



Research Paper

Examining the Relationship Between Parenting Styles and Parental Emotion Regulation with Behavioral-Emotional Problems among Second-Grade Secondary School Students



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Abstract

The aim of this study was to investigate the relationship between parenting styles and parental emotion regulation with behavioral-emotional problems among upper secondary school students. In terms of purpose, this research was applied; in terms of nature, it employed a quantitative approach; and in terms of implementation method, it was a descriptive-correlational study. The statistical population consisted of all parents of upper secondary school students in Ardabil City in 2025. Since no accurate statistics regarding the total number of parents of upper secondary school students in Ardabil City in 2025 were available, based on the maximum sample size determined by Cochran's formula, 384 participants were selected as the research sample using cluster random sampling. The data collection instruments included Parenting Styles Questionnaire developed by Buri (1991), the Emotion Regulation Questionnaire developed by Gross and John (2003), and the Revised Behavior Problem Checklist (RBPC) developed by Quay and Peterson (1983). The findings indicated a positive and significant relationship between permissive parenting style and behavioral-emotional problems, as well as between authoritarian parenting style and behavioral-emotional problems. Furthermore, a negative and significant relationship was found between authoritative parenting style and behavioral-emotional problems among upper secondary school students in Ardabil City. The results also demonstrated a negative and significant relationship between parental cognitive reappraisal and students' behavioral-emotional problems, while a positive and significant relationship was observed between parental emotion suppression and students' behavioral-emotional problems ($p < 0.05$). The findings of this study suggest that dysfunctional parenting styles (authoritarian and permissive styles) and parental emotional suppression contribute to the emergence of behavioral-emotional problems among students. Therefore, training and enhancing authoritative parenting skills, along with improving parents' emotion management and cognitive reappraisal abilities, can serve as an effective step toward reducing and preventing behavioral and emotional disorders in adolescents.

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Introduction

Adolescence is considered one of the most complex and sensitive stages of human development, accompanied by extensive physical, cognitive, social, and emotional changes. During this period, adolescents encounter numerous challenges related to identity formation, the pursuit of independence, the development of social relationships, social acceptance, and the management of their emotions. The concurrence of these changes with increased academic expectations, social pressures, and interpersonal challenges places adolescents at risk of various behavioral and emotional problems (Pace et al., 2023). Therefore, adolescents' mental health has become one of the major concerns of educational systems, families, and mental health professionals in recent years. Behavioral and emotional problems during this period can not only disrupt adolescents' normal psychological and social development but may also contribute to persistent difficulties in adulthood (Chaplin et al., 2024).

Behavioral-emotional problems encompass a range of maladaptive symptoms and patterns that can generally be categorized into two broad domains: internalizing and externalizing problems. Internalizing problems include anxiety, depression, loneliness, social withdrawal, and emotional instability, whereas externalizing problems are typically manifested through aggression, oppositional behaviors, defiance, impulsivity, and antisocial behaviors (Liu et al., 2023; Sarfika et al., 2023). These problems can negatively affect adolescents' academic

performance, interpersonal relationships, social adjustment, and sense of self-efficacy and, if persistent, may result in extensive consequences for individuals, families, and society (Lee et al., 2024). Various studies have demonstrated that behavioral and emotional problems among adolescents are significantly associated with academic decline, reduced motivation, increased risk-taking behaviors, substance use, family conflicts, and impaired social relationships (J. Lin & Guo, 2024; Ma et al., 2025). Accordingly, identifying the factors contributing to the development and persistence of these problems is of considerable importance.

Among the various factors influencing adolescents' mental health, the family is regarded as one of the most fundamental and influential contexts for psychological and emotional development. The family environment is the first setting in which children experience and internalize patterns of communication, emotional expression strategies, coping mechanisms, and social behaviors. The quality of family relationships, parents' interaction styles with their children, and the emotional climate of the home can play a decisive role in shaping children's personality characteristics, adaptive abilities, and mental health (Cheng et al., 2024). Adolescents raised in supportive, stable, and responsive family environments generally demonstrate better emotional and social adjustment, whereas stressful, controlling, or emotionally unsupportive families may increase the likelihood of psychological and behavioral

problems among children (*Hadley et al., 2025*).

