

## Impact of parenting styles on problems of adolescents

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Parenting is a complex activity that includes many specific behaviors that work individual and together to influence child outcomes. Family atmosphere is very important factor, which contributes to the parent-child relationship. The present study includes identifying various parenting models which have been used for gathering information about the problems of adolescents according to gender and socio-economic status. A total of 60 adolescents under the age group 15, 16 and 17 in which 30 boys and 30 girls were selected for the present investigation from Mysore city. Different schools and colleges were selected which comes under the same area of Mysore city. Random sampling technique was employed to assess the parenting style and adolescent problems. The variables like gender, socio-economic status have taken to identify the results. P-scale which includes six parenting models and Mooney problem check-list which includes eleven areas with 30 items have been taken. It keeps the students in expressing their personal problems. The results revealed that the fathers show negative mode of parenting towards boy child, but mothers show positive mode of parenting mode. And low income of the family hinders the marital adjustment according to adolescents. Regarding the problems, adolescents boys find more difficulty in Finance, living conditions & employment (FLE) and Adjustment to school work (ASW) compared to girls. Lower income family adolescent's find more problems in finance, living conditions & employment (FLE) and the future vocational & educational (FVE) areas.

Keywords: parenting modes, problems of adolescents, gender, socio-economic status

Parenting as the style of child upbringing refers to privilege or responsibility of mother and father, together or independently to prepare the child for society and culture (Veeness, 1973) which provides ample opportunity to a child to find the roots, continuity and a sense of belonging (Singh & Fatmi, 1980) and also serves as an effective agent of socialization. Though parenting, as a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behavior for socio-psychological researchers, but how child perceives his/her parenting always remains a neglected phase of researchers and should be deemed most important as he the one whose process of socialization stands furtherance (Bharadwaj, 1996). Parenting provides parents with new channels for the expression of a wide variety of emotions. It allows them to deepen their capacity for love and empathy. Through parenting, parents are forced to examine their own goals and values, and thus are enabled to formulate a philosophy of life (Hannush, 2002).

Family atmosphere is a very important factor, which contributes to the parent-child relationship. Parenting has been playing very crucial roles in adolescents transition to adulthood. Parenting has been recognized as a major vehicle in socializing the child (Utti, 2006); Parenting according to Okapko (2004), Ofoegbu (2002) and Utti, (2006) is the act of parenthood, the child upbringing, training rearing or child education. Parents world over, are in each of greener pasture, and for some decades, there has been drift of families from their place of origin to urban cities. Parenting styles are categorized under three major forms: the authoritarian, the authoritative or democratic, and the permissive or laissez-faire or self indulgence or un-involving (Baumrind, 1991). The authoritarian parenting style constitutes of parents who are often strict, harsh (Ang, & Groh, 2006). Authoritative parents according, to Ang and Groh, are flexible and responsive to the child's needs but still enforce reasonable standards

of conduct. While permissive or laissez-faire parents are those who impose few restrictions, rules or limits on their children. Reports had shown that authoritarian parenting styles has negative connotation in literature because of the negative behaviour outcomes of adolescents and children.

The two distinctive roles of parents include both mothering and fathering. A child bestows on both mother and father together or independently, the responsibility of upbringing him/her. It is important to note that most of the children have a fairly definite clear-cut concept of 'father', which differs markedly, from their concept of 'mother' (Meltzer, 1943).

### *Mothering*

The role of mother or the style of upbringing is largely associated with congenial development of personality because the child first comes in contact with mother and always depends on her to satisfy his/her basic needs. The role of mother shows better control over the children and stands for friendship with less punishment and dominance (Kegan, 1972) symbol of emotional support, interpersonal sensitivity and helps (Farren & Ramsay, 1977) and plays an important role in making a person more productive and imaginative. Whereas, patterns of made inadequate maternal behavior seem to be responsible for the problem of children's behavior and chemical dependence (Bharadwaj, 1995) and tends to inhibit the exploration of child's personality in the environment.

### *Fathering*

The role of father or the style of individuals upbringing-stands as a bridge by which the child comes into the contact of outside world (Meerto, 1986) encourages curiosity and a will to face the challenges of the world and appears as a symbol of assertive, independent, emotional and psychological support in the children (Khokar, 1983) that can also be deemed as conditional one because it is acquired or earned by the child performance of duty, obedience and fulfillment of maladjustment (Erickson, 1963), truancy, guilt, self devaluation and dependency (Bharadwaj, 1996) and chemical dependence.

A study proved that father-child relationship and father's parenting style have a strong outputs. The positive influence of the father-child relationship on risk behavior is stronger for male adolescents than female (Erickson, 1963).

