Parental Support and its Relationship with Mental Stability within Adolescence and its Impact on Academic Performance.

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Abstract

Parents are the steppingstones of mental and academic development of any child. This study aimed to investigate parental support of a mother or a father and its relationship with mental stability and the impact it has on academic performance. N (102) males and females were recruited to take part in a 50-question survey using the Perceived Parental Support - PASS- scale (Mageau et al., 2015). and the Mental Health Inventory – MHI Scale (Veit & Ware, 1983). In order to access their levels of parental support, mental stability, depression and anxiety levels and their academic performance. Through conducting an independent sample T-test and Pearson product multiple regression analysis the results indicated that there was a strong significant relationship between parental support and mental instability in adolescence p<.001. Males that scored higher for levels of depression directly scored lower for levels of parental support. The results found that there was not a significant link to parental support and academic performance but does not diminish the possibilities of the variables being correlated. This study aimed to focus on the importance of educating parents of the importance and the role support has on child development, most importantly at an early age.

Contents

Introduction

Parents are the one of most important influences in the development of any child (Bornstein & Lamb, 2005). Patterns of behaviour of parents towards their children can have a lasting impact on children's health behaviours and mental stability (Goldscheider et al., 1993). Mental stability, also known as mental health, is a state in which a person's mind is absent of any disease or mental sickness such as depression or anxiety (Pajević et al., 2007). It is a level of psychological well-being and it is the state of an individual who is functioning at a satisfactory level of emotional and behavioural adjustment (Holmes & Silvestri, 2016). There are many aspects of parenting behaviour that can influence children's mental stability, including the quality of parent-child interactions, the way in which parents choose to discipline their children, and the level of involvement and support that parents provide (Lerner et al., 2005). Parental support incorporates a myriad of positive behaviours that can have a beneficial influence on development. Parental support has been defined as parental behaviour towards a child, such as emotional support, showering the child with praises, encouragement, the presence of physical and mental attention/affection which would then indicate how the child is loved (Barnes et al., 1992) and has been associated with mental stability and positive educational outcomes in later adolescence and early adulthood.

Mental Health in Adolescence / Early Adulthood

A large body of research has been conducted over the last decade, which links mental stability and positive adult outcomes to consistent parental support (Mullen & Fox Hamilton, 2016). In Ireland, young people aged 19-24 carry the burden of mental ill-health with mental disorders now being one of the leading causes of disability among young people around the world (Gore et al., 2011, p. 106). Cannon et al. (2013) at the Royal College of Surgeons, conducted a report on mental health and young people in Ireland, their findings were that

young Irish people may have higher rates of mental disorders than similarly aged young people in other countries. They also found that, "by the age of 13 years, 1 in 3 young people in Ireland is likely to have experienced some type of mental disorder. By the age of 24 years, that rate will have increased to over 1 in 2" (Cannon et al., 2013, p. 7).

Based available international evidence, this means that up 1/3 of young Irish adolescents and over one half of young Irish adults are at increased risk of mental ill health into their adult years (Cannon et al., 2013, p.7). This points out a strong need for the increase of mental health services development strategies, in order to reduce and maintain low levels mental ill health continuity among young people in Ireland. It is possible therefore, that by promoting well-informed, specific and targeted parental support, young adults may experience more positive outcomes related to mental stability and educational achievement.

Parental Support & Mental Stability

A lack of mental stability, i.e. mental illness, including depression and anxiety have found to be linked in with parental support (Stice et al., 2004). Depression is different from feeling sad and upset. Depression is a commonly known mental illness, when an individual is depressed, they experience low moods, instability in weight, loss of appetite, low self-worth and many other negative feelings (Thapar et al., 2012). Although depression can happen to anyone, some studies have found that individuals who may have come from a background which lacked parental presence and support are more likely to be depressed (Young et al., 2005). Similarly, another study found that individuals with higher scores on the perceived parental support scale were less likely to develop depression during adolescence (Mageau et al., 2015). These results suggest that having a strong bond of support and attention during childhood can have an important positive effect on mental stability (Stice et al., 2004).

