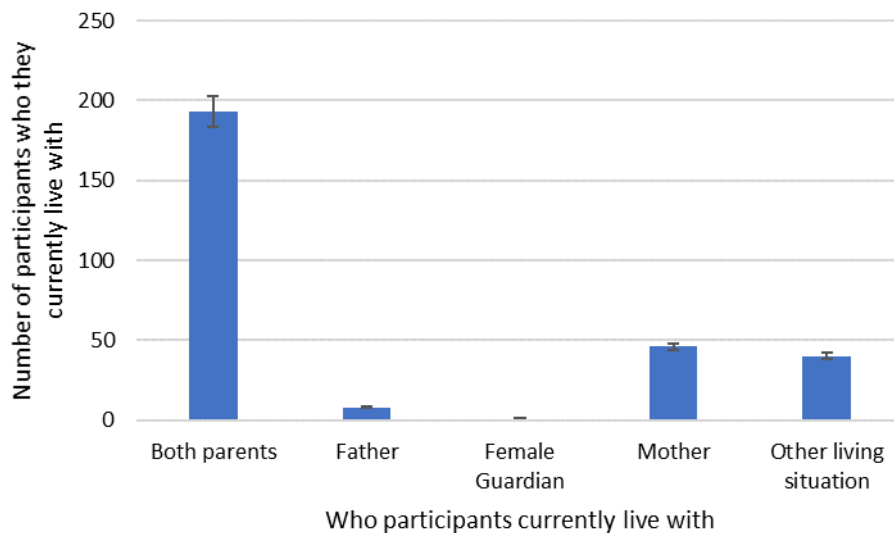


Figure 5. As represented, this figure shows how many participants lived with either both the guardians, both parents, father, or mother prior to 16 years old/ for most of their childhood.

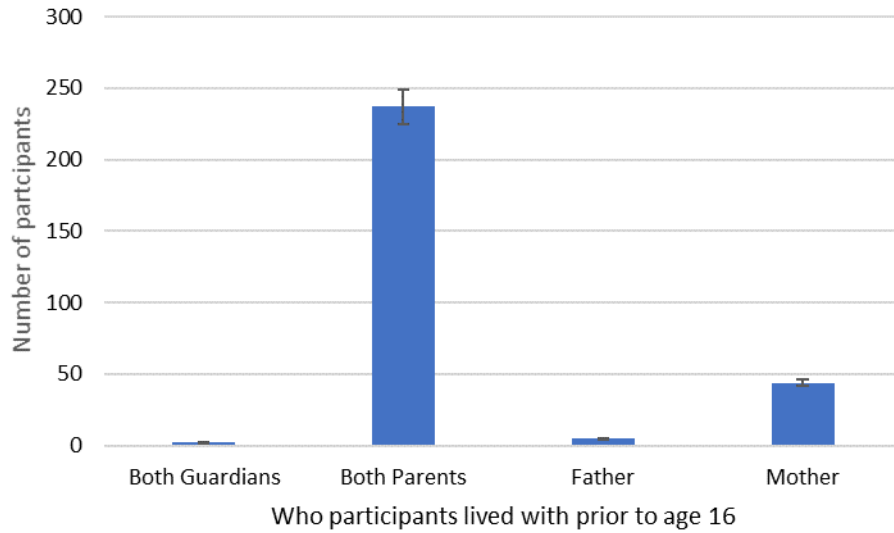
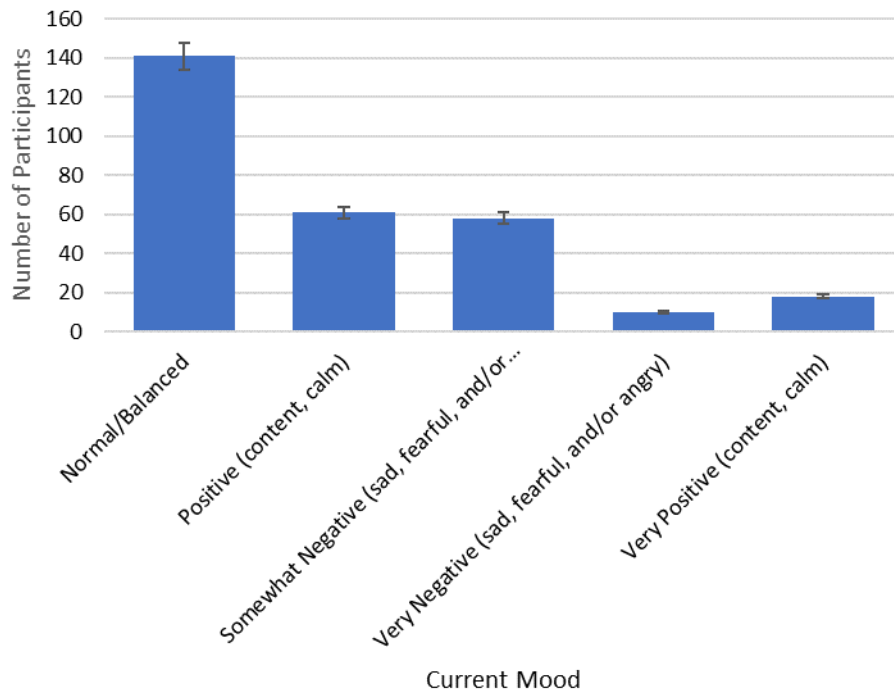


