

# Parental Support as a Predictor of Optimism and Pessimism in Adolescents: A Statistical Study

Aarti Vats<sup>1,\*</sup>  | Vandana Goswami<sup>1</sup>

<sup>1</sup>Department of Education, Banasthali Vidyapith, Rajasthan, India

\*Corresponding author: [aartivats20@gmail.com](mailto:aartivats20@gmail.com)

**Abstract:** This study evaluates parental support's impact on predicting teenagers' optimism and pessimism levels. Altogether, 384 participants were analyzed using regression analysis and ANOVA in SPSS to determine the relationship between parental support and adolescents' emotional states. The findings have a high positive correlation between parental support and optimism, where  $\beta = 0.62$ ,  $p < 0.001$ . Thus, it depicts that more significant support from the parent has a good correlation with rising optimism in adolescents. Inversely, low parental support is strongly associated with a rise in pessimism as recorded by  $\beta = -0.55$ ,  $p < 0.001$ , therefore depicting the measure of parental engagement determining the emotional outlook of an adolescent. The regression results confirm that parental support significantly affects both optimism and pessimism, with  $R^2 = 0.48$ , thereby indicating very high explanatory power. The result suggests that the formation of a supportive environment for parents is a condition that fosters the psychological wellbeing of adolescents. The study recommends targeted interventions to strengthen parental engagement, promote emotional resilience, and reduce negative emotional tendencies among high school students.

**Keywords:** Parental supports, Adolescents, Optimism, Pessimism

## 1. Introduction

Adolescence is often accompanied by mental health issues and psychological complaints, which have become worse in many nations, including Sweden, where females report higher than average rates of psychological complaints (Bor et al., 2014), (Collishaw, 2015). Up to one in five children worldwide suffer from mental health issues, according to research (Kieling et al., 2011), which is why the World Health Organization (WHO) has made mental health promotion one of its top goals (Organization, 2015). Not only may mental health issues have detrimental effects on youth, but they can also last into adulthood and have detrimental effects on a person's whole life. Childhood and adolescence provide the foundation for later-life pathways to excellent health, wellbeing, and healthy social function (Bonnie et al., 2019), (Olsson et al., 2013). For young people's wellbeing at this point in their lives, their connection with their parents is essential (Rueger et al., 2010). Therefore, the quality of motherhood has a substantial influence on the emotional health of young people and, inversely, on the severity of mental issues. This is because motherhood is a significant kind of parenting.

Parents devote their time and money to the education of their children. One of the primary causes of uneven chances is variations in the amount of money parents spend on products and services for their kids. The degree to which parents provide emotional support to their children is essential for their development in addition to the time and money spent on them (Kalil & Ryan, 2020). Parental warmth and responsiveness—especially during the early years- are essential in helping children achieve security, control their emotions, and create a sound framework for investigating their surroundings (Morris et al., 2017). Children who get

emotional support from their parents also develops self-worth and confidence (Zakeri & Karimpour, 2011), equipping them to handle hardship (Moran et al., 2018). As a result, various child outcomes have been connected to parental emotional support. For example, higher parental warmth and responsiveness are linked to higher academic accomplishment (Ogg & Anthony, 2020). They are a fundamental mechanism connecting cognitive development with family resources (Kiernan & Mensah, 2011). Additionally, the COVID-19 pandemic has highlighted the value of parental emotional support in assisting kids and teenagers in overcoming the adverse effects that frequent disruptions in access to schools and other essential services may have on their wellbeing (Bate et al., 2021).

This calls for a greater understanding of and focus on ways to encourage parents to be more active and supportive in their children's lives. Despite this, some children will always have little or no parental support throughout their childhood. Thus, searching for other elements or safe spaces that mitigate the negative impacts of inadequate or non-existent parental support is crucial. The school, where most kids and teenagers spend a large portion of their time, maybe one such setting. According to earlier studies, the health and wellbeing of young people rely on the support of both parents and school staff (Khatib et al., 2013), (Thapa et al., 2013), and these two kinds of support are somewhat separately linked to the health and wellbeing of young people (Walsh et al., 2010). School is especially significant for young people since they spend about half their waking hours there. The school atmosphere is a crucial element to look into regarding the wellbeing of young people since a substantial portion of their social contacts occur there. Less research has been done, however, on whether a positive school atmosphere may make up for a lack of family support in terms of psychological issues. For instance, parents who provide little or no support to their children would turn more to other sources of support, like school, which might make up for the lack of parental support.

One trait that emerges from early relationship experiences that may support meaning-making is optimism, which is the propensity to anticipate good rather than adverse events typically. Anticipating favourable results might encourage the young person to pursue pursuits and connections that have personal significance. Indeed, those with greater optimism tend to react to challenges by adopting proactive, approach-oriented coping mechanisms. Additionally, better interpersonal connections and more significant social support are linked to higher optimism (Srivastava et al., 2006).