The awareness of not having an individual in one's life who can be perceived as supportive or giving one physical attention can be extremely detrimentally to one's mental

state (Simons et al., 2013). Most individuals during their development, reach a point in their lives where they long for interaction from other human beings, be it a parent figure or a friend. Many studies have focused on the need for parental support and its link with depression specifically. Simons et al. (2013) focused on parental support and depression in the transgender community in their research. The study, which focused mainly on the experiences of diverse groups of transgender young adults and found that parental support was significantly higher when associated with higher life satisfaction, and with a lower perception of being transgender seen as a burden, most participants who scored higher with parental support had lower depressive symptoms (Simons et al., 2013). This study was the first to document associations among parental support and mental health in a sample of transgender youths. Further research into distinct supportive behaviours and familial relationship qualities would be valuable to promote mental stability in all adolescence around the world and in Ireland.

Parental Support and Anxiety

Cannon et al. (2013) found anxiety disorder to be related to several feelings including panic, fear and worry. The following is a list of disorders that Cannon et al. (2013) provides: irrational or obsessive fear of a specific item or situation, often leading to avoidance behaviours, social phobia is the experience of intense feelings of fear in social situations, panic disorder, post-traumatic stress disorder, obsessive compulsive disorder and generalised anxiety disorder (p.9). Just over 11% of 19-24-year olds in Ireland are likely to experience an anxiety disorder at any given time (Cannon et al., 2013). There are numerous findings which support and further expand the understanding between parental support and anxiety. Thienemann et al. (2006) conducted a study using a manual-based therapy protocol that teaches parents skills on how to interact and act as therapist with their children who suffer from primary anxiety disorder, in their ongoing interactions and daily life. The children

resulted in significantly lower levels of measures of anxiety. Therefore, the positive influences of parental support, and in this case parental interacting go beyond mental stability to also impact mental health disorders.

Parental Support and Educational Outcomes

Parental involvements in a child's life such as school activities have a positive impact on a child's academic performance (Desforges & Abouchaar, 2003). It is imperative for parents to be involved in the educational aspects of their child's life from the start, as this will help to develop the child's intellect and social life (Flouri & Buchanan, 2004). Crouter et al. (1990) conducted a study on parental monitoring and perceptions of school development. The results indicated that parental absence in a child's educational development had negative repercussions on the child's grades, attendance and behaviour in school. Wall et al. (1999) found that there was a link between a lack of parental support and the ability to achieve and have career aspirations.

Zellman & Waterman (1998) found that "parental school involvement contributes to positive child outcomes; however, such involvement appears to be a manifestation of parental enthusiasm and positive parenting style" (p. 370). Parental involvement programmes might be more effective if they are focused and implemented from early stages of childhood and parenthood.

Parental Support & Adolescence

In recent years, more research has focused on the mental development and stability of adolescence. The 'Mental health of young people in Ireland report' by Cannon et al. (2013) found that young Irish people may have higher rates of mental disorders. Kerr and Stattin (2000) conducted a study on parental support and monitoring adolescents, in order to understand if parental monitoring is linked to better adolescent adjustment. The results

suggested that adolescents find many opportunities to go astray and act unorderly, but parents can avoid such situations by providing mental and physical support and monitoring their children's activities (Kerr & Stattin, 2000). Suggested activities included implementing open channels of communication in order to make their children feel comfortable and open (Zellman & Waterman, 1998).

Rationale for the Current Study

This present study aims to fill in the gaps on a more direct research question "Parental support will promote mental stability within adolescents and have a positive effect on their academic performances", in terms of parental presences/involvement and in educational activities and mental health conversation and involvements. With the hope of understanding that if there was a presence of parental presence at an early stage, will this indicate mental stability during adolescent years.

Research shows that children who had the presence of parental support from a young age usually have a positive mind-set and are resilient when it comes to challenges and life tribulations (Helsen et al., 2000). Having a supportive parent has also been shown to result in mental stability and an ability to thrive academically (Cotterell, 1992). The need for understanding the influence parental support and mental stability has on academic performances and what negative impacts may not already be acknowledged in literature today. There is also a need for more research within adolescents from an Irish perspective to evaluate if parental support is as important and to examine what aspects of support is beneficial. Also, to produce early prevention interventions initiatives in the area of adolescent mental health and to have the chance to decrease widely economic burdens associated with mental instability among the Irish population. By doing so, given the chance to minimise relational, social, vocational and personal impacts of mental instability in adolescents and their families.