One of the most important aspects of family functioning that has attracted considerable attention from researchers in recent years is parental parenting styles. Parenting style refers to the general pattern of parents' attitudes, behaviors, and interaction strategies toward their children, which is reflected in the level of emotional support, control, monitoring, responsiveness, and autonomy provided to children (*Manuele et al., 2023*). The approaches parents adopt in raising their children play a crucial role in their emotional, social, and behavioral development (*Wang et al., 2024*). Parents who interact with their children through warm, supportive, and appropriately supervised communication typically provide an environment that promotes self-control, responsibility, and social adjustment in their children (*Guo et al., 2024*). In contrast, harsh, punishment-oriented, or emotionally unsupportive parenting practices may be associated with increased anxiety, aggression, insecurity, and behavioral problems (*Goagoses et al., 2023*). Similarly, permissive parenting styles characterized by insufficient control may contribute to weak behavioral boundaries, reduced responsibility, and increased impulsive behaviors among adolescents (*W. Zhang & Wang, 2023*). In fact, parental interaction patterns influence not only adolescents' observable behaviors but also play a significant role in shaping emotional patterns, coping strategies in stressful situations, and the quality of social relationships (*Chiang et al., 2024*).

Adolescents often learn how to manage their emotions and respond to stressful situations by observing their parents' behaviors, which can have a profound impact on their mental health.

Alongside parenting styles, another important variable associated with children's mental health is parental emotion regulation. Emotion regulation refers to an individual's ability to identify, evaluate, manage, and modify emotional experiences and is considered a fundamental component of healthy psychological functioning (*X. Zhang et al., 2023; Zitzmann et al., 2024*). Parents with more effective emotion regulation skills tend to demonstrate more thoughtful and controlled responses in stressful situations and employ more supportive and consistent behaviors in their interactions with their children (*Lotto et al., 2024*). Conversely, difficulties in emotion regulation may lead to intense reactions, impulsive behaviors, family conflicts, and negative parent-child interactions. Such conditions can create an insecure and stressful emotional atmosphere within the family, thereby increasing the likelihood of behavioral and emotional problems among adolescents (*Yeshua & Berger, 2026; Zimmer-Gembeck et al., 2021*). Research has shown that parents' inability to manage negative emotions, particularly anger, anxiety, and frustration, can reduce the quality of family relationships and contribute to the development of dysfunctional interaction patterns. Parents who experience difficulties in controlling their emotions may respond to their children's behaviors with excessive, punitive, or inconsistent reactions,

thereby increasing feelings of insecurity, emotional instability, and adjustment difficulties among children (*Di Giunta et al., 2022; S. C. Lin et al., 2024*). Furthermore, parental emotion regulation can influence the way parenting styles are implemented. Recent studies indicate that parents' ability to manage their emotions plays a significant role in their parenting decisions, communication patterns, and responses to children's needs (*Smorti et al., 2024*).

Simultaneous examination of parenting styles and parental emotion regulation can provide a deeper understanding of family-related factors associated with adolescents' behavioral-emotional problems. In many cases, parenting style represents the external manifestation of parents' emotional and psychological patterns, while the quality of emotion regulation may serve as the underlying mechanism shaping these styles. In other words, parents who possess greater abilities to manage their emotions are more likely to establish effective interactions with their children and create a safer and more supportive family environment. Conversely, difficulties in emotion regulation may contribute to the development of stressful relationships, excessive control, or inconsistent parenting practices, each of which can increase the likelihood of behavioral and emotional problems among adolescents.