### *Adolescence*

The term adolescence comes from Latin word *adolescere*, meaning "to grow" or "to grow to maturity". The child is regarded as an adult when capable of reproduction. Puberty or pre-adolescence 10 or 12 to 13 or 14 years, adolescence- 13 or 14 to 18 years. Adolescence has been described as a phase of life beginning in biology and ending in society. Adolescence is known as the period of physical and psychological development from the onset of puberty to complete growth and maturity (The A.H.M.D 2007). It is marked by the physiological signs and surging sexual hormones of puberty and the period of maturation between childhood and adulthood (Sadock and Kaplan 2010).

### *Common problems of adolescence*

Most problems of adolescence are due to failure in understanding the anatomical, morphological and psychological changes expected during adolescence. The period of adolescence has universally been termed as a critical period exposing the adolescent to conflict, stress, anxiety and adjustment problems. Psychologist such as Bandura (1964) believe that turmoil is more apparent than real. Adolescents are more peer oriented and look to their peer group for social support and behavioural expectations. They may have conflicting loyalties towards family, ethnic group and peer group.

The problems of adolescence are classified as

- Morphological/ developmental
- Psychological
- Social
- Educational
- Economical
- Emotional

Some problems are absolutely unimportant and trivial. They could be easily ignored. But even such problems cause great concern to adolescent people (tutor vista).

Impact of parenting style on adolescent's problem (gender and socio-economic status difference):

Family factors such as the quality of the parents' marriage, parenting style, role modeling and the emotional status of the parents are related to depression in girls. Research shows that daughters whose parents have an egalitarian relationship and daughters whose parents are supportive, attentive, and receptive to emotions, rather than punishing and restricting, show lower levels of depression (Powers & Welsh, 1999).

Research results also indicate that girls are more likely than boys to react to negative events in the family (Hankin & Abramson, 1999).

Rubin et al. (2004) used attachment theory as a framework to explain how parents' involvement in their youths' lives related to peer relations. Their findings revealed that perceived parental support predicted fewer externalizing problems and higher global social competence.

Although the majority of the research shows that parent attachment is stronger in girls, girls may also be more likely than boys to draw support from other sources, such as peers, because girls may be more active in the pursuit of relatedness in the context of their peer relations (Cross & Madson, 1997).

Hay and Ashman (2003) concluded that girls were more

influenced by peer relations than boys.

Claes (1992) found that adolescent males and females had similar numbers of peer relationships, but females were more attached to peers. There is evidence to suggest that boys and girls exhibit different behavioral patterns in their relationships, with boys stressing independence and girls stressing relatedness (Cross & Madson, 1997).

Pong et al. (2005) use data from the Add Health Study and show that, net of family socioeconomic background and other demographic variables, parenting styles have positive associations with students' grade point.

Booth and Dunn (2006) analyzed there is a relationship between socio-economic status of parents and the extent of their involvement in their adolescents academic life. Lower the socio-economic status poor the parental involvement in education (Booth & Dunn, 2006). Booth and Dunn analyzed there is a relationship between socio economic status of parents and the extent of their involvement in their adolescents academic life. Lower the socio economic status poor the parental involvement in education.

A good parenting gives the child a sense of mutual concern, understanding, acceptance, Companionship, cooperation and enhances overall personality development whereas inappropriate parenting deprives him of enriched environment followed by negative Consequences such as shyness, withdrawal, anxiety, poor academic achievement, hamper personality development and leads to non-disciplined behaviour among children.

### *Scope of the study*

Many studies says authoritative parenting has been associated with fewer problem behavior (Maccoby, 1994). Other studies investigated the combination of mother's and father's parenting styles that would be most influential in predicting their children's internal and external problems behaviours. But the present study identifies the relationship between parenting modes and the adolescent's problem in different areas.

### *Objectives of the study*

- To assess the influence of gender and socio-economic status on problems of adolescents.
- To assess the effect of parenting style on adolescent's problems.

### *Hypotheses of the study*

- There will be significant difference in gender and socio-economic status of adolescents in relation to their problems.
- There will be significant relationship between parenting modes and adolescents problems.

## **Method**

### *Participants*

A total of 60 adolescents out of which 30 boys and 30 girls were selected for the present study from Mysore City. Different schools/ colleges were selected which comes under the same area of Mysore City. They are Rotary West, Vijaya Vittala Vidya Samsthe, Vasavi School.

### *The sample selection*

Random sampling techniques were employed to assess the parenting style and adolescent problems.

The variables like gender and socio-economic status have taken to identify the results.

