

Parenting Styles: An Effect on Conflict Resolution & Family Quality of life of College Students

¹Abel Gitimu Waithaka, ²Tara Fusco, ³Priscilla N Gitimu

^{1,2,3} Youngstown State University

Abstract: The focus of this study is to investigate parenting styles and their effect on conflict resolution and family quality of life among college students. The study used three scales. The Parenting Styles & Dimension Questionnaire- Short Form (PSDQ-Short) with 32 items, Family Quality of Life scale (FQOL) with 16 items and Conflict Resolution Style Inventory (CRSI) with 16 items. A total of 230 undergraduate students participated in this study. The sample was made up of 73 (32%) males and 157 (68%) females' participants. Data was collected in a classroom setting during class time in a university college. The results of the study showed that students that were dissatisfied with life, concerned financially, and have low social support scored lower in parenting styles (warmth & support, reasoning/induction, and democratic participation). Results also showed that students dissatisfied with life, concerned financially, and that have low social support scored lower on family quality of life.

Keywords: Parenting styles, Parenting, warm-support, reasoning-induction, family interaction.

1. INTRODUCTION

This study provides a better understanding of the possible effects of perceived parenting styles on college students conflict resolution and family quality of life. The areas of quality of life, perceived parenting style, social support and perceived financial well-being will be examined. Parenting styles have previously been used in research to find possible causation in things such as problem solving and conflict resolution. Neyen, Volpe, Selby and Houtz (2017) suggested that continued research on possible effects of parenting styles is required to reexamine parent education and early childhood policies and programs to be useful. In addition, the personality with more social emotional awareness often associated with authoritative parenting showed an increase in negotiation adoption during conflict resolution (Ome, 2013). Gong, Fletcher and Bolin (2015) found that college students with authoritative parents had diminished avoidance in conflict compared to those with the limited autonomy associated authoritarian parenting. The previous research and literature suggest, that parenting styles and dimensions may have a profound effect on the conflict resolution styles used by the children (Ome, 2013),

2. LITERATURE REVIEW

Decades of research has shown that parenting styles can affect offspring in all avenues of their lives from toddler years through adolescents and into young adulthood. Baumrind (1966) identified three models of parental control that is the current basis for the scientific model of Parenting Styles. The styles are labeled permissive, authoritarian, and authoritative based upon the characteristics of each. Permissive parenting is identified as an acceptance of children's behavior with positive reactions to impulses, desires, and actions with little if any negative punishment. These parents are known to let children learn and explore on their own without the use of power over the child. In direct contrast is the style of authoritarian parenting which is known for its overt control over children. Baumrind (1996) noted the goal of these parents is to shape, control, and evaluate based on predetermined doctrinally prompted ideals. These parents value compliance and use of punitive punishment when the child does not mind. The parent's word is seen as law and there are no opportunities for the children to voice ideas or opinions. Parents that implore these techniques tend to see them as the will of a higher and that they are enforcing out of love and concern for their child. The final, and most agreeable among

scholars is the authoritative parent. Baumrind suggests that this approach is the perfect mixture of standards and autonomy. These parents recognize their children's characteristics while also setting limitations to build future expectations. They train their children in a manner that is occasion specific and allows for verbal discourse so that the child may air grievances and question reasoning. Goals are set with routine and reinforcement as the catalyst for attainment. The authoritative style is often compared to the Montessori method of education, where children have expectations to fulfill but are free to do them in their own time and manner as long as they are not disturbing or destroying the work of anyone else.

Baumrind (1966) suggested that authoritative was the most positive of the three identified parenting styles. Jonyniene and Kern (2012) found that children of authoritative parents tended to be outgoing, collaborative, solution oriented, positive, trusting, and were more likely to give praise as approval for success showing less effects from life's stressors. Whereas, children of authoritarian parents were inclined toward the need for approval, success at all costs, lower social aptitude, higher self-criticism, and aggressiveness in interpersonal interactions. Rinaldi & Howe (2012) found that toddlers of authoritarian fathers were more likely to participate in externalizing or internalizing behaviors, whereas children of authoritative fathers were more likely to show positive adaptive behaviors. They found a lack of evidence in the permissive variability with a suggested mentioning that this may be related to the age of the child participants. Rinaldi and Howe (2012) suggested that implication would provide for educating parents on the outcomes of ineffective parenting styles and how they correlate to poor behavior. Strohschein (2007) noted effects of divorce on parents on relationship between parenting style before, during, and after marriage dissolution. These findings were in opposition to previous research that suggested that there was a negative effect. Strohschein (2007) found that age of the child had more to do with changes in parenting than marital status. The older a child became and the more children within the household were the catalyst for a less nurturing and inconsistent environment in both married and divorced families. The study also found that lower education levels of parents coincided with less consistent and more punitive parenting, as did low income. In opposition, higher levels of marriage satisfaction showed increase in nurturing and divorced households showed no change.

