PARENTING STYLES AND SOCIAL ADJUSTMENT AMONGST ADOLESCENTS

Abstract

The family is an important agency for the socialization of children. Socialization is a life-time process and occurs in various stages. In each stage of development there are many learning, relearning, and de-learning. During adolescence parents, teachers, and peers impart skills expressed in social contexts. In general, better social adjustment is associated with close, warm, supportive, and accepting relationships. The current study looked at how parenting style affects social adjustment in adolescents. The study drew a convenient sample of 60 adolescents aged 14 to 17 years. To collect data, the Measurement of Parenting Style (MOPS) and the Adjustment Inventory (AISS) was used. Pearson's Product-Moment Correlation Test was used to examine the data. The findings revealed a link between perceived parental style and social adjustment. The study's findings suggest the importance of parental style in dealing with emotional turmoil and life pressures, which leads to better social adjustment. The study's findings point to the importance of parenting style in adolescents' social adjustment.

Keywords: Permissive Parenting style, Authoritative Parenting style, Social Adjustment, Adolescents, Parenting Styles and Social Adjustment among Adolescents

Authors

Subramanyam. V
Assistant Professor
Department of Sports Psychology
Central University of Rajasthan
Rajasthan, India
vsubramanyam2@gmail.com

Kalavathi. P
Assistant Professor
Department of Sociology
Mount Carmel College Autonomous
Bangalore, Karnataka, India.
kalavathi@mccblr.edu.in

I. INTRODUCTION

Adjustment issues that are unusual in younger children frequently emerge. Adolescent delinquency includes street loitering, back-answering, depressive symptoms, and low self-esteem. Furthermore, teenagers begin to spend a large share of spare moments outside, making further complicated for elders in supporting the youngsters in dealing with group fine-tuning issues. It poses a challenge to parents of teenagers and highlights the phenomenon of parenting teenagers as thought-provoking. The process of raising children can be viewed like one-way course of action during following up the behaviour of their children and teenagers, or an interactive method in which both sides are mutually formed. Interactional paradigm, which first emerged approximately thirty years ago (Bell, 1979; Maccoby, 1992), appears to have gained traction, and concepts are now widely recognised as transactional procedures, Kuczynski and Parkin (2007) and Sameroff (2010). Although experiential investigations about adolescent development have lagged, there are several studies looking at the mutual interactions involving parents and teenagers. This way of thinking, however, is not incorporated a well-liked and widespread framework for comprehending raising kids or any method of parenting. Instead, it has been assumed that parenting style influences teenage behavior, even though it is largely or entirely unaffected by it.

Between growing up and becoming an adult, the teenage years are a time of transition characterized by an assortment of bodily, mental, and community changes with the purpose of call for adaptation. Adolescents may have limitations as well as developmental potential. Although the majority of youngsters cope with these changes throughout this developmental stage without too much trouble, externalizing and internalizing challenges are more widespread (Merikangas et al. (2010); Donaldson, Gordon, Melvin, Barton, & Fitzgerald, 2014). It is crucial to have a family that understands, informed, and educating. Additionally, mentoring offspring is acknowledged as perhaps the greatest important determining factor of teenagers' social adjustment (Rodrguez-Fernandez, Droguet, and Revuelta, 2012; Lengua & Kovacs, 2005). Rodriguez-Fernandez, Droguet, and Revuelta (2012); Lengua and Kovacs (2005).

Friends can have an essential function in the socialization of young teenagers. Although both views agreed that authoritative parental guidance required bidirectional communication, they were linear and they believed parenting practises had an impact on children's behaviour.

Research on parenthood patterns utilized a model with two frameworks approval vs regulations. According to Baumrind (1991) and Maccoby and Martin (1983), there are four different types of parental socialisation styles: authoritative (strong in kindness and discipline), authoritarian (great in command but poor in love), indulgent (great in love but weak in regulation), and neglectful (poor in love and discipline). A great deal of parenting technique literature includes generally examining households with young teens, but relatively few studies have examined the impacts of parental mode on developing adults (McKinney, Brown, & Malkin, 2018). This is a crucial point that should be kept in mind. However, other studies disagreed that the commanding style is not linked to depressed symptoms or maladaptive behaviours and found no support for its advantages during this stage (Jonkman, Blinn-Pike, Worthy, 2012). Even more, according to McKinney & Malkin, emerging adults reported less psychological problems when they gave their parents lower ratings on the

authoritative scale, ruling out any potential benefits of this parenting approach. (2018) McKinney, Brown, and Malkin.