### *Instruments*

*P-Scale (parenting scale) by Bharadwaj and Sharma:* Parenting scale consists of 40 statements. Each statement has five options, out of these five adolescents asked to tick only one. All the answer from 1 to 35 statements responded separately with a view to relation with respondents mother and father. There are two separate brackets in front of each options that is for mother and father. They have to mark (✓) for mother as well as father.

The filled data of parenting scale was scored as per the guidelines given in the respective manual. The scoring of this parenting scale is of quantitative type and is based on five point scale. Each items of the parenting scale was scored from upper to lower in terms of 1,2,3,4 and 5 except for the item number 4,11,18,25 and 32 which were scored in reverse order i.e. 5,4,3,2 and 1.

The obtained scores were entered at the space provided for both parents (mother, father) and added vertically to determine the raw scores for mothering, fathering and parenting as a whole under eight (8) different parenting modes like

Rejection vs. Acceptance (A)

Carelessness vs. Protection (B)

Neglect vs. Indulgence (C)

Utopian expectation vs. Realism (D)

Lenient standard vs. Moralism (E)

Freedom vs. Discipline (F)

Faulty expectation vs. Realities role expectation (G)

Marital conflict vs. Marital adjustments (H)

The raw scores were transformed into 2 scores to sten scores. The range of sten score from 0 to 5.5 was treated as 'low score' refers to the negative (-) parenting modes like Rejection, Carelessness, Neglect, Utopian expectations, Lenient standard, Freedom, Faulty role expectation, Marital conflict. The range of sten score from 5.5 to 10.0 was treated as 'high score' indicated the positive parenting (+) modes like Acceptance, Protection, Realism etc.

From 36 to 40 the respondents should answer only once which shows the relationship between their mother and father. The collected data can be analyzed according to the manual and obtained interpretation shows whether it is positive or negative parenting mode according to high and low scores.

*Problem checklist (PCL) by Joshi and Pandey:* This scale contains the common adolescent problems which are generally troublesome for them in health, social life, religion, occupation, problems of reading and studying of school. There are totally 330 questions out of which eleven (11) areas of adolescent problems are mentioned.

Health and physical development (HPD)

Finance, living conditions and employment (FLE)

Social and recreational activities (SRA)

Courtship, sex and marriage (CSM)

Social, psychological relations (SPR)

Personal, psychological relations (PPR)

Moral and religion (MR)

Home and family (HF)

The future: Vocational & educational (FVE)

Adjustment to school work (ASW)

Curriculum & teaching procedures (CTP)

For each area there are 30 items. The 11 handmade stencil type of scoring keeps for different areas and were used to clarify the data. As this scale based on quantitative type, three point scale like no difficulty, less difficulty and more difficulty. These options were scored with marks of 0,1 and 2 respectively. The obtained score of items for each of the areas and for the total list of the item were computed. The mean, standard deviation was calculated for the same using the mean  $\pm$  SD for total list of item.

The problem checklist is self administering in which the adolescents asked to read through checklist and cross out the serial number of problems which are bothering them and in the same way they have to put encircle [0] in those boxes which look more difficult for them. High scores indicate poor adjustment/ more problems.

### *Procedure*

Adolescents from different schools/ colleges were selected to collect the data through questionnaire method. The researcher and respondents to come in contact with each other in this method of survey. Both parenting scale and problem checklist are typed in an one questionnaire and are distributed to the respondents with a request to return carefully after completing the same. Data are collected by filling up the personal information and by answering the questions carefully with the help of researcher. The investigator collected the data with the intervals between parenting scale and adolescent problems to get the relevant information.

### *Instructions*

*Parenting scale:* In parenting scale there are 40 statements in which each statement has five options to answer. Out of these five respondents are asked to tick any one option. In that 1 to 35 statements indicates the behavior of mother and father separately. There are two different brackets in front of each statement (for mothering and fathering separately). Adolescents have to put tick (✓) mark first for the mother and then father respectively. Remaining 5 statements are to be marked for both (parenting). The filled data of parenting scale was scored as per the guidelines given in the respective manual.

The scoring of parenting scale is quantitative type and is based on five point scale. Each items of the parenting scale was scored from upper to lower in the items of 1, 2, 3, 4 and 5 except for the item number 4, 11, 18, 25 and 32 which are scored in reverse order i.e. 5, 4, 3, 2 and 1. The obtained scores were entered at the space provided for both the parents (mother, father) and added vertically to determine the raw scores of mothering, fathering separately and for parenting as a whole. The eight different parenting modes are:

Rejection vs. Acceptance (A)

Carelessness vs. Protection (B)

Neglect vs. Indulgence (C)

Utopian expectation vs. Realism (D)

Lenient standard vs. Moralism (E)

Freedom vs. Discipline (F)

Faulty expectation vs. Realities role expectation (G)

Marital conflict vs. Marital adjustments (H)

Then raw scores were transformed into sten scores, the range of sten score from 0 to 5.5 was treated as 'low score' refers to the

negative (-) parenting modes like rejection, carelessness, neglect etc. the range of sten score from 5.5 to 10 was treated as 'high score' indicated as positive (+) parenting modes like acceptance, protection, indulgence etc.