Gong, Fletcher and Bolin (2015) study on parenting, perfectionism, and coping brought to light that children exposed to harsh and controlling environments develop perfectionism as a coping mechanism. This is most notable with authoritarian parenting, which shows a correlation with all three dimensions of perfectionism known as concern over mistakes, personal standards, and doubts about actions and forecasted both adaptive and maladaptive perfectionism. In contrast, authoritative parenting was shown to increase personal standards, which decreased concern over mistakes and in turn reduced negative outcomes often associated with perfectionism. Authoritative parenting was also linked positively with strategy and socioemotional coping.

Neyen, Volpe, Selby and Houtz (2017) used a sample where college students rated their parents' parenting style. The study found that authoritative parenting creates a climate that values questioning, reasoning and explanation that provides their offspring with an enjoyment in engaging with others in a naturally open manner that leads to an external approach to problem solving. The study found that children of permissive mothers were more likely to exhibit explorer type problem solving. The study draws attention to the interconnectedness of parenting and thinking styles and how they may shape parent education and early childhood policies (Neyen, Volpe, Selby, & Houtz, 2017). Pascual (2014) looked at how parenting styles and hormone levels may be related and how those correlations may affect interpersonal interactions. The study found that boys with an increased testosterone level when being raised by mothers with an authoritarian style. These boys were also more likely to interact with physical aggression. Girls testosterone levels were moderately affected when their father used authoritarian parenting characteristics and these young women were also more apt toward physical aggression. Pascual (2014) hypothesized that children raised in an authoritarian environment may be perceived as rejection, which increases hostility. This increase in hostility would then lead to the increase seen in hormone levels and thus be seen in interactions with peers. The study also discussed the possibility of a bidirectional nature where the disposition and actions of the child elicits a response from the parent which then elicits a counter response from the child.

Kurdek (1994) conducted a study on same and heterosexual couples both with and without children. The findings showed that same sex couples rated highest in compliance as their chosen conflict resolution style. However, both same sex and heterosexual couples employed positive problem solving while simultaneously averting conflict engagement and withdrawal reported increased relationship satisfaction. In opposition, couples that reported higher conflict engagement ended in dissolution. The negative and aversion tactics also predicted lower relationship satisfaction and ended in dissolution.

Ome (2013) referred to conflict as a “ubiquitous phenomenon.” and found that openness was a positive predictor of negotiation, mediation, and arbitration preference. In negotiation and an increase in conscientiousness was positive correlating predictor. Agreeableness was found to predict preference for threat and negotiation. As agreeableness decreased, proclivity for threat increased and vice versa. Ome (2013) noted that neurotic individuals are sensitive to more negative states of feelings and emotions. These include anger, anxiety, sadness, irritability, insecurity, guilt, depressed mood and nervous tension. This is important to note because neuroticism was shown to cause a decrease in negotiation preference. These findings can help professionals such as negotiators and mediators while working in the conflict resolution process.

Staats, Van der Valk, Meeus, & Branje (2018) that how adolescents manage conflicts with parents has an effect on how they manage conflicts in friendships and other relationships outside of their immediate family. It was found that positive problem solving with parents during conflict predicted the same conflict management style with both platonic and romantic relationships. This was true across the entire sample. It is important to note that adolescents were more likely to use withdrawal techniques with parents than with friends and romantic partners because they were aware of the trust and unconditional underlining's of the parent-child relationship. When examining family quality of life, it is important to consider that our earliest social interaction are within the family. This social network teaches children their cultures and moral foundations. Added to these social ties the emotional ones that created the family (Boelsma, Caubo, Schippers, Dane, & Abma, 2017). However, Boelsma, Caubo, Schippers, Dane and Abma (2017), noted that is it important to point out differences between individual quality of life and family quality of life.