These elements of optimism, which result from prior experiences of parental support and provide more answers to life's problems and higher-quality social relationships, may encourage interactions that produce meaning. A child's internalization of a picture of themselves interacting with the environment mostly positively and generatively may be reflected in optimism, a feature of mental representations developed in responsive early parent-child connections. These early images may be reinforced via future encounters, directing behaviour throughout infancy and adolescence. According to prospective studies, children's opinions of responsive parenting predict higher levels of optimism in late adolescence, which are linked to a stronger feeling of purpose in early adulthood (Renaud et al., 2019). Conversely, pessimism relates to avoidance behaviour and increased susceptibility to stress and negative emotions. The interplay of these tendencies underlines the critical role of parental support in shaping the outlook of an adolescent and how it influences them to navigate life's complexities.

Pessimism and optimism are also linked to many motivational processes, according to the theoretical underpinnings of dispositional optimism. Expectancy-value theories of motivation have a long history and are associated with optimism and pessimism. Expectancy-value theories state that conduct results from pursuing objectives (Carver & Scheier, 2014). A goal's worth increases with how important it is to the person. Expectancy, or the belief that the objective can be accomplished, is the second essential idea of this motivational paradigm. Optimism or pessimism is characterized by how confident or doubtful one is that one will succeed. Although it is a straightforward distinction between optimism and pessimism, it also appears significant (Scheier & Carver, 2018). Motivational processes that impact people's future cognitive, emotional, and volitional processes are linked to anticipating usually positive outcomes instead of negative ones. The approach motivation system is probably related to positive expectations for the future, which make people more receptive to positive stimuli, feel happier, work harder toward their objectives, and be more likely to stick with them even when they face challenges (Elliot, 2006). Conversely, negative future expectations are likely to trigger the avoidance motivation system, making people more susceptible to harmful stimuli, more likely to feel depressed and anxious, and more likely to give up on projects too soon (Kelberer et al., 2018). The bi-dimensional structure of optimism and pessimism may also be supported theoretically and indirectly by the relative independence of the approach and avoidance motivation systems (Berkman & Lieberman, 2010), as well as the unique connections between optimism and the approach motivation system and pessimism and the avoidance motivation system.

The bi-dimensionality of optimism and pessimism adds dimensions to how parent support influences emotional tendencies. This study, however, will scrutinize these aspects as separate yet interlinked to provide an even more penetrating analysis of these two variables regarding parental involvement. According to previous studies, parental support contributes to the growth of secure attachments and fosters emotional wellbeing. However, less attention has been paid to its specific predictive role in enhancing optimism while mitigating pessimism, especially during the critical developmental phase of adolescence.

The present study offers a new perspective by combining theoretical frameworks such as expectancy-value theory to examine how parental support aligns with motivational processes. It focuses on adolescence, a transforming period where parental influence can significantly shape long-term emotional tendencies. Moreover, emphasizing the bi-dimensional nature of optimism and pessimism allows for a more targeted understanding of how parental support contributes to emotional development. Through that, the authors hope to supply practical recommendations from the research outcomes for parents, educators, and decision-makers to advocate for emotional toughness among teenagers.

### **1.1 The Rationale of the Study**

This study explores the critical role of parental support in adolescents' emotional wellbeing, focusing primarily on their optimism and pessimism. Adolescence is a period of significant changes in an individual's emotions and psychology. Therefore, parental involvement during this period contributes to attaining positive emotional outcomes. While parental support has been related to various positive outcomes, its particular role in predicting optimism and reducing pessimism in adolescents has not been well-researched. Since optimism is associated with proactive coping and better life outcomes, and pessimism is associated with avoidance

and negative emotions, the relationship between parental support and these emotional tendencies can be informative. The results would be of potential use for evidence-based, pragmatic interventions that help improve parental engagement, ultimately leading to a healthier emotional attitude and reducing the adverse psychological impact of adolescence.

## **2. Literature Review**

### **2.1 The Role of Parental Support in Adolescent Development**

Adolescents often have wide-ranging social networks and contacts with people who may support them, such as parents, siblings, school personnel, classmates, and schoolmates (Cornwell, 2003), (Formoso et al., 2000). According to a prior study, parents are a key source of support throughout adolescence. Students who get more significant support from their parents, for instance, report less internalizing and externalizing issues (Rueger et al., 2010), (Luyckx et al., 2014), (Orkibi et al., 2018), (Taylor et al., 2014), (Lyell et al., 2020). Similarly, it has been demonstrated that adolescents with high parental support have higher levels of self-esteem, social wellbeing, and less depression. In comparison, adolescents with low parental support have higher levels of psychological distress and psychological complaints than adolescents with high parental support (Lampropoulou, 2018).

Other studies have shown that peer support cannot wholly replace parental support, indicating that the two forms of support are somewhat independent. Parental support is crucial to young people's wellbeing. Research suggests that the family plays a significant role in adolescence, even if peer interactions are becoming increasingly important in young people's lives (Estell & Perdue, 2013).

