

The Impact of Parenting Styles on Specific Behavioral Patterns of the Adolescent

Yashika Kaushik^{1*}, Mr. Jayant Sundaresan²

ABSTRACT

The purpose of this study is to examine the relationships between the parenting styles of parents with the various behavioral characteristics of the adolescent. The sample size to perform this research was 30 there were both male and female participants from India. Data was collected by Convenience sampling from India in this study the online collection of data was taken through Google form with 2 different questionnaire, Beck's Youth Inventory of 100 items and Parenting Styles and Dimensions Questionnaire (PSDQ) of 32 items, Software used for the statistical analysis is R and the conclusion of the responses result came by applying multiple liner regression. The result findings came out that the parenting style which includes Authoritative, Authoritarian and permissive parenting does not share any statistical significant relationship with self-concept, anxiety, depression, anger and disruptive behavior in adolescents.

Keywords: Parenting Styles, Specific Behavioral Patterns, Adolescent

Human beings are said to be social beings i.e., the others in their environment are an inevitable part of their existence. One of the most vital human interactions of our lives is the one with our parents. It is our parents with whom we establish our first ever social and emotional connection with. All sorts of behavioral practices that the child adopts in life are in one way or the other connected to what the child observes in his/her parents' behavior. Parents are the primary caregivers to their child and are responsible to look after their child's developmental, emotional and behavioral patterns and report to the concerned health specialist in case of any discrepancy.

Parenting in itself is a complex task which involves a fixed set of behaviors that work individually and in a progressive manner to have an impact on child's behavior. Parenting is a progressive process of assisting and maintaining physiological, mental and social development of a child from infancy to adulthood (Jane B. Brooks, 2012).

It is the parents who have the largest influence on their child when it comes to the grown and development of the child i.e. physical, social, psychological, cognitive or moral. It is the

¹Masters of Science, Applied Psychology, Manav Rachna International Institute for Research and studies

²Faculty for Behavioural and Allied Science, Manav Rachna International Institute for Research and studies

*Corresponding Author

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responsibility of the parents to tutor their child regarding the right or wrong behavioral patterns, how and when different emotions are to be portrayed, etc.

Plenty of children blindly just model their parents' behavior in any kind of situation that they are subjected to. Here, the parents need to keep in mind to be the accurate role model to their child and behave in front of their children the same way they expect their children to react when subjected to a similar situation.

Parents have a certain kind of authority over their children and have all the rights to regulate and control their child's behavior and societal experiences. Different parents use different strategies to regulate their child's behavior depending upon their personal characteristics and characteristics of their child. The choice of form of authority sums the preferable parenting style of the parents for their child.

Adolescence is the intermediate phase of growth and development between infancy and adulthood which marks its commencement from an age of 10 years and lasts until 19 years of age according to the World Health Organization.

While bringing up their child parents follow certain specific criteria according to which they instill in their children the right patterns of behavior in any specific situation and the sense of right and wrong. The patterns that the parents follow to look after the growth of their children are chosen by the parents according to the specific personality characteristics of both children and themselves. These specific patterns of parents exerting authority on their children are referred to as the parenting style.

One important aspect of parental authority is how parents place their demands about the child's behavior and how they validate their expectations. Simply instructing the child to behave in a particular manner doesn't conclude the process of exerting parental authority but also explaining the child about why they are expected to behave in that particular manner is what constitutes the actual process of exercising parental authority. When parents fail to provide some strong points supporting their expectations the child simply obeys the instructions in the presence of their parents and act according their convenience in the parents' absence. When the child indulges in such a behavioral process it isn't the parental authority that the child is following but it simply a depiction of obedience.

Therefore, it is essential for the parents to understand that their task is not to simply get done what they want their child to do but to actually make them understand the importance of inculcating all of that in their generalized behavior. Obedience brings rebelliousness in the child which is not a favorable behavioral aspect. Guiding the child into following a positive behavioral patter by explaining to them the importance of such a behavior is an important aspect of parental authority.

The word parenting style refers to the model used by parents in order to influence and socialize their children (Lightfoot, Cole & Cole, 2009). Baumrind presented parenting styles as highly correlated to behavior of children. Many researches recognized the importance of researching role of parenting style in child development (Kordi, 2010; Schaffer, Clark & Jeglic, 2009; Kaufmann, et al, 2000; Lim & Lim, 2003).

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Baumrind parenting style theory

In 1960, Diana Baumrind presented Pillar Theory that presents the relationship between basic parenting styles and correlated child behaviors. Child Care Practices Anteceding Three Patterns of Preschool Behavior,” from the abstract published on APA Psych Net, of the American Psychological Association, she observed three groups of preschoolers.

- Mistrustful and unhappy preschoolers had controlling and no nurturing parents.
- Self-reliant and happy preschoolers had demanding but nurturing and communicative parents.
- Immature and dependent preschoolers had warm parents who did not set limits.
- On the basis of this observation, Baumrind developed the authoritarian, authoritative and permissive parenting styles.

Authoritarian Parenting

This parenting is generally considered as disciplinarian parenting. They practice firm discipline style with little parleying possible. Communication is usually one way from parent to child. Rules are generally not explained. They expect their child to follow their rules unquestioningly. They inflict punishments frequently on their child if he/she ever fails to meet their requirements. (Baumrind, 1961). When parents define some set rules of behavior, they expect the child to follow those rules even when they are not around. Now, it completely depends on the child’s internalized process and factors, if those rules will be obeyed in the parents’ absence. Parents can comfortably spawn authority over their children in the early years of development, but as the child grows up and reaches the onset of adolescence maintaining the authority becomes more and more difficult due to the child’s evolving autonomy. The commencement of adolescence marks the child’s hunt for autonomy. The kid now feels old enough to decide upon the course of action that is to be followed in a particular situation and doesn’t appreciate the parents’ orders anymore. The child seeks for justification of all the rules being laid by the parents and comes to an agreement only when the clarification is felt to be rational. The way the kid chooses to act in the end depends on the internal driving force.

Permissive Parenting

These parents are generally called as Indulgent parents because they offer very limited direction to their children and let them do whatever they want to do. Strictness is totally truant from this relationship. They instantly respond to their children’s needs. Easiest recognition of this parenting pattern is absence of rules and discipline.No limits are set by these parents and them.

Extremely loving and over involved with their children. Permissive parents are highly conscious of the stress of their children but less demanding as well.

They supply lax and inconsistent feedback. They require little of their children and don’t see themselves as holding responsibility for the way their children end up being. They place little or no control on their child’s behavior. Children of permissive parents tend to be dependent and incapable to regulating their mood. They are not well tutored of the way of behaving in respective social settings and also have an unsteady self-control.

These parents don’t expect their children to be held responsible or anything. This makes them totally opposite of authoritarian parents.

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Authoritative Parenting

Authoritative parents provide their children with all the necessary limits and guidance but allow them to explore and learn from their mistakes. These parents hold attainable expectations from their children and hold rules which can be molded according to the viability of the child. Authoritative parents are highly responsive and highly demanding. They're firm, setting clear and consistent limits. Although they have an inclination to be relatively strict, they're loving and emotionally supportive. They also try and reason with their children, explaining why they must behave in a very particular way and communicating the rationale for any punishment they will impose. They encourage their children to be independent. Children of authoritative parents fare best. They're generally independent, friendly, self-assertive, and cooperative. They are typically successful and likable. They regulate their own behavior effectively, including their emotions and their relationships. These Parents want to be Parents but at the same time they want to be friends with their children. They are responsive to their children's needs and deal with them with love and care. No strict behavior is shown until the child crosses the assigned boundary (Baumrind, 1961).

Neglectful Parenting

In 1983, Martin and Maccoby extended this parenting style model that is they based Baumrind's pillar theory to a two-dimensional structure which is responsive and demanding. On the basis of these two they added another parenting style called Neglectful parenting or Uninvolved Parenting.

In neglectful parenting style parents don't respond to child's needs other than basic food, clothing and shelter. These children get less care, nurturance and love from their parents. They lack emotional attachment to their kids and show no interest in their child's activities. They got no set of rules and expectations for their children (Martin, Maccoby, Baumrind, 1983-1991).

Each of the three parenting styles has different costs and benefits.

- Authoritarian parents, who are extremely strict, benefit by stopping adolescent behavioral problems but at some cost to adolescents, who tend to be more conforming and have lower self-concept.
- Authoritative parents, who state their values clearly, benefit by having loving, caring, and supportive parent-adolescent interactions, which makes the child friendlier, cooperative, and achievement oriented.
- Permissive parents benefit by having to make fewer demands and enforcing fewer rules and showing lower care but at some cost to adolescents, who may be less socially active and less achievement-oriented than adolescents with authoritative parents.
- Thus, different parenting styles can have very different effects on the cognitive, social, and personality development of adolescents.

The Effects of Bad Parenting on Children

• Antisocial Behavior

When a child displays antisocial behavior, he/she doesn't understand how his/her acts can affect others. Severe types of antisocial behavior can lead to misuse of drugs and alcohol, poor health, mental health issues, unemployment and adult crime. Parenting styles that could lead to such behavior include incoherent and harsh parenting, as well as abuse of parental

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drugs, maternal depression and domestic violence. More likely to have children with antisocial tendencies are adults who are permissive, manipulative, pessimistic and have critical attitudes.

- **Poor Resilience**

Resilience refers to the capacity of a person to cope with social, emotional, behavioral, physical, and educational difficulties. According to the Joseph Rowntree Foundation, parents with poor resilience are more likely to have children who lack resilience too. In this regard, bad parenting comes in the form of failing to buffer up the adverse effects of the crisis a child is experiencing, not teaching a child coping skills and not being responsive during a time of need. This can be attributed to inflexibility of a parent, inability to tolerate change well, or failure to deal with negative feelings in a healthy way, when a child has low resilience.

- **Aggression**

A negative parenting style contributes to child aggression. Researchers at the University of Minnesota found that explosive kindergarteners had poor relationships with their mothers from an early age on. The researchers concluded that poor parenting during infancy leads to childhood violence. The studied mothers handled their children roughly, expressed negative feelings towards their children, and had escalating conflicts with their children. The researchers concluded that negative parenting causes the children to show a higher level of anger which makes the mothers more hostile.

- **Depression**

In the article "Parenting and Its Effects on Children: for the psychology journal" Annual Reviews, "parental negativity to child depression and behavior internalization, the National Institutes of Health article" Relation of Positive and Negative Parenting to Depressive Symptoms of Children "found that harsh and negative parenting behaviors were correlated with depression symptoms (Esplin, 13 June,2017).

Adolescent Depression and Anxiety

- **Anxiety and Depression in Adolescents**

In modern society, no one is totally unaffected from anxiety provoking situations, and the experience from traumatic events can expose the children to develop anxiety disorders (Shevlin, 2007). Most children are at risk to fears and uncertainties as a normal part of growing up and they can get generalized panic disorder just as adults do. But, children with anxiety disorder show more extremities in their behavior than those who experiencing normal anxiety. These children have characteristics like: over-sensitivity, unrealistic fears, sleep disturbances and fear of school (Goodyer, 2000). Children diagnosed with anxiety disorder become dependent on others for support and help. In Diagnostic and Statistical Manual of Mental Disorders, anxiety disorders of childhood and adolescence are categorized similarly to anxiety disorders in adults. Researches show that anxiety disorders are often comorbid with depressive disorder (Kendall, 2010; O'Neil, 2010). There is greater occurrence of anxiety based disorder in girls than in boys. Children with depression show behaviors such as withdrawal, crying, avoidance of eye contact, poor appetite and aggressive behavior and in some extreme cases suicide.

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Depression in children and adolescents happen with high frequency. Biological factors associated with depression in childhood are a correlation between parental depression and behavioral and mood problems in children.

• **Self-Concept in Adolescents**

Self-concept refers to self-assessment or self-perception, and it reflects the sum of the convictions of a person about their own qualities. Self-concept reflects the way a teenager assesses himself or in domains (or areas) where success is considered important. An adolescent may have a positive self-concept in some domains, and a negative self-concept in others. Research also suggests that each individual has a global (or global) concept of himself that reflects how the individual evaluates his / her own. Or its self-esteem as a whole.

Adolescent can do tailored self-assessments in a variety of different domains.

Researchers identified the following eight domains, which constitute the self-concept of an adolescent.

- Athletic Competence
- Physical Appearance
- Peer Acceptance
- Close Friendships
- Romantic relationships
- Job Competence
- Conduct/Morality
- Scholastic Competence

Having an overall negative self-concept in adolescence has been associated with depression, drug use, and eating disorders in girls. Both male and female adolescents struggle with negative self-concepts, but female adolescents tend to worry more about physical appearance than do males. Additionally, Black adolescents tend to have more positive self-concepts than do their white counterparts. (Alena M. Hadley, August 2008)

• **Anger**

Anger is often connected with feelings of depression, frustration, failure, and inadequacy. Glaser's (1966) described personate depression in children and adolescents made people aware of the manner of depression, such as delinquent behavior, truancy, alcoholism, psychosexual conflicts and described the feelings of betrayal leading to aggression, guilt, and possible suicide. The symptoms of depression in children range from more indirect to direct expression of aggression including truancy, nightmares, stealing, and suicide. Adolescence is a long-established cycle of rebellion in which young people actively and unconsciously question and eventually overturn the parental authority's rules and demands. Parents can get angry in their frustrating battle for power and adolescents can get angry in their frustrating fight for independence. The war is eventually lost and reclaimed, though, when the new generation defeats the old.