A review of previous studies indicates that considerable attention has been devoted in recent years to the role of family factors in the development of adolescents' behavioral-emotional problems. International studies

suggest that parent-child relationship quality, parenting practices, and parents' emotion regulation abilities play significant roles in adolescents' emotional and behavioral adjustment. For instance, *Chiang et al. (2024)* found that emotional closeness and intimacy between parents and adolescents significantly reduce adolescents' difficulties in emotion regulation, whereas instability in parent-child relationships is associated with increased emotional distress. Moreover, a comprehensive meta-analysis by *Goagoses et al. (2023)* demonstrated that dysfunctional parenting styles, particularly harsh and rejecting practices, are associated with greater emotion regulation difficulties among children and adolescents. *W. Zhang and Wang (2023)* also reported that parenting styles can predict adolescents' problem behaviors through their effects on self-control. Furthermore, *S. C. Lin et al. (2024)*, in a meta-analysis, showed that children's emotion regulation plays an important mediating role in the relationship between family factors and internalizing symptoms. In another study, *Ma et al. (2025)* demonstrated through a multilevel approach that family variables, including parental interactions and family emotional climate, significantly contribute to explaining both internalizing and externalizing problems among adolescents. Similarly, *Smorti et al. (2024)* reported that emotion regulation difficulties can mediate the relationship between parenting practices and adolescents' emotional-behavioral problems. Consistent with these findings, the meta-analysis conducted by *Zimmer-Gembeck et al. (2021)* revealed that parental emotion regulation is significantly associated

with parenting quality and children's psychological adjustment, and that parental difficulties in managing emotions may be linked to increased behavioral and emotional problems among children and adolescents.

Domestic studies have also reported similar findings. *Mobini Kashe et al. (2024)* found that acceptance and commitment-based parenting training can improve parent-child interactions and reduce impulsivity among students with behavioral-emotional problems. *Afzali Ziarani, Amiri Majd, Babakhani, et al. (2025)*, as well as *Afzali Ziarani, Amiri Majd, Poyamanesh, et al. (2025)*, in two separate studies, concluded that parental psychological control, family emotional climate, and adolescents' psychological security play significant roles in predicting adolescents' emotional and behavioral problems. Additionally, *Karimi Aqda et al. (2024)* reported that parental emotion regulation directly and indirectly, through parent-child relationship quality, affects children's social skills. Overall, findings from both domestic and international studies indicate that parenting styles and parental emotion regulation are among the most important family-related factors associated with adolescents' mental health. However, simultaneous investigation of these variables in explaining behavioral-emotional problems among upper secondary school students, particularly within the Iranian cultural context, still requires further research.

Previous studies indicate that despite increasing attention to the role of family factors in adolescents' mental health, a considerable proportion of existing research

has focused on only one family-related variable and has rarely examined parenting styles and parental emotion regulation simultaneously. Moreover, research findings in this area have not always been consistent, and cultural, social, and family differences may contribute to divergent results. On the other hand, upper secondary school students are at a particularly sensitive developmental stage and, due to academic pressures, social changes, and concerns about the future, are more vulnerable to emotional and behavioral problems than other age groups. Therefore, examining family factors affecting the mental health of this group of adolescents is of substantial theoretical and practical importance. Accordingly, the present study was conducted to investigate the relationship between parenting styles and parental emotion regulation with behavioral-emotional problems among upper secondary school students, aiming to contribute to a better understanding of the factors affecting adolescents' mental health and to facilitate the design of preventive and family-centered interventions.

Research Method

Given that the researcher can directly utilize the findings of this study, the research was considered applied in terms of purpose. Furthermore, all data collected in this study were objective (quantitative); therefore, the research was quantitative in terms of nature. Regarding the method of implementation, the study employed a descriptive-correlational design. The statistical population consisted of all parents of upper secondary school students in Ardabil City in 2025. Since no precise

statistics were available regarding the total number of parents of upper secondary school students in Ardabil City in 2025, based on the maximum sample size estimated using Cochran's formula, 384 participants were selected as the research sample through cluster random sampling. The data collection instruments included *Baumrind (1973)* Parenting Styles Questionnaire, the Emotion Regulation Questionnaire developed by *Gross and John (2003)*, and the Revised Behavior Problem Checklist (RBPC) developed by *Quay and Peterson (1983)*.