The concept of approaches to parenting was initially developed. The idea of parenting philosophies was initially created in order to explain young children's social adjustment (Baumrind, 1967). The three parenting styles—authoritarian, authoritative, and permissive—included disparities in the quality of parental care, behaviour, particularly parental control (Baumrind, 1968). Although both authoritative and authoritarian parents were described as highly controlling, authoritarian parents tended to shut down communication while authoritative parents encouraged communication about their rules. Maccoby and Martin (1983) argued that Baumrind's three styles, as well as many other findings in the parenting literature, could be roughly subsumed into a four-field table, with one axis representing controlling, demanding behaviour and the other representing warm, responsive behaviour. Both opinions held that bidirectional communication was important in authoritative parenting, but they were unidirectional in the sense that parenting style was thought to shape the behaviour of children. According to research, an authoritative approach has an excellent effect on growing teenagers' overall health, which is important for greater educational achievement, controlled behavior, self-worth, and mental wellness are all significant variables (Alt, 2016). Other studies, however, found additionally, there is not any substantiation of the pros and cons of the authoritative strategy at this juncture, disagreeing that neither disruptive behaviors nor the signs of depression have any relation to it. (Jonkman, Blinn-Pike, Worthy, 2012). (McKinney, Brown, & Malkin, 2018) even claims that when young people assessed their parents as not very assertive, they, less emotional complaints were noted, ruling out any possible positive effect of this style. To distinguish it from psychological control, control refers to the engaged in monitoring and supervision of teenagers' networks and pursuits. Democracy, also known as mental autonomy support, refers to the interest of carers to respect and advocate for their adolescent's independent thought and functioning. Parenthood methods, with authoritative parents, are these spatial formations and constellations are significant conceptually. In terms of theoretical work, the unidirectional perspective can be seen clearly in the field of concerning parental involvement and growth of adolescents. Darling and Steinberg (1993) stated that through the discussion of parenting style, unidirectional perspective was made explicit being a parental feature and its significance had been brought out. Several of the most cited experimental works were determined by a big, long-term study in which parenting style was only measured during the initial cycle (see Steinberg, Elmen, & Mounts, 1989).

The larger literature on methods of parenting and youth adaptation is consistent with these fundamental academic and observational outcomes. On the time of writing, we found nearly 100 parenthood-style studies implementing longitudinal data, and nearly all examined scenarios explored parental behavior as an outcome of teenagers' adaptation.

An examination of gender differences in adolescent adjustment demonstrates a propensity for boys to have greater behavioral difficulties, poor attitudes about instructors, diminished levels of accomplishment, and be less well suited to school. (Holden, 2002; Jaureguizar, Ibabe, and Strauss, 2013; Lam et al., 2012). Young females, contrast with, have higher rates of depression, and anxiety, and are less emotionally stable. (Waite & Creswell, 2014; Thapar, Collishaw, Pine, & Thapar, 2012). According to research, there is a great extent relation between parental affection and adolescents' affirmative modification (Heider,

Matschinger, Bernet, Alonso, and Angermeyer (2006); (Barber, Stolz, and Olsen, 2005).According to Rohner and Khaleque, views of acceptance or rejection by primary carers can account for twenty six percent of the inconsistency in the emotional growth of young kids. In comparison, on the other hand, clinicians and research on communities have discovered that lesser parental hold is coupled with more hopelessness and fretfulness among adolescents (Johnson & Greenberg, 2013), lower academic performance (Gerard & Booth, 2015), lower self-esteem, problems such as misbehaviour or substance use (Fernández-Hermida, 2014). Numerous studies have found positive associations between parental control and adolescent adjustment because this sort of commanding entails information of the child's location, performance, and friends (Jacobson & Crockett, 2000; Kerr & Stattin, 2000). With the severe regulations possibilities of negative impact on teenagers' psychological adaptation are more (Maccoby & Martin, 1983).