### **2.2 Optimism and Pessimism in Adolescents**

The relative independence of optimism and pessimism raises the question of which is more significant in predicting significant adaptive outcomes: optimism or the absence of pessimism. Theoretically and practically, it may be beneficial to answer this question to identify the relative contributions of pessimism and optimism to life outcome prediction. However, because optimism and pessimism are seen as bipolar, the majority of the research that has been done on the advantages of dispositional optimism in different life outcomes finds it challenging to respond to this topic (Scheier & Carver, 2018). Occasionally, a few researchers have independently examined the many functions of pessimism and optimism, mainly about physical health. A meta-analysis was recently conducted that used data from 61 different samples of previously published research to segregate optimism from pessimism and analyze how strongly each contributed to relationships with health. The findings suggest that the lack of pessimism is a more accurate indicator of physical health outcomes than optimism (Scheier et al., 2021). Nevertheless, the majority of earlier research on the differences in optimism and pessimism intensity focused on physical health (Craig et al., 2021), (Fernández-Sogorb et al., 2018), (Serlachius et al., 2015). Investigating subjective wellbeing outcomes like life satisfaction and depression may or may not provide equivalent findings.

Previous studies have examined the relative contributions of optimism and pessimism to subjective wellbeing, but it has reviewed chiefly adults and produced mixed findings (Glaesmer et al., 2012), (Chang et al., 1997), (Zou et al., 2022). Very few studies on adolescents have examined the independent predictive impact of optimism and pessimism on subjective wellbeing outcomes. Positive elements of subjective wellbeing were predicted by optimism. In

contrast, negative aspects were predicted by pessimism (Sulkers et al., 2013) (Tejada-Gallardo et al., 2022) and discovered that happiness was substantially correlated with optimism but not with pessimism. The information from this research helped determine how strongly optimism and pessimism influence teenagers' subjective wellbeing.

Although research on the constructs of optimism and pessimism has increased recently, most studies have focused on the workplace, with relatively few studies examining these variables in educational settings (Huang et al., 2023). Nonetheless, earlier research (Pérez, 2009) has shown a connection between optimism and academic achievement. Conversely, pessimism is linked to low academic achievement, a reduction in health, or at-risk behaviour (Gillham et al., 2001). Only one study (Sanmartín et al., 2018) indicated that pessimism is a significant predictor of high school refusal scores for students who choose not to attend school, except those who base their refusal on receiving tangible reinforcement outside of school, in which case the findings were the opposite. Since optimism and pessimism are linked to young people's emotional wellbeing, schools should try to provide pupils with the emotional training they need to encourage positive growth.

### **2.3 Empirical Evidence on Parental Support and Emotional Tendencies in Adolescents**

Social support is essential and effective in preserving mental health (Zhou & Cheng, 2022). According to attachment theory, the most immediate external support for teenagers is emotional support from their parents (Bowlby, 1969). Expressing love, care, and worry for their children is a key component of parental emotional support. Adolescents are more likely to form stable relationships when they get excellent emotional support from their parents, improving their mental and cognitive abilities (Chen, 2023). Positive relationships between parents and children may be fostered by positive emotional expression on the part of the parents (Fan et al., 2023). Positive parent-child relationships influence children's ability to regulate their emotions. Morris et al. (2017) further underlined that teenagers' capacity for emotional control improves with the degree of parental emotional support.

Adolescent mental health outcomes are illuminated by emotional management. Adolescents adept in emotional regulation can better handle unpleasant emotions and day-to-day difficulties, improving their cognitive performance and resilience. On the other hand, teenagers who are unable to regulate their emotions effectively are more vulnerable to the negative consequences of stress and failure, which makes them more vulnerable to mental health issues (Salazar Kämpf et al., 2023). Consequently, there is a substantial link between mental health problems and parental emotional support (Zayde et al., 2023). Children who experience emotional neglect from their parents may face significant hardships (Yamaoka & Bard, 2019), which may result in mental health problems for them (Tan & Mao, 2023).

Nonetheless, there are protective variables present since not everyone who experiences hardship will go on to have mental health issues. Despite a lack of emotional support from their parents, teenagers with healthy psychological cognition may be able to retain excellent mental health, according to research from Western nations (Youn et al., 2023). External deficits may be positively countered by psychological cognition that is operating well. The relationship between parental emotional support and teenage mental health often involves psychological cognition, according to social cognitive theory. Parental emotional support serves as the most direct kind of social support, acting as a catalyst for the psychological processes that impact behaviour and performance at the individual level. In this work, we looked for an individual-

level term that includes the characteristics of psychological cognition and personal processes influenced by social dynamics and the environment.

Self-efficacy, the subjective assessment of one's capacity to accomplish specific activities or objectives, is among the most excellent choices for such a term. Because of its unique place in theory and research, self-efficacy is a strong contender for mediating the interaction between social and environmental circumstances and an individual's mental health (Caprara et al., 2004). Self-efficacy is considered a mediator because it links a person's experiences and views to their actual performance. This function has been well-verified in several research (Cattellino et al., 2023) (Kleppang et al., 2023).