Baumrind's Parenting Styles Questionnaire was developed based on the theory of parental authority and Baumrind's theoretical framework. It assesses parenting patterns and styles of parental influence through three dimensions: permissive, authoritarian, and authoritative parenting styles. This questionnaire consists of 30 items, including 10 items related to the permissive parenting style, 10 items related to the authoritarian parenting style, and 10 items related to the authoritative parenting style. In *Buri (1991)* study, the reliability coefficients of this questionnaire using the test-retest method were reported as 0.81 for the permissive style, 0.85 for the authoritarian style, and 0.92 for the authoritative style. In Iranian studies, this questionnaire has been repeatedly standardized, with reliability coefficients above 0.80 reported. Moreover, its face and content validity have been confirmed by psychology professors and experts.

The Emotion Regulation Questionnaire was developed by Gross and John (2003) to

measure emotion regulation strategies. This questionnaire consists of two subscales: cognitive reappraisal with 6 items and expressive suppression with 4 items. In the study conducted by Gross and John, the internal consistency coefficients were reported as 0.79 for cognitive reappraisal and 0.73 for expressive suppression. In Iran, *Hosseini and Kheir (2011)* reported a Cronbach's alpha coefficient of 0.79 for the cognitive reappraisal subscale.

The Revised Behavior Problem Checklist (RBPC), developed by *Quay and Peterson (1983)*, was designed to assess behavioral-emotional problems among children and adolescents. This questionnaire examines adolescents' behavioral problems across four dimensions: conduct disorder, attention problems-immaturity, social aggression, and anxiety-withdrawal. The Quay and Peterson Behavior Problem Checklist consist of 88 items, with each item rated on a three-point scale: 0 indicating the absence of a problem, 1 indicating the presence of a mild problem, and 2 indicating the presence of a severe problem. The reliability of this questionnaire has been reported above 0.80 in international studies, and its face and content validity have been confirmed by professors and experts. In the present study, the reliability coefficient of this questionnaire was also reported to be above 0.80.

All participants were assured that the study was conducted solely for research purposes, that providing their names and surnames was not required, and that all collected information would remain completely confidential. Accordingly, informed consent

was obtained from all participants, and they responded to the research questions voluntarily and with full consent. After collecting the required information and data through the questionnaires, the data were entered into SPSS software, and data analysis was conducted in two sections: descriptive and inferential statistics.

Research Findings

- Descriptive Findings

In this section, the central tendency index (mean) and the dispersion index (standard deviation) of the variables of parenting styles, emotion regulation, and behavioral-emotional problems are reported

Table 1. Mean and Standard Deviation of Parenting Styles, Emotion Regulation, and Behavioral-Emotional Problems Variables

Variable/Component and Dimensions	Mean	Standard Deviation
Permissive parenting style	2.092	1.134
Authoritarian parenting style	2.008	1.203
Authoritative parenting style	1.927	1.196
Parenting styles	2.009	0.588
Cognitive reappraisal	4.017	1.780
Expressive suppression	3.920	1.835
Emotion regulation	3.969	0.932
Conduct disorder	0.998	0.577
Attention problems	1.032	0.573
Social aggression	1.026	0.607
Anxiety	0.991	0.618
Behavioral-emotional problems	1.012	0.439

The findings indicated that the mean scores of permissive parenting style, authoritarian parenting style, authoritative parenting style, parenting styles, cognitive reappraisal, expressive suppression, emotion regulation, conduct disorder, attention problems, social aggression, anxiety, and behavioral-emotional problems were 2.092, 2.008, 1.927, 2.009, 4.017, 3.920, 3.969, 0.998, 1.032, 1.026, 0.991, and 1.012,

respectively. The corresponding standard deviations were 1.134, 1.203, 1.196, 0.588, 1.780, 1.835, 0.932, 0.577, 0.573, 0.607, 0.618, and 0.439, respectively.