Divergence in individual quality of life versus family quality of life is apparently evident in studies that deal with specific population such as families with a disabled child of those with a Type D personality family member. Dehghani (2018) found that family members with type D personality reported lower identifiable social support and life satisfaction. Frontini, Moreira and Canavarro (2016) examined mothers with obese children/adolescents and found that increased levels of parenting stress were associated with lower quality of life in children. This may also be related to an overall lower level of quality of life found in people who are obese. Children and adolescents who are obese report decreased levels of quality of life than children and adolescents with a healthy weight. Whereas, mother's with authoritative parenting styles reported less parenting stress as well as healthier weights among children and adolescents. Increased levels of parenting stress where indicated with increased permissive style parenting which led to lower levels of quality of life in children and adolescents. Frontini, Moreira, & Canavarro (2016) drew attention to the idea that the obesity and permissive nature of parents may be an appearance of a more generalized disorganization within the family unit.

One of the main topics associated with family quality of life is financial well-being. Netemeyer, Warmath, Fernandes, & Lynch (2018) found that when asked about quality of life individuals often find their finances holding a prominent role. The researchers found that long term planning traits had an increased relation to the future monetary security of an individual. Even when other categories of life were controlled, current money matter and the potential future outlook always shown as the major catalyst in an individual's quality of life assessment. Higher income was noted to alleviate the effect on an individual's assessment of their overall well-being.

3. METHOD

Participants

The data in this study was collected from undergraduate students at a midwestern university in the United States from various majors of study. The total number of participants in this study was 230 participants, Male (73) 32% and female (157)68%. Each participant was informed that participation in this study was voluntary, confidential and anonymous.

Research Questions

RQ-1. Is there a difference in parenting styles between those students dissatisfied with life and those satisfied with life?

RQ-2. Is there a difference in parenting style between those concerned financially and those satisfied financially?

RQ-3. . Is there a difference between in parenting styles between those with low and those with high social support?

RQ-4. Is there a difference between those students that are dissatisfied with life and those that are satisfied with life on family quality of life?

RQ-5. Is there a difference in family quality of life between those students that are concerned financially and those students satisfied financially?

RQ-6. Is there a difference in family quality of life between those students that have low social support and those students with high social support?

Materials

The Parenting Styles & Dimensions Questionnaire Short Version (PSDQ-Short Version) was created by- Robinson, Mandelco, Olsen., & Hart (2001). This survey is a 32-item assessment for perceived parenting styles using a Likert rating scale from 1 (never) to 5 (always). PSDQ-Short measures behaviors that parents may exhibit when interacting with their children. The questions in this scale ask students to rate the frequency with which their parents display this behavior. This questionnaire identifies the following parenting styles: authoritative, authoritarian, and permissive.

The Conflict Resolution Style Inventory (CRSI) was created by Kordei, (1994). This instrument is a 16-item self-rating to rate resolution styles in times of conflict using a Likert rating scale from 1 (never) to 5 (always). The CRSI has four subscales based in the summation of the response values. The four subscales are: conflict engagement, positive problem solving, withdrawal, and compliance.

The Beach Center Family Quality of Life Scale (FQOL) scale was created by Hoffman, Marquis, Poston, Summers, & Turnbull (2006). This survey is a 16-item assessment for family quality of life. It assesses how students feel about their life as a family unit using a Likert rating scale from 1 (very dissatisfied) to 5 (very satisfied). This instrument gives specific instructions for whom to consider and whom to eliminate when assess the family unit.

4. RESULTS SECTION

RQ 1. Is there a difference in parenting styles between those students dissatisfied with life and those satisfied with life?

Students dissatisfied with life and those satisfied with life

		N	Mean	Std. Devi	df	Mean Square	F	Sig.
Warmth Support	Dissatisfied Life	147	15.4272	3.87953	1	286.657	22.074	.000
	Satisfied Life	83	17.7518	3.05120	228	12.986		
	Total	230	16.2661	3.76578	229			
Reasoning Induction	Dissatisfied Life	147	13.5701	3.97949	1	168.405	11.158	.001
	Satisfied Life	83	15.3518	3.71045	228	15.092		
	Total	230	14.2130	3.97011	229			
Democratic Praticipation	Dissatisfied Life	147	12.4054	3.88118	1	186.312	13.632	.000
	Satisfied Life	83	14.2795	3.34386	228	13.667		
	Total	230	13.0817	3.79753	229			