From 36 to 40 the respondents should answer only once which shows the relationship between their mother and father. The collected data can be analyzed according to the manual and obtained interpretation shows whether it is the parenting mode or negative mode according to the high and low scores.

### *The results are tabulated by statistical applications.*

**Problem Check List:** The scale contains the common adolescent problems which are generally troublesome for them in health, money, social life, religion, and occupation, problems of reading and studying of the school. Totally 330 questions out of which 11 areas of adolescent problems are mentioned.

Health and physical development (HPD)

Finance, living conditions and employment (FLE)

Social and recreational activities (SRA)

Courtship, sex and marriage (CSM)

Social, psychological relations (SPR)

Personal, psychological relations (PPR)

Moral and religion (MR)

Home and family (HF)

The future: Vocational & educational (FVE)

Adjustment to school work (ASW)

Curriculum and teaching procedures (CTP)

For each area there are 30 items. The 11 handmade stencil type of scoring keeps for different areas were used to clarify the data. As this scale based on quantitative type three points scale like- no difficulty, less difficulty and more difficulty. These portions were scored with marks of 0, 1 and 2 respectively. The obtained score of items for each of the areas and for the total list of item were computed. The mean, standard deviation was calculated for the same using the mean  $\pm$  SD for the total list of item.

The problem checklist is self administering. The adolescents asked to read through checklist and cross out the serial number of problems which are bothering them and in the same way they have to put encircle [O] in those boxes which look more difficult problem for them. High PCL indicate poor adjustment.

Collected data's can be calculated with the help of various statistical measures. Random sampling technique was employed to select the sample. From 36 to 40 the respondents should answer only once without thinking much, which shows the relationship between their mother and father.

The collected data can be analyzed according to the manual and obtained interpretation shows whether it is positive parenting or negative parenting mode based on their scores.

The results are tabulated by statistical application.

### *Statistical analysis*

The data has been analyzed by mean, SD, independent samples't' test and ANOVA (one way) through SPSS software.

## Results and Discussion

The results of the analysis are presented below in the tables & discussion follows.

*Table 1: Shows the mean scores boys and girls (gender difference) in adolescent's problems along with results of independent sample t-test*

Factor	Gender	N	Mean	SD	't'value	d.f	Sig.(2-tailed)
HPD	Boys	30	18.09	3.07	0.489	58	0.351
	Girls	30	12.09	4.4			
FLE	Boys	30	19.65	4.0	4.385	58	*.001
	Girls	30	20.42	3.82			
SRA	Boys	30	12.33	4.56	0.819	58	0.411
	Girls	30	11.11	4.21			
CSM	Boys	30	18.51	4.07	4.455	58	*.005
	Girls	30	20.6	5.39			
SPR	Boys	30	12.87	2.76	0.498	58	*.005
	Girls	30	20.43	3.96			
PPR	Boys	30	13.11	4.0	0.980	58	0.426
	Girls	30	11.90	4.5			
MR	Boys	30	12.63	3.9	0.983	58	0.327
	Girls	30	14.93	5.9			
HF	Boys	30	15.31	4.2	0.368	58	0.200
	Girls	30	14.61	3.8			
FVE	Boys	30	12.61	4.6	2.385	58	0.018
	Girls	30	13.01	2.74			
ASW	Boys	30	20.22	6.38	2.481	58	*.001
	Girls	30	19.67	4.9			
CTP	Boys	30	14.11	4.2	1.886	58	0.202
	Girls	30	11.91	3.75			

Table 1 shows influence of gender on adolescent's problems. Scores indicate that adolescent boys find more difficulty in Finance, living conditions and employment (FLE) and Adjustment to School work (ASW) compared to girls. We can see the significant difference in these areas and P values of FLE and ASW is  $P < .001$ . Regarding girls they finding more problems in the areas like Courtship, sex & marriage (CSM) and Social, psychological relations (SPR). The P value of CSM and SPR is  $P < .005$  which is highly significant.

*Table 2: Mean scores of subjects according to income level in relation to adolescent's problems: one way ANOVA*

Factor	Income	N	Mean	SD	't'value	sig
FLE	High	15	10.13	4.91	3.980	*.001
	Middle	20	12.12	3.61		
	Low	25	20.11	3.38		
	Total	60	20.93	4.49		
FVE	High	15	11.14	5.18	4.110	*.005
	Middle	20	19.45	3.97		
	Low	25	20.16	3.15		
	Total	60	21.56	4.69		

According to the results we do not find much difference on influence of income on adolescent's problems except in Finance, living conditions and employment (FLE) and the future; vocational and educational (FVE). The other factors do not show the influence on problems of adolescent's. We can conclude that lower income family adolescent's find more problems in FLE and FVE, and the values are  $*P < .001$  and  $*P < .005$  respectively.

### Impact of parenting styles on adolescent's problems

Rejection vs. Acceptance i.e. 'A' mode of parenting has much influence on adolescent's Health & physical development (HPD), Home & family (HF) and Adjustment to school work (ASW). The observed mean values are higher in these areas compared to remaining

areas of problems. Higher the mean value more the adolescent problems. P values are significant at 5% (t<0.05)in HPD, significant at 1% (t<0.01) in HF and significant at 1% (t<0.01) in ASW. This indicates that parental rejection will affect the adolescent's health, family environment and school adjustments.

On other hand parents show acceptance in remaining areas, thus adolescents show less problems in those areas.

Table 3: Mean scores of parental Rejection vs. Acceptance (A) on adolescent's problems

Areas of problems	A	N	Mean	Std. Deviation	't' value
HPD	RJ	30	19.81	2.17	2.782*
	AC	30	23.22	3.62	
FLE	RJ	30	21.88	1.75	1.106
	AC	30	20.85	1.11	
SRA	RJ	30	14.02	0.71	0.1049
	AC	30	14.06	0.69	
CSM	RJ	30	20.35	0.81	1.236
	AC	30	19.93	1.10	
SPR	RJ	30	13.99	0.66	0.967
	AC	30	13.59	0.65	
PPR	RJ	30	13.92	0.58	0.662
	AC	30	14.11	0.38	
MR	RJ	30	12.42	0.84	1.691
	AC	30	13.12	0.37	
HF	RJ	30	15.23	0.60	10.39**
	AC	30	18.63	0.41	
FVE	RJ	30	14.11	0.45	0.931
	AC	30	13.92	0.64	
ASW	RJ	30	18.96	0.91	5.720**
	AC	30	16.23	0.56	
CTP	RJ	30	17.12	0.86	1.533
	AC	30	16.80	0.74	

\* - Significant at 5% (t<0.05)      \*\* - significant at 1% (t<0.01)

Table 4: Mean scores of parental carelessness vs. protection (B) on adolescent's problems.

Areas of problems	B	N	Mean	Std. Deviation	't' value
HPD	CA	25	21.25	0.67	5.680**
	PR	35	26.39	1.60	
FLE	CA	25	14.50	0.93	1.82 <sup>ns</sup>
	PR	35	13.63	0.51	
SRA	CA	25	12.34	0.71	1.074 <sup>ns</sup>
	PR	35	11.91	0.58	
CSM	CA	25	17.35	0.73	4.058**
	PR	35	19.51	0.94	
SPR	CA	25	17.28	1.68	1.250 <sup>ns</sup>
	PR	35	16.94	0.76	
PPR	CA	25	21.24	1.61	1.358 <sup>ns</sup>
	PR	35	20.83	1.01	
MR	CA	25	16.12	1.70	0.863 <sup>ns</sup>
	PR	35	15.95	0.74	
HF	CA	25	14.14	0.83	0.822 <sup>ns</sup>
	PR	35	14.36	1.03	
FVE	CA	25	16.64	0.91	3.403**
	PR	35	21.32	0.62	
ASW	CA	25	20.11	0.41	0.52 <sup>ns</sup>
	PR	35	19.84	0.44	
CTP	CA	25	16.21	0.61	0.714 <sup>ns</sup>
	PR	35	16.52	0.72	

\*-Significant at 5% (t<0.05), \*\*-significant at 1% (t<0.01), ns -Not significant

The mean values in these areas shows adolescents find more problem, and observed P values are \*\* - significant at 1% (t<0.01) in the areas of Health& physical development (HPD), Courtship, sex& marriage (CSM) and The future: Vocational & educational (FVE). Parental unfavorable attitude towards the individual or ignoring parents usually affect the individuals adjustment to a large extent in the above mentioned areas.

Table 5: Mean scores of parental Neglect vs. Indulgence (C) on adolescent's problems

Areas of problems	C	N	Mean	Std. Deviation	't' value
HPD	NEG	25	13.31	0.73	0.953ns
	IND	35	13.12	0.72	
FLE	NEG	25	18.24	0.47	14.618**
	IND	35	24.23	0.79	
SRA	NEG	25	12.30	0.76	0.852ns
	IND	35	11.91	0.46	
CSM	NEG	25	19.30	0.73	10.713**
	IND	35	24.50	0.80	
SPR	NEG	25	14.87	0.68	1.209 ns
	IND	35	15.02	1.41	
PPR	NEG	25	22.03	0.69	0.876 ns
	IND	35	21.94	0.51	
MR	NEG	25	12.99	1.06	0.937 ns
	IND	35	13.04	0.74	
HF	NEG	25	14.15	0.28	7.568 ns
	IND	35	11.02	0.88	
FVE	NEG	25	11.23	0.41	16.374**
	IND	35	17.19	0.70	
ASW	NEG	25	15.43	1.05	1.214 ns
	IND	35	14.79	0.76	
CTP	NEG	25	20.86	0.42	0.743 ns
	IND	35	21.25	0.63	

\*-Significant at 5% (t<0.05), \*\*-significant at 1% (t<0.01), ns -Not significant

According to table 5 we can conclude that parental negligence creates more problems in the adolescents Finance, living conditions and employment (FLE), Courtship, sex and marriage (CSM) and The future: Vocational and educational (FVE). The t values are \*\* - significant at 1% (t<0.01) respectively. It shows parents have lack of attention and co-operation with these areas of adolescent's problems. But other areas of problems have higher mean scores and no significant difference observed in indulgent parenting mode which shows lesser problem in other areas.

Very high, unrealistic demands of parents regarding to the performance of their children come in the purview of Utopian expectation mode of parenting. This type of parental attitude can be a problem for adolescents Social, psychological relations (SPR), Personal-psychological relations (PPR) and Adjustment to school work (ASW) areas. Observed P values are), \*\* - significant at 1% (t<0.01) in SPR, PPR and \* - Significant at 5% (t<0.05) in ASW areas.

The lenient mode of parenting influence on adolescents Social & recreational activities (SRA) Courtship, sex& marriage (CSM), Moral & religion (MR) and Home & family (HF) areas. The observed values are \*\* - significant at 1% (t<0.01), in SRA, CSM and HF. \* - Significant at 5% (t<0.05) in MR. Here parental lenient standard a negative dimension make adolescents a negative role on social & recreational activities, Courtship-sex & marriage, Home and family. This attitude is again harmful to the child as well as to the society and family.

Table 6: Mean scores of parental Utopian expectation vs. Realism (D) on adolescent's problems

AP	D	N	Mean	SD	't' value
HPD	UTE	20	12.52	0.98	1.008 <sup>ns</sup>
	RE	40	13.01	0.51	
FLE	UTE	20	15.12	0.46	0.795 <sup>ns</sup>
	RE	40	14.91	0.57	
SRA	UTE	20	18.85	0.44	0.634 <sup>ns</sup>
	RE	40	19.13	0.53	
CSM	UTE	20	20.35	0.81	1.16 <sup>ns</sup>
	RE	40	19.67	1.10	
SPR	UTE	20	13.99	0.66	18.038 <sup>**</sup>
	RE	40	21.55	0.66	
PPR	UTE	20	17.26	0.57	15.657 <sup>**</sup>
	RE	40	23.25	0.64	
MR	UTE	20	15.12	0.48	0.839 <sup>ns</sup>
	RE	40	14.81	0.68	
HF	UTE	20	13.12	0.26	0.831 <sup>ns</sup>
	RE	40	12.79	0.76	
FVE	UTE	20	22.00	0.66	0.718 <sup>ns</sup>
	RE	40	21.98	0.56	
ASW	UTE	20	20.00	0.69	2.861 <sup>*</sup>
	RE	40	22.43	0.34	
CTP	UTE	20	15.90	0.61	0.794 <sup>ns</sup>
	RE	40	16.21	0.63	

\* - Significant at 5% (t<0.05), \*\* - significant at 1% (t<0.01), ns- Not significant, AP- Areas of problems, SD- Std. Deviation

Table 7: Mean scores of parental Lenient standard vs. Moralism (E) on adolescents problems

AP	E	N	Mean	SD	't' value
HPD	LS	30	11.99	0.45	0.712ns
	MOR	30	12.20	0.52	
FLE	LS	30	14.19	1.02	1.148 ns
	MOR	30	13.11	1.20	
SRA	LS	30	14.85	2.26	27.40 <sup>**</sup>
	MOR	30	24.82	1.46	
CSM	LS	30	15.03	1.49	13.204 <sup>**</sup>
	MOR	30	24.22	1.74	
SPR	LS	30	14.59	0.97	1.035 ns
	MOR	30	13.19	0.65	
PPR	LS	30	13.22	0.58	0.673 ns
	MOR	30	13.51	0.38	
MR	LS	30	12.42	1.84	2.017 <sup>*</sup>
	MOR	30	15.10	1.07	
HF	LS	30	15.23	1.10	10.39 <sup>**</sup>
	MOR	30	18.63	1.21	
FVE	LS	30	14.11	1.02	1.231 ns
	MOR	30	13.92	0.84	
ASW	LS	30	18.96	0.91	1.024 ns
	MOR	30	18.53	0.56	
CTP	LS	30	19.82	1.26	1.423 ns
	MOR	30	20.10	1.04	

\* - Significant at 5% (t<0.05), \*\* - significant at 1% (t<0.01), ns - Not significant, AP- Areas of problems, SD- Std. Deviation

Table 8: Mean scores of parental Freedom vs. Discipline (F) on adolescent's problem

AP	F	N	Mean	SD	't' value
HPD	FR	40	22.42	1.08	1.083 <sup>ns</sup>
	DIS	20	19.79	1.51	

FLE	FR	40	15.12	0.46	3.395 <sup>**</sup>
	DIS	20	14.01	0.57	
SRA	FR	40	20.85	0.44	0.634 <sup>ns</sup>
	DIS	20	20.23	0.53	
CSM	FR	40	20.35	0.81	2.16 <sup>*</sup>
	DIS	20	18.03	1.10	
SPR	FR	40	15.19	1.06	1.038 <sup>ns</sup>
	DIS	20	14.85	1.22	
PPR	FR	40	19.76	1.07	1.257 <sup>ns</sup>
	DIS	20	20.25	0.74	
MR	FR	40	12.25	0.98	1.239 <sup>ns</sup>
	DIS	20	13.42	1.21	
HF	FR	40	22.22	0.56	0.731 <sup>ns</sup>
	DIS	20	21.09	0.64	
FVE	FR	40	22.00	0.66	20.71 <sup>**</sup>
	DIS	20	13.98	0.56	
ASW	FR	40	15.67	0.69	1.019 <sup>ns</sup>
	DIS	20	16.23	0.34	
CTP	FR	40	19.10	1.21	1.19 <sup>ns</sup>
	DIS	20	20.21	1.33	

\* - Significant at 5% (t<0.05), \*\* - significant at 1% (t<0.01), ns - Not significant, AP- Areas of problems, SD- Std. Deviation

Parental freedom leads to adolescents problem in the areas like Finance, living conditions& employment (FLE), Courtship, sex& marriage (CSM) and The future: Vocational & educational (FVE). The observed values are \*\* - significant at 1% (t<0.01) in FLE and FVE respectively. \* - Significant at 5% (t<0.05) in CSM area. Freedom manifests itself in the absence of parental restraints over the matters of adolescents.

Table 9: Mean scores of parental Faulty role expectation vs. Realistic role expectations (G) on adolescent's problem

AP	G	N	Mean	SD	't' value
HPD	FRE	35	12.13	0.69	1.16 <sup>ns</sup>
	RRE	25	13.07	0.71	
FLE	FRE	35	13.26	1.18	2.595 <sup>*</sup>
	RRE	25	20.12	1.26	
SRA	FRE	35	14.87	0.83	0.931 <sup>ns</sup>
	RRE	25	15.01	0.67	
CSM	FRE	35	13.68	0.87	1.0181 <sup>ns</sup>
	RRE	25	14.16	1.03	
SPR	FRE	35	15.91	0.68	1.345 <sup>ns</sup>
	RRE	25	16.36	1.06	
PPR	FRE	35	15.89	0.70	5.233 <sup>ns</sup>
	RRE	25	23.83	0.92	
MR	FRE	35	21.76	0.64	0.847 <sup>ns</sup>
	RRE	25	21.62	0.73	
HF	FRE	35	12.02	1.56	3.116 <sup>**</sup>
	RRE	25	21.71	1.64	
FVE	FRE	35	20.83	0.32	0.923 <sup>ns</sup>
	RRE	25	21.12	0.85	
ASW	FRE	35	19.25	1.10	1.077 <sup>ns</sup>
	RRE	25	20.16	1.04	
CTP	FRE	35	15.45	0.79	1.038 <sup>ns</sup>
	RRE	25	16.10	0.76	

\* - Significant at 5% (t<0.05), \*\* - significant at 1% (t<0.01), ns - Not significant, AP- Areas of problems, SD- Std. Deviation

Faulty role expectation parenting, the child is always confuted and embraced because of unpredictable expectations. In this parents

usually expect divergent & contradictory roles from their children. This role will leads to problem in Home & family (HF), the value is \*\* - significant at 1% ( $t < 0.01$ ) and it also creates problem in Finance, living conditions & employment (FLE) the observed values are\* - Significant at 5% ( $t < 0.05$ ). On the other hand realistic role expectation is just reverse; here children know for certain what their parents are alike and what is expected to them.

