

Research Paper

## Unlocking The Power of Parenting Styles on Adolescents' Basic Life Skills

Sanjida Kabir<sup>1\*</sup>, Momtaz Sultana<sup>2</sup>, Mehedi Hasan Aupu<sup>3</sup>, Sumaya Naznin<sup>4</sup>

### ABSTRACT

Parenting styles, including authoritative, authoritarian, and permissive approaches, play a significant role in shaping adolescents' basic life skills like; problem-solving skills and creative behavior. This study investigated the impact of parenting styles on the development of these essential life skills among secondary school students in Khulna Division, Bangladesh. A cross-sectional survey was conducted with a purposive sample of 300 students (56% boys and 44% girls) and their parents (21.4% father and 78.6% mother). Data were collected using Personal Information Form along with the Bangla Parenting Style and Dimension Questionnaire, Problem Solving/Decision Making Scale, and Creativity Style Questionnaire. Independent sample t-tests indicated no significant gender differences in problem-solving skills, while girls scored higher in creative behavior than the boys. Pearson's correlation analysis revealed significant positive relationships between authoritative parenting style, problem-solving skill, and creative behavior. Regression analysis indicated that authoritative parenting style significantly predicts both problem-solving skills and creative behavior. These findings emphasize the importance of adopting authoritative parenting approach to enhance adolescents' life skills.

**Keywords:** *Parenting Styles, Authoritative, Authoritarian, Permissive, Problem Solving, Creative Behavior*

Social presence is a hallmark of lifelong learning, influencing individuals from conception through their entire lives. The effectiveness of this learning journey is shaped by various factors, with family dynamics playing a pivotal role, particularly for those who regularly engage with their surroundings (Ozkan & Tosten, 2011). Family serves as a child's primary and most intimate environment post-birth, where foundational life lessons and skills are acquired. As children transition through several developmental stages, adolescence emerges as a critical period characterized by significant physical and emotional changes (Lonczak, 2019). The familial environment during this time is crucial; adolescents

<sup>1</sup>Department of Psychology, Gopalganj Science and Technology University, Gopalganj, Bangladesh

<sup>2</sup>Department of Psychology, University of Dhaka, Dhaka

<sup>3</sup>MS Student, Department of Psychology, Gopalganj Science and Technology University, Gopalganj, Bangladesh

<sup>4</sup>MS Student, Department of Psychology, Gopalganj Science and Technology University, Gopalganj, Bangladesh

\*Corresponding Author

Received: March 12, 2025; Revision Received: July 08, 2025; Accepted: July 12, 2025

## Unlocking The Power of Parenting Styles on Adolescents' Basic Life Skills

raised in nurturing households are more likely to communicate openly, tackle complex problems effectively, and think creatively (Ozkan & Tosten, 2011). Parents play an essential role in guiding their children, helping them internalize social norms until they reach maturity. Research indicates that parenting styles are fundamental in shaping adolescents into contributing members of society (Ozkan & Tosten, 2011).

Darling and Steinberg (1993) define parenting style as a reflection of parental attitudes and behaviors towards their children, along with the emotional climate these actions foster. This perspective highlights the profound influence of parenting approaches on the emotional, cognitive, and behavioral development of adolescents. Maccoby and Martin (1983) further elaborate on parenting styles, distinguishing them based on two dimensions: responsiveness and demandingness/control. This framework categorizes parenting into four styles—authoritative, authoritarian, indulgent, and uninvolved—while Baumrind identifies three main philosophies: authoritative, authoritarian, and permissive, characterized by varying levels of control and support.

Authoritative parenting is marked by setting appropriate boundaries aligned with a child's developmental stage. Authoritative parents demonstrate compassion, explaining the rationale behind disciplinary actions while attending to their children's needs. This style fosters strong relationships and supports children's autonomy (Tanhaye-Rashvanlou & Hejazi, 2009). In contrast, authoritarian parents enforce strict rules and expectations, often stifling independence and emotional connection, which can lead to less favorable developmental outcomes (Moradian et al., 2014). Permissive parents adopt a more lenient approach, allowing children significant freedom in decision-making, which can result in impulsive behaviors and a lack of self-discipline (Shahamat, Sabeti, & Rezvani, 2010).