One-way ANOVA was computed comparing students that were dissatisfied with life and those satisfied with life based on parenting styles. A significant difference was found regarding warmth and support ($F(1, 228) = 22.07, p < 0.05$). This analysis revealed that students dissatisfied with life scored lower ($M = 15.43, sd = 3.88$). A significant difference was found among reasoning induction and those dissatisfied with life ($F(1, 228) = 15.09, p < .05$). This analysis revealed that students dissatisfied with life scored lower ($M = 13.57, sd = 3.98$). A significant difference was also found among democratic participation ($F(1, 228) = 13.63, p < .05$). This analysis revealed that students dissatisfied with life scored lower ($M = 12.41, sd = 3.88$).

RQ 2. Is there a difference in parenting style between those concerned financially and those satisfied financially?

Students concerned financially and those satisfied financially

		N	Mean	Std. Devi	df	Mean Square	F	Sig.
Warmth Support	Concerned Financially	134	15.5985	3.99153	1	143.076	10.508	.001
	Satisfied Financially	96	17.1979	3.22066	228	13.616		
	Total	230	16.2661	3.76578	229			

Reasoning Induction	Concerned Financially	134	13.7746	4.00086	1	61.707	3.966	.048
	Satisfied Financially	96	14.8250	3.86458	228	15.560		
	Total	230	14.2130	3.97011	229			
Democratic Praticipation	Concerned Financially	134	12.6478	3.87536	1	60.464	4.252	.040
	Satisfied Financially	96	13.6875	3.61946	228	14.219		
	Total	230	13.0817	3.79753	229			

One-way ANOVA was computed comparing students that were concerned financially and those that were satisfied financially based on parenting styles. A significant difference was found regarding those concerned warmth and support ($F(1, 228) = 10.51, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 15.60, sd = 3.99$). A significant difference was found among reasoning induction and those concerned financially ($F(1, 228) = 3.97, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 13.77, sd = 4.00$). A significant difference was also found among democratic participation ($F(1, 228) = 4.25, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 12.65, sd = 3.88$).

RQ 3. Is there a difference between in parenting styles between those with low and those with high social support?

Student with low and those with high social support

		N	Mean	Std. Dev	df	Mean Square	F	Sig.
Warmth Support	Low social Support	77	14.1766	4.49163	1	505.355	42.019	.000
	High Social Support	153	17.3176	2.82009	228	12.027		
	Total	230	16.2661	3.76578	229			
Reasoning Induction	Low social Support	77	13.3558	3.91201	1	85.053	5.502	.020
	High Social Support	153	14.6444	3.94143	228	15.458		
	Total	230	14.2130	3.97011	229			
Democratic Praticipation	Low social Support	77	11.2779	4.12695	1	376.628	29.349	.000
	High Social Support	153	13.9895	3.27613	228	12.833		
	Total	230	13.0817	3.79753	229			

One-way ANOVA was computed comparing students with low social support and those that had high social support based on parenting styles. A significant difference was found regarding those concerned warmth and support ($F(1, 228) = 42.02, p < .05$). This analysis revealed that students with low social support scored lower ($M = 14.18, sd = 4.49$). A significant difference was found among reasoning induction and those with low social support ($F(1, 228) = 5.50, p < .05$). This analysis revealed that students with low social support scored lower ($M = 13.36, sd = 4.13$). A significant difference was also found among democratic participation ($F(1, 228) = 29.34, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 11.28, sd = 4.13$).

RQ 4. Is there a difference between those students that are dissatisfied with life and those that are satisfied with life on family quality of life?

Student dissatisfied with life and those that are satisfied with life on family quality of life

		N	Mean	Std. Devi	df	Mean Square	F	Sig.
FamilyInteraction	Dissatisfied Life	147	23.3605	7.23570	1	661.406	17.880	.000
	Satisfied Life	83	26.8916	3.10394	228	36.991		
	Total	230	24.6348	6.30219	229			
Parenting	Dissatisfied Life	147	23.6871	4.72215	1	516.440	28.729	.000
	Satisfied Life	83	26.8072	3.20616	228	17.976		
	Total	230	24.8130	4.48917	229			
Emotional Wellbeing	Dissatisfied Life	147	14.4626	3.54283	1	378.157	34.877	.000
	Satisfied Life	83	17.1325	2.79272	228	10.842		
	Total	230	15.4261	3.52796	229			

One-way ANOVA was computed comparing students that were dissatisfied with life and those that were satisfied with life based on family quality of life. A significant difference was found regarding family interaction and those dissatisfied with life ($F(1, 228) = 17.88, p < .05$). This analysis revealed that students dissatisfied with life scored lower ($M = 23.36, sd = 7.24$).

sd = 7.24). A significant difference was found among parenting and those dissatisfied with life ($F(1, 228) = 28.73, p < .05$). This analysis revealed that students dissatisfied with life scored lower ($M = 23.68, sd = 4.72$). A significant difference was also found among emotional well-being ($F(1, 228) = 34.88, p < .05$). This analysis revealed that students dissatisfied with life scored lower ($M = 14.46, sd = 3.54$).

RQ 5. Is there a difference in family quality of life between those students that are concerned financially and those students satisfied financially?

Student that are concerned financially and those students satisfied financially

		N	Mean	Std. Dev	df	Mean Square	F	Sig.
Family Interaction	Concerned Financially	134	23.1194	5.52784	1	737.232	20.111	.000
	Satisfied Financially	96	26.7500	6.72309	228	36.658		
	Total	230	24.6348	6.30219	229			
Parenting	Concerned Financially	134	23.5448	4.81010	1	516.396	28.727	.000
	Satisfied Financially	96	26.5833	3.27885	228	17.976		
	Total	230	24.8130	4.48917	229			
Emotional Wellbeing	Concerned Financially	134	14.4627	3.69445	1	297.972	26.618	.000
	Satisfied Financially	96	16.7708	2.78522	228	11.194		
	Total	230	15.4261	3.52796	229			

One-way ANOVA was computed comparing students that were concerned financially and those that were satisfied financially based on family quality of life. A significant difference was found regarding family interaction ($F(1, 228) = 20.11, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 23.12, sd = 5.53$). A significant difference was found among parenting and those concerned financially ($F(1, 228) = 28.73, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 23.54, sd = 4.81$). A significant difference was also found among emotional well-being ($F(1, 228) = 26.62, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 14.46, sd = 3.69$).

RQ 6. Is there a difference in family quality of life between those students that have low social support and those students with high social support?

Student that have low social support and those students with high social support

		N	Mean	Std. Davi	df	Mean Square	F	Sig.
Family Interaction	Low Social Support	77	21.6623	6.00572	1	1022.715	28.885	.000
	High Social Support	153	26.1307	5.92241	228	35.406		
	Total	230	24.6348	6.30219	229			
Parenting	Low Social Support	77	22.1818	5.13176	1	801.389	47.912	.000
	High Social Support	153	26.1373	3.45280	228	16.726		
	Total	230	24.8130	4.48917	229			
Emotional Wellbeing	Low Social Support	77	13.4805	3.83409	1	438.147	41.415	.000
	High Social Support	153	16.4052	2.91872	228	10.579		
	Total	230	15.4261	3.52796	229			

One-way ANOVA was computed comparing students that have low social support and those that have high social support based on family quality of life. A significant difference was found regarding family interaction ($F(1, 228) = 28.89, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 21.66, sd = 6.01$). A significant difference was found among parenting and low social support ($F(1, 228) = 47.91, p < .05$). This analysis revealed that students with low social support scored lower ($M = 22.18, sd = 5.13$). A significant difference was also found among emotional well-being ($F(1, 228) = 41.42, p < .05$). This analysis revealed that students concerned financially scored lower ($M = 13.48, sd = 3.83$).

5. DISCUSSION

The findings were significant for all values with the exception of the effect of positive conflict engagement and positive problem solving in relation to students dissatisfied with life and those satisfied with life. Parenting styles were found to have a positive influence on students' satisfaction with life, their financial concerns or more accurately their lack thereof,

and an increase in perceived social support. Increased family quality of life was also found to have a positive effect on students' life satisfactions, financial concerns, and availability of social support.

In examining the difference between students' that are satisfied with life and those dissatisfied with life when accounting for parenting styles positive correlations were found. Students that scored high in the authoritative parenting factors of warmth and support, reasoning induction, and democratic participation all demonstrated that they were satisfied with life. Congruently, Jonyniene & Kern(2012), found that children of authoritative parents tended to be outgoing, collaborative, solution oriented, positive, trusting, and were more likely to give praise as approval for success showing less effects from life's stressors. These findings all lend to the thought that factors seen in authoritative parenting style create a well-rounded individual who has the ability to positively deal with life situations thus having an increased level of life satisfaction.

