

Analysis of Parenting Styles and Interpersonal Relationship among Adolescents

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Abstract- The present study was aimed to analyze the adolescents' perceived mode of parenting styles and to find out its relationship if any on their interpersonal relationship. The specific objective of the study was to study the perceived mode of parenting style and to assess the kind of Interpersonal relationship of selected adolescent respondents. And to determine relationship between each perceived mode of parenting style & the kind of Interpersonal relationship of the respondents. A total of 200 adolescents(both boys and girls) in the age group 13-16 were considered for the study. Bhardwaj et al., parenting scale (1998) and Neera J.B interpersonal scale (2009) were used to elicit the information regarding trends in parenting styles and interpersonal relationship of adolescents. Student t test and 'P' test Co-efficient of correlation were used to analyse the data. The study concludes that boys and girls have different perception towards parenting styles and the difference between the gender was also statistically significant. Male and female respondents don't differ in their interpersonal relationship. The rejection Vs acceptance, neglect Vs Indulgence, faculty role Vs expectation, parenting style of both the parents were positively co-related to interpersonal relationship. The Pearson correlation for utopian Vs realism, freedom Vs discipline, parenting style of both the parents was negatively correlated to interpersonal relationship of the male and female respondents. There is no significant correlation between perceived mode of parenting styles and interpersonal relationship among the respondents

Index Terms- Adolescent, parenting style, Interpersonal relationship

I. INTRODUCTION

Parents play a large role in fostering their child's growth and development. Many researchers have acknowledged that broad pattern of parenting is important in predicting child wellbeing. Parenting is a complex activity that includes many specific behaviours that work individually and together to influence child outcomes. **Parenting** is the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parenting refers to the activity of raising a child rather than the biological relationship (Davies, Martin 2000).

The way parents interact with their children has a direct effect on their development— their level of confidence and self-esteem, their sense of security, their emotional well-being, the way they relate to others, how they deal with authority, and their performance in school. Hence it's the overall pattern of interactions rather than one single act that shapes a child's

behaviour. Parents develop various styles of interacting with their children

Many parents create their own style from a combination of factors, and these may evolve over time as the children develop their own personalities and move through life's stages. Parenting style is affected by both the parents' and children's temperaments, and is largely based on the influence of one's own parents and culture. Most parents learn parenting practices from their own parents — some they accept, some they discard. It's the overall pattern of interactions rather than one single act that shapes parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parenting style captures two important elements of parenting: parental responsiveness and parental demandingness (Maccoby & Martin, 1983). Parental responsiveness refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991). Parental demandingness refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind, 1991)

Baumrind (1991) proposed that parenting styles fall into one of four categories: *Authoritarian* -telling their children exactly what to do, *Indulgent* -allowing their children to do whatever they wish, or *Authoritative*-providing rules and guidance without being overbearing and *negligent* parents-disregarding the children, and focusing on other interests.

In the development process of child, a majority of parents feel that adolescents are the most difficult ones for childrearing. Because adolescence is a period of transition from childhood to adulthood or from dependence on adult direction and protection to self direction and self determination. It is a period of physical and psychological maturity, when an individual is expected to establish his or her own identity and to develop necessary skills for socially responsible behaviour. Normal adolescent development involves a gradual movement from the importance of the relationships with family towards the interpersonal relationship with peers for socialization, self definition, friendship and support. Among the multitude of factors that influence the development of adolescents, **interpersonal relationship** is the most crucial factor.

Adolescents must learn to cope with psychological stress, handle peer pressure ,deal with their emotions, resolve conflicts, build bridges with friends and family, develop self confidence, the factors which together constitutes the **interpersonal relationship** helps them to become successful in their life as they grow through adulthood. Although the peer group does take a

prominent place in the adolescent's world, parents still play an extremely vital and necessary role in helping the teen with the most of the above mentioned areas of growth.

Parents often feel isolated and alone in parenting adolescents, but they should still make efforts to be aware of their adolescents' activities, provide guidance, direction, and consultation especially in today's world.

However the model or style of parenting that parent employ depends partly on how they themselves were reared, what they consider good parenting, the child's temperament, their current environmental situation, and whether they place more importance on their own needs or whether they are striving to further their child's future success.

Dr. Drew Edwards (1998) research reveals that, "Children of authoritative parents tend to have healthy self-esteem, positive peer relationships, self-confidence, independence, and school success. They also seem to have fewer emotional difficulties than people who are raised with other styles of parenting. These children cope well with stress, strive toward goals, and balance self-control with curiosity and interest in a variety of situations." Thus the type of parenting style the parents use to interact with their children has a direct effect on their development.

II. METHODOLOGY

Aim of the study:

The present study was aimed to analyze the adolescents' perceived mode of parenting styles and to find out its relationship if any on their interpersonal relationship.

- ❖ The specific objective of the study were to study the relationship between each perceived mode of parenting style and To assess the kind of Interpersonal relationship of selected adolescent respondents.
- ❖ To study the relationship between each perceived mode of parenting style & the kind of Interpersonal relationship of the respondents.

The study was conducted in Dharwad district. Schools located in Dharwad city namely Sri Manjunatheswar school Vidyagiri, Basha Mission Near Head post station Road , K.P.S school Near Tahasildar Office station road, K.E Board, station road malamaddi and Mallasarjana Vyayam School, Marata colony road kamalapur were identified for drawing the samples necessary for the present study. A purposive random sample of 200 adolescents including both boys and girls aged between 13 and 16 year studying in VIII and IX were drawn for the study. BHARADWAJ et.al., (1998) parenting style scale and NEERA JB (2009) Interpersonal relationship scale was used for collecting the information. Parenting scale developed and standardized by Bharadwaj et al,(1998) consists of eight mode of parenting, with mothering, Fathering and parenting status. Each parenting modes measured by this scale are as follows

- Rejection Vs Acceptance
- Carelessness Vs Protection
- Neglect Vs Indulgence
- Utopian Expectation Vs Realism
- Lenient Standard Vs moralism
- Freedom Vs discipline
- Faulty role Expectation Vs realistic Role
- Marital Conflict Vs Marital Adjustment

Interpersonal relationship is measured by this scale. The scale has four subscales:

1. Open Interpersonal Relationship
2. Self contained Interpersonal Relationship
3. Direct Interpersonal Relationship
4. Indirect Interpersonal Relationship

III. RESULT AND DISCUSSION

Table 1: Comparison of Perceived mode of parenting styles in boys and girls

Parenting style	Parents	Boys	Girls	P value
1.Rejection Vs Acceptance	Mother	19.19±2.87	20.19±2.79	t=2.498;p=0.013*
	Father	19.99±2.93	20.58±2.98	t=1.412;p=0.159
	Total	39.18±5.12	40.77±5.22	t=2.175;p=0.031*
2.careless Vs protection	Mother	19.18±2.84	20.88±1.97	t=4.926;p<0.001**
	Father	19.22±2.57	20.63±2.02	t=4.316;p<0.001**
	Total	38.40±5.12	41.51±3.62	t=4.959;p<0.001**
3.Neglect Vs Indulgence	Mother	18.60±2.81	20.35±2.59	t=4.581;p<0.001**
	Father	19.18±2.6	20.19±2.74	t=2.674;p=0.008**

	Total	37.78±4.71	40.54±4.93	t=4.045;p<0.001**
4. utopian Vs realism	Mother	17.89±2.62	17.68±2.84	t=0.544;p=0.587
	Father	17.81±2.71	17.81±3.15	t=0.000;p=1.000
	Total	35.70±4.88	35.49±5.53	t=0.285;p=0.776
5. Lenient Vs moralism	Mother	18.98±3.1	20.90±2.52	t=4.799;p<0.001**
	Father	19.09±2.95	20.60±2.51	t=3.895;p<0.001**
	Total	38.07±5.68	41.50±4.66	t=4.669;p<0.001**
6. freedom Vs discipline	Mother	18.72±2.90	20.34±2.55	t=4.198;p<0.001**
	Father	19.40±3.04	20.23±3.03	t=1.932;p=0.055+
	Total	38.12±5.38	40.57±5.19	t=3.278;p=0.001**
7. faculty role Vs expectation	Mother	16.43±3.09	17.62±2.67	t=2.915;p=0.004**
	Father	17.70±2.64	17.84±2.77	t=0.366;p=0.715
	Total	34.19±4.96	35.46±5.27	t=1.748;p=0.082+
8. Marital conflicts Vs adjustment	Total	18.18±3.64	21.09±19.54	t=1.464;p=0.145

Perception of parenting of the children depends on parent-child relationships. It is the tendency of the children to perceive the behaviors of parents in all situations irrespective of complexity and nature of the situations and develop a conception about their parents. If the pressures, demands and expectations of parents about male and female children differed then there is possibility of developing different cognitions about the parents.