- Inferential Findings

Before applying the Pearson correlation coefficient, the primary assumption regarding the normal distribution of the data related to the research variables was examined. The results are presented in the following table.

Table 2. Results of the Kolmogorov–Smirnov Test for Examining the Normality of the Data Distribution of the Research Variables

Variables	Test Statistic	Significance Level
Parenting styles	0.019	0.200
Emotion regulation	0.037	0.200
Behavioral-emotional problems	0.007	0.200

According to the information presented in the table above, the significance level of the Kolmogorov–Smirnov test for the data related to all three variables, including parenting styles, emotion regulation, and behavioral-emotional problems, was greater than 0.05 ($p > 0.05$). Therefore, it can be concluded that the data related to the research variables follow a normal distribution. Accordingly, parametric tests and the Pearson correlation

coefficient can be used to examine the relationships among the study variables.

Subsequently, the Pearson correlation coefficient was employed to investigate the relationship between parents’ parenting styles and behavioral-emotional problems among upper secondary school students. The results are presented in the following table.

Table 3. Results of Pearson Correlation Test Examining the Relationship Between Parenting Styles and Behavioral-Emotional Problems among Upper Secondary School Students

Variables		Permissive Parenting Style	Authoritarian Parenting Style	Authoritative Parenting Style	Behavioral-Emotional Problems
Permissive Parenting Style	Pearson Correlation	1	0.396	-0.358	0.519
	Sig. (2-tailed)	—	0.001	0.001	0.001
	N	384	384	384	384
Authoritarian Parenting Style	Pearson Correlation	0.396	1	-0.402	0.540
	Sig. (2-tailed)	0.001	—	0.001	0.001
	N	384	384	384	384
Authoritative Parenting Style	Pearson Correlation	-0.358	-0.402	1	-0.522
	Sig. (2-tailed)	0.001	0.001	—	0.001
	N	384	384	384	384
Behavioral-Emotional Problems	Pearson Correlation	0.519	0.540	-0.522	1
	Sig. (2-tailed)	0.001	0.001	0.001	—
	N	384	384	384	384

According to the information presented in the table above, the Pearson correlation coefficient between permissive parenting style and behavioral-emotional problems among upper secondary school students was 0.519, the correlation coefficient between

authoritarian parenting style and behavioral-emotional problems was 0.540, and the correlation coefficient between authoritative parenting style and behavioral-emotional problems was -0.522. These coefficients were statistically significant at a level lower than 0.05 ($p < 0.05$).

Therefore, it can be concluded that there is a positive and significant relationship between permissive parenting style and behavioral-emotional problems, as well as between authoritarian parenting style and behavioral-emotional problems among upper secondary school students. Furthermore, a negative and significant relationship was confirmed between authoritative parenting style and behavioral-emotional problems

among upper secondary school students in Ardabil City.

Subsequently, considering the normal distribution of the data, the Pearson correlation coefficient was also used to examine the relationship between parental emotion regulation strategies and behavioral-emotional problems among upper secondary school students. The results are presented in the following table.