Along with other factors, these parental attitudes also significantly influence adolescents' life skills development. The World Health Organization (WHO) defines life skills as a set of psychosocial competencies that enable individuals to make informed decisions, solve problems, think critically, communicate effectively, and build healthy relationships. Effective parenting styles can enhance children's development of these essential skills (Steinberg, 1994). Empirical research has consistently demonstrated a strong correlation between parenting philosophies and adolescents' life skills (Darden et al., 1996; Picklesimer et al., 1998).

Baumrind's extensive research on parenting practices and child development underscores that authoritative parenting is associated with the most favorable developmental outcomes, including academic success and psychosocial competencies such as resilience, self-esteem, and social skills (Baumrind, 1991; Lamborn et al., 1991; Steinberg et al., 1994). Conversely, permissive and authoritarian styles correlate with poorer outcomes, including increased impulsivity and disobedience (Setiyowati et al., 2019). In today's context, problem-solving is recognized as a vital 21st-century skill, encompassing the ability to identify issues, understand their causes, and explore viable solutions. Research indicates that parenting philosophies directly influence adolescents' problem-solving behaviors (Hoskins, 2014), suggesting a strong link between parenting methods, behavioral traits, and problem-solving abilities (Tosten et al., 2017). To cultivate these skills, parents must provide a supportive environment that encourages open communication and resilience in the face of challenges (DeRosa, Musso, & Jacobson, 2017).

## Unlocking The Power of Parenting Styles on Adolescents' Basic Life Skills

Moreover, creative behavior, which encompasses actions that lead to innovative outcomes, is heavily influenced by the familial environment. Research indicates that nurturing creativity in children enhances their critical thinking and problem-solving abilities, laying a foundation for future social adaptation (Albert, 2010). Thus, fostering a child's creative tendencies, rather than merely focusing on their creative achievements, is essential (Runco, 2003). Parenting practices play a significant role in this developmental aspect (Dong, 1985; Gralewski & Jankowska, 2020), with studies showing a positive correlation between assertive parenting and children's creativity (Mehrinegad, Tarsafi, & Rajabimoghadam, 2015).

Numerous studies have been conducted to determine whether parenting styles influence children's development of fundamental life skills, and the results have shown that parenting styles significantly affect children's development of these skills. Determining which parenting style to employ when engaging with a child and adolescent is very crucial. This study aimed to identify the best parenting approach that supports an adolescent's healthy development and to generalize it so that parents can use the right approach when interacting with their kids and foster an environment that supports their better development.

### *Research Objectives*

1. To explore whether problem solving skill and creative behavior vary according to gender.
2. To find out the relationships among parenting styles, problem solving skill and creative behavior.
3. To investigate the best predictor of problem solving skill and creative behavior based on parenting styles.

## **METHOD**

### *Ethics*

The current research was guided by APA's ethical principles and code of conduct. The Helsinki Declaration, its subsequent amendments, and comparable moral precepts were adhered to during the investigation.

### *Participants*

Data were collected from 300 secondary school students and their parents in Khulna division, Bangladesh. The age range of the adolescent's was 12 to 16 and data were collected from class 6 to 10 students (56% boys and 44% girls). Among parents 21.4% were male and 78.6% were female. They were from different socio-economic statuses. This study followed a cross-sectional survey research design along with a purposive sampling technique. Table 1 presents the distribution of respondents across various demographic variables.

### *Inclusion Criteria*

Secondary school students and their parents in Khulna division.

**Table 1 Sample demographics (n= 300)**

Gender (Adolescents)	Gender (Parents)	Socio-economic Status	Educational Qualification (Adolescents)	Educational Qualification (Parents)
Girls = 43.8%	Mother = 78.6%	Lower = 16.8%	Class 6 = 17%	Honors = 25.7%
Boys = 56.2%	Father = 21.4%	Middle = 79.6%	Class 7 = 19.8%	HSC = 47.6%
		Upper = 3.6%	Class 8 = 26%	SSC = 25.4%
			Class 9 = 16.2%	Uneducated= 1.3%
			Class 10 = 21%	

**Measures**

All participants in this study answered the following self-report questionnaires along with the demographic form. The questionnaires were administered in the following order:

1. The Personal Information Form (PIF)
  2. Parenting Style and Dimension Questionnaire (PSDQ)
  3. Problem Solving/Decision Making Scale (PSDM)
  4. Creativity Style Questionnaire (CSQ)
1. **The Personal Information Form (PIF):** The PIF elicited demographic, personal and social information about respondent’s gender, socio-economic status, grade in school, parental educational level, parental occupation etc.
  2. **Parenting Style and Dimension Questionnaire (PSDQ):** This scale was developed by Clydec Robinson, Barbara Mandleco, Susanne Clesn Roper and Cragih Hart in 1995. The adaptation of PSDQ into Bangla was performed according to the state-of-the-art procedure of forward-backward translation by Arafat 2018. Final version of PSDQ is comprised of 35 items scale and comprises three subscales: authoritative, authoritarian and permissive, with the distribution of 20 items in authoritative domain, 9 items in authoritarian domain and 6 items in permissive domain. The PSDQ uses response on a 5 point Likert scale ranging from 1-5 as follows, 1= never to 5= always. Parents received three scores on all three parenting dimensions. The internal consistency of the Bangla version of the PSDQ was 0.84 for the total score, with subscale values ranging from 0.78 to 0.95, indicating significance for the construct, as a Cronbach’s  $\alpha$  of less than 0.70 is deemed acceptable. The internal consistency reliability of this scale in this study was 0.84.
  3. **Problem Solving/Decision Making Scale (PSDM):** This scale is the sub scale of Life-Skills Development Scale- Adolescent Form (Darden, Ginter & Gazda, 1996). Later it was translated into Bangla for this study. This scale is suitable for measuring problem solving/decision making skills of adolescents. This subscale consists of 15 items related to effective problem solving/decision making behaviors and perceptions of competence. It has 3 normal items and 12 reverse items. Each item has 4 alternative answers ranging from strongly agree to strongly disagree. For normal items 0= completely agree to 3= completely disagree. For reverse items 3= completely agree to 0= completely disagree. For scoring, all item ratings should be added together. This scale's scores range from 0 to 45. Higher score indicates grater problem solving/decision making skill. Internal consistency reliability coefficient was 0.82. Alpha coefficient for the translated Bangla version was 0.89 that showed high internal consistency.
  4. **Creativity Style Questionnaire (CSQ):** Bangla version of CSQ was developed by Ahmed et al. in 2017. The creativity scale is used to measure the creativity of children between 11-16 years. It employed in this study has 30 items. The items were

## Unlocking The Power of Parenting Styles on Adolescents' Basic Life Skills

categorized into six dimensions. Every dimension comprises five items. Each item presents five options, ranging from (1) strongly agree to (5) strongly disagree. Items 5, 8, 12, 14, 18, 20, 21, 26, and 28 were identified as negative items within this scale. The responses to the positive items are scored as follows: 5 for strongly agree to 1 for strongly disagree. The replies to different negative items are graded differently. The overall score for each respondent is calculated by summing the results of all 30 items. Consequently, for 30 items, the scores varied from 30 to 150. The highest score signifies the greatest creative capacity, while the lowest number denotes the least creative potential among the responders. The split half reliability of the creativity scale was 0.85. The scale had predictive validity and concurrent validity. Alpha coefficient for the scale was 0.79 that showed good internal consistency.

### Procedure

At first, each participant (both parent and adolescent) was approached individually and a brief conversation was held with each of them to develop rapport. A standard data collection method was used to collect the data. Each participant was apprised of the study's primary goals and guaranteed that their replies would remain anonymous and utilized solely for research reasons to secure consent. Participants received general verbal instructions on how to respond prior to completing the scale's items. Prior to reviewing the items, the adolescents and their parents were requested to give general demographic information (age, gender, educational background, socio-economic situation, etc.). Clarifications were also given whenever they had trouble understanding the items. Upon completion of the work, they were acknowledged for their collaboration.

### Data Analyses

The data were checked out carefully. Missing data ( $n = 17$ ) were excluded from the analysis and the sorted data ( $n = 300$ ) were then entered into SPSS version 26.0 for analyses of the variables. Before running the data for analyses, normality assumptions were checked carefully for each variable. Shapiro-Wilk statistics were not significant ( $p > .05$ ), suggesting that the assumption of normality was fulfilled. Additionally, Lavene's test yielded a non-significant result, indicating that equal variance can be maintained. Initially, descriptive statistics (i.e., mean and standard deviation) were calculated for all principal variables in the primary study. An independent sample  $t$ -test was employed to determine the differences between boys and girls. The interrelations among the three variables (parenting styles, problem-solving skill, and creative behavior) were subsequently assessed using Pearson product-moment correlation, followed by regression analysis to identify the predictors.

## RESULTS

The results (mean, standard deviation, independent sample  $t$ -test, correlation and simple linear regression) of the current research are chronologically shown in the subsequent tables.