Anger is a feeling, and like all emotions helps us remain self-aware about what it going on within us, to us, and around us.

It's popular in therapy to help adults with high anger learn to recalibrate their emotional set points. (Cognitive psychologists are often skilled at this.) So the adult learns that he doesn't

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have to be totally in control, doesn't have to be right all the time, and doesn't have to take personal affront when offended by some unwanted response or event. (Pickhardt, 2010)

• **Disruptive Behavior**

Disruptive behavior such as teasing, getting out of one's seat, disrespecting others—and more seriously but less frequently—violence has been admitted recently as a developing problem in schools—indeed as one of the most significant concerns of teachers and parents (Bear, 1998; Elam, Rose, & Gallup, 1996).

Normal childhood behavior includes a wide variety of ways children act and behave themselves. Behaviors may be instinctive or learned, and usually often serve a purpose in childhood, even though it is not immediately apparent what that purpose may be. The behavior of children is motivated by satisfying a combination of biological, psychological, and social needs. Comprehending what the needs of each child are helps understand their behavior.

Child disruptive behavior refers to behaviors that occur when a child is having difficulty controlling their actions. This often happens in social settings, and can happen for a lot of different reasons. Examples of disruptive behaviors include temper tantrums, interruption of others, impulsivity with little consideration for safety or consequences, aggressiveness or other socially inappropriate acts.

Causes of disruptive behavior

Disruptive behavior can have a number of different causes. These causes may have biological, psychological, or social factors that help explain the behavior.

Biological factors include:

1. Hearing difficulties: leaving a child incapable of understanding what they are being told or asked of.
2. Pain-causing illness or injury: meaning that their usual ability to control their own emotions and behavior is affected.
3. Learning disability or delays in cognitive development: means a child is less able to comprehend his or her environment than other children.
4. Concentration or attention difficulties: meaning that a child is unable to focus and maintain attention that is out of keeping with normal child age concentration.

Psychological factor

1. Being more likely to worry: leading the child to act in a way that helps them avoid doing something that is scary or induces anxiety.
2. Children who have experienced significant trauma: avoiding or hiding things that evoke their traumatic experiences in their memories.
3. Children who are prone to worry, resulting from traumatic experiences: always looking for danger and possibly reacting to defend themselves in situations that they think are threatening them.

Social factor

1. Kids who have had little opportunity to think about social norms being placed into new situations and forced to follow laws they don't know;
2. Stress affecting other family members is experienced by the children, who are aware of the family's feelings of distress but are unable to put it into words.

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Objective of the Study

To establish the relationship between the parenting style opted by the parents and specific behavioral patterns being adopted by the adolescent.

REVIEW OF LITERATURE

King, G. A., Shultz, I. Z., Steel, K., Gilpin, M., & Cathers, T. (1993). Self-Evaluation and Self-Concept of Adolescents with Physical Disabilities. *American Journal of Occupational Therapy*, 47(2), 132–140.

In the year 1993, a study was conducted by King, Shultz, Steel, Gilpin and Cathers on adolescents with neurological disorders to examine their self-esteem, self-concept, self-acceptance, social self-efficacy and values. The tools used were Self-Perception Scale for Adolescents (Harter, 1986), Adolescent Social Self-Efficacy Scale (Connolly, 1989), Attitudes towards Disabilities Scale (Yuker, Block and Young, 1966), Survey of Personal Values (Gordon, 1967) and Interpersonal Style Inventory (Loee and Youniss, 1988).

The results suggest females with disabilities have a feeble sense of perceived social acceptance, athletic competence and romantic appeal compared to the adolescents without disabilities. At the same time males with disabilities scored lower on perceived scholastic competence, athletic competence and romantic appeal. Also, social self-efficacy was found to be a predictor of both independence and persistence in physically disabled adolescents.

Fernández-Berrocal, P., & Extremera, N. (2016). Ability Emotional Intelligence, Depression, and Well-Being. *Emotion Review*, 8(4), 311–315.

In the year 2006, a research was conducted by Extremera and Pizarro to examine the relationship between emotional intelligence, anxiety and depression among young adults. The instruments used were Trait Meta-Mood Scale (Salovey et. al., 1995), White Bear Suppression Inventory (Wenger and Zanakos, 1994), State-Trait Anxiety Scale (Spielberger, Gorsuch and Lushene, 1994), Beck Depression Inventory (Beck, Rush, Shaw and Emery, 1979), Piers-Harris Children's Self-Concept Scale (Piers and Harris, 1984) and General Intelligence Test Form (Anstey, 1959).