Research Questions and Aims

Research Question: how will parental presence/absences have an impact on mental stability?

How will mental instability in adolescence influence academic performances?

Aims: The aim of the current study is to understand the effect of parental support from childhood leading into adolescences and to further the research of mental stability. This study hopes to educate parents on the importance of involving themselves in their children's educational activities and to help broaden the understanding of just how much the absence of parental presence can have a continuous negative effective in their ongoing lives.

Objectives: The focus of this study is to investigate if there will be a relationship between parental support, and this is investigated by focusing on mental stability, in students without mental illnesses. With those who would say they had full parental support and by correlating these results with students who have anxiety or depression and indicate they had a lack of parental presence growing up. Also, by looking at the different levels of paternal care, emotional availability and physical attention given to everyone during their upbringing. The variables measured will be parental support, anxiety, depression and academic performance. Using the Perceived Parental support scale and the Mental Health inventory scale participants will answer questions which I will use to generate data for the study.

Hypothesis 1: There will be a relationship between parental support with academic performance and mental stability.

Hypothesis 2: Parental support will predict academic performance and mental stability.

Hypothesis 3: There will be differences in mental stability scores between participants who do feel that their parental support influenced their academic performance versus those who don't.

Method

Participants

The sample population consisted of 102 responses from the questionnaire and individuals of the population were within the age ranges of 18-25, All adolescents N=19 males and N = 82 Females and N=1 other. The ages of an adolescent are defined to be from 10 – 19, but this study has chosen to avoid including vulnerable groups such as children.

The sample includes all genders and ethnic/race groups, excluding individuals who don't practice fluent English. Snowball and convenience sampling were strategies used as the questionnaire was sent to students through email, or from flyers posted in the university and shared from students who have previously completed the questionnaire. Both chosen strategies are usable for both acquiring participants for the questionnaire. Both choices are very useful to gain participants for the study that may not have been contacted directly.

Both male/female and participants who wish to not specify their sex may participate in the study. All ethnic groups and backgrounds will be included within the study. Persons within the region of Dublin, Ireland may be included within the study. Persons with fluent English residing in Ireland, the study was voluntary, and no incentives were used for partaking of the study. Participants with depression and anxiety and participants with stable non-fatal health complications. Participants not involved in drug abuse or any harmful substances were also included.

Measures

  A quantitative method of analysis was used as participants conducted a questionnaire using the Perceived Parental Autonomy Support Scale (P-PASS) and the Mental Health Inventory (MHI) scale. A correlation design was used to find the correlation between parental support and mental stability in adolescence. The independent variable will be "parental support" and the dependant variable will be "mental stability" and "academic performance".

  Parent support.

  P-PASS was used to measure parental support, this scale is based on the existing scale PCS-YSR **PCS–YSR** = Psychological Control Scale –Youth Self-regulation (Barber, 1996). The P-Pass scale is a 24-item scale measuring perceptions of three autonomy-supportive behaviours. The three supportive behaviours are emotional support, paternal care and physical attention (Mageau et al., 2015). The P-PASS scale is structured with 24 questions with responses ranging from "almost never true, rarely true, sometimes true and almost always true". Participants are presented with questions on the levels of parental support received and are asked to answer according to the scoring key. Participants had to choose from 1-7 and indicate to father or mother in order to obtain a total score and Cronbach's alpha ($\alpha > .89$),

  Mental stability.

  The MHI -18 scale was used to measure mental stability. The MHI scale is an 18-item scale, which is a shorter version of the full Mental Health Inventory scale (Veit & Ware, 1983). The MHI scale consists of four subscales. The four subscales are anxiety, depression, behavioural control and positive affect and 1 total score. The subscale and total scores range from 0-100, with higher scores indicating better mental health (McHorney et al., 1992). The scoring system of the MHI scale is complex and generates the total score as well as four subscales for each of the four subscales. The questionnaire takes approximately 5-10 minutes

and consist of five questions. It includes six possible responses for each question, scored from 1 to 6 - All the time, Most of the time, A good bit of the time, Some of the time, A little bit of the time and None of the time. The Cronbach's alpha for the MHI scale in the previous studies was 91, with the subscale alphas ranging from .73 to.83 (Veit & Ware, 1983).

A section to access academic performance levels was then inputted, the questions based on where the participant felt they were in terms of their academic performance. The responses were displayed as followed: 1. Very good, 2. Good, 3. Comfortable, 4 Could be better, and 5. Disappointing. For the last two questions in the section, the responses were to answer with Yes or No.

Design

The study was conducted using a quantitative correlational (hypothesis 1 and 2) and between-groups (hypothesis 3) design. The independent variables were parental support father/mother and the dependent variables were academic performance and mental stability. The design was also cross-sectional as data was only gathered at one time-point.

Procedures

The study was placed within the chosen university of the participating students, they were emailed, approached or referred from another student about the study. The study took place in a digital questionnaire format, upon open/receiving the first page of the questionnaire, they had a full brief of the study along with a waiver of consent which they will have to read and select Yes or No (as it will be a digital questionnaire). Participants were also made aware of the approximate duration of the questionnaire which was just over 15 minutes. Both scales have a format of 18 and 24 questions, which would bring the questionnaire to a total of 50 questions for the participants to answer, including the questions of consent. The questionnaire has a concise guideline of the structure and sections of the questions and the format of how the

answers are to be chosen. Participants were informed if they were not sure which answer to select, they were indicated to choose the one answer which comes closest to describing them or select N/A.

The participants were informed that they may stop or withdraw at any point of the questionnaire. The participates may have experienced some distress of flashbacks when answering on some more personal information and they will be cued to end the questionnaire for some time or completely stop. Their right to withdraw and erosion of their data was exercised on the first and last page of the questionnaire. At the cessation of the questionnaire the participants had the chance to review their chosen answers and give permission on whether they would be available for a follow-up if needed. Lastly, as stated above, all participants will be notified when their data generated has been analysed and used for submission of the chosen study will be visible for other people interested in the chosen research question.

Results

Descriptive Statistics

Descriptive statistics were preformed to describe the sample results, most participants indicated "YES" for the question "Do you feel your academic performance levels are a reflection of your mental state?" (see table 1). 78% of all participants indicated "YES" for the question "Do you feel your levels of parental support have had an impact on your academic performances" (see table 1).

Table 1. Categorical variables

Frequencies for the current sample of participants on each demographic variable (N = 102).

Variable	Frequency	Valid Percentage
Gender		
Female	82	80.4

Male	19	18.6
Other	1	1.0
Do you feel your academical performance levels are a reflection of your mental state?		
yes	71	69.6
no	31	30.4
Do you feel your levels of parental support have had an impact on your academical performance?		
yes	78	76.5
no	24	23.5

Table 2. Descriptive statistics of all continuous variables.

	Mean (95% Confidence Intervals)	Std. Error Mean	Median	SD	Range
Academical Total	9.02(8.50 – 9.55)	.26527	9.0	2.679	3 - 15
Mental stability	56.9 (54.37 – 59.37)	1.3031	56.9	13.160	29 – 88

Inferential Statistics

The independent variable was Parental support for mother/father. The dependent variables were Academic performances and mental stability.

Hypothesis 1: There will be a relationship between parental support with academic performance and mental stability. The relationship between parental support for mother/father, academic performance and mental stability was investigated using Pearson product – moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumption of normality, linearity and homoscedasticity. There was a strong, significant positive correlation between the two variables, mental stability and parental support for father:

r = .224, n =83, p, <.05, mental stability and parental support for mother: r = .294, n =91, p ,<.01. There was a non-significant negative correlation between Academic total and parental support for father: r = -.097, n =83, p= .382 and Academic total and parental support for mother: r = -.057, n =91, p = .594. (see table 2).

Table 2. Correlations between all continuous variables.

Variables	Mental stability	Academic Total
Parental support F	.224*	-.097
Parental support M	.294**	-.057

Note. Statistical significance: *p < .05; **p < .01; ***p < .001

Hypothesis 2: Parental support will predict academic performance and mental stability. Hierarchical multiple regression was used to assess the ability of parental support father/mother to predict levels of mental stability and academic performance. Preliminary analyses were performed to ensure no violation of the assumption of normality, linearity and homoscedasticity. For academic performance, the variables parental support mother and father were entered and explained 1% of the variance $F_{(2, 100)}$ = .377, p = .687. For mental stability levels, the variables parental support mother and father were entered and explained 8.7% of the variance $F_{(2, 100)}$ = 3.74, p = .028. The results indicated that parental support significantly predicts mental stability. (see table 3 & 4.)