**Table 2 Gender difference on Problem Solving Skill and Creative Behavior ( $n = 300$ )**

	Boys( $n=168$ )		Girls( $n=132$ )		$t$ (298)	$p$	Cohen's $d$
	$M$	$SD$	$M$	$SD$			
Problem Solving	29.62	5.604	30.76	4.144	1.624	.106	-1.13
Creative Behavior	103.40	12.77	109.45	10.14	3.720*	.000	.31

Note.  $M$  = Mean,  $SD$  = Standard Deviation

## Unlocking The Power of Parenting Styles on Adolescents' Basic Life Skills

Independent sample *t*-test indicated no significant mean differences on problem solving skill with  $t(298) = 1.624, p > .05$ . Findings showed that girls didn't have significantly higher score on problem solving skill ( $M=30.76, SD=4.144$ ), compared to the boys ( $M=29.62, SD=5.604$ ). The value of Cohen's *d* was  $-1.13 (>0.50)$  which indicated immodest effect size. In contrast, findings revealed significant mean differences on creative behavior with  $t(298) = 3.720, p < .05$ . That's, girls exhibited higher score on creative behavior ( $M=109.45, SD=10.14$ ), compared to the boys ( $M=103.40, SD=12.77$ ). The value of Cohen's *d* was  $0.31 (<0.50)$ , indicating modest effect size (Table-2).

**Table 3 Correlation Matrix for all study variables (n=300)**

Variables	1	2	3	4	5
1. Authoritative	-	-	-	-	-
2. Authoritarian	-.05	-	-	-	-
3. Permissive	-.17*	.35**	-	-	-
4. Problem solving skill	.22**	-.01	-.10	-	-
5. Creative behavior	.24**	-.01	-.85	.48**	-

Note. \* $p < .05$ , \*\* $p < .01$

Table 3 exhibited that there was a significant positive correlation between authoritative parenting style and problem-solving skill ( $r = .22, p < .01$ ), between authoritative parenting and creative behavior ( $r = .24, p < .01$ ), and between problem solving skill and creative behavior ( $r = .48, p < .01$ ).

**Table 4 Regression Coefficient of Authoritative Parenting Style on Problem Solving Skill**

Variable	B	$\beta$	SE
Constant	23.81		2.15
Authoritative parenting	.68	.21	.11
$R^2$	.13		

Note.  $n = 300$  \*\* $p < .001$ .

Table 4 showed the impact of authoritative parenting style on problem solving skill. The  $R^2$  value of .13 revealed that the predictor variable (authoritative parenting style) explained 13% variance in the outcome variable (problem solving skill) with  $F(1, 298) = 9.66, p < .001$ . The findings revealed that authoritative parenting style positively predicted problem solving skill.

**Table 5 Regression Coefficient of Authoritative Parenting Style on Creative Behavior**

Variable	B	$\beta$	SE
Constant	89.85		5.26
Authoritative Parenting	.51	.21	.17
$R^2$	.15		

Note.  $n = 300$  \*\* $p < .001$ .

Table 5 showed the impact of authoritative parenting style on creative behavior. The  $R^2$  value of .15 disclosed that the predictor variable (authoritative parenting style) explained 15% variance in the outcome variable (creative behavior) with  $F(1, 298) = 10.032, p < .001$ . The findings revealed that authoritative parenting style positively predicted creative behavior. This result disclosed that if parents follow authoritative parenting style while

interacting with their child, their child will be better able to solve their problems using creative behavior.

### **DISCUSSION**

The current research aimed to achieve three primary objectives. The first objective was to explore whether problem-solving skills and creative behavior differ by gender. The results indicated no significant gender differences in problem-solving skills, with both boys and girls demonstrating comparable abilities. This finding aligns with prior studies, such as those by DeRosa et al. (2017), which also found no substantial gender differences in problem-solving abilities. However, a notable difference was observed in creative behavior, with girls exhibiting higher levels of creativity than boys. Although this difference was statistically significant, it was not substantial enough to imply a major practical impact (Kim, 2011). The findings suggest that both genders possess strong creative potential, although girls may express this more vividly during adolescence (Miller & Hodge, 2020).

