Rationale, Aims and Objectives of the Study

Adolescence may be defined as the life span period in which most of a person’s biological, cognitive, psychological and social characteristics are changing in an interrelated manner from what is considered childlike to what is considered ‘adult-like’ (Craighead and Nemeroff, 2001). In teenagers all over the world it has been seen that they are easily influenced and affected by the indulgent behavior of others. During this period, their concept formation undergoes a change and the personality of individual on the whole faces new challenge to cope with the demands of environment. The changes may be physical, emotional or behavioral and thus, they may lay pressures on these adolescents which they may find difficult to cope with. Overall, the adolescent's mental health and well being are affected drastically, by the ever evolving surroundings.

Work in the past decade has expressed a more positive view of adolescents as potentially being a resource for society, rather than a problem. Adolescence could be understood as one of the most valuable developmental phases and offers the opportunity for enormous growth. The notion of development can be viewed as a young person eager to 'explore the world, to gain competence, and to acquire the capacity to contribute importantly to the world' (Seligman et al., 2005).

In fact, young people have the potential to be resilient, especially in a context where they are protected and development is facilitated. The potential exists for them to emerge from this phase with enhanced skills, abilities and sense of well-being (Strauss, 2007).

Positive psychology has the potential to contribute to and redirect mental health work with adolescents. While acknowledging that adolescence can be a difficult developmental phase, the theory proposes valuable areas in which adolescents can be assisted in growing specific competencies for flourishing, (rather than merely coping) in this phase (Strauss, 2007).
UNICEF (2007) reported that the general well-being of British adolescents has been the topic of considerable debate in recent years. Evidence has suggested that the current level of behavioral and emotional problems in teenagers is higher than in the past, and that our young people compare unfavourably with children in other countries.

Without help, the consequences of health risk behaviors in adolescence can be life threatening and life-long. Nearly two thirds of premature deaths and one third of the total disease burden in adults can be associated with conditions or behaviors that begin in youth (Albert et al., 2010).

Emerging research from the fields of public health, psychology, education and others demonstrates that the condition of “parent-child connectedness” serves as an important protective factor for a variety of adolescent health outcomes. Parent-child connectedness is characterized by the quality of the emotional bond between parent and child and by the degree to which this bond is both mutual and sustained over time. When parent-child connectedness is high in a family, the “emotional climate” is one of affection, warmth, satisfaction, trust, and minimal conflict. Parents and children who share a high degree of connectedness enjoy spending time together, communicate freely and openly, support and respect one another, share similar values, and have a sense of optimism about the future (Lezin et al., 2004).

Family as an institution is very important to support and help the adolescents adjust with the difficulties faced in coping with the environmental demands. According to Way and Robinson (2003), familial support is more important for the psychological well-being of adolescents than peer support or social network. Cornwell (2003) reported that high perceived parental support linked to lower levels of maladjustment and goes as far as to claim that decreases in parental support are somewhat traumatic for the adolescent.

Stewart (2009) found that a great deal has been made of the importance of the “family spending time together,” generally described as
parents and children sitting down together and spending time. Stories about the positive effects of family outings appear regularly in magazines, the “lifestyle” section of newspapers, and parenting websites (Gibbs, 2006). Numerous studies find a positive relationship between frequency of family get-togethers and a range of child outcomes (Patrick and Nicklas, 2005).

Another interesting fact can be seen in the gender variations, towards the effects of parenting on adjustment in this population. Parenting strategies such as monitoring children’s whereabouts and activities not only vary by gender but likely vary according to cultural beliefs and acceptable role models, suggesting the need to consider variations in the linkages of family and cultural influences to the emergences of depressive symptomatology in adolescent girls (Carlson et al., 2000).

Considering the research and studies done in this area so far, it is very important to study the effects of parenting on the development of positive emotions in adolescents and to shift the focus from a negative to a positive approach.

The main objectives of the investigation will be to study the relationship of:

1. Parental Personality, Parental Bonding and Parental Happiness Status with Psychological Well Being and Subjective Well Being of adolescents.

2. Parental Personality, Parental Bonding and Parental Happiness Status with Gratitude of adolescents.

3. Parental Hope, Optimism, Forgiveness and Mental Health Status with Psychological Well Being and Subjective Well Being of Adolescents.

4. Parental Hope, Optimism, Forgiveness and Mental Health Status with Gratitude of Adolescents.

5. Parental Stress and Anger Dimensions with Psychological Well Being, Subjective Well Being and Gratitude of Adolescents.
6. Parental Coping Styles Psychological Well Being, Subjective Well Being and Gratitude of Adolescents.

7. The investigation will be conducted across four Parent-Child Gender dyads (which are Mother-Daughter, Father-Daughter, Mother-Son and Father-Son) and not by clubbing parents and adolescents in one group.

8. Gender Differences in Psychological Well Being, Subjective Well Being and Gratitude of Adolescents will be studied.