Table 3. Multiple regression model predicting mental stability.

	R^2	β	B	SE	CI 95% (B)
Model	.087				

		.048	.023	.071	-.119 -
Parental support F					.165
Parental support M		.262	.131	.073	-.015 - .277

Note. R2 = R-squared; Ajd R2 = Adjusted R-squared; β = standardized beta value; B = unstandardized beta value; SE = Standard errors of B; CI 95% (B) = 95% confidence interval for B; N = 398; Statistical significance: *p < .05; **p < .01; ***p < .001

Table 4. Multiple regression model predicting academic performance

	R^2	β	B	SE	CI 95% (B)
Model	.010				
Parental support F		-.108	-.011	.015	-.041 - .019
Parental support M		.016	.002	.016	-.029 - .033

Note. R2 = R-squared; Ajd R2 = Adjusted R-squared; β = standardized beta value; B = unstandardized beta value; SE = Standard errors of B; CI 95% (B) = 95% confidence interval for B; N = 398; Statistical significance: *p < .05; **p < .01; ***p < .001

Hypothesis 3: There will be differences in mental stability scores between participants who do feel that their parental support influenced their academic performance versus those who don't. An independent samples t-test was conducted to compare the mean mental stability between groups of participants who said Yes versus No to the question: "do you think your levels of parental support had an impact on your academic performances". There was a significant difference in scores for the mental stability levels for participants who indicated yes (M=55.54, SD=12.99) and participants who indicated no for academical total (M = 61.58, SD = 12.89; t (100) = -1.997, p = .049 two-tailed, Cohen's d =.467.

Discussion

The study aimed to investigate the relationship between parental support for mother/father and its correlation with academic performance and mental stability. The results generated supported the all three hypotheses to an extent. The results indicated that there is indeed a strong positive correlation between parental support and mental stability but a weak negative correlation with academic performance. The higher scores of depression in males correlated with higher scores of absent parental support. Based on the CSO central statistics office there are 56% more men in 3rdlevel education than women, and this study used the best sampling strategy to represent this. Yet the result founded that the gender was not a significant predictor of academic performance.

Although depression is a relatively common phenomenon, some studies have found that individuals who may have come from a background which lacked parental presence and support are more likely to be depressed. Previous literature would state that mental stability also depicted in this study as 'depression' and parental support indeed have a relationship with each other. The findings of the current study support those of Stice et al., (2004) who found that depression and anxiety have been linked to parental support in adolescence. This study utilised the (MHI scale), of which the subscales included depression and anxiety. Similar to Stice et al. (2004), we also found that there was a significant association between parental support and mental stability. The current study adds to the literature as we investigated parental support in mothers and fathers specifically.

Mageau et al, (2015) found that individuals who had higher scores on the (P-PASS scale) were in almost all cases less likely to be depressed or even develop anxiety. Indeed, through applying the P-PASS scale to investigate parental support levels in the participants, the data generate was enough to support this statement. It also gave an understanding on the importance of sting parental bonds, specifically during adolescence.

Although parental support levels and academic performance may not have had a strong positive correlation, this does not indicate that they have no relationship whatsoever, as the scale used to measure academic performance was compiled of questions asking the participant to indicate how they personally feel they are preforming academically. It also asked if their performance levels are a reflection of the parental support they received growing up (see appendix C). So, this measure may not have been able to produce accurate results on the correlation of the two variables. A different measure could be put in place for replication of this study to acquire more desirable data.

Crouter et al. (1990) researched how parental support impacts school development and the data collected found that the absence of parental support had negative repercussions on grades, attendance, behaviour and development. Evidently from this study there must be some sort of association, despite the insignificant relationship found from this current study. There was still enough data to support this theory, more research has found that the lack of this support has been linked to the inability to achieve and have career aspirations. As stated above the scales used to measure academic performance proved to be a limitation within this study.