The subsequent concept, mental control, describes interfering parenting plans (Barber, 1996) that maintain youngsters' feelings of reliance on their parents, thereby restricting conduct and inhibiting independent maturation (Reitz, Decovic, & Meijer, 2006) and cross-cultural tuning (Soenens, Park, Vansteenkiste, & Mouratidis, 2012).

Individual difficulties with adjustment such as low self-worth, stress, or depressive illness have been linked to a careless personality traits (Gámez-Guadix, Jaureguizar, Almendros, & Carrobles, 2012; Milevsky, Schlechter, Netter, & Keehn, 2007; Oliva, Parra, & Arranz, 2008; Steinberg, 2001). The autocratic temperament, on the other hand, has been corresponding to mood disorders such as despair, diminished self-worth, or lack of self-assurance (Garber, Robinson, & Valentiner, 1997). The permissive style is associated with psycho-social problems such as substance abuse and aggressive behaviour (Adalbjarnardottir & Hafsteinsson, 2001; Steinberg et al., 2006), whereas the authoritative style is associated with greater degrees of psycho-social adaptation, greater confidence, successful integration into educational environments, acceptable results in school, emotional wisdom, and fewer behavioral problems (Baumrind, 1997;). Many studies claim that children raised in permissive and authoritative families have comparable results as well as that kids brought up to accommodating households might experience a greater degree of change (Calafat et al., 2014; Esteve, 2005; Gámez-Guadix et al., 2012; Garca & Gracia, 2009, 2010; López-Romero, Romero, & Villar, 2012). Musitu and Garca (2001) characterise lenient parents as individuals who interact with their children as if they were adult and capable of self-regulation, consult with them about crucial choices, and prevent them from employing pressure and forceful measures.
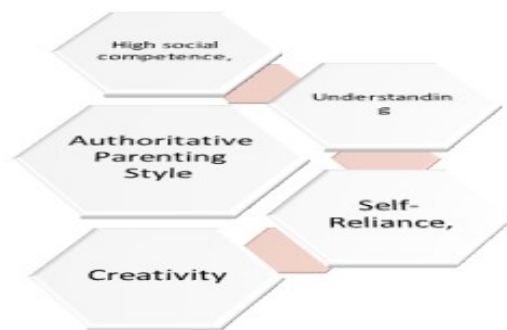

Figure 1: Authoritative parenting and influence on child's behaviour

The sex of the parents is a final factor to consider when reviewing the writings on interaction between parents attention and youngster adjustment.

Águeda (2019) A sample of 1047 emerging adults from Spain and Portugal were studied from a variety of cultures on the connections involving subjective methods of parenting and psychological adjustment. The findings show that the assertive and permissive styles are the most useful during this stage, with the authoritarian style being more closely related to psychological suffering. The study emphasizes intercultural similarities as well as the beneficial effect that more symmetrical connections have in the assimilation of emerging adults in both nations. Joana (2018) discovered that the interaction between the parenting styles of mothers and fathers was only significant for clinical maladjustment; students with neglectful mothers and authoritative fathers had the highest level of clinical maladjustment, followed by other combinations of neglectful mothers. Furthermore, students from neglectful and authoritarian homes performed the best.

II. METHOD

1. **Sample:** For purpose of the present study, a sample of 60 adolescents, aged between 14-17 years was drawn by convenient sampling technique in Bangalore.

2. **Measures Used:** The thirty point evaluation scale of parental style (MOPS; Parker et al., 1997) method professed raising up children pattterns by means of three subscales: (1) indifference (e.g. "Uncaring of me"); (2) abusive (e.g. "Physically violent or abusive of me"); and (3) over-control (e.g. "Sought to make me feel guilty"). Responses are graded on a 4-point scale ranging from 0 (not at all true) to 3 (very true). The mean subscale scores for each of the three subscales ranged from 0 to 3, with a higher score suggesting a greater use of that parental style. The MOPS has high reliability and convergent validity when compared to the Parental Bonding Instrument (Parker et al., 1997). In the current sample, Cronbach's alphas for indifference, abuse, overcontrol, and total were all good: 0.95, 0.92, 0.75, and 0.92, respectively.