Figure 6. As presented, this figure shows what the current mood of the participants was during this study.



Materials

Participants registered for the study, by signing up in the SONA system. In SONAS, participants were directed to a link to Qualtrics.com (an online software survey system) where they completed the survey.

The online survey was comprised of questions from four valid and reliable scales which were the Parental Bonding Instrument (PBI) (Parker et al., 1979), Patient Health Questionnaire (PHQ-9) (Spitzer, 1999), the Satisfaction With Life Scale (SWLS) (Larsen et al., 1895), and the Ten-Item Personality Inventory (TIPI) (Gosling et al., 2003). All of these scales were of the original source and were not modified or revised.

Parental bonding. The PBI used a 4-point Likert scale that ranged from very like, moderately like, moderately unlike, to very unlike. This scale consisted of 25 questions for both the participants mother/female guardian and father/male guardian. It was used to measure fundamental parental styles as perceived by the participant. Questions were made up of two constructs of care and overprotection. According to Karim et al. (2017), factors showed moderate to very high internal consistency (Cronbach's $\alpha = 0.863$ for Care; 0.622 for Overprotection), and very strong convergent and discriminant validity for the PBI. For this study Cronbach's $\alpha = 0.94$ for father care; Cronbach's $\alpha = 0.92$ for mother care; Cronbach's $\alpha = 0.86$ for father overprotection; and Cronbach's $\alpha = 0.88$ for mother overprotection. Based on cut-off scores on the PBI, participants parents were assigned to either authoritarian, authoritative, permissive, neglectful. For authoritarian, a cut-off score for mothers' care was set to be lower than 27.0 and for mothers' protection it was higher than 13.5. For fathers' care a cut-off score was set to be lower than 24.0 and for fathers' protection it was higher than 12.5. For authoritative, a cut-off score for mothers' care was set to be higher than 27.0 and for mothers' protection it was higher

than 13.5. For fathers' care a cut-off score was set to be higher than 24.0 and for fathers' protection it was higher than 12.5. For permissive, a cut-off score for mothers' care was set to be higher than 27.0 and for mothers' protection it was lower than 13.5. For fathers' care a cut-off score was set to be higher than 24.0 and for protection it was lower than 12.5. For neglectful, a cut-off score for mothers' care was set to be lower than 27.0 and for protection it was lower than 13.5. For fathers' care a cut-off score was set to be lower than 24.0 and for protection it was lower than 12.5. These cut-off scores were assigned to different parenting styles based on the PBI scale (Parker et al., 1979).

Depression. According to the American psychological association "A study involving two different patient populations produced Cronbach alphas of .86 and .89" for the reliability and a sensitivity of 88% and a specificity of 88% for Major Depressive Disorder for validity of the PHQ-9. This study yielded a Cronbach alpha of 0.90. the PHQ-9 also used a 4-point Likert scale that ranged from not at all, several days, more than half the days, to nearly every day. This scale consisted of 9 questions that measured the presence of depressive symptoms as well as the severity of depression.

Satisfaction with life. According to Ortega et al. (2016), analysis of the SWLS's reliability showed good internal consistency ($\alpha = 0.74$) as well as good internal consistency and construct validity. For this study, Cronbach's alpha was calculated to be 0.91. The SWLS used a 7-point Likert scale that ranged from extremely satisfied, satisfied, slightly satisfied, neutral, slightly dissatisfied, dissatisfied, to extremely dissatisfied. This scale consisted of 5 questions and measured an individual's cognitive judgment of their satisfaction with their life as a whole.