Table 4. Results of Pearson Correlation Test Examining the Relationship Between Emotion Regulation Strategies and Behavioral-Emotional Problems among Upper Secondary School Students

Variables		Cognitive Reappraisal	Expressive Suppression	Behavioral-Emotional Problems
Cognitive Reappraisal	Pearson Correlation	1	-0.468	-0.476
	Sig. (2-tailed)	—	0.001	0.001
	N	384	384	384
Expressive Suppression	Pearson Correlation	-0.468	1	0.512
	Sig. (2-tailed)	0.001	—	0.001
	N	384	384	384
Behavioral-Emotional Problems	Pearson Correlation	-0.476	0.512	1
	Sig. (2-tailed)	0.001	0.001	—
	N	384	384	384

The results indicated that the Pearson correlation coefficient between parental cognitive reappraisal and students' behavioral-emotional problems was -0.476, while the Pearson correlation coefficient between parental expressive suppression and students' behavioral-emotional problems was 0.512. These coefficients were statistically significant at a level lower than 0.05 ($p<0.05$).

Accordingly, it can be concluded that there is a negative and significant relationship between parental cognitive reappraisal and

behavioral-emotional problems among upper secondary school students. In other words, higher levels of cognitive reappraisal among parents are associated with fewer behavioral-emotional problems in students. Furthermore, a positive and significant relationship was confirmed between parental emotion suppression and behavioral-emotional problems among upper secondary school students in Ardabil City.

Discussion and Conclusion

The present study was conducted with the aim of examining the relationship between

parenting styles and parental emotion regulation with behavioral-emotional problems among upper secondary school students. The findings revealed that parenting styles and parental emotion regulation were significantly associated with adolescents' behavioral-emotional problems, and that these variables were able to explain a proportion of the variance in students' behavioral and emotional problems. Overall, the findings of the present study emphasize the importance of family and emotional factors in explaining adolescents' mental health and indicate that the quality of parental interactions and the way emotions are managed within the family environment can play a determining role in adolescents' psychological adjustment or maladjustment.

The findings of this study demonstrated that dysfunctional parenting styles are associated with increased behavioral-emotional problems among students, whereas supportive and balanced parenting styles are related to reduced levels of these problems. This finding can be explained by considering the fundamental role of the family in shaping adolescents' behavioral, emotional, and social patterns. Parents who use child-rearing practices based on emotional support, reasonable monitoring, and effective communication generally provide an environment that promotes psychological security, self-control, and adaptive skills in their children. In contrast, harsh, controlling, rejecting, or insufficiently supervised parenting practices may increase emotional distress, weaken self-regulation, and contribute to the development of problematic

behaviors among adolescents. Under such conditions, adolescents may experience greater difficulties in managing negative emotions, controlling impulses, and adapting to environmental pressures, thereby increasing the likelihood of behavioral and emotional problems.

This finding is consistent with the results of *W. Zhang and Wang (2023)*, who demonstrated that parenting styles can predict adolescents' problem behaviors through their influence on self-control. Furthermore, the findings of the present study are in line with the meta-analysis conducted by *Goagoses et al. (2023)*, which indicated that dysfunctional parenting styles are significantly associated with emotion regulation difficulties among children and adolescents. These consistencies suggest that parenting practices influence not only adolescents' observable behaviors but also their emotional processes and psychological adjustment.

Another important finding of the present study was the significant relationship between parental emotion regulation and adolescents' behavioral-emotional problems. According to the findings, adolescents whose parents have greater abilities to manage and regulate their emotions experience fewer behavioral and emotional problems. This finding can be explained by the fact that parents with more effective emotion regulation skills tend to demonstrate more thoughtful, calm, and stable responses in stressful situations, thereby creating a safer and more supportive emotional environment for their children. Conversely, difficulties in emotion regulation may result in impulsive reactions, family

conflicts, punitive behaviors, and instability in parent-child relationships, which can increase adolescents' anxiety, aggression, emotional instability, and other behavioral difficulties.

This finding is consistent with the results of *Zimmer-Gembeck et al. (2021)*, who reported that parental emotion regulation is significantly associated with parenting quality and children's psychological adjustment. Moreover, the findings of the present study are consistent with *Smorti et al. (2024)*, who indicated that emotion regulation difficulties can explain the relationship between parenting practices and adolescents' emotional-behavioral problems. In addition, *S. C. Lin et al. (2024)* reported in their meta-analysis that children's emotion regulation plays an important mediating role in the relationship between family factors and internalizing symptoms. The consistency of these findings with the present study indicates that emotion regulation represents one of the fundamental mechanisms through which the family environment influences adolescents' mental health.

