



# Parenting Style and Interpersonal Communication among Adolescents: A Comparative Study

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## ABSTRACT

This study involves parenting styles and interpersonal skills of their children. As parenting has become and still a popular topic that many psychologists are exploring into. Many studies conducted shows the outcome of parenting styles (authoritarian, democratic, over protective and unconcerned) advocated by Baumrind relates to the level of self-esteem, self-confidence and many more. It is important that studies relate to interpersonal communication be conducted to see whether there's any correlation between parenting styles and the former.

The study conducted will benefit both parents and their children. Whether it is authoritarian, democratic, over-protective or unconcerned parenting styles, it might affect the interpersonal communication of their children.

By knowing the outcome of the research, it could serve as a reference or guide by parents on deciding which style that they should adopt in enhancing their children's interpersonal communication.

As for their children, they would know as to why they possess such interpersonal communication skills-parenting styles of their parents. By knowing the cause, they may find the solution probably through the expert.

## INTRODUCTION

**Parenting** is the process of raising children and providing them with protection and care in order to ensure their healthy development into adulthood.

Parenting practices around the world share three major goals: ensuring children's health and safety, preparing children for life as productive adults and transmitting cultural values. A high-quality parent-child relationship is critical for healthy development.

Parenting is a new area drawn the attention of researches since 1970s and, from then on, a variety of approaches have been developed for preventing and resolving the problems of parent, child, and family with an emphasis on treatment and prevention (Stambor, 2006).

The most considerable model concerning the conceptualization of adolescent-parents relationship is developed by Baumrind (2005) and in the framework of parental control. Parenting behaviors are based on response and application, in the model. Response or reaction implies the ability of parents in paying attention to the needs of adolescent through support and warmth. When these conditions are provided, the adolescent is nurtured with a sense of independency, individuality and personality. A person developing and growing up in such environment learns how to adapt himself with social rules and limits.

Mothers and fathers both report that the adolescent period (14–18 years) is the most difficult stage to parent their children (Deater-Deckard, 2004; Kim, Conger, & Lorenz, 2001; Pasley & Gecas, 1984; Putnick et al., 2010).

**Parenting style** refers to the combination of strategies that one uses to raise their children. One of the interesting things about being a parent is that there is great variation in how we raise our children. At the same time, there are many commonalities from one parent to another. In fact, there is enough similarity that researchers have tried to group parents into four common parenting styles.

Social psychologists and developmental psychologists' states that, successful adult-child and child-child interaction provides appropriate environments for the developmental competences of the children in the social, language and cognitive domains (Ömeroğlu et al., 2015).

The way of life and interpersonal interaction is quite important for the realization of the social development in children in a qualified manner.

**The authoritarian parenting style** is defined as showing their love for their children whenever the children behave as they desired, waiting for absolute obedience, wanting to fulfil the request and orders undisputedly, otherwise admitting to punishment (Kuzgun, 1972) and in these types of parenting styles the child does not have a say in no way in the decisions taken concerning her/himself (Türküm, 2013).

**In the democratic parenting style**, the parents support their children but set their own bounds. The *Verbal Communication* between parent and child is strong. Additionally, this attitude creates a family environment where the child feels themselves free and safe and finds the opportunity to develop self-control.

**In the over protective parenting style**, the parents think that their children are in need of extra protection and control and they cannot be able to understand that they are different individuals from themselves and they must gain their own independence. This attitude affects the psycho-social maturity in a negative manner and does not allow them to become self-sufficient. The parent's over protection effect the children's success in school and the adaptation to school (Günel, 2007).

**The unconcerned parenting style**, the unconcerned and exclusivist attitudes of the parents can cause a need for the approval and acceptance in the children strongly (Erkan et al., 2002). To behave democratic

and equalitarian, over protective or authoritarian of the parent leads the children to adopt different social behaviors. This attitude of the families affects the anxiety levels of the students (Yavuzer, 2015).

With this research, it is aimed to determine the effects of the parenting styles on Inter-personal skills of adolescents. The problem sentence of the research is; Do the parenting styles' have any effects on Inter-personal skills of adolescents? The sub-problems of the research can be expressed in the form as; do the Inter-personal skills of children differ according to the parenting styles such as democratic, oppressive-authoritarian, unconcerned-indifferent and over protective?

**Interpersonal Communication** is the process of exchange of information, ideas and feelings between two or more people through verbal or non-verbal methods. It often includes face-to-face exchange of information, in a form of voice, facial expressions, body language and gestures. The level of one's interpersonal communication skills is measured through the effectiveness of transferring messages to others.

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## REVIEW OF LITERATURE

Parenting styles are widely discussed around the world. Many researchers examine the relationships between parenting styles with other factors to see the effect on how one's parents' attitude would shape a child. Some argues that parenting styles differ from one another as the multi-cultural context sets into the picture. However, Nguyen and Cheung (2009) suggest that both authoritarian and authoritative parenting styles exist in almost all cultures around the world.

The popular parenting styles used world-wide in conducting research on parent-child issues is developed by Diana Baumrind (1971). There are 3 types of parenting styles namely, authoritarian, authoritative, and permissive. Later, the fourth style was added by Maccoby and Martin (1983) which termed it as neglectful. (Rodriguez, Donovanick, and Crowley, 2009).