   Sinha and Singh (2013) (10) developed the Adjustment Inventory for School Students (AISS), which includes 60 questions divided into 3 adjusting categories: psychological, interpersonal, and academic. Each item receives a "Yes," and 'No' response. The accuracy of the split-half is 0.95. Additionally, the precision of the repeated tests is 0.93, and the consistency of the K-R formula-20 is 0.94. A '0' is allocated to each response indicating recommends modification; alternatively, a '1' gets assigned. The inventory evaluation was verified by matching inventory scores to dormitory administrator assessments, and the product-moment value of correlation was calculated to be 0.51. High AISS ratings represent weak adjustments although modest results show adequate integration.

III.RESULTS

Current study focused on the relationship between parenting style and social adjustment of adolescents. The correlation study was employed to assess the variables given the following results. The data collected is presented in tabular form followed by the interpretation of the statistics.

Table 1: Descriptive statistics of perceived parenting styles and social adjustment

Variable	Mean	Std. Deviation	N
Social adjustment	12.7167	2.80491	60
Indifference of mother	2.5167	2.98296	60
Abuse of mother	2.6167	2.30027	60
Over control of mother	4.3333	2.79628	60
Indifference of Father	2.9000	3.78543	60
Perceived abuse of Father	2.5167	2.85522	60
Over control of Father	3.9	3.05708	60

Table 1 shows the mean and standard deviation of the variables of parenting style and social adjustment of adolescents. The M=2.5167 and SD= 2.98296for perceived indifference of mother and M= 12.7167 and SD=2.80491 for social adjustment of the study population. The Mean and Standard Deviation of the variable of parenting style and social adjustment of adolescents are M= 12.7167 and SD= 2.30027 for perceived abuse of mother and M= 12.7167 and SD= 2.80491 for social adjustment of the study population.

The mean and standard deviation of the variable of parenting style and social adjustment of adolescents are as follows. The M= 4.3333 and SD=2.79628 for perceived over control of the mother and M= 12.7167 and SD2. = 80491 for social adjustment of the study population. The M=2.9000 and SD=3.78543 for perceived indifference of father and M=12.7167 and M=12.7167 and SD=2.80491 for social adjustment of the study population.

Table 9 shows the mean and standard deviation of the variable of parenting style and social adjustment of adolescents. The M= 2.5167 and SD= 2.85522 for perceived abuse of father and M= 12.7167 and SD = 2.80491 for social adjustment of the study population. The mean and standard deviation of the variable of parenting style and social adjustment of adolescents. The M= 3.9 and SD = 3.05708 for perceived over control of father and M= 12.7167 and SD= 2.80491 for social adjustment of the study population.

Table 2: Correlation matrix of parenting styles and social adjustment

Dependent variable	Indifference of Mother	Abusive mother	Over control of mother	Indifference of father	Abuse of father	Over control of father
Social Adjustment	-.3*	-.369**	.036@	-.113	-.257*	-.203

Pearson product correlation was used to study the relationship between the parenting style and social adjustment (r= -.3*) 'shows that there is significant and negative correlation between the social adjustment and indifference of the mother. r= -0.369** value

shows that there is significant negative correlation between perceived abuse of mother and social adjustment. The relationship between perceived over control of mother and social adjustment (r= .036@) shows that there is a weak positive correlation between the perceived over control of mother and social adjustment. There is a weak and negative correlation (r= -.113) between parenting style and social adjustment. Also, the negative and significant relationship between perceived abuse of father and social adjustment is found (r=-0.257*). Relationship between perceived over control of father and social adjustment is r= -0.203, which is a weak negative correlation.

IV. DISCUSSION

The aim of the research study was to understanding the relationship between parenting style and social adjustment among adolescents. The findings of the present study highlight significant relationships between parenting styles with social adjustment. The present findings were supported by previous findings. Research has been conducted to study the role of parenting in child development. Studies have concluded that parenting style plays a major role in the socio-emotional development of adolescents (Vijila, Thomas & Ponnusamy, 2013). But some children who live in the same family and are brought up in a similar pathological environment also develop social and emotional maturity, which may be explained by individual differences. George and Katie (2016) revealed that distorted beliefs of children were significantly associated with the negative perception of parenting style by children.