When looking at financial confidence in college students when compared to parenting styles, the study found similar results to life satisfaction. The students scoring high in warmth and support, reasoning induction, and democratic participation based on an authoritative parenting style showed a higher confidence in financial circumstance than those scoring lower whom stated that they felt more concerned financially. Research done by Gong, Fletcher, & Bolin (2015) found that college students with authoritative parents had diminished avoidance in conflict compared to those with the limited autonomy associated authoritarian parenting. Diminished avoidance and increased autonomy seen in children of authoritative parents are both skills needed to navigate life finances. These skills give offspring the confidence to approach and deal with any financial situations before they have the chance to become a significant financial impact in one's life thus leading to less financial concern.

Perceived social support amongst college students as related to parenting styles also showed a positive correlation between the authoritative factors of warmth and support, reasoning induction, and democratic participation and high social support. A similar study by Neyen, Volpe, Selby, & Houtz (2017) found that authoritative parenting creates a climate that values questioning, and the use of reasoning and explanation that provides their offspring with an enjoyment in engaging with others in a naturally open manner that lends to an external approach to problem solving. These are skills needed to build positive relationships with peers and family, the two most common support groups.

Unfortunately, while looking at conflict resolution styles and perceived social support the study was unable to draw any conclusions in the factors of conflict engagement and problem solving between students' that were and were not satisfied with life. Staats, Van der Valk, Meeus, & Branje (2018) study shows that how adolescents manage conflicts with parents has an effect on how they manage conflicts in friendships and other relationships outside of their immediate family. However, this study could not duplicate these findings. There was a correlation between withdrawal and compliance, with both showing a higher incidence of life dissatisfaction among college students. Ome (2013) noted that neurotic individuals are sensitive

irritability, insecurity, guilt, depressed mood and nervous tension. This is important to note because neuroticism was shown to cause a decrease in negotiation preference. This leads to the idea that the less satisfied with life is less likely to use negotiation preference leading to a further increase in life dissatisfaction.

The factors of family interaction, parenting, and emotional well-being that measure family quality of life as examined in relationship to life satisfaction among college students all showed a positive correlation. Students scoring higher in these measures also scored higher in life satisfaction. Students scoring lower on these items also reported life dissatisfaction. Family is social network teaches children their cultures and moral foundations. Added to these social ties the emotional ones that created the family (Boelsma, Caubo, Schippers, Dane, & Abma, 2017). This affirms the idea that positive family interactions leads to the development of positive perceived life satisfaction.

The influence of family quality of life factors of family interaction, parenting, and emotional well-being on students' financial concerns showed that students with a higher family quality of life were less concerned financially than their peers with lower family quality of life. Netemeyer, Warmath, Fernandes, & Lynch (2018) found that when asked about quality of life individuals often find their finances holding a prominent role. They found that long term planning traits had an increased relation to the future monetary security of an individual. This proposes the idea that family with high levels of positive family interaction, authoritative parenting practices, and that foster well-being are more likely to cover the topic of finances with their children.

Higher perceived social support among college students showed a positive correlation with the family quality of life factors of family interaction, parenting, and emotional well-being. It makes sense then that students with lower perceived social support also scored lower in these same factors of family quality of life. Dehghani (2018) found that family members with type D personality reported lower identifiable social support and life satisfaction and introduces the idea that social support may be a mechanism of protection. The idea that social support offers one protection from the life stresses and thus leads to increased life satisfaction is a catalyst in the ever-growing market for peer and support groups that align with specific illnesses, disabilities, and life circumstances.

All of the study's findings back our idea that the topic of parenting is crucial in the life of children well into early adulthood. Although further research should be conducted to measure the idea of parenting style and its effect on conflict resolution specifically, it is obvious that the parenting style used affects many facets of life. This is pertinent in our community programming as a catalyst to end negative parenting cycles seen in many families facing challenges in today's society. Offering parenting classes that focus on the studied and scientifically proven traits of warmth and support, reasoning induction, and democratic participation with the family unit that are the base of the authoritative parenting style can drive the creation of parenting programs targeted specifically to families receiving other need-based community services. These programs can also be targeted to parents of children with disabilities and delivered within specifically created support groups so that the techniques can be tailored to fit the specific needs of the families being served.