Table 10: Mean scores of parental Marital conflicts vs. Marital adjustment (H) on adolescent's problem

AP	H	N	Mean	SD	't' value
HPD	MC	20	12.35	0.84	1.15ns
	MA	40	13.42	0.91	
FLE	MC	20	16.18	0.46	0.842 ns
	MA	40	16.59	0.72	
SRA	MC	20	12.66	0.99	1.05 ns
	MA	40	13.11	0.82	
CSM	MC	20	11.41	0.64	0.793 ns
	MA	40	12.47	0.38	
SPR	MC	20	11.64	0.93	7.264**
	MA	40	20.72	1.56	
PPR	MC	20	21.39	1.04	12.67**
	MA	40	10.76	1.17	
MR	MC	20	15.81	0.79	0.936 ns
	MA	40	16.29	0.64	
HF	MC	20	21.48	0.76	4.702**
	MA	40	11.31	0.94	
FVE	MC	20	14.39	0.49	3.641**
	MA	40	20.91	0.72	
ASW	MC	20	20.34	0.54	6.29**
	MA	40	12.43	0.97	
CTP	MC	20	13.74	0.79	1.264 ns
	MA	40	14.13	0.96	

\*- Significant at 5% ( $t < 0.05$ ), \*\* - significant at 1% ( $t < 0.01$ ), ns - Not significant, AP-Areas of problems, SD- Std. Deviation

Mean values of marital conflicts are more in the areas of adolescents problems like Social, psychological relations (SPR), Personal, psychological relations (PPR), Home & family (HF), The future: Vocational & educational (FVE) and Adjustment to school work (ASW). The values are \*\* - significant at 1% ( $t < 0.01$ ) in these areas. On the other hand marital adjustment exhibits no problem to adolescents in other areas.

The findings of the study support the first hypothesis indicating that there will be significant difference in gender and socio-economic status of adolescents in relation to their problems.

The study has found that gender and socio-economic status of adolescents have highly significant differences and thus find problems in parenting as well as individually.

- Adolescent boys find more difficulty in Finance, living conditions & employment (FLE) and Adjustment to school work (ASW) compared to girls. And girls are finding more problems in the areas like Courtship, sex & marriage (CSM) and Social, psychological relations (SPR).

- Lower income family adolescent's find more problems in Finance, living conditions & employment (FLE) and Future; vocational and educational (FVE).

The findings of the study also accepted the second hypothesis indicating that there will be significant relationship between parenting modes and adolescents problems.

- Parental Rejection had significant effect on adolescents Health and physical development (HPD), Home and family (HF) and Adjustment to

school work (ASW).

- Parental Carelessness had adverse effect on adolescents Health and physical development (HPD) and Personal, Courtship, sex and marriage (CSM) and Future; vocational and educational (FVE).
- Parental Neglect on adolescents leads more problems in the areas like Finance, living conditions & employment (FLE), Courtship, sex and marriage (CSM) and Future; vocational and educational (FVE).
- Parental Utopian expectations had effect on adolescent's psychological relations (SPR), Personal psychological relations (PPR), and Adjustment to school work (ASW) areas.
- Parental Lenient standard had effect on adolescents Social-Recreational activities (SRA), Courtship, sex and marriage (CSM), moral and religion (MR) and Home and family (HF) areas.
- Parental freedom will have adverse effect on adolescents Finance, living conditions & employment (FLE), Courtship, sex and marriage (CSM) and Future; vocational and educational (FVE).
- Parental faulty role expectation related to higher problems in the adolescents Finance, living conditions & employment (FLE), Home and family (HF) relation areas.
- Marital conflicts show negative effects on adolescent's Psychological relations (SPR), Personal psychological relations (PPR), Home and family (HF), Future; vocational and educational (FVE) and Adjustment to school work (ASW).

Children raised under authoritarian parents are under the absolute authority of their parents, and are stripped of their own independence and freedom to do as they please. Every action and every life decision is decided by the child's parents. Parents hold the attitude that they are the authority figure, and children are encouraged to be submissive at the expense of their own desires. Conversely, a permissive parent "allows the child to regulate his own activities as much as possible" (Baumrind, 1968). Children with permissive parents are often encouraged to exert their own independence and to make their own decisions in life. These children often have very little parental guidance in life's decisions. Parents give up their positions as authority figures and treat their children as their peers with their own agendas.

Adolescence is a time where teens are exploring their own identity with the guidance of their parents. During this time, parents should play an important role in the teen's development of self. Cultural values may be important determinants of the type of parenting style that the parents decide to adopt.

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