The results indicated that the self-reported ability to regulate mood was positively correlated to the self-esteem of the subject whereas self-reported emotional intelligence was negatively correlated to the levels of anxiety and depression. The abilities of Emotional Repair and Emotional Clarity were found to be the indicators for a better psychological adjustment.

Turner, E. A., Chandler, M., & Heffer, R. W. (2009). The Influence of Parenting Styles, Achievement Motivation, and Self-Efficacy on Academic Performance in College Students. *Journal of College Student Development*, 50(3), 337–346.

In the year 2009, a research work was administered by Turner, Chandler and Heffer to assess the direction of relationship shared by authoritative parenting style, academic performance, self- efficacy and achievement motivation. The tools used were Parental Authority Questionnaire (Buri, 1991), Academic Motivation Scale- College Version (Vallerand et. al., 1992), Self- Efficacy and Study Skills Questionnaire (Gredler and Gravalia, 1997) and Academic Performance was measured using each student's self-reported GPA.

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The results suggested that academic performance of college was predicted by both intrinsic motivation and self-efficacy and is also influenced by authoritative parenting.

Arslan, C. (2009). Anger, self-esteem, and perceived social support in adolescence. *Social Behavior and Personality: An International Journal*, 37(4), 555–564. <https://doi.org/10.2224/sbp.2009.37.4.555>

In the year 2009, a study was administered by Arslan to investigate the relationship between perceived social support, self-esteem, trait anger and anger expression of the adolescents. The scales used were Perceived Social Support Scale- Revised (Yildirim, 2004), the Rosenberg Self- Esteem Scale (Rosenberg, 1965) and Trait Anger and Anger Expression Scale (Speilberg, Jacobs, Russell and Craine, 1983).

The results indicated that there exists a negative correlation among anger expression and social support and trait anger perceived from family and teachers. Also, self-esteem and trait anger share a negative correlation with each other. Lastly, a positive relationship was established between self-esteem and anger control and self-esteem and social support received from family and teachers.

Topham, G. L., Hubbs-Tait, L., Rutledge, J. M., Page, M. C., Kennedy, T. S., Shriver, L. H., & Harrist, A. W. (2011). Parenting styles, parental response to child emotion, and family emotional responsiveness are related to child emotional eating. *Appetite*, 56(2), 261–264.

In the year 2011, a research was administered by Topham, Hubbs-Tait, Rutledge, Page, Kennedy, Shriver and Harrist to establish a relationship between parenting style, parent response to negative child emotion, and family emotional expressiveness and support to child emotional eating. The scales used were Dutch Eating Behavior Questionnaire (Strien, Frijters, Bergers and Defares, 1986), Parenting Styles and Dimensions Questionnaire (Robinson, Mandleco, Olsen and Hart, 2001) and Family Assessment Device (Epstien, Baldwin and Bishop, 1983).

According to the results, authoritative parenting style and family open expression of affection and emotion are negatively correlated to emotional eating, whereas emotional eating shares a significant positive correlation with parent minimizing response to child negative emotion.

Parenting Style, Involvement of Parents in School Activities and Adolescent's Academic Achievement (Marina Matejevic, DraganaJovanovic, MarijaJovanovic; 2013)

In the year 2013, a study was conducted by Matejevic, Jovanovic and Jovanovic to examine the correlation between parenting style and parental involvement in school achievement and academic achievements of the adolescents. The scales used were Parenting Styles and Dimensions Questionnaire (Robinson, Mandleco, Olsen and Hart, 2001) and another scale was developed according to the Epstein concept of examining the involvement of parents.

The study concluded that the dominant parenting style for mothers is authoritative found to be positively correlated with school activities and academic achievement and that for the fathers is authoritarian which is correlated with the lack of necessary time required to become actively involved in the school activities of the child.

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Matejevic, M., Todorovic, J., & Jovanovic, A. D. (2014). Patterns of Family Functioning and Dimensions of Parenting Style. *Procedia - Social and Behavioral Sciences*, 141, 431–437.

In the year 2014, a research was conducted by Matejevic, Todorovic and Jovanovic to examine the assumption that there exists a correlation between the patterns of family functioning and parenting styles. The psychological tools used were FACES IV (Osion, et al, 2006) and PSDQ (Robinson, et al, 2006).

The results suggest, all the three dimensions of authoritative parenting were correlated with balanced cohesion and flexibility. Authoritarian parenting and Mother's permissiveness were found to be negatively correlated with functional patterns of family functioning.

Bi, X., Yang, Y., Li, H., Wang, M., Zhang, W., & Deater-Deckard, K. (2018). Parenting Styles and Parent-Adolescent Relationships: The Mediating Roles of Behavioral Autonomy and Parental Authority. *Frontiers in Psychology*, 9, 280–289.

In the year 2018, a research was conducted by Bi, Yang, Wang, Zhang and Deckard to study the associations that exist between parenting styles and parent-adolescent relationship factors and also investigated the mediating effects of adolescents' quest for behavioral autonomy and beliefs about parental authority. The psychological instruments used were Parenting Styles Questionnaire (Long et. al., 2012), for endorsement of parental authority Chinese version of Smetana's Questionnaire (Zhang and Fuligini, 2006), expectations for behavioral autonomy from Fuligini (1998), Chinese version of Issues Checklist (Prinz et. al., 1979; Zhang and Fuligini, 2006) and Chinese version of Family Adaptation and Cohesion Evaluation Scales II. The results indicated that parent-adolescent conflict frequency was the same for all the parenting styles whereas the intensity of the conflict was found to be higher in neglectful and authoritarian parents. The highest level of cohesion was found with authoritative parents and the lowest was established with neglectful parents. Cohesion with authoritative or indulgent mothers was found to be higher in females compared to males. The relationship between parenting style and conflict was mediated by adolescent's quest for autonomy whereas the one between parenting style and cohesion was mediated by beliefs about legitimacy of parental authority.

Hypothesis

- Null Hypothesis: Parenting style does not have a significant impact on the specific behavioral patterns of the adolescent.
- Alternate Hypothesis: Parenting style has a significant impact on the specific behavioral patterns of the adolescent.

METHODOLOGY

Design

This research is based on quantitative method involving 2 questionnaires. Present research study involves Multi liner Regression methods to find out the impact of parenting styles on Self-concept, anxiety, Depression, Anger and Disruptive behavior.

Sample

Sample is the foremost important part of the study that always includes the population on which research is done so in this particular study 30 participants gave their contribution which consist male and female participants. The Age range of the participants are between 8

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to 14 years. I have used Convenience Sampling. Questionnaires were sent to the people by Google form whose link was sent on the online platforms along with all the instructions that they need to follow with voluntary participation.

Inclusion Criteria

- A} Study only involved Indian citizen.
- B} The participants were able to understand English language.
- C} No member was indulge who had longer medical history in this practice.

Exclusive criteria

- A} Sample was not for every age category.
- B} Language barrier was there.
- C} Individual who were unable to access the goggle form by social networking.

Tools Used

Parenting Styles and Dimensions Questionnaire (PSDQ)

The Parenting Styles and Dimensions Questionnaire (PSDQ) is used worldwide to assess three styles (authoritative, authoritarian, and permissive) and seven dimensions of parenting. Item numbers the questionnaire contains is 32.

The authoritative and authoritarian styles showed higher internal consistency, while the permissive style showed lower internal consistency. None of the PSDQ dimensions showed unacceptable or poor (i.e., $\omega < 0.6$) internal consistency. Validity was measured using the minimum optimal is 0.78 for each items and 0.90 for the whole scale.

Beck Youth Inventory

The BYI is a 100-item self-report measure comprising five self-report inventories that can be used separately or in combination to assess symptoms of depression, anxiety, anger, disruptive behavior, and self-concept.

The five BYI are:

1. The Beck Depression Inventory for Youth (BDI-Y)
2. The Beck Anxiety Inventory for Youth (BAI-Y)
3. The Beck Anger Inventory for Youth (BANI-Y)
4. The Beck Disruptive Inventory for Youth (BDBI-Y)
5. The Beck Self-Concept Inventory for Youth (BSCI-Y).

Each inventory contains 20 questions about thoughts, feelings and behaviors associated with emotional and social impairment. Children and young people describe how frequently a statement has been true for them over the past two weeks.

The BYI shows good to excellent internal consistency, with (alpha) coefficients ranging from 0.86 to 0.96test re-test reliability correlation coefficients have been found to range between 0.74 to 0.93. The BYI is to be completed by children and young people aged 7-18 years old.

T-scores for BYI scoring interpretation

- 55 or less = average
- 55-59 = mildly elevated

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- 60-69 = moderately elevated
- 70+ = extremely elevated

Statistical analyses

Software used for the statistical analyses is R.

And the conclusion of the responses result came by applying multi linear regression.

Procedure

Rapport Formation

The participants were contacted to telecommunication and called out for on many social media platforms. The subjects were requested to voluntarily participate in the research after explaining the purpose of the research to them. A verbal consent was taken along with a written one before the commencement of the data collection process. The subjects were informed that they can leave the study at any point in time and were reassured that their results would be kept confidential. The participants were thanked once they submitted their responses through the Google form and were promised that their results would be shared to them personally once the research is done.

Preliminary Setup

A Google form was created before hand to collect the data for each of the psychological tool. The link was kept handy and once the participant agreed to take part in the research voluntarily they were sent the link. The subjects were requested to fill the form in one go and to try and sit in a quiet place and minimize the effect of external disturbance while filling in the responses. A first hand coordination was provided to the subjects and all the doubts related to instructions of some items were clarified immediately.

Precautions

- Voluntary participation of the subject was reassured.
- The age range required for the data was kept in mind before sharing the link.
- The subject was requested to sit in a calm place and fill in all the responses without any leisure break.

RESULT AND DISCUSSION

Authoritative Parenting

TABLE 1 EFFECT OF AUTHORITATIVE PARENTING ON SELF-CONCEPT					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
17.16	28	0.04407	-0.06623	0.3995	0.7545

TABLE 2 EFFECT OF AUTHORITATIVE PARENTING ON ANXIETY					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
5.716	28	0.002386	-0.1127	0.02073	0.9958

TABLE 3 EFFECT OF AUTHORITATIVE PARENTING ON DEPRESSION					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
5.046	28	0.01741	-0.09596	0.1536	0.9264

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TABLE 4 EFFECT OF AUTHORITATIVE PARENTING ON ANGER					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
8.585	28	0.04985	-0.05978	0.4547	0.7162

TABLE 5 EFFECT OF AUTHORITATIVE PARENTING ON DISRUPTIVE BEHAVIOR					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
5.723	28	0.01454	-0.09916	0.1279	0.9427

Authoritarian Parenting

TABLE 6 EFFECT OF AUTHORITARIAN PARENTING ON SELF-CONCEPT					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
17.14	28	0.04563	-0.645	0.4143	0.7441

TABLE 7 EFFECT OF AUTHORITARIAN PARENTING ON ANXIETY					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
5.162	28	0.03817	-0.07281	0.3439	0.7938

TABLE 8 EFFECT OF AUTHORITARIAN PARENTING ON DEPRESSION					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
4.893	28	0.07631	-0.03027	0.716	0.5514

TABLE 9 EFFECT OF AUTHORITARIAN PARENTING ON ANGER					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
8.427	28	0.08435	-0.02131	0.7983	0.506

TABLE 10 EFFECT OF AUTHORITARIAN PARENTING ON DISRUPTIVE BEHAVIOR					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
5.585	28	0.06131	-0.047	0.5661	0.6423

Permissive Parenting

TABLE 11 EFFECT OF PERMISSIVE PARENTING ON SELF-CONCEPT					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
16.66	28	0.02891	-0.005773	0.8335	0.369

TABLE 12 EFFECT OF PERMISSIVE PARENTING ON ANXIETY					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
5.474	28	0.01466	-0.2053	0.4166	0.5239

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TABLE 13 EFFECT OF PERMISSIVE PARENTING ON DEPRESSION					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F- Statistics	p- VALUE
4.863	28	0.01723	-0.01787	0.487	0.4893

TABLE 14 EFFECT OF PERMISSIVE PARENTING ON ANGER					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
8.476	28	0.002479	-0.03315	0.06959	0.7939

TABLE 15 EFFECT OF PERMISSIVE PARENTING ON DISRUPTIVE BEHAVIOR					
Residual Standard Error	Df	Multiple R ²	Adjusted R ²	F-Statistics	p- VALUE
5.543	28	0.004112	-0.03146	0.1156	0.7364

DISCUSSION

The above tables depict the correlations between the various sub-dimensions of both the scales used in the present study. The p-values in all the tables suggest no statistically significant correlation between any of the variables.

Therefore, there exists no significant correlation between the two variables.

The results from the present study suggest that there exists no significant correlation between authoritative, authoritarian and permissive parenting styles and self concept of the adolescent.

A research conducted by Rahman, Shahrin and Kamaruzaman in 2017, suggests that there exists a significantly positive correlation between them, which contradicts the results of the present study. It also concludes a significantly negative correlation between permissive parenting and self concept, which is again contradictory to the results of the present research. The research also established that there exists no significant correlation between authoritarian parenting and self- concept of the adolescent which supports the findings of the present study.

The results from the present study suggest that there exists no significant correlation between authoritative, authoritarian and permissive parenting style and anxiety of the adolescent.