REFERENCES

- [1] Baumrind, D. (1966). Effects of authoritative parental control on child behavior, *Child Development*, 37(4), 887-907.
- [2] Boelsma, F., Caubo, D. I., Schippers, A., Dane, M., & Abma, T. A. (2017). Rethinking FQoL: the dynamic interplay between individual and family quality of life. *Journal of Policy & Practice in Intellectual Disabilities*, 14(1), 31–38.
- [3] Dehghani, F. (2018). Type D personality and life satisfaction: the mediating role of social support. *Personality & Individual Differences*, 134, 75–80.
- [4] Frontini, R., Moreira, H., & Canavarro, M. (2016). Parenting stress and quality of life in pediatric obesity: the mediating role of parenting styles. *Journal of Child & Family Studies*, 25(3), 1011–1023.
- [5] Gong, X., Fletcher, K. L., & Bolin, J. H. (2015). Dimensions of perfectionism mediate the relationship between parenting styles and coping. *Journal of Counseling & Development*, 93(3), 259–268.
- [6] Jonyniene, J.; Kern, R. M.(2012). Individual psychology lifestyles and parenting style in Lithuanian parents of 6-To 12-year olds. *International Journal of Psychology: A Biopsychosocial Approach*, 89–117.
- [7] Kordei, L. A. (1994). Conflict resolution styles in gay, lesbian, heterosexual nonparent, and heterosexual parent couples. *Journal of Marriage & Family*, 56(3), 705–722.
- [8] Netemeyer, R. G., Warmath, D., Fernandes, D., & Lynch., J. G. (2018). How am I doing? perceived financial well-being, its potential antecedents, and its relation to overall well-being. *Journal of Consumer Research*, 45(1), 68–89.
- [9] Neyen, J., Volpe, C. A., Selby, E. C., & Houtz, J. C. (2017). The relationships of problem solving styles to parenting styles: two studies. *Educational Research Quarterly*, 41(2), 3–24.
- [10] Olivari, M. G., Tagliabue, S., & Confalonieri, E. (2013). Parenting style and dimensions questionnaire: a review of reliability and validity. *Marriage & Family Review*, 49(6), 465–490.
- [11] Ome, B. N. (2013). Personality and gender differences in preference for conflict resolution styles. *Gender & Behaviour*, 11(2), 5512–5524.
- [12] Park, J., Hoffman, L., Marquis, J., Turnbull, A. P., Poston, D., Mannan, H., Nelson, L. L. (2003). Toward assessing family outcomes of service delivery: validation of a family quality of life survey. *Journal of Intellectual Disability Research*, 47(4/5), 367–384.
- [13] Pascual-Sagastizabal, E., Azurmendi, A., Braza, F., Vergara, A., Cardas, J., Sanchez-Martin. J. (2014). Parenting styles and hormone levels as predictors of physical and indirect aggression in boys and girls. *Aggressive Behavior*, set. 2014. v. 40, n. 5, p. 465–473.

- [14] Poston, D., Turnbull, A., Mannan, H., Marquis, J., & Wang, M. (2003). Family quality of life outcomes: A qualitative inquiry launching a long-term research program. *Mental Retardation*, 41(5), 313-328.
- [15] Rinaldi, C. M., & Howe, N. (2012). Mothers' and fathers' parenting styles and associations with toddlers' externalizing, internalizing, and adaptive behaviors. *Early Childhood Research Quarterly*, 27(2), 266-273.
- [16] Staats, S., van der Valk, I. E., Meeus, W. H. J., & Branje, S. J. T. (2018). Longitudinal transmission of conflict management styles across inter-parental and adolescent relationships. *Journal of Research on Adolescence (Wiley-Blackwell)*, 28(1), 169-185.
- [17] Strohschein, L. (2007). Challenging the presumption of diminished capacity to parent: does divorce really change parenting practices? *Family Relations*, 56(4), 358-368.
- [18] van Steijn, D. J., Oerlemans, A. M., de Ruiter, S. W., van Aken, M. A. G., Buitelaar, J. K., & Rommelse, N. N. J. (2013). Are parental autism spectrum disorder and/or attention-deficit/Hyperactivity disorder symptoms related to parenting styles in families with ASD (+ADHD) affected children? *European Child & Adolescent Psychiatry*, 22(11), 671-681.