Parents who exert authoritarian control towards their children tend to control whatever their children do. They would prefer to punish rather than reasoning with their children. A child who has disagreement with parents in this category might be in trouble with the given attitude. This is because their parents want strict obedience from them and will never tolerate any opposing views. The contrary view happens to parents with permissive styles. They exert very little control upon their children's activities and actions. This is because they do not hold the view that parents need to be responsible entirely on their children's behavior and attitude. Therefore, they will allow their children to have more freedom. Lastly, authoritative parents unlike authoritarian do not need unquestionable obedience from their children. They have limits that are consistent and will explain to their children on ways to behave. Even if they would want to exert punishment upon their children, they will explain on the reason they are doing it so that their children know why are they being punish. In addition, authoritative parents usually will provide guidance to their

children on being independence. This could also translate to being responsible to the action that they've taken. (Feldman, 2009). According to Rodriguez, Donovanick and Crowley (2009), it is said that the use of all these parenting styles in majority of cultures received supports from researches.

Children's adjustment in the classroom is also affected by the way their parents respond to them. In other words, the effect of parenting styles on their children's adjustment in the classroom. (Kauffman et al; 2000). Here, adjustment in the classroom could signify the skills on interacting with others which is part of interpersonal intelligence. It could be seen that there are a lot of researches in the past regarding parenting styles focuses on childhood, there are also few studies that the scope of adolescence (Milevsky, Schlechter, Neeter & Keehn, 2006). It was found that adolescents' that was groom under authoritative parenting style possesses positive well-being (Gonzalez, Holbein, and Quilter, 2002).

Researchers suggest that parent-child conversation on moral issues that lead the child to adapt the moral values uphold by their parents (Liable, 2004; Thomson, 2006). Such discussion might create a broader social perspective and a good attitude to attend to the needs of others (Dunn, Cutting & Demetriou, 2000). A continual engagement in dialogue between parents and children might results in close interpersonal relationship. This would foster "sympathy, empathy, and interpersonal prosocial behaviors" (Carlo, et al, 2007). Such studies suggest that children living with authoritative parents who has attitude of reasoning and discussing matters over might have a better interpersonal skill than authoritarian and permissive parents.

Some studies confirm the relationship between Internet overuse and interpersonal social withdrawal (e.g., Flisher, 2010). The increased use of social applications contributes to the decrease in participation in real society (Bonetti, Campbell, & Gilmore, 2010; Rosenbaum & Wong, 2012). Given that good relationships with friends may enhance one's ability to adjust (Chou, 2000; Ladd & Kochenderfer, 1996) and increase self-value and esteem (Zarabatany, Conley, & Pepper, 2004), young people without close friends find it more difficult to adapt to the immediate environment, reporting higher instances of negative emotions such as depression and nervousness (Hussong, 2000; Ladd & Troop-Gordon, 2003). Poor friendships result in less interest in social events and greater involvement with online activities (Sun, 2018).

Previous studies have found that parenting style and parent-child relationships impact young people's psychosocial health and interpersonal relationships (Conger, Cui, Elder, & Bryant, 2000; Huang et al., 2010; Odenweller, Booth-Butterfield, & Weber, 2014).

Individuals who psychologically rely on their parents encounter challenges in the subsequent development of competent friendships with others (Cook & Fletcher, 2012)

High parental control is associated with negative outcomes for children, such as weak self-concepts and social incompetency (Orrego & Rodriguez, 2001). A strict parenting style might motivate people to look for alternative self-image and social interactions via the Internet (Valcke, Bonte, De Wever, & Rots, 2010)

When parents fail to offer a warm and positive social environment, individuals with negative emotions are inclined to form cognitive styles in favor of online behaviors and lack necessary social activities (Zhang, Li, & Li, 2015).

In contrast, positive parenting and parent–child relations are significantly associated with positive adult interpersonal relationships (Dalton, Frick-Horbury, & Kitzmann, 2006). Friendship is closely linked with efficient communication ability (James & Mazer, 2012).

Prior studies provide clear direction when considering the relationships between parenting styles and skill in building interpersonal relationships. Thus, it may be reasoned that parenting style impacts a child's ability to form interpersonal relationships. A negative style can erode a young person's ability to form these relationships, and a positive style can enhance these abilities.

Research on parenting styles and emotional intelligence of students especially who are in X class is still lagging behind as it is a new concept introduced only in 1995 and became popular thereafter. Goleman (1985), Mayer & Salovey (1993), Bar-On (1997) involved in emotional intelligence research work. There is dearth of empirical studies on emotional intelligence in general and on parenting style and emotional intelligence of X class students in particular.

On the one hand Rossman and Rea, (2005) study in western culture explored that authoritative parenting led to better child adaptation and less externalizing problems such as being less aggressive and higher learning and conduct problems in children are due to strong authoritarian parenting while permissive parenting leads to a higher anxiety level and higher internalising problems in children such as depression and social withdrawal.

On the other hand, Chen, Dong, and Zhou (1997) conducted a research in the Asian context and found that higher aggressive behaviors and lower social competency and academic achievement was connected with authoritarian parenting. In contrast, social and school adjustment positively and adjustment problems negatively linked with authoritative style. Similarly, Hickman and Crossland (2005) study revealed that authoritative parenting, humour, academic achievement was positively linked to students' college adjustment.

Lamborn, Mounts, Steinberg, and Dornbusch (1991) study investigated that authoritative parents reported significantly higher academic capability, lower levels of problem behavior, and higher levels of psychosocial development. Same result of Steinberg, Lamborn, Dornbusch & Darling, (1992) study that Parental involvement in the context of an authoritative home environment is much more likely to promote school success. