

Effects of Parenting Styles on Psychological Development of Adolescents in Sargodha City

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Abstract

The purpose of the study was to know the effects of parenting styles on the psychological development of adolescents. For this purpose, the sample size was 180 respondents of different classes with an equal distribution of boys and girls in Sargodha City. The data was collected through a structured questionnaire using a random sampling technique. A quantitative research technique was used to analyze the data. It was found that there was a statistically significant difference between parenting styles and psychological development. The research recommended that parents should not be very strict or more lenient and should adopt a permissive parenting style. Authoritative parenting style decreases the psychological development of adolescents, and parents should avoid it. The study suggested that parents should understand the needs and demands of adolescents and should not impose their decisions on them.

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Introduction

The study focuses on parenting style and psychological development of adolescents. Adolescent's personality development is influenced by their increased dependency on their parents in a variety of ways. Adolescents believe that being reliant on practically every aspect of life, such as food, housing, money, and health, limits their freedom. As a result, a youngster desires to live a more independent life despite parental expectations (Chang, 2007). This paradox frequently prompts parents to use certain parenting approaches to cope with or manage their children. Parenting styles are broadly defined as how parents react to their adolescent's interests and requirements, as well as how they oversee and punish them throughout time. Adolescents are attentive to the cultural values that their parents uphold, and their parents' life experiences influence their psychological development. Parental styles have been widely examined throughout human development (Baldwin et al., 2007). It has been identified as a critical element in adolescent development (Gadeyne, Ghesquiere, and Onghena, 2004). This belief is linked to children's confidence (Strage & Brandt, 1999), educational achievement (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), motivation (Gonzalez & Wolters, 2006), optimism (Baldwin et al., 2007), attention issues, and attached behavioral issues (Gadeyne, Ghesquiere, & Onghena, 2004). The parents' conduct and attitude determine parenting style which is related to good mind growth.

Three categories of parenting styles were identified by Baumrind (1967): permissive, authoritative, and authoritarian. The goal of an authoritarian parenting style is to mold, regulate, and assess a child's conduct and attitude in line with predetermined standards (Baumrind, 1967). Any abnormal conduct leads them to limit the adolescent's free will. Furthermore, adolescent raised in an authoritarian household often experience their parents' power in all areas of life and are given the freedom to behave as their parents like. Due to their whims and the fact that they are more knowledgeable than youngsters, parents have complete control over their offspring. Children are usually expected to obey and give in to their wants. Another kind of parenting is authoritative

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parenting, which gives direction, logically guides the adolescent actions, and promotes spoken instructions to help the child grow and become autonomous (Chang, 2007). In addition to giving kids a feeling of independence, parents also set boundaries and educate them on how to compromise when necessary. These parents are constantly receptive to their Adolescent thoughts and recommendations and provide them with guidance and encouragement. Adolescent children need an authoritative parenting style since they have a better awareness of their psychological requirements. Previous research has shown that children raised by authoritarian parents are more emotionally and cognitively active. The permissive parenting approach, on the other hand, "permits the children to do what they desire" (Baharudin and Kordi, 2010). Children raised by permissive parents are encouraged to be independent and make their own choices. Parents treat their children like peers and have minimal influence over them; youngsters get very little supervision from their parents. Although they are not the same authoritative and permissive parenting methods, both control extreme versions. The authoritarian parenting style, which is prevalent in Asian nations, has been the subject of several research (Kawamura, Frost, & Marmatz, 2002; Pong, Hao, & Gardner, 2005). Although each adolescent's internalization, degree of acceptance, and curiosity are unique, controlling these parenting methods is crucial to an adolescent's socialization (Gilani & Altaf 2005). Adolescents may suffer emotionally and psychologically as a result of parents controlling them excessively. It is probable that a kid raised by authoritarian parents would rebel and prioritize their own needs and wants above their parents' approval.

They could also lose their sense of self, freedom, and self-worth as a result. Conversely, a kid raised with a liberal parenting style may be more satisfied than their parents, and since they are not being watched over or guided, they may also lose their sense of self, independence, and self-worth. Lower levels of independence, self-worth, and self-awareness are shown in both parenting philosophies because the parents are unable to comprehend their children's needs. Children may be quite content having authoritarian parents in certain circumstances because of their control; as a result, they constantly want their parents to give them instructions in all areas of life. In this sense, it is reasonable to believe that parenting styles are less significant than how children are seen (Chang, 2007).

Study Objectives

1. To analyze the difference between parenting styles and psychological development of adolescents.
2. To analyze the predictive relationship between parenting styles and social development of adolescents.

Problem Statement

Parents are the first nursery of newborns and the way parents nurture their offspring can contribute significantly to their psychological development. However, there is a dearth of literature on the parents' role in the psychological development of adolescents, specifically in Asian countries like Pakistan. In a common family structure, family members often have an impact on adolescent's conduct, particularly when there is an overabundance of parental authority. According to Pakistani culture and religion, children should be obedient and regarded as virtuous. Conflict arises between parents and adolescents because parents often use severe disciplinary methods and are less receptive to adolescent's opinions. Additionally, the psycho-social development of children is impacted differently by various parenting philosophies. In light of this, the research concentrates on examining the various parenting styles and their effects on adolescents' psychological development.

Literature Review

Parenting practices provide a variety of social settings for children in the home. Numerous research has been carried out to determine the effects of parenting on adolescents' psychological development.

Authoritative Parenting Style

This section describes the authoritative parenting style and how it affects children's feelings and actions. Baumrind created the authoritative parenting style by fusing the best aspects of authoritarian parenting (strong discipline) with permissive parenting (high warmth), in accordance with Greenspan (2006). The parenting style is characterized by supportive, responsive, guiding, demanding, and authoritative traits (Baumrind, 1966, 1971; Hoeve et al., 2009). According to Baumrind (1996), parents who adopt an authoritative approach exhibit a high degree of control and support for their kids. These parents understand their children's emotions and teach them self-control and how to grow from their errors (Marsiglia, Walczyk, Buboltz, & Griffith-Ross, 2007). They help youngsters solve issues and actualize their activities in appropriate ways (Baumrind, 1966, 1971).

In addition to helping their children develop their personalities and become more autonomous, parents with authoritative approaches also set limits and regulations for them (Grolnick & Pomerantz, 2009; Takeuchi & Takeuchi, 2008). According to Timpano et al. (2010), children who get direction and adhere to established norms and standards are more likely to follow their parents regularly. Additionally, a good parent-child connection is facilitated by the development of strong and healthy communication between parents and children (Kim & Rohner, 2002). Children raised by authoritarian parents are respected and given justification for rewards and penalties.

According to earlier studies, authoritarian parents are more successful because they treat their kids with warmth and humility (Baumrind, 1996; Lamborn, Mount, Steinberg, & Dornbusch, 1991). However, the likelihood of any issues occurring is decreased when both parties communicate. Furthermore, the majority of research showed that when children are raised by authoritative parents, highly beneficial outcomes occur (Furnham & Cheng, 2000; Sternberg, Knutson, Lamb, Bradaran, et al., 2004). Because of these effects of authoritative parenting, children experience less stress and despair and feel valued, respected, and appreciated by their parents (Baumrind, 1966, 1971; Lamborn et al., 1991). According to research on parenting styles, authoritative parenting fosters warmth and support for kids and is best for meeting their needs and fostering their development (Brenner & Fox, 1999; Darling & Steinberg, 1993). It also helps adolescent psychological health (Slicker, 1998). Baumrind (1996) noted that authoritative parenting had a good impact on time spent together, construction, gender, financial status, and culture.

While Baumrind and a few other social scientists spoke about the advantages of authoritative parenting, some said that it was not always good for kids in different cultures (Gfroerer, Kern, & Curlette, 2004). According to some academics, children from low-income homes are subjected to additional limitations. As a result, these families often expose their children to higher levels of aggressiveness (Gfroerer et al., 2004; Rothrauff, Cooney, & An, 2009). According to these studies, children from low-income homes need more parental control and less attentiveness than children from higher-income families.

Authoritarian Parenting Style

According to Hoeve et al. (2009), authoritarian parenting demonstrates low affection and sensitivity while exerting more control over children. Baumrind (1966, 1971) argued that authoritarian parenting attempts to control, mold, and assess children's attitudes and conduct in line with the patterns or principles they have provided. The parents are more likely to be strict and conservative. The youngsters have little options and are forced to obey parental demands (Gfroerer et al. 2004). Parents demand more, and children must follow them at all costs (Kim & Rohner, 2002; Takeuchi & Takeuchi, 2008).

According to Steinberg et al. (1991), authoritarian parenting means parents who constantly watch their children's conduct. Barber (1996) illustrated sequential monitoring by stating that "parents want to control or regulate their children." Barber (1996) and Fletcher, Steinberg, and Williams-Wheeler (2004) defined behavioral control as parents' supervision of their children's conduct and outside activities. For example, parents keep track of their children's whereabouts and activities. Additionally, authoritarian parents refuse to talk to or consult with their children while making choices about them (Alegre, 2011). Such one-sided judgments deny their children the opportunity to communicate their wants and offer explanations for their expectations. Authoritarian parents are described as more anticipated, demanding, and insensitive to their children's needs (Leman, 2005). Marsiglia et al. (2007) discovered that authoritarian parenting fosters discipline in children via psychological and physical retribution. Moreover, authoritarian parents discourage two-way communication (Leman, 2005), and they expect their children to accept their parental perspective as is (Baumrind, 1966).

Western academics have classified authoritarian parenting as demanding and aggressive (Grolnick & Pomerantz, 2009; Leman, 2005). This style is unsuitable for youngsters. It eliminates children's freedom of choice and forces them always to follow their parents. Children who are subjected to authoritarian parenting, on the other hand, are constantly dependent on their parents rather than making their own choices. As a consequence, they are hesitant to accomplish anything and have little confidence. This sort of reaction by children disrupts their psychological and intellectual growth. Similarly, children may get unhappy as a result of performing activities they loathe, leading them to rebel and disobey their parents in defense of their freedoms.

Permissive Parenting Style

According to Baumrind (1966, 1971), permissive parents embrace and validate their children's wishes, needs, and activities while remaining nonpunitive. There are both good and bad elements to lenient parenting. According to Hoeve et al. (2009), missive families provide high support and sensitivity to their children, which results in low control over the children. According to Gfroerer et al. (2004), permissive parenting is a liberal approach to treating children that grants them complete autonomy. Furthermore, it always encourages what children want to do. According to Marsiglia et al. (2007), permissive parenting allows children to be free without creating constraints or inspecting them continuously. Permissive parenting recognizes that by giving their youngsters liberty, their connection will strengthen (Marsiglia et al., 2007). As a result, children raised in a permissive parenting style frequently regulate and plan their activities from an early age without the involvement of their parents. According to Baumrind (1991), children with permissive parenting styles always plan their activities; as a result, such children are considered more responsible and mature. Furthermore, Lee et al. (2006) found that permissive parents are less sensitive to their children and frequently fail to set boundaries for them. Acceptable parents are particularly dangerous because they fail to instill positive thinking in their children (Milevsky, Schlechter, Netter, and Keehn, 2007).

Research Design

Considering the current situation, quantitative research was employed. It is primarily concerned with examining the variables in their natural situation. In the case of quantitative inquiry, it is critical to investigate the link between variables. Sargodha city was chosen as the geographical and population universe. The study chose high school students, both boys and girls, from various courses to investigate the impact of parenting on the psychological development of children.

Data was acquired using simple random sampling (SRS) technique and sample size was taken from two high schools: Govt High School for Girls Satellite Town (n=90) and Govt High School for Boys Satellite Town Sargodha (n=90). The overall size was 90 male student children and 90 girls, for a total of 180 respondents.

Study Instrument

The scale used in the questionnaire is standard in social science research, with a three-point scale ranging from not true to absolutely true and somewhat true in the center, as well as a three-point Likert scale devised by Vogt, W. Paul (1999). The instrument's Cronbach alpha value is 0.768. Before administering the structured questionnaire, respondents were provided with short information on the chosen study subjects. The data tool was created with respondents' observations in mind to save money and time, to clarify questions for respondents, and to allow for a 100% response from the respondents.

Data Analysis and Predictive Measure

Data was analyzed using Statistical Packages for Social Sciences (SPSS) version 21. The difference in parenting styles was investigated using the ANOVA test. The data was analyzed into four stages. First of all, reliability and validity were measured, and secondly demographic information were analyzed. Thirdly, one way ANOVA was conducted to know the difference between three styles of parenting. Lastly, regression analysis was conducted to know the predictive relationship between parenting styles and psychological development. The below Table 1 is showing demographic information of respondents.

Table 1

Demographic Information of Respondents (N=180)

| Gender | f | % |
|-------------------|-----|------|
| Male | 90 | 50 |
| Female | 90 | 50 |
| Total | 180 | 100 |
| Class | f | % |
| 8 th | 60 | 33.3 |
| 9 th | 60 | 33.3 |
| 10 th | 60 | 33.3 |
| Total | 180 | 100 |
| Family | f | % |
| Joint | 65 | 30 |
| Nuclear | 98 | 55.4 |
| Extended | 27 | 14.6 |
| Total | 180 | 100 |
| Family Background | f | % |
| Urban | 163 | 84 |
| Rural | 27 | 16 |
| Total | 180 | 100 |

Note: F=Frequency, % = Percentage

The gender segregation of the study shows that 50% (90) respondents were male while 50% (90) respondents were female for the study. Considering the class grades of the respondents, 33.3% (60) respondents studied in 8th standard, 33.3% (60) respondents were in 9th standard. And 33.3% (60) respondents studied in 10th standard. On the other hand, 55.4% (98) respondents were living in nuclear family system while 14.6% (27) respondents lived in extended family system and 30% (65) respondents lived in joint family system. In addition, 84% (163) respondents belong to urban areas and 16% (27) respondents from rural areas.

Table 2

Means, standard deviations, Homogeneity of Variances, ANOVA between parenting styles and psychological Development (N = 180)

| Parenting style | Mean | Std. Deviation | Levene Statistic | Sig. |
|---------------------------|----------------|----------------|------------------|----------------------------|
| Authoritarian | 2.58 | .625 | 119.025 | .001 |
| Authoritative | 7.46 | .843 | | |
| Permissive | 4.22 | .234 | | |
| ANOVA | | | | |
| Psychological Development | | | | |
| | Sum of Squares | Df | Mean Square | F |
| Between Groups | 120.748 | 4 | 31.258 | ^a 44.005**Welch |
| Within Groups | 267.830 | 176 | .554 | |
| Total | 388.148 | 180 | | |

** $p < .01$, See Post Hoc Tukey HSD in Appendix.

A one-way between-groups analysis of variance was conducted to explore the difference between parenting styles and psychological development of adolescents (see Table 2). Parenting styles were divided into three styles (style 1: authoritarian; style 2: authoritative; style 3: permissive). It was found that there was a statistically significant difference at the $p < .001$ level psychological development with respect to parenting styles [$F (44.005)$, $p = .001$]. However, the actual difference in mean scores between the groups was quite large. Using the eta square, the actual difference was 31%. Post-hoc comparisons using the Tukey HSD test indicated that the mean score for authoritarian style ($M = 2.58$, $SD = .62$) was statistically different from Authoritative style ($M = 7.46$, $SD = .843$) and permissive ($M = 4.22$, $SD = .23$).

Table 3
Simple Linear Regression Analysis of Psychological Development and Three Parenting Styles (N=180)

| Independent Variables | Unstandardized Coefficient (B) | Std. Error | Standardized Coefficient (β) | Sig. | 95% CI-Lower Bound | 95% CI-Upper Bound |
|-----------------------|--------------------------------|------------|--------------------------------------|-------|--------------------|--------------------|
| Authoritarian | -.433* | 0.134 | -.434* | 0.000 | -0.667 | -0.435 |
| Authoritative | -.233* | 0.111 | -.271* | 0.000 | -0.877 | -0.809 |
| Permissive | .315* | 0.132 | .316* | 0.000 | 0.726 | 0.246 |
| R^2 | | | | | | .342 |

Note: Dependent Variable = Psychological Development, 95%CI = 95% Confidence Interval

The regression analysis revealed that authoritarian parenting style has a significant association with adolescent psychological development, and the beta value was ($\beta = -.434^*$). Similarly, an authoritative parenting style was conducted to explain adolescent psychological development, and the hypothesis was accepted, which negatively predicts adolescent psychological development ($\beta = -.271^*$). Permissive parenting style was predictively analyzed with beta value, and the hypothesis was accepted. The result revealed that a permissive parenting style has increased the psychological development of adolescents ($\beta = .316^*$). The p-value was statistically significant for each model, and the model predicted change [$F (56.223)$]. However, the actual change occurred up to 34 percent in the combined model.

Discussion

In order for children to be content with their parents, they must demonstrate responsiveness, warmth, and psychological encouragement which can improve psychological development (Darling & Steinberg, 1993; Suldo & Huebner, 2004). Few researchers found that parenting style can increase the ability to have healthy minds of adolescents (Steinberg, Mounts, Lamborn, & Dornbusch, 1991). The present results revealed that authoritarian parenting styles negatively affect the psychological development of adolescents or children. The survey of authoritative parenting style research was conducted between middle-class and upper-class and psychological development were lower their intention for college going (Melnick & Hinshaw, 2000). In addition, authoritative parenting style having been linked with other positive psychological and mental consequences from the youngsters, the authoritative parenting style was found to be associated with contentment, a high opinion of oneself, a high incidence of negative emotions, negative self-confidence (Furnham & Cheng, 2000; Klein, O'Bryant & Hopkins, 1996; Mayseless, Scharf & Sholt, 2003). The present study results also found that authoritative parenting style decreases psychological development.

In short, permissive parenting style shows high attention and concern for their children. Children typically grow up without assistance and the awareness of their parents. It may have an impact on their future development, and they may experience low self-esteem and confidence when confronted with uncertain life circumstances. Permissive parents, on the other hand, encourage their children to act independently while still providing adequate parental guidance. Therefore, adolescents struggle to distinguish between good and evil (Echedom, Nwankwo, & Nwankwo, 2018). The results of the current study showed that a permissive parenting style has decreased the psychological development of adolescents.

Conclusion

The paper concluded that authoritarian and authoritative parenting styles have negative relationships with adolescents' psychological development. As a result, a permissive parenting style has a positive association with the psychological development of adolescents. It is widely acknowledged that authoritative parenting has a significant and positive impact on adolescents' psychological development. Furthermore, permissive parents readily approve of their adolescents' requirements and consent to all their requests without restriction, particularly when it comes to the adolescents' wishes. The authoritative parenting style has a negative and discouraging impact on adolescents' psychological development.

Recommendations

- The recommendations are given below in response to the above-mentioned research question.
- Parents should not be very strict or lenient; moreover, they should adopt an authoritative parenting style to better the personality development of adolescents.
- Parents should understand the needs and demands of adolescents and should not impose their decisions on them.
- Parents should consider the changing circumstances of society and should avoid conservative norms and values.
- Parents should consult psychiatrists and family counselors for a better understanding of their adolescent's needs.
- Some recreational activities should be performed to remove stress, anxiety, and depression in adolescents and parents.

Author Contributions:

The Conception and design: Faiza Imran. Collection and assembly of data: Faiza Imran and Dr. Imran Khan. Analysis and interpretation of the data: Dr. Imran Khan. Drafting of the article and Critical revision of the article for important intellectual content: Dr. Imran Khan. Statistical expertise and final approval as well as guarantor of the article.

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