Big Five Personality. The Ten-Item Personality Inventory (TIPI) (Gosling et al., 2003), was also administered, for the purpose of conducting some exploratory comparisons. The TIPI used a 7-point Likert scale that ranged from disagree strongly, disagree moderately, disagree a little, neither agree nor disagree, agree a little, agree moderately, to agree strongly and consisted of 10 questions relating to the five factor personality traits of Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. There were some reverse-scored items on this scale as well. According to Nunes et al. (2018), the TIPI reliability measured as the original with ($\alpha = 0.39-0.72$) and high convergent validity with the Big-Five Inventory ($r_s > 0.60$). In this study, Cronbach's alpha was calculated for Extraversion as $\alpha = 0.71$; Agreeableness as $\alpha = 0.29$; Conscientiousness as $\alpha = 0.53$; Emotional stability as $\alpha = 0.63$; Openness to experiences as $\alpha = 0.40$.

Procedure

The study was posted on the Sona website where students were able to sign up. Once the participant selected this study, each participant was given a consent form prior to starting the survey. They were required to read and either select if they were voluntarily willing to participate in the survey or declined to participate. Once the participant selected, they voluntarily consented to participate, they were able to access and respond to all of the questions provided in the survey which was at Qualtrics.com.

Data analysis. The data were transferred into excel and analyzed. Independent samples t-tests were conducted to determine if group differences were statistically significant. A p value of $<.05$ was used to determine statistical significance. A priori predicted group difference used one tailed tests.

RESULTS

Hypothesis 1.

There was no significance when comparing gender to levels of depression as shown in table 1. Females did not show a significant difference in the depression level compared to males $t(286)=.77, p=ns$.

Table 1: t-Test: Two-Sample Assuming Equal Variances

| | <i>Female Depression Level</i> | <i>Male Depression Level</i> |
|------------------------------|--------------------------------|------------------------------|
| Mean | 8.75 | 8 |
| Variance | 44.63 | 40.42 |
| Observations | 231 | 57 |
| Pooled Variance | 43.80 | |
| Hypothesized Mean Difference | 0 | |
| df | 286 | |
| t Stat | 0.77 | |
| P(T<=t) one-tail | 0.22 | |
| t Critical one-tail | 1.65 | |
| P(T<=t) two-tail | 0.44 | |
| t Critical two-tail | 1.96 | |

Hypothesis 2.

Results showed there to be an overall significant difference when analyzing whether Asians experience higher levels of depression than other ethnicities. As shown in Table 2, Asians showed significantly higher levels of depression among other ethnic groups $t(286)=1.93, p=.03$.

Table 2: t-Test: Two-Sample Assuming Equal Variances

| | <i>PHQ-9 Score For Asians</i> | <i>PHQ-9 Score For Other Ethnicities</i> |
|------------------------------|-------------------------------|--|
| Mean | 10.47 | 8.30 |
| Variance | 49.64 | 42.33 |
| Observations | 40 | 248 |
| Pooled Variance | 43.32 | |
| Hypothesized Mean Difference | 0 | |
| df | 286 | |
| t Stat | 1.93 | |
| P(T<=t) one-tail | 0.02 | |
| t Critical one-tail | 1.65 | |
| P(T<=t) two-tail | 0.05 | |
| t Critical two-tail | 1.96 | |

Hypothesis 3.

There was also no overall significant difference in levels of depression between participants with authoritarian parents as compared to authoritative, permissive and uninvolved parenting styles for father/male guardian $t(255)=.44, p=ns$ and mother/female guardian, $t(283)=.06, p=ns$ as shown in table 3.