Limitations and recommendations

This study mostly consisted of more females than males. Although this was limitation, it did help to produce some findings which could motivate more research in this area to be conducted. Out of the 19 males that partook in this study, the areas in which the males were more depressed was linked to the absence of both fatherly and motherly parental support. However, there was no correlation seen for females. This means that men are more likely to

be depressed in their adolescent years due to both the absence of a motherly or a fatherly figure, yet it does not seem to impact their academic performances. This

phenomenon may be happening due to the lack of research and understanding between depression and parental support.

Zellman & Waterman (1998) found that "parental school involvement contributes to positive child outcomes; however, such involvement appears to be a manifestation of parental enthusiasm and positive parenting style" (p. 370). Parental involvement programmes might be more effective if they are focused and implemented from early stages of childhood and parenthood. In turn this could lead to lower levels of mental instability, "depression and anxiety" in both males and females. Educating parents on the importance and vitality of the involvement and support in their children's lives and the significant role it plays in their mental and individual development.

Participants in third level education helped the representative sample to estimate the characteristics of the population, as it is not possible for the access of the full population. So, with this sample it may be available to generalize the findings back to the population. The chosen sample size was limited to the age group of 18 – 25 due to the nature of the study. The study was also limited by the lack of variation of participant's due to snowball sampling as participants may have only shared the questionnaire with their peers who may have the same background and mental setting as themselves, universalism was hoped to be reached from the chosen sampling techniques regardless.

The age range of 18- 25 could also be depicted as a limitation, as it doesn't give much inclusivity and means to generalize it back to the population. The age criteria were based on the novelty of the study. Most research has focused on infants, children or the elderly Zellman & Waterman (1998) as a means to investigate parental support and its relationship with academic performance. Some areas of newer research could be derived from the implications of this study, programmes targeting individuals aged 18 -25 attending third level education, who may have come from low income backgrounds or one parent homes, with the

aim to provide academic or mental support. This research could seriously impact the lives of many individuals who may be suffering in silence.

Conclusion

Through conducting questionnaires using the MHI SCALE and P-PASS SCALE, following a process of statistical analysis with the hopes to investigating parental support and its relationship with mental stability and the impact it has on academic performances in adolescences. The results generated indicated that there is a strong correlation between the absence of parental support in adolescents, specifically in males with the levels of mental instability. In this case, depression.

The study also found that lower levels of parental support as a whole also impacted academic performance but not at a significant level. 78 participants out of 102 indicated that their lack of parental support has had a long-lasting negative effect on their mental health leading to cases of anxiety, and in minor case's furthermore impacted their academic performance. This contributes to the understanding and importance of parental support in a child's life especially in stages of early development. The study found an imperative need for parents to implement themselves in their child's academic activities.

As stated above, although not significant the study did find a correlation between academic performance and mental stability. Participants indicated that their academic performances were a reflection of their mental state in cases where they had a un-supportive parent. This was one of the two major highlights of the current study. There is indeed a direct relationship between the two variables, immense research needs to be conducted on the relationship between mental health and academic performances and precautions which could be put in place to help maximise these individual's performance levels, despite their mental

state. As, childhood experience shouldn't be a inhibitor to achieve ones maximum potential or a wanted grade.

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Appendices A

MENTAL HEALTH INVENTORY (MHI)

The next set of questions are about how you feel, and how things have been for you during the past 4 weeks. If you are marking your own answers, please circle the appropriate response (0, 1, 2,...). Please answer every question. If you are not sure which answer to select, please choose the one answer that comes closest to describing you.

During the past 4 weeks, how much of the time...

	All of the time	Most of the time	A good bit of the time	Some of the time	A little bit of the time	None of the time
1. has your daily life been full of things that were interesting to you?	1	2	3	4	5	6
2. did you feel depressed?	1	2	3	4	5	6
3. have you felt loved and wanted?	1	2	3	4	5	6
4. have you been a very nervous person?	1	2	3	4	5	6
5. have you been in firm control of your behaviour, thoughts, emotions, feelings?	1	2	3	4	5	6
6. have you felt tense or high-strung?	1	2	3	4	5	6
7. have you felt calm and peaceful?	1	2	3	4	5	6