## **2.4 Research Gap**

Most literature widely discusses the role of parental support in shaping adolescents' mental health, emotional wellbeing, and academic success. This is usually through its impact on developing optimism and reducing pessimism. Most of the studies are focused on early childhood parental support, thus creating a massive gap in understanding the effects during adolescence, which is one of the critical developmental phases. However, optimism and pessimism have been little researched as predictors of various life outcomes, specifically in their bi-dimensional nature and interplay with parental support among adolescents. It is also less well-explored whether external conditions, such as a positive school environment, could compensate for insufficient parental support in moulding the emotional disposition of adolescents. The current study addresses such gaps by considering the independent and interactive roles of parental support, with its compatibility with motivational theories in predicting optimism and pessimism among adolescents, offering novel insights into adolescent emotional development.

## **2.5 Research Objectives**

- a. To examine the relationship between the level of parental support and the degree of optimism in adolescents
- b. To investigate the impact of lower parental support on adolescent pessimism, focusing on whether a lack of support contributes to higher levels of pessimism in adolescents.
- c. To explore the influence of parental support on adolescents' levels of pessimism.

## **3. Methodology**

### **3.1 Research Design**

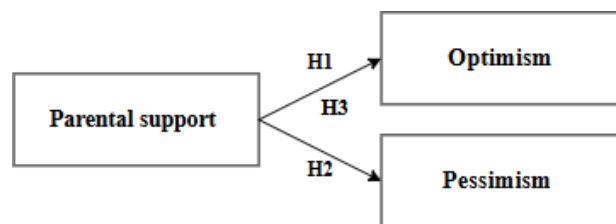
This research used a cross-sectional methodology to examine the impact of parental support on adolescents' emotional dispositions, particularly optimism and pessimism. This method is optimal for analyzing the correlation between parental support and emotional outcomes at a particular moment, enabling a practical evaluation of how different degrees of parental participation relate to adolescent's emotional conditions. This approach seeks to gather data that clearly illustrates the influence of parental support, which will be examined using statistical techniques to test the hypotheses and provide insights into this relationship.

### **3.2 Research Questions**

- a. Does higher parental support significantly predict greater optimism in adolescents?
- b. Does lower parental support significantly predict higher pessimism in adolescents?
- c. Does parental support have a statistically significant positive effect on optimism in adolescents?

### 3.3 Conceptual Framework

This study's conceptual framework (Figure 1) shows how parental support predicts optimism and pessimism in adolescents. It states three hypotheses: H1 examines the beneficial correlation between parental support and optimism, indicating that higher parental encouragement develops a more optimistic perspective. H2 investigates the inverse interaction between parental support and pessimism, suggesting that more support reduces pessimistic inclinations. H3 suggests that parental support simultaneously affects optimism and pessimism, demonstrating its bidirectional effect on teenagers' psychological wellbeing. This concept underscores the significance of parental engagement in influencing adolescents' emotional and intellectual growth, providing a foundation for comprehending how supportive family circumstances enhance their overall mental health.



**Figure 1:** Conceptual framework

### 3.4 Hypotheses

- **H0:** Higher parental support does not significantly predict greater optimism in adolescents.
- **H1:** Higher parental support significantly predicts greater optimism in adolescents.
- **H0:** Lower parental support does not significantly predict higher pessimism in adolescents.
- **H2:** Lower parental support significantly predicts higher pessimism in adolescents.
- **H0:** Parental support does not have a statistically significant positive effect on optimism in adolescents.
- **H3:** Parental support has a statistically significant positive effect on optimism in adolescents.

### 3.5 Data collection, Tools and techniques

A structured survey served as the primary data-collecting instrument to investigate the correlation between parental support and the degrees of optimism and pessimism in adolescents. The survey primarily focused on adolescents aged 13 to 18, including questions on perceived parental support, optimism, and pessimism. Parental support was assessed by respondents' perceptions of emotional, financial, and physical assistance from their parents. Optimism and pessimism have been evaluated using established instruments to measure overall life perspectives, levels of hope, and inclinations towards negative anticipations. The survey sample included 384 adolescents selected from many schools, guaranteeing a broad representation of socioeconomic backgrounds. Adolescents who lack active engagement in parental interactions or provide partial replies were excluded from the research. To analyze the data, descriptive statistics, regression analysis, and correlation tests were employed using SPSS software to investigate the relationships between parental support, optimism, and pessimism. The investigation revealed parental support's predictive influence on adolescent emotional outcomes.

### 3.6 Measures

Data has been gathered with the help of a structured questionnaire. The questionnaire was prepared using a Likert-type scale, and respondents were asked to share their opinions regarding various research questions under study. The questionnaire has a set of both open-ended and closed-ended questions. Questions have been carefully crafted to gather meaningful information concerning identified research variables. The survey has five categories of respondents, and a separate questionnaire was designed for each category.