Table 3: t-Test: Two-Sample Assuming Equal Variances

| | <i>Depression level with Authoritarian parenting style for father/male guardian</i> | <i>Depression level with other parenting styles for father/male guardian</i> |
|---------------------------------|---|--|
| Mean | 8.79 | 8.38 |
| Variance | 37.74 | 47.45 |
| Observations | 72 | 185 |
| Pooled Variance | 44.75 | |
| Hypothesized Mean Difference | 0 | |
| df | 255 | |
| t Stat | 0.44 | |
| P(T<=t) one-tail | 0.33 | |
| t Critical one-tail | 1.65 | |
| P(T<=t) two-tail | 0.66 | |
| t Critical two-tail | 1.96 | |

t-Test: Two-Sample Assuming Equal Variances

| | <i>Depression level with Authoritarian parenting style for mother/female guardian</i> | <i>Depression level with other parenting styles for mother/female guardian</i> |
|------------------------------------|---|--|
| Mean | 8.61 | 8.56 |
| Variance | 39.12 | 46.29 |
| Observations | 80 | 205 |
| Pooled Variance | 44.29 | |
| Hypothesized Mean Difference | 0 | |
| df | 283 | |
| t Stat | 0.06 | |
| P(T<=t) one- tail | 0.47 | |
| t Critical one-tail | 1.65 | |
| P(T<=t) two- tail | 0.95 | |
| t Critical two-tail | 1.96 | |

As an exploratory test, the average score for males on the SWLS came out to be 21.77.

The average score for females on the SWLS came out to be 22.89. As an exploratory test, males average score for extraversion was 3.26, for agreeableness: 4.82, for conscientiousness: 4.84, for emotional stability: 4.64, and for openness to experience: 4.94. Females average score for extraversion was 3.90, for agreeableness: 5.07, for conscientiousness: 5.43, for emotional stability: 3.76, and for openness to experience: 5.31.

DISCUSSION

The present study was done to attempt to examine the relationships between types of parenting styles and levels of depression in a diverse sample of college students in New York City. The findings of the present study have shown there to be a significant difference in depression levels of Asians when compared to other ethnicities. There was no significant difference in young adults with authoritarian parents exhibiting higher levels of depression as compared to authoritative, permissive and uninvolved parenting styles for father/male guardian or mother/female guardian. In addition, there was no significant difference when comparing gender to levels of depression. Although the first finding was in accordance with past research done by Susheela, (2018) and Hock et al., (2018) where Asians were reported to exhibit high levels of depression and was especially seen in females, their study did not compare the depression scores to other ethnicities whereas this study did. Both studies done by Susheela (2018) and Hock et al. (2018), also focused on adolescence whereas my study focused on young adult college students. Finding no significant difference in young adults with authoritarian parent's depression levels compared to young adults with permissive, authoritative, and neglectful parenting styles was not consistent with any past research articles. This was probably due to the fact that past research only looked at Asian ethnicities and this study took into account all ethnicities. Finding no significant difference in gender and depression levels corresponded to findings done by Bhattacharjee and Debbarma, (2017). As for the explanation in obtaining these results; the survey's used in this study were self-report which probably interfered with obtaining accurate ratings from college students. As for the exploratory hypotheses, the average score for SWLS for both males and females

ranged in the slightly satisfied category. It turned out that males had higher mean scores on openness to experience personality trait and females were more conscientious.

Regardless of the fact that this study only supported one of our hypotheses, the importance in all of this was to promote awareness of how parents teaching habits/styles would impact a student's mental health. While this study was done using college students attending a private university, future research could be done by comparing depression levels from college students attending public universities. As this study did not compare how many of the Asian participants had authoritarian parents and measured their depression levels, A chi square can be done and this can be looked at. Further research can also be done to compare students with authoritarian parents and their relation to having low emotional stability and low extraversion levels. Looking at all of these factors will help us to understand more of the field of psychology in respects to the upbringing of a child and the effects it has on the child's mental health for a healthier lifestyle.

Being college students, they might not have read every question as carefully or were just participating to obtain a credit for their course and probably did not value or care about the outcome of their results or have provided accurate answers. This study did have a good amount of questions which could have made the participant lose interest in the study and answered randomly. Having fewer male participants compared to females might have reduced statistical power needed to find significant differences. In this study almost half of the participants were categorized as white and not enough Asians participated, this could explain why depression was not seen as much in females than males. Using college students for this study could have also impacted results found, as college students are more independent at this stage in life and do not rely on their parents

often. Also, when calculating for Cronbach's alpha for the TIPI; this study yielded relatively low in Agreeableness and openness to experience. Having relatively low Cronbach's alphas may have impacted the validity of some of the assessments.