8. have you felt emotionally stable?	1	2	3	4	5	6
9. have you felt downhearted and blue?	1	2	3	4	5	6
10. were you able to relax without difficulty?	1	2	3	4	5	6
11. have you felt restless, fidgety, or impatient?	1	2	3	4	5	6
12. have you been moody, or brooded about things?	1	2	3	4	5	6
13. have you felt cheerful, light-hearted?	1	2	3	4	5	6
14. have you been in low or very low spirits?	1	2	3	4	5	6
15. were you a happy person?	1	2	3	4	5	6
16. did you feel you had nothing to look forward to?	1	2	3	4	5	6
17. have you felt so down in the dumps that nothing could cheer you up?	1	2	3	4	5	6

18. have you been anxious or worried?	1	2	3	4	5	6

Appendices B

Perceived Parental Autonomy Support Scale (P-PASS)

YOUR PERCEPTION OF YOUR PARENTS

Please answer the following questions about your mother and father while you were growing up. If you did not have any contact with one of your parents (for example, your father), but another parent of the same sex lived with you (for example, your stepfather), please answer the questions about this other adult. If you did not have any contact with one of your parents, and no other adult of the same sex lived with you, please leave the questions about this parent blank.

Using the scale bellow, please indicate the extent to which you agree with each of the statements regarding your mother and father's behaviours.

Do not agree at all 1	Hardly agree 2	Slightly agree 3	Somewhat agree 4	agree 5	Strongly agree 6	Very strongly agree 7

BE CAREFUL, the order of responses for your mother and father changes for each item.

WHEN I WAS GROWING UP …

1. My parents gave me many opportunities to make my own decisions about what I was doing.	**Mother 1 2 3 4 5 6 7** **Father* 1 2 3 4 5 6 7**
2. When my parents asked me to do something, they explained why they wanted me to do it	**Father* 1 2 3 4 5 6 7** **Mother 1 2 3 4 5 6 7**
3. When I refused to do something, my parents threatened to take away certain privileges in order to make me do it.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
4. My point of view was very important to my parents when they made important decisions concerning me.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
5. My parents refused to accept that I could want simply to have fun without trying to be the best.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
6. When my parents wanted me to do something differently, they made me feel guilty	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
7. My parents encouraged me to be myself.	Mother 1 2 3 4 5 6 7

	Father* 1 2 3 4 5 6 7
8. Within certain limits, my parents allowed me the freedom to choose my own activities.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
9. When I was not allowed to do something, I usually knew why.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
10. I always had to do what my parents wanted me to do, if not, they would threaten to take away privileges.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
11. My parents believed that, in order to succeed, I always had to be the best at what I did.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
12. My parents made me feel guilty for anything and everything.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
13. My parents were able to put themselves in my shoes and understand my feelings.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
14. My parents hoped that I would make choices that corresponded to my interests and preferences regardless of what theirs were.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
15. When my parents wanted me to do something, I had to obey or else I was punished.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
16. My parents were open to my thoughts and feelings even when they were different from theirs.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
17. In order for my parents to be proud of me, I had to be the best.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
18. When my parents wanted me to act differently, they made me feel ashamed in order to make me change.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
19. My parents made sure that I understood why they forbid certain things.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
20. As soon as I didn't do exactly what my parents wanted, they threatened to punish me.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
21. My parents used guilt to control me.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
22. My parents insisted that I always be better than others.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7
23. When I asked why I had to do, or not do, something, my parents gave me good reasons.	Mother 1 2 3 4 5 6 7 Father* 1 2 3 4 5 6 7
24. My parents listened to my opinion and point of view when I disagreed with them.	Father* 1 2 3 4 5 6 7 Mother 1 2 3 4 5 6 7

Appendices C

PERCEPTION OF YOUR ACADEMIC PERFORMANCE – PCAP SCALE

The next set of Questions will be questions based on where you feel you are in terms of your academical performances. If you are marking your own answers, please select the appropriate response from;

1-5. (1. Very good, 2. Good, 3. Comfortable, 4 Could be better, and 5. Disappointing).

For the last two questions in this section, please answer Yes or No. Please answer every question. If you are not sure which answer to select, please choose the one answer that comes closest to describing you.