A research conducted by Butnaru in 2016, suggests that there exists a significantly negative relationship between them. It states that authoritative parenting predicts low level of anxiety in the school students. It also concluded that there exists significantly positive correlation between authoritarian and permissive parenting styles and anxiety in children. The results contradict from the findings of the present study.

The results from the present study suggest there exists no significant relationship between authoritative, authoritarian and permissive parenting styles and the depression in the adolescents.

A research conducted by Susheela in 2018, concluded that there is no significant correlation between authoritative parenting and depression among adolescents, which supports the present research findings. It also concluded that there exists a there exists a significant

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positive correlation between authoritarian parenting and adolescent depression. Another revelation made suggested that there is a significant positive relationship between permissive parenting and depression among adolescents which is in contrast with the present research findings.

The results of the present study indicate that there exists no significant correlation between authoritative, authoritarian and permissive parenting and anger in the adolescents.

A research conducted by Moghaddam, Asli, Rakhshani and Taravatmanesh in 2014, concluded that there is a significant negative relation between authoritative parenting and anger of the adolescent. It also suggests that anger shares a significant positive relationship with permissive and authoritarian parenting. These results are incongruent to the results of the present study.

The results from the present study suggest that there exists no significant relationship between authoritative, authoritarian and permissive parenting styles and disruptive behavior of the adolescent.

A research conducted by Sahithya, Manohari and Vijaya in 2019, suggests that there exists a significant positive relation between authoritative parenting shares a significant negative relationship with disruptive behavior. It also revealed that disruptive behavior is positive associated with authoritarian and permissive parenting. These results do not support the findings of the present study.

Therefore, the alternate hypothesis of the present study was rejected and hence the null hypothesis was accepted.

CONCLUSION

The present study aimed to assess the relationship between the parenting style opted by parents and the various behavioral characteristics of the adolescent.

The results of the study were concluded by multiple linear regression. The research finding suggest that the three parenting styles i.e., authoritative, authoritarian and permissive parenting do not share any statistically significant relationship with the self-concept, anxiety, depression, anger and disruptive behavior displayed by the adolescent.

Future Implications

- A more refined study can be done with a larger population size and different instruments to find the difference between the impact exerted on these behavioral dimensions by various parenting styles and thereby conclude the most effective parenting style among the three.
- It is an Addition to the previously available literature on parenting styles and its impact on adolescents.

Limitations

- The sample size was very small.
- The samples were collected in an unforeseen pandemic situation which gives space to discrepancies.

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- The sample was collected using Google forms circulated on various digital platforms which leaves a window for the data to not be as authentic as it should be.

Summary

The topic for the present study was selected to explore why adolescent going through similar age transition and physical changes depict different behavioral patterns. Although the hormonal changes taking place in different adolescents is similar but the patterns of behavior that they opt to deal with these changes is different for different children. After referring to a number of previous researches, the topic of the present study was formulated to be “Impact of Parenting Style on the Behavioral Patterns of the Adolescents”.

The selected variables and related topics were studied thoroughly and the related researches were looked upon to find the appropriate psychological instruments for the present study. A wide range of studies were consulted in order to have knowledge about the already established relationships between the chosen variables. This facilitated in formulating the hypothesis of the study. It also helped in selecting the most appropriate psychological tools to be used for the study.

Parenting style and dimensions questionnaire and Beck’s youth inventory were used to assess the parenting style used by the parents and the behavioral patterns of the adolescent respectively. The psychometric properties of the tools were looked upon and their feasibility for the selected population was taken care of. The targeted sample population was 50 but unfortunately due to the unusual situation of the pandemic the target couldn’t be reached and hence the research was conducted with a sample size of 30.

Google form was created with a brief description of the purpose of the study along with the instructions of each of the questionnaires. The subjects were reached out through various social media platforms and were requested to fill the form with as much authenticity as they can manage. They were requested to fill the entire form in a single sitting. Also, both verbal and written consent were taken from all the subjects before the commencement of the data collection process. The norm of confidentiality was given utmost priority.

At the end of the data collection the scores for each participant were calculated as per the norms of the specific tool and a scoring sheet was made using MS-Excel. This scoring sheet was further subjected in R-Software to apply suitable statistical methods to formulate the results. Multiple

Linear Regression was applied to the collected data to study the effect of parenting style on the behavioral characteristics of the adolescent.

The results indicated that there exists no statistically significant relationship between the two variables. A major part of the result was found to be contradictory from the previous research findings. The hypothesis was thereby rejected.

The reasons of the rejection of the hypothesis and the scope for improvement in further studies were also mentioned.

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Conflict of Interest

The author(s) declared no conflict of interest.

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