The second objective sought to determine the relationships between parenting styles (authoritative, authoritarian, and permissive) and adolescents' problem-solving skills and creative behavior. The results revealed a positive association between authoritative parenting and both problem-solving skills and creative behavior (Baumrind, 1991). Adolescents raised in authoritative environments, characterized by warmth and structure, performed better in these areas (Kuppens & Ceulemans, 2019). Conversely, authoritarian and permissive parenting styles were linked to poorer outcomes. Permissive parenting, marked by leniency and a lack of structure, correlated with lower problem-solving skills (Darling & Steinberg, 1993). Authoritarian parenting, which is rigid and controlling, also negatively impacted both problem-solving and creativity, albeit to a lesser extent (Patterson, 1982). These findings suggest that neither authoritarian nor permissive styles foster environments conducive to independent thinking and creativity in adolescents. Additionally, a strong relationship was found between problem-solving skills and creative behavior, indicating that improving problem-solving abilities may enhance creative thinking, as both skills likely involve similar cognitive processes (Runco, 2004).

The final objective was to identify which parenting style best predicts adolescents' problem-solving skills and creative behavior. The results indicated that authoritative parenting was the most significant predictor of both skills. Adolescents raised by authoritative parents—who provide a balanced environment of support and structure—were better equipped to think critically and creatively (Schneider et al., 2019). In contrast, neither authoritarian nor permissive parenting emerged as strong predictors for problem-solving or creative behavior, reinforcing the notion that these styles are less effective, or even counterproductive, in nurturing essential life skills (Maccoby & Martin, 1983).

This study underscores the critical role of parenting styles in shaping adolescents' problem-solving skills and creative behavior. The authoritative parenting style, in particular, emerged as a key factor in promoting both skills (Steinberg, 2001). Parents who provide warmth, structure, and clear communication significantly aid their children's development of these important abilities (Gonzalez, et al., 2016). While the findings suggest that girls may have a slight edge in creative behavior, they indicate no significant gender differences in problem-solving abilities (Hoffman, 2015).

These findings have practical implications for both parents and educators. Parents should be encouraged to adopt an authoritative parenting style, as it fosters a supportive yet structured

environment that allows children to thrive cognitively and creatively. By setting clear expectations and providing emotional support, authoritative parents promote their children's independent thinking and problem-solving skills, which are essential for success in academic and personal contexts. For educators and professionals working with adolescents, the study highlights the importance of family dynamics in influencing cognitive development. Programs designed to promote positive parenting practices, particularly those that emphasize warmth and structure, could help adolescents develop stronger basic life skills and abilities. Considering the significant contributions of this work, some limitations exist. The sample size was rather small and confined to the Khulna division, perhaps restricting the generalizability of the results. Subsequent study should focus on incorporating larger, more heterogeneous samples to enhance the external validity of the findings. The study also depended on self-report measures, which may be influenced by social desirability bias, especially in evaluating parenting approaches. Further research could benefit from using a mixed-method approach, incorporating observational data to supplement self-reports. Moreover, while the study examined the role of parenting styles in predicting problem-solving skills and creative behavior, other potential influences—such as peer relationships, educational environment, and individual personality traits—were not considered. Subsequent research should investigate these additional aspects to enhance the understanding of teenage development.

### REFERENCES

- Albert, R. S. (2010). Creativity: Theories and themes. In R. J. Sternberg (Ed.), *Handbook of Creativity* (pp. 91-115). Cambridge University Press.
- Arafat, S. M. Y. (2018). Validation of Bangla Parenting Style and Dimension Questionnaire. *Global Psychiatry, 1*(2), 95-108.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *The Journal of Early Adolescence, 11*(1), 56-95. <https://doi.org/10.1177/02724316911111004>
- Darden, C. A., Ginter, E. J., & Gazda, G. M. (1996). Life-skills development scale-adolescent form: The theoretical and therapeutic relevance of life skills. *Journal of Mental Health Counseling, 18*, 142-163.
- Darden, E., et al. (1996). Parenting style and adolescent life skills: A comparison of mothers' and fathers' contributions. *Journal of Family Issues, 17*(5), 600-623. <https://doi.org/10.1177/019251396017005004>
- Darling, N., & Steinberg, L. (1993). Parenting style as a context: An integrative model. *Psychological Bulletin, 113*(3), 487-496. <https://doi.org/10.1037/0033-2909.113.3.487>
- DeRosa, D., Musso, P., & Jacobson, A. (2017). Parenting styles and problem-solving skills in adolescents. *Journal of Adolescent Research, 32*(6), 733-755. <https://doi.org/10.1177/0743558417690558>
- Dong, Z. (1985). The relationship between family environment and creativity in children. *Creativity Research Journal, 12*(3), 225-231. <https://doi.org/10.1080/10400419.1985.10132510>
- Gonzalez, A., et al. (2016). The role of parenting in the development of creativity in children. *Creativity Research Journal, 28*(4), 457-465.
- Hoffman, J. (2015). Gender differences in creativity and problem-solving skills in adolescence. *Journal of Educational Psychology, 107*(1), 85-97.
- Hoskins, B. (2014). Skills for social progress: The power of interpersonal skills. OECD Education Working Papers, No. 112. <https://doi.org/10.1787/5jrs3sbcrvzv-en>