How do you feel you are performing in your favourite module? *

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

How do you feel you are performing in your least favourite module? *

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

How do you feel you are performing overall in all modules? *

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Do you feel your academic performance levels are a reflection of your mental state? *

Yes ☐

No ☐

Do you feel your levels of parental support have had an impact on your academic performances? *

Yes ☐

No ☐

Appendices D

- 18 – 22

- 22 - 25

- By signing below, I am indicating that I have read and understand the attached information sheet.

- By completing this questionnaire, I am giving my consent for you to use my questionnaire answers in this research study.

- I understand that I have the right to withdraw my participation at any point during the process up until I submit my answers.

- I understand that once I submit my answers, that I cannot withdraw my data as the data are fully de-identified.

- Male
  Female
  Other

Consent form for questionnaire D.

Which will be placed on the first page of the questionnaire.

Appendices E

Participant Information Sheet

Study Title

Parental Support and its relationship with Mental Instability within Adolescence and its Impact on Academic Performance.

What is the purpose of this study?

This study aims to understand whether parental support, either negative or positive will influence mental health. And if it may lead to mental illness, and as a result of this, will impact academic performance. I aim to investigate the relationship between parental support and mental stability.

Why have you been approached?

For the purpose of this study I need to recruit many participants. You are within the age range of 18-25, and within third level education studying any course. And you have decided to participate at you own accord. You are a male or female. You are a part of all ethnic groups and backgrounds. Within the region of Dublin, Ireland, you have fluent English residing in Ireland. These are the reason you have be approached for this study as these are the criteria that I have for recruiting people for this study.

Do you have to take part?

No, Participation is entirely voluntary. If you change your mind about taking part you may withdraw at any point of the study at any time, without reason. Once you have submitted your answers, you will no longer have access to your data as it is fully de-identified.

What will happen if you take part?

You will choose on participating only in the questionnaire, you will be asked to partake in a 15 minute questionnaire session, you will be asked on childhood memories, if you feel you had supportive parents, where do you feel you are in terms of your mental state and academic

performance? And how the parental support you may have/have not received growing up has impacted these factors.

What are the possible disadvantages and risks of taking part?

Participants will be asked to recount the support they received from their parents during childhood adversities and experiences they may have gone through with their parents. Participants will have to rate the level of support they encountered at different stages of their lives. Participants may feel distress when completing the rating scales but will not be asked to provide any personal or specific details on situations. Participants may feel tired after the session.

What are the possible benefits of taking part?

As an 3rd level student you will gain insight into how a psychology research project is conducted and what it is like to participate in the study. Also, you will gain experience in completing standardised psychology scales and will help me to complete my final dissertation.

Will your taking part in the study be kept confidential?

Yes. Only demographical factors such as age will be identifiable from the questionnaire for statistical analysis. All personal information such as your name, religious background and ethnicity will be kept confidential. After the completion of the study all the data will be destroyed.

What will happen to the results of the research study?

The results will be written up and presented as part of my final year project for my undergraduate dissertation.

Who will review the study?

The psychology department undergraduate ethics committee along with NCI ethical guideline committee will review and if applicable, approve the study.

Contact for further information

Karine Lawani

X17724941@student.ncirl.ie

Michelle Kelly

Michelle.kelly@ncirl.ie

Information sheet E.

Appendices F

Debriefing form

Debriefing Form: Parental support will promote mental stability within adolescence.

Thank you for agreeing to participate in this study! The general purpose of this research aims to understand whether parental support, either negative or positive will have an effect or promote mental stability during adolescence. I aim to investigate the relationship between parental support and mental stability. The results from this study will give an understanding of how much childhood experiences may shape an individual and effect ones academic performances.

If you feel concerned or upset after your participation, please feel free to phone 01-2346707 about options for counselling. Alternatively, you could also phone the NCI help line on Studentservices@ncirl.ie.

Thank you for your participation in this study. If you have further questions about the study, please contact X17724941@student.ncirl.ie In addition, if you have any concerns about any aspect of the study, you may contact my supervisor Dr Michelle Kelly (Michelle.Kelly@ncirl.ie).

Email: X17724941@student.ncirl.ie

Website: NCIRL.ie

Additional Reading:

Barber, B. K. (2002). Intrusive parenting: How psychological control affects children and adolescents. American Psychological Association. https://doi.org/10.1037/10422-000

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