APPENDICES

SWLS

| | Extremely Disagree | Moderately Disagree | Slightly Disagree | Neither agree nor disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|---|-----------------------|------------------------|-----------------------|-------------------------------------|-----------------------|-----------------------|-----------------------|
| In most ways my life is close to ideal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The conditions of my life are excellent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am satisfied with my life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| So far, I have gotten the important things I want in life. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I could live my life over, I would change almost nothing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PHQ-9

Describe yourself...

| | 0 - Not at all | 1 - Several days | 2 - More than half the days | 3 - Nearly every day |
|---|-----------------------|-------------------------|------------------------------------|-----------------------------|
| Little interest or pleasure in doing things | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feeling down, depressed or hopeless | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Trouble falling or staying asleep, or sleeping too much | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feeling tired or having little energy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Poor appetite or overeating | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feeling bad about yourself-or that you are a failure or have let yourself or your family down | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Trouble concentrating on things, such as reading the newspaper or watching television | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Moving or speaking so slowly that other people could have noticed? Or the opposite-being so fidgety or restless that you have been moving around a lot more than usual | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thoughts that you would be better off dead or of hurting yourself in some way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TUPI

I see myself as...

| | 1- Disagree strongly | 2- Disagree moderately | 3- Disagree a little | 4- Neither agree nor disagree | 5- Agree a little | 6- Agree moderately | 7- Agree strongly |
|--|----------------------------|---------------------------|-------------------------|---|----------------------------|------------------------|-------------------------|
| I see myself as...Extraverted, enthusiastic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Critical, Quarrelsome | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Dependable, self-disciplined | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Anxious, easily upset | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Open to new experiences, complex | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Reserved, quiet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Sympathetic, warm | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Disorganized, careless | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Calm, emotionally stable | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ...Conventional, uncreative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PBI for Mother/Female guardian

If your mother or female guardian lived with you prior to age 16, answer the following questions about your mother or female guardian.

| | 1- Very like | 2- Moderately like | 3- Moderately unlike | 4- Very unlike |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Spoke to me with a warm and friendly voice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did not help me as much as I needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me do those things I liked doing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seemed emotionally cold to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appeared to understand my problems and worries | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was affectionate to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Liked me to make my own decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did not want me to grow up | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tried to control everything I did | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Invaded my privacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enjoyed talking things over with me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Frequently smiled at me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tended to baby me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did not seem to understand what I needed or wanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me decide things for myself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Made me feel I wasn't wanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Could make me feel better when I was upset | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | 1- Very like | 2- Moderately like | 3- Moderately unlike | 4- Very unlike |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Did not talk with me very much | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tried to make me dependent on her | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Felt I could not look after myself unless she was around | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gave me as much freedom as I wanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me go out as often as I wanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was overprotective of me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did not praise me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me dress in any way I pleased | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PBI for Father/Male guardian

If your father or male guardian lived with you prior to age 16, answer the following questions about your father or male guardian.

| | 1- Very like | 2- Moderately like | 3- Moderately unlike | 4- Very unlike |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Spoke to me with a warm and friendly voice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did not help me as much as I needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me do those things I liked doing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Seemed emotionally cold to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appeared to understand my problems and worries | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was affectionate to me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Liked me to make my own decisions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did not want me to grow up | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tried to control everything I did | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Invaded my privacy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enjoyed talking things over with me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Frequently smiled at me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tended to baby me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did not seem to understand what I needed or wanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me decide things for myself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Made me feel I wasn't wanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Could make me feel better when I was upset | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | 1- Very like | 2- Moderately like | 3- Moderately unlike | 4- Very unlike |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Did not talk with me very much | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tried to make me dependent on him | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Felt I could not look after myself unless he was around | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gave me as much freedom as I wanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me go out as often as I wanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Was overprotective of me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Did not praise me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Let me dress in any way I pleased | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