In the present study, we found that perceived dysfunctional parental characteristic (indifference, abuse, and overcontrol) is negatively correlated with the social adjustment of adolescents which is supported by existing literature. A study conducted by (Domitrovich, E, Bierman,& L, 2001) Chau on the interrelation between different modes of parenting style and social adjustment among adolescents. Kindness is a level at which a young person feels appreciated and welcomed, which can typically be determined by components that include how frequently mom or dad responded strongly to their child's point of view and assisted them when they needed whatever essential. A greater degree of perceived parental support tends to be connected with a lower incidence of teenage delinquency, violence, or other adjustment problems, according to research. In general, these studies underline the significance of parental encouragement on the welfare of adolescents since it works as a deterrent in children's development.

The research has found that the parenting style specifically the commanding parenting style comprises a constructive affect upon the group competence of young people. They are the parents who have struck stability between eminent demand and poignant receptiveness by respecting the child's autonomy. Both authoritative parenting has high expectations of their children and uses control. It was assumed that stern parenting was the technique employed to enable students to have an affirmative self-perception, independence, comprehension, and innovative thinking, but other methods of parenting promoted antisocial behaviours. As a result, a parent with authority ought to be used to improve children's interpersonal skills, whereas a method of parenting that is permissive is more tuned and makes limited demands, thus kids struggle to control their impulses and are not ready to accept responsibilities because they are not mature enough. (Vijila, Thomas & Ponnusamy, 2013). Furthermore, (Clen, Dong, & Zhou, 1997) observed that the dominant manner of parenting had a beneficial

relationship with a child's peer credibility, ability to interact with others, and educational accomplishment while being unfavorably connected to young people's interpersonal problems. Repressive parenting, as portrayed by family regulation, retribution, and adverse consequences can cause uncertainty, irritation, as well as sensations of instability in children. It is leading to deviant behavior in society and peer rejection at school. Furthermore, because strict parents do convey not much reasoning, orientation, and psychological backing in raising youngsters, kids with authoritarian parents are possibly more unlikely to acquire innate drive to succeed and are more inclined to struggle with their studies, which could ultimately result in even more parent's dismay and denial. In contrast, a parent's authority rooted in affection, opening up, and inquiry may be connected with optimism and a good attitude regarding the external environment, which can give the attitude in the community of peers and boost integration into society.
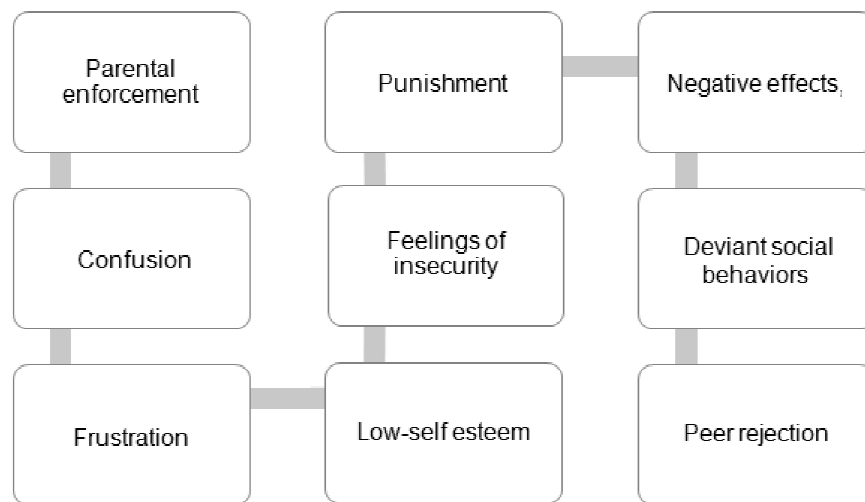