## Unlocking The Power of Parenting Styles on Adolescents' Basic Life Skills

- Kabir, S. & Naznin, S. (2022). Bangla translation of the Problem Solving/Decision Making Scale. Department of Psychology, Gopalganj Science and Technology University, Gopalganj.
- Kim, K. H. (2011). Can we trust the creativity tests? A review of the validity of creativity tests. *Creativity Research Journal*, 23(1), 25-33.
- Kuppens, T., & Ceulemans, E. (2019). Parenting styles and adolescent adjustment: A meta-analytic review. *Personality and Social Psychology Review*, 23(2), 174-206.
- Lonczak, H. S. (2019). Adolescent development: A critical period for family and social relationships. *Adolescent Research Review*, 4(3), 263-275. <https://doi.org/10.1007/s40894-019-00109-6>
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In *Handbook of Child Psychology*, 4, 1-101. Wiley.
- Mehrinegad, R., Tarsafi, M., & Rajabimoghadam, K. (2015). The relationship between parenting styles and children's creativity. *International Journal of Educational and Pedagogical Sciences*, 9(5), 1661-1664. <https://doi.org/10.5281/zenodo.1082728>
- Miller, M. J., & Hodge, E. (2020). Gender differences in creativity: A comprehensive analysis of the literature. *Journal of Creative Behavior*, 54(1), 49-65.
- Moradian, F., et al. (2014). The effects of parenting styles on children's development: A review of the literature. *International Journal of Social Science and Humanity*, 4(3), 202-206.
- Ozkan, A., & Tosten, R. (2011). The role of family in lifelong learning: A review of literature. *Educational Sciences: Theory and Practice*, 11(2), 603-608.
- Patterson, G. R. (1982). Coercive family process. Castalia Publishing Company.
- Robinson, C., Mandleco, B., Roper, S. C., & Hart, C. (1995). Authoritative, authoritarian, and permissive parenting practices: Development of a new measure. *Psychological Reports*, 77, 819-830.
- Runco, M. A. (2004). Creativity. In D. H. Saklofske & M. Zeidner (Eds.), *International handbook of personality and intelligence* (pp. 161-185). Springer.
- Runco, M.A. (2003). Education for creativity: A practical guide. *Creativity Research Journal*, 15(1), 35-44.
- Schneider, B., et al. (2019). Parenting styles and children's cognitive and social development: A meta-analysis. *Child Development*, 90(4), 1180-1202.
- Setiyowati, R., et al. (2019). The effects of parenting style on children's impulsivity and disobedience: A systematic review. *Child Development Perspectives*, 13(3), 173-178.
- Shahamat, A., Sabeti, M., & Rezvani, A. (2010). The relationship between parenting styles and creativity: Predictability of creativity by parenting styles. *Journal of Psychology and Educational Studies*, 8(4), 124-136.
- Steinberg, L. (1994). You and your adolescent: A parent's guide for ages 10 to 18. HarperCollins.
- Steinberg, L. (2001). We know some things: Parent-adolescent relationships in retrospect and prospect. *Journal of Research on Adolescence*, 11(1), 1-19.
- Tanhaye-Rashvanlou, A., & Hejazi, E. (2009). The impact of authoritative parenting on the social competence of adolescents. *Journal of Adolescence*, 32(5), 1189-1195. <https://doi.org/10.1016/j.adolescence.2009.01.003>
- Tosten, R., et al. (2017). The influence of parenting styles on problem-solving skills in adolescence. *Journal of Educational Psychology*, 109(5), 689-698.

### **Acknowledgment**

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

***Conflict of Interest***

The author(s) declared no conflict of interest.

***How to cite this article:*** Kabir, S., Sultana, M., Aupu, M.H. & Naznin, S. (2025). Unlocking The Power of Parenting Styles on Adolescents' Basic Life Skills. *International Journal of Indian Psychology*, 13(3), 118-127. DIP:18.01.012.20251303, DOI:10.25215/1303.012