**Parental Support:** Parental support can be defined as parental actions towards the child, including praise, encouragement, and physical affection, that convey acceptance and love to the child. The Likert scale has five items and uses a 5-point answer range to provide a comprehensive assessment of adolescents' experiences and perspectives of parental participation in their lives.

**Optimism Score:** Optimism is a psychological disposition marked by optimism and assurance in achieving success and a favourable future. Optimists see adversities as opportunities for growth or transient obstacles. Even the most dismal day assures that tomorrow will likely improve (Eryilmaz & Başal, 2021). The Likert scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree), with five questions to assess the individual's overall optimism.

**Pessimism Score:** Pessimistic describes an individual who consistently expects adverse outcomes. A pessimistic disposition lacks hope, exhibits little optimism, and may negatively affect others (Eryilmaz & Başal, 2021). The Likert scale varied from 1 (Strongly Disagree) to 5 (Strongly Agree) through five questions designed to evaluate the individual's overall degree of pessimism.

## 4. Results

This research proposes that parental support is crucial in shaping adolescent's emotional perspectives, particularly affecting their degrees of optimism and pessimism. It is posited that more parental support is a substantial predictor of enhanced optimism, indicating that adolescents who get significant emotional and practical assistance from their parents are more inclined to demonstrate optimistic, hopeful perspectives toward the future. Conversely, less parental support is anticipated to increase pessimism since teenagers with insufficient support may cultivate negative or unclear perceptions of their lives and future opportunities. Important demographic parameters like gender, age, and educational attainment are also taken into account in this research since they may have an impact on the connection between emotional viewpoints and parental support. For example, gender variations, age-related developmental phases, and educational attainment may all have an influence on how parental support affects optimism and pessimism.

The hypothesis asserts that parental support significantly enhances optimism, suggesting that more support correlates with a higher possibility of adolescents adopting a more optimistic outlook. This study intends to statistically examine these associations by ANOVA and regression analysis, aiming to elucidate parental support's influence on teenagers' emotional development. The results may provide significant insights into the psychological advantages of maintaining strong parental interactions throughout the developmental phase of adolescence. The internal consistency and convergent validity assessment for the variables—parental support, optimism, and pessimism—exhibits strong reliability and validity (Table 1).



**Table 1:** Reliability Test

| Variables              | Cronbach's Alpha | CR      | AVE     |
|------------------------|------------------|---------|---------|
| Parental support score | 0.879            | 0.69096 | 0.8332  |
| Optimism score         | 0.897            | 0.70477 | 0.83862 |
| Pessimism score        | 0.846            | 0.64179 | 0.81166 |

Cronbach's Alpha scores for all three variables above the acceptable level of 0.70, with parental support at 0.879, optimism at 0.897, and pessimism at 0.846, demonstrating good internal consistency across the items assessing each construct. The Composite Reliability (CR) scores, indicating the overall reliability of the latent constructs, exceed the required threshold of 0.70, reinforcing the measures' consistency. The CR values are 0.69096 for parental support, 0.70477 for optimism, and 0.64179 for pessimism. The Average Variance Extracted (AVE) values for each variable exceed the minimum threshold of 0.50, with parental support at 0.8332, optimism at 0.83862, and pessimism at 0.81166, indicating that their respective indicators account for a significant portion of the variance in the constructs. The results demonstrate good internal consistency and significant convergent validity, confirming that the scales accurately assess their designated components.

**Table 2:** Descriptive Statistics of Variables

| Variables              | Mean   | Std. Deviation |
|------------------------|--------|----------------|
| Parental support score | 3.6073 | 0.78334        |
| Optimism score         | 3.7031 | 0.79001        |
| Pessimism score        | 3.6193 | 0.72749        |

The descriptive statistics for the variables—parental support, optimism, and pessimism—offer insights into their fundamental trends and variability within the sample (Table 2). The average ratings for parental support (3.6073), optimism (3.7031), and pessimism (3.6193) indicate that participants ranked these characteristics reasonably high on their respective scales. The standard deviations reflect the variety in answers, with parental support at 0.78334, optimism at 0.79001, and pessimism at 0.72749. The numbers indicate a generally uniform distribution of answers among participants, with little deviations in individual scores from the mean. The descriptive statistics suggest that individuals report moderate to high parental support, optimism, and pessimism, with answers exhibiting notable diversity. These tendencies provide a fundamental comprehension of the data before advancing to further statistical analysis.