Figure 2: Authoritative Parenting Styles and Implications

Most of the research has found that behaviours of the parents, such as kindness is coupled with affirmative youth outcomes and characteristics like indifference, abuse or over control will have a negative impact on the socio-emotional development of adolescents. The control can be in the form of psychological or behavioural. Supervision that invades upon the child's emotive world is classified as psychological management. This type of control aims to changes in the child. Mothers and Fathers who are using psychological control load their youngster to believe, experience, or conduct oneself in meticulous manner by means of a range of strategies, such as culpability induction, While behavior regulation develops skills and appropriate growth, the legitimacy of claim that comes with psychological command is injurious to youth (Grolnick & Mahwah, 2003). The study also revealed that there are a variety of factor which makes parents controlling. According to Grolnick (2003) the parents experiences an internal form of stress, reminiscent of fret, nervousness, and perceive exterior peril within their child. The surrounding upbringing as resource scarcity, uncertainty, and fears about the future were also connected to repressive conduct. The above discussion indicates that research which have identified negative effects on teenage outcomes have used samples from a variety of ethnic backgrounds. According to research, extremely controlling parenting practices do not always result in bad things for teens. This is illustrated by Simon

and others that young African Americans in underprivileged environs time and again are affianced in little deviant behaviour whilst they are subjected to higher levels of supervision by parents (Simon&Conger, 2007. It highlights the importance of taking the economic standing and family structure into account and giving them greater thought when investigating the influence of context-specific variables on parenting techniques and practices on outcomes for adolescents. In the current study, we found that there is no significant relationship between perceived over-control of parenting and with social adjustment of adolescents.

The analysis of the relationship between perceived parenting style and social adjustment among adolescents revealed that parried parenting style influences the social adjustment of the study population. Adolescents' perception of unhealthy /dysfunctional parenting characteristics will have a negative influence on their social adjustment. The present study findings emphasize the prominence of creating awareness for parents on how their parenting style will influence the social development of their offspring.
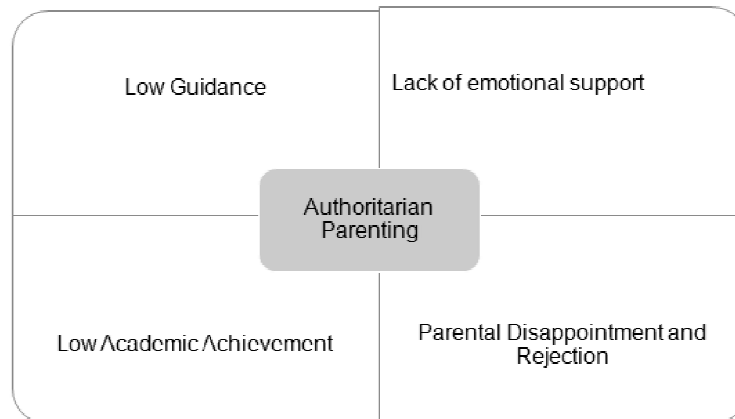
Low Guidance

Lack of emotional support

Authoritarian
Parenting

Low Academic Achievement

Parental Disappointment and
Rejection

Figure 3: Authoritarian Parenting Style and Implications

This study has a number of advantages considering its flaws. First is the utilization of a sizable community sampling that is largely identical to the nation it originates from. This supports the applicability of the information gathered, as does the large number of participants and the strong resemblance between the most recent longitudinal results and those from earlier studies. The study's age range and the duration of the period covered are further positives. For the investigation of the reciprocal relationships between parenting and teenage problem behaviour, we focused on the ages of twelve and fifteen, when both internalizing and externalizing obstacles are likely to worsen. Last but not least, the effects' durability is attested to by the fact that they persisted for more than two years. Eleanor Maccoby (1992), who reviewed the history of research on the contribution of parenthood to the process of socialization argued that there had been three "whooping modifications" in thinking over the course of time, one of which was the transition from linear to bilateral paradigms. According to Maccoby (1992, p. 1007), "What began as top-down conceptions has shifted to a conception of socialisation as involving primarily bidirectional and interactive processes." However, despite this conceptual shift, there haven't been many actual studies of bidirectional and interactive processes in the literature "(Pardini, 2008). The majority of studies in the now-expanding body of literature on these topics have come to the conclusion

that either bidirectional effects predominated or that youth-to-parent effects were more pronounced than parent-to-youth effects. It appears that now is the appropriate moment to declare this a widely accepted stance on parenthood in research that is pragmatic as well as notional.

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