REFERENCES

- Adair, L. S., Popkin, B. M., Akin, J. S., Guilkey, D. K., Gultiano, S., Borja, J., Perez, L., Kuzawa, C. W., McDade, T., & Hindin, M. J. (2011). Cohort profile: the Cebu longitudinal health and nutrition survey. *International journal of epidemiology*, *40*(3), 619–625.
- APA (2020). Patient Health Questionnaire (PHQ-9 & PHQ-2). *American Psychological Association*. <https://www.apa.org/pi/about/publications/caregivers/practice-settings/assessment/tools/patient-health>.
- Baumrind, D. (1966). Effects of Authoritative Parental Control on Child Behavior, *Child Development*, *37*(4), 887-907.
- Beck, A. T. Cognitive therapy of depression: New perspectives. In: Clayton PJ, Barrett JE, editors. Treatment of depression: Old controversies and new approaches. Raven Press; New York: 1983. pp. 265–290.
- Beck, A.T., Steer, R.A., & Brown, G. K. (1996). Manual for the Beck Depression Inventory-II. San Antonio, TX: Psychological Corporation.
- Bhattacharjee, A., & Debbarma, R. (2017). Depression and parental bonding styles among school going adolescents of Tripura: A comparative study. *Indian Journal of Health and Wellbeing*, *8*(6), 474-478.
- Bremner JD, Vermetten E, Mazure CM. (2000). Development and preliminary psychometric properties of an instrument for the measurement of childhood trauma: the early trauma inventory. *Depress Anxiety*, *12*, 1-12.
- Goldberg D.P., Blackwell B. (1970). Psychiatric illness in general practice. A detailed

- study using a new method of case identification. *Br Med J.*, *1*, 439–443.
- Gosling, S. D., Rentfrow, P. J., & Swann, W. B., Jr. (2003). A Very Brief Measure of the Big Five Personality Domains. *Journal of Research in Personality*, *37*, 504-528.
- Hock, R. S., Mendelson, T., Surkan, P. J., Bass, J. K., Bradshaw, C. P., & Hindin, M. J. (2018). Parenting styles and emerging adult depressive symptoms in Cebu, the Philippines. *Transcultural Psychiatry*, *55*(2), 242-260.
- Karim, R. A. K. M., & Begum, T. (2017). The Parental Bonding Instrument: A psychometric measure to assess parenting practices in the homes in Bangladesh. *Asian Journal of Psychiatry*, *25*, 231-239.
- Kovacs, M. (1985). The children's depression inventory (CDI). *Psychopharmacology Bulletin*, *21*, 995-998.
- Larsen, R. J., Diener, E. and Emmons, R. A. (1985). An evaluation of subjective well-being measures. *Social Indicators Research*, *17*, 1–18.
- Nunes, A., Limpo, T., Lima, C. F., & Castro, S. L. (2018). Short Scales for the Assessment of Personality Traits: Development and Validation of the Portuguese Ten-Item Personality Inventory (TIPI). *Frontiers in psychology*, *9*, 461.
<https://doi.org/10.3389/fpsyg.2018.00461>
- Ortega, L. M., Castro, T. S., & Carrasco, R. O. (2016). Psychometric properties of the Satisfaction with Life Scale (SWLS): secondary analysis of the Mexican Health and Aging Study. *Health and Quality of Life Outcomes*, *14*, 1-7.
- Parker, G., Tupling, H., & Brown, L. B. (1979) A Parental Bonding Instrument. *British*

Journal of Medical Psychology, 1979, 52, 1-10.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.716.3877&rep=rep1&type=pdf>.

Reitman, D., Rhode, P. C., Hupp, S. D., Altobello, C. (2002). Development and Validation of the Parental Authority Questionnaire – Revised. *Journal of Psychopathology and Behavioral Assessment*, 24(2), 119-127.

Sheehan DV, Lecrubier Y, Harnett-Sheehan K, Janavs J, Weiller E, Bonara LI, Keskiner A, Schinka J, Knapp E, Sheehan MF, Dunbar GC. (1997). Reliability and Validity of the MINI International Neuropsychiatric Interview (M.I.N.I.): According to the SCID-P. *European Psychiatry*, 12, 232-241.

Singh, A., (2018). Early trauma experiences, parenting styles, and personality patterns in individuals with depression from India. *International journal of culture and mental health*, 11(2), 146-156.

Spitzer, Robert L. (1999). Patient health questionnaire : PHQ. [New York] :[New York State Psychiatric Institute]

Susheela (2018). A Study of the Relationship between Depression and Parenting Styles among Adolescents. *International Journal of Engineering Development and Research*, 6(1), 42-44.

Widiger, T. A., et al. (2019). Personality in a hierarchical model of psychopathology. *Clinical Psychological Science*, 7(1), 77-92.

Vita

Name

Manpreet Kaur

Baccalaureate Degree

*Bachelor of Arts, New York
University, New York, Major:
Psychology*

Date Graduated

May, 2017