The analysis of comparison of the male and female respondents on modes of parenting styles shows that, the mean scores of the female respondents for all the perceived models of parenting styles (for mother ,father and total parenting), except utopian vs. Realism model was **higher** than the male respondents.

When the significance of differences of gender was studied, a **strongly significant** difference was observed for careless Vs protection, Neglect Vs Indulgence, Lenient Vs moralism, freedom Vs discipline and faculty role Vs expectation parenting styles and moderately significant (P value=0.013*) difference was observed for rejection v/s acceptance parenting styles. Suggestive significant (P value=0.082+) difference was observed for the faulty role v/s expectation parenting style. This result clearly shows that there are significant differences between male and female respondents with respect to perceived models of parenting styles.

Therefore, the hypothesis stating that there is no significant difference between male and female respondents for the different modes of parenting styles is rejected.

Table 2: Comparison of Interpersonal relationship among boys and girls

Interpersonal relationship	Boys	Girls	P value
Open Interpersonal Relationship	13.32±3.46	13.15±3.08	t=0.366;p=0.714
Self contained Interpersonal Relationship	13.87±3.35	13.84±3.09	t=0.063;p=0.948
Direct Interpersonal Relationship	14.75±3.39	14.42±2.45	t=0.789;p=0.431
Indirect Interpersonal Relationship	12.35±3.43	12.59±2.45	t=0.569;p=0.570
Total	54.29±2.22	54.00±0.00	t=1.3.08;p=0.192

The table reveals the interpersonal relationship of the respondents. The mean scores of open interpersonal relationship, self-contained interpersonal relationship and direct interpersonal ship were found to be higher among male respondents than the female respondents; whereas the mean score (12.59) for indirect interpersonal relationship for girls was higher than the male

respondents. However, the statistical analysis shows that, there was no significant (P value=0.192) difference between male and female respondents with respect to interpersonal relationship. Hence, the hypothesis stating that, there is no significant difference between male and female respondents with respect to interpersonal relationship was accepted.

Table 3: Correlation of Parenting style and Interpersonal relationship

Parenting style	Parents	Interpersonal relationship	
		Both Boys and Girls Respondents	
		r value	p value
1.RejectionVs Acceptance	Mother	0.096	0.341
	Father	0.179	0.074
	Total	0.156	0.120
2.careless Vs protection	Mother	-0.015	0.884
	Father	0.081	0.424
	Total	0.032	0.749
3.Neglect Vs Indulgence	Mother	0.123	0.224
	Father	0.152	0.130
	Total	0.157	0.119
4.utopian Vs realism	Mother	-0.028	0.786
	Father	-0.028	0.784
	Total	-0.030	0.766
5. Lenient std Vs moralism	Mother	-0.011	0.914
	Father	0.047	0.642
	Total	0.018	0.856
6. freedom Vs discipline	Mother	-0.047	0.642
	Father	-0.025	0.806
	Total	-0.039	0.697
7. faculty role Vs expectation	Mother	0.119	0.239
	Father	0.138	0.172
	Total	0.146	0.149
8. Marital conflicts Vs adjustment	Total	-0.054	0.593

The statistical analysis of the Table 3 shows that, respondents perceived mode of parenting styles for the rejection Vs acceptance, neglect Vs Indulgence, faculty role Vs expectation parenting styles of both the parents were positively co-related to their interpersonal relationship.

Further the statistical observation of the parenting styles of careless Vs protection, lenient Vs moralism shows that, fathers parenting style was positively correlated to interpersonal relationship of the respondents, where as mothers parenting

style was found to be negatively correlated to interpersonal relationship for both the respondents.

The Pearson correlation for utopian Vs realism, freedom Vs discipline, parenting styles of both the parents was negatively correlated to interpersonal relationship of the both respondents .Marital conflict Vs adjustment was also found to be negatively correlated to interpersonal relationship among the both respondents. However the ‘P’ value for the relationship between parenting styles and interpersonal relationship was found to be

non significant for all the types of parenting styles for both male and female respondents.

The hypothesis stating that there is no significant correlation between perceived mode of parenting styles and interpersonal relationship among the respondents was accepted.

IV. CONCLUSION

The study shows that boys and girls differ significantly in their perception towards parenting styles. Boys and girls don't

differ in their interpersonal relationship. The rejection Vs acceptance, neglect Vs Indulgence, faculty role Vs expectation, parenting style of both the parents were positively co-related to interpersonal relationship. The Pearson correlation for utopian Vs realism, freedom Vs discipline, parenting style of both the parents was negatively correlated to interpersonal relationship of both the male and female respondents.

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