The findings of the present study also indicated that parenting styles and parental emotion regulation, through their interaction with one another, can influence the quality of the family emotional climate and adolescents' adjustment. Parents who possess greater abilities to manage their emotions generally employ more rational, supportive, and consistent parenting practices in their interactions with their children; consequently, the likelihood of behavioral and emotional problems among their children decreases. In

contrast, difficulties in emotion regulation may contribute to the development of maladaptive parenting patterns and shift the family emotional environment toward tension, conflict, and instability. This finding is consistent with the results of *Karimi Aqda et al. (2024)*, who demonstrated that parental emotion regulation influences children's psychological and social outcomes through the quality of parent-child relationships. Furthermore, the findings of the present study are in line with the results of *Afzali Ziarani, Amiri Majd, Babakhani, et al. (2025)*, who showed that family emotional climate, adolescents' psychological security, and parental psychological control play significant roles in predicting adolescents' emotional and behavioral problems. This consistency suggests that the quality of the family emotional environment and the manner in which parents interact with their children are among the most important protective or risk factors associated with adolescents' mental health. Moreover, the findings of *Chiang et al. (2024)* regarding the role of parent-adolescent intimacy in reducing emotional distress can be explained in relation to the present study, as warm and supportive family relationships can enhance adolescents' psychological security and emotional adjustment abilities.

Overall, the findings of the present study indicate that adolescents' behavioral-emotional problems are not solely influenced by their individual characteristics; rather, the quality of family relationships, parenting styles, and the way parents regulate their emotions play significant roles in the

development or reduction of these problems. Therefore, attention to parenting skills training and enhancement of parents' emotion regulation abilities can contribute significantly to preventing adolescents' behavioral-emotional problems. Accordingly, it is recommended that family-centered educational programs focusing on improving parent-child interactions, teaching effective parenting practices, and strengthening parents' emotion regulation skills be designed and implemented. Furthermore, schools, counselors, and mental health professionals can play an effective role in reducing adolescents' behavioral and emotional problems by identifying at-risk families and providing preventive interventions.

- Research Limitations

Like other studies, the present study was subject to several limitations that should be considered when interpreting the findings. First, the use of self-report instruments may have influenced participants' responses due to their tendency to present a more favorable image of themselves. Second, the statistical population of the study was limited to upper secondary school students; therefore, generalizing the findings to other age groups and cultural contexts should be conducted with caution. Moreover, the correlational nature of the study limits the possibility of making definitive causal inferences regarding the relationships among the variables. In addition, some individual and family factors, such as socioeconomic status, parents' personality characteristics, and the quality of family relationships, which could have

influenced the research outcomes, were not controlled in this study.

- Practical Recommendations

Considering the findings of the present study and the significant role of parenting styles and parental emotion regulation in adolescents' behavioral-emotional problems, providing practical strategies at the family, school, and educational system levels can play an effective role in preventing and reducing these problems. Accordingly, the following practical recommendations are proposed:

- Conducting educational workshops for parents aimed at teaching effective and adaptive parenting styles.
- Designing educational programs focused on enhancing parents' emotion regulation skills.
- Implementing family-centered interventions in schools to reduce students' behavioral-emotional problems.
- Providing adolescents with training in emotion management and self-control skills within educational settings.
- Identifying students at risk of behavioral-emotional problems by school counselors and providing appropriate counseling services.
- Increasing parents' awareness of the impact of the family emotional climate on their children's mental health.

- Utilizing preventive programs in schools through the collaboration of families and mental health professionals.
- Paying greater attention by educational and psychological policymakers to the role of the family in promoting adolescents' mental health.

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