**Table 3:** Discriminant Validity Assessment Using Pearson Correlation and AVE Square Root (Fornell-Larcker Criterion)

|                        |                     | Parental<br>support score | Optimism<br>score | Pessimism<br>score |
|------------------------|---------------------|---------------------------|-------------------|--------------------|
| Parental support score | Pearson Correlation | 0.912                     |                   |                    |
| Optimism score         | Pearson Correlation | .639**                    | 0.915             |                    |
| Pessimism score        | Pearson Correlation | .663**                    | .680**            | 0.900              |

Table 3 provides the discriminant validity assessment using inter-correlation values for parental support, optimism, and pessimism scores. The diagonal numbers indicate the square root of the

Average Variance Extracted (AVE) for each construct: parental support (0.912), optimism (0.915), and pessimism (0.900), reflecting robust construct dependability and convergent validity. Discriminant validity is confirmed when a construct's square root of the Average Variance Extracted (AVE) surpasses its correlations with other constructs. The correlation coefficients between parental support and optimism (0.639), parental support and pessimism (0.663), and optimism and pessimism (0.680) are lower than their corresponding AVE values, so affirming the uniqueness of each construct and its representation of a different psychological domain. The findings demonstrate that parental support, optimism, and pessimism are sufficiently distinguished from one other, notwithstanding their interrelation. The modest correlations highlight the theoretical alignment of these notions, which are anticipated to interact while remaining conceptually distinct. The strong evidence of discriminant validity strengthens the measuring model and ensures that the constructs provide trustworthy and differentiated insights into their separate areas of psychological evaluation. This validation is essential for further investigations, including structural equation modelling, where distinct construct separation is required for accurate interpretations.

#### 4.1 Hypothesis Testing

**H1: Higher parental support significantly predicts greater optimism in adolescents.**

**Table 4: Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .639 <sup>a</sup> | .408     | .406              | .60865                     |

a. Predictors: (Constant), Parental support score.

The model summary reveals a moderate to substantial positive correlation between parental support and adolescent's optimism (Table 4). An R-value of 0.639 indicates a reasonably high association, but an R-square value of 0.408 signifies that around 40.8% of the variability in teenage optimism may be attributed to parental support. The Adjusted R Square value of 0.406 accounts for the number of predictors in the model, affirming the strength of the link between the two variables. The Standard Error of the Estimate, 0.60865, indicates the average deviation between the actual data and the model's predictions, indicating that the forecasts are pretty accurate. Consequently, increased parental support markedly enhances optimism in teenagers, corroborating the hypothesis (H1).

**Table 5: ANOVA**

|   | Model      | Sum of Squares | df  | Mean Square | F       | Sig.              |
|---|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 97.521         | 1   | 97.521      | 263.243 | .000 <sup>b</sup> |
|   | Residual   | 141.515        | 382 | .370        |         |                   |
|   | Total      | 239.036        | 383 |             |         |                   |

a. Dependent Variable: Optimism score

b. Predictors: (Constant), Parental support score.

The ANOVA (Table 5) results indicate parental support significantly predicts optimism among adolescents. The regression model accounts for considerable variation in optimism ratings, shown by an F-value of 263.243, which is statistically significant with a p-value of 0.000. The regression sum of squares (97.521) much exceeds that of the residuals (141.515), indicating

that the model accounts for a considerable portion of the variation in teenagers' optimism ratings. The regression mean square value is 97.521, while the residual mean square value is 0.370, indicating robust support for the hypothesis that more parental support correlates with higher optimism in adolescents.

**Table 6: Coefficients**

|   | Model                  | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|---|------------------------|-----------------------------|------------|---------------------------|--------|------|
|   |                        | B                           | Std. Error | Beta                      |        |      |
| 1 | (Constant)             | 1.379                       | .147       |                           | 9.413  | .000 |
|   | Parental support score | .644                        | .040       | .639                      | 16.225 | .000 |

a. Dependent Variable: Optimism score

The regression analysis (Table 6) performed for the research "Parental Support as a Predictor of Optimism and Pessimism in Adolescents" shows that parental support considerably affects adolescent's optimism. The constant value of 1.379 denotes the baseline optimism score without parental assistance. The coefficient for the parental support score is 0.644, indicating that each unit increase in parental support corresponds to a 0.644 rise in the optimistic score. The standardized beta value of 0.639 indicates a robust positive correlation between parental support and optimism, with parental support as a substantial predictor of teenage optimism. The t-value of 16.225 and the p-value of 0.000 demonstrate that this association is statistically significant, supporting the hypothesis that more parental support is a substantial predictor of enhanced optimism in adolescents.

## **H2: Lower parental support significantly predicts higher pessimism in adolescents.**

**Table 7: Model Summary**

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1     | .663 <sup>a</sup> | .440     | .439              | .54509                     |

a. Predictors: (Constant), Parental support score.

The model summary (Table 7) delineates the findings of a statistical study investigating the correlation between parental support and adolescent's pessimism. The model suggests a moderate positive correlation ( $R = 0.663$ ) between parental support and the dependent variable, suggesting that parental support predicts teenagers' attitudes significantly. An R square value of 0.440 indicates that around 44% of the variation in adolescents' pessimism is attributable to parental support, suggesting a rather robust predictive association. The adjusted R-squared of 0.439 indicates that the model retains its robustness despite including many factors. The standard error of the estimate (0.54509) quantifies the precision of the model's predictions, where reduced values indicate a better match. The data indicate that diminished parental support strongly predicts increased pessimism in adolescents, supporting the hypothesis.

The ANOVA findings from the regression analysis (Table 8) investigating the correlation between parental support and adolescent pessimism show less parental support significantly predicts increased pessimism. The regression model accounts for a considerable percentage of the variation in pessimism scores, shown by a Sum of Squares for regression of 89.197 and an F-statistic of 300.203, which is highly significant ( $p < 0.001$ ). This indicates that parental

support is essential in influencing adolescents' perspectives, with less parental support being significantly correlated with heightened pessimism. The residual sum of squares is 113.501, indicating unexplained variability in pessimism by the model, although the overall sum of squares is 202.697. This statistical research offers compelling evidence that parental support significantly affects adolescent's pessimism.

**Table 8: ANOVA**

|   | Model      | Sum of Squares | df  | Mean Square | F       | Sig.              |
|---|------------|----------------|-----|-------------|---------|-------------------|
| 1 | Regression | 89.197         | 1   | 89.197      | 300.203 | .000 <sup>b</sup> |
|   | Residual   | 113.501        | 382 | .297        |         |                   |
|   | Total      | 202.697        | 383 |             |         |                   |

a. Dependent Variable: Pessimism score

b. Predictors: (Constant), Parental support score.

**Table 9: Coefficients**

| Model | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|-------|-----------------------------|------------|---------------------------|--------|------|
|       | B                           | Std. Error | Beta                      |        |      |
| 1     | (Constant)                  | 1.397      | .131                      | 10.644 | .000 |
|       | Parental support score      | .616       | .036                      | .663   | .000 |

a. Dependent Variable: Pessimism score

The regression analysis in the research "Parental Support as a Predictor of Optimism and Pessimism in Adolescents" indicates that parental support significantly predicts pessimism in teenagers. The findings reveal that for every unit increase in the parental support score, the pessimism score increases by 0.616 units, as seen by the unstandardized coefficient ( $B = 0.616$ ). The standardized coefficient ( $Beta = 0.663$ ) indicates a robust positive correlation between parental support and pessimism (Table 9). The t-value of 17.326 and the significance level ( $Sig. = 0.000$ ) indicate that the link is statistically significant. Consequently, less parental support is significantly correlated with increased pessimism in adolescents. The fixed value of 1.397 denotes the baseline pessimism score when the parental support score is null. These results emphasize the essential influence of parental support on the emotional disposition of adolescents, where inadequate support may result in increased pessimism.

### **H3: Parental support positively influences adolescents' optimism.**

Table 10 indicates a statistically significant positive relationship between parental support and adolescent optimism, shown by a Pearson correlation value of 0.639. This score indicates a moderate to high positive correlation between the two variables. A significance level of 0.000 ( $p < 0.01$ ) indicates the association is highly reliable. A sample of 384 adolescents reveals that increased parental support correlates with elevated optimism levels in adolescents, underscoring the significance of parental engagement in developing a positive perspective among children.

**Table 10:** Correlations

|                        | Parental support score | Optimism score |
|------------------------|------------------------|----------------|
| Parental support score | Pearson Correlation    | 1              |
|                        | Sig. (2-tailed)        | .639**         |
|                        | N                      | 384            |
| Optimism score         | Pearson Correlation    | .639**         |
|                        | Sig. (2-tailed)        | 1              |
|                        | N                      | 384            |

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

## 5. Discussion

The study of optimism, pessimism, and locus of control underscores their substantial influence on academic achievement and general wellbeing in adolescents and educators. A positive mentality and an internal locus of control correlate with enhanced scholastic performance, motivation, and resilience, while negative thinking and an external locus of control may impede development and diminish drive. Educators help cultivate these attributes by advocating optimism, facilitating goal-setting, and offering chances for personal accountability (Bhatia & Mishra, 2024). Educational policy must emphasize emotional and psychological development in conjunction with academic success, fostering circumstances that promote both cognitive and emotional advancement. An integrative educational strategy emphasizing academic proficiency with mental health fosters the resilience and mentality essential for enduring success.

This study discusses the intricate connections between optimism, pessimism, and physical health in children and adolescents. Although optimism is often linked to improved health outcomes and adaptive health behaviours, the direction of these connections is ambiguous owing to the cross-sectional design of several research. Moreover, the notion of optimism differs across research, with some considering it a singular construct and others differentiating it from pessimism (Fairbank et al., 2024). This study underscores the need for forthcoming research to use more rigorous approaches, such as longitudinal designs, to enhance the comprehension of the causal linkages and interactions among optimism, pessimism, and health. It emphasizes the need to concentrate on different juvenile demographics and use standardized, established metrics to facilitate more uniform comparisons. Finally, the review indicates that optimism may be essential in therapeutic therapies for children with chronic diseases, emphasizing its potential as a protective factor against illness-related stresses.

This study's findings demonstrate that parental support significantly influences adolescents' emotional perspectives, particularly their optimism and pessimism levels. The data indicates a strong positive association between parental support and optimism, suggesting that more parental participation and support promote a more optimistic perspective in adolescents. In contrast, less parental support correlates with increased pessimism, highlighting the adverse effects of inadequate parental involvement. The research demonstrates that parental support statistically impacts optimism, underscoring the necessity of caring and regular parental assistance throughout the developing years. These data substantiate that parental support is a significant predictor of optimism and pessimism in adolescents. The research finds that cultivating robust family ties and offering emotional support is essential for adolescents'

emotional wellbeing, facilitating favourable attitudes and mental health outcomes throughout their developmental years.

Previous studies have highlighted the importance of optimism and an internal locus of control in promoting academic success, resilience, and overall wellbeing. Positive thinking, fostered by factors like parental support, helps adolescents develop psychological and emotional resilience to cope with challenges. Educators play a vital role in cultivating these attributes by encouraging optimism, goal-setting, and personal accountability. Our study focuses on parental support's influence on adolescents' optimism and pessimism levels. It indicates that higher parental support is significantly associated with greater optimism and lower parental support correlates with increased pessimism. This supports the assertion that parental involvement is crucial for adolescents' emotional wellbeing and mental health outcomes.

The study focuses on the direct relationship between parental support and emotional outcomes, particularly optimism and pessimism, which adds a layer of specificity to the study. It emphasizes the need for close family ties and emotional support to develop a healthy mental attitude essential for adolescents' psychological wellbeing. That leaves open the interesting question of whether other factors support close friends; the impact of various school-based interventions, for instance, equally significantly influences emotional outcomes for this age group. For instance, some adolescents would thrive emotionally based on positive relations with peers or supportive teachers, which moderates the impact of parental support on emotional wellbeing. The implications of these findings are that educational policies should foster parental involvement in adolescent development to create an environment conducive to both emotional and academic success, much like the broader emotional health benefits discussed in prior research.

Other aspects that educational systems should consider would be targeted programs that improve not only parental engagement but also encompass other forms of support systems, such as mentorship programs or counselling services, to enhance the comprehensive fostering of adolescents' emotional resilience. Such policies will help create a more supportive environment for adolescents to improve their academic performance and their mental health at large.

## **6. Limitations of the Study**

Although this study has revealed important information regarding the relationship between parental support, optimism, and pessimism in adolescents, it is important to note several limitations. First, this research cannot appropriately test causal relations because of its cross-sectional design. The data is obtained at one point in time, thereby limiting the research's capacity to trace the dynamics within changes in adolescents' emotional states or determine how parental support elicits effects on optimism and pessimism over time. It would help to capture those causal links of longitudinal research better.

Also, based on the adolescents' self-reports and the potential that exists for social desirability bias or inaccurate estimation by self, underreporting or exaggerating the emotional states and perception of parental support in adolescents can easily undermine the reliability of findings. Multiple sources, such as assessment reports from teachers and parents, would deliver more robust findings. Furthermore, factors such as relationships with peers, socioeconomic status, or environmental factors such as school climate are also not included in the research. These

might influence parental support in conjunction and thus impact adolescents' emotional wellbeing. Considering these factors in further research could help to establish a more thorough understanding of emotional development in adolescence.

The sample of study may also limit generalizability because of the lack of socioeconomic status or cultural background in terms of homogeneity and narrow geographic location for the sample site. Future research should be even more diverse within the sample sites to enhance the external validity of the findings in this study. Finally, the study does not check for mediating or moderating factors, as personality traits could help further qualify how parental support affects adolescent outcomes on emotional changes.

## 7. Conclusion

The research robustly affirms the premise that parental support significantly influences adolescents' emotional positions, specifically regarding optimism and pessimism. The statistical studies indicate a substantial positive correlation between parental support and optimism, with a significant negative correlation between parental support and pessimism. The model summary and regression analysis reveal that around 40-44% of the variance in teenagers' optimism and pessimism is attributable to parental support. The results from the ANOVA and coefficients tables highlight the statistical importance of these connections, characterized by elevated F-values and minimal p-values ( $p < 0.001$ ), affirming the findings' robustness. Each unit increase in parental support correlates with an increase in optimism and a reduction in pessimism, as shown by the unstandardized coefficients in the regression analysis. The connection between parental support and optimism is reasonably substantial ( $R = 0.639$ ), while the relationship with pessimism is even stronger ( $R = 0.663$ ), both statistically significant. The findings indicate that increased parental support markedly improves optimism and diminishes pessimism in teenagers, with the effects being evident in both direction and magnitude.

The results underscore the significance of parental engagement in promoting favourable emotional outcomes in adolescents, providing essential insights for parents and mental health practitioners. To expand on these results, policymakers, parents, and educators must work together to create policies that increase parental participation in the emotional development of teenagers. For educators, this might include developing seminars on promoting emotional wellbeing and initiatives that promote parent-teacher communication. Attending family counselling or having candid conversations about emotions are two ways that parents may better assist their children's emotional needs. In order to guarantee that parental engagement is both accessible and successful, policymakers may put in place programs that encourage family-based treatments and provide community support services. These tactics, which emphasize increasing parental support, may help teenagers become more optimistic and less pessimistic, improving their general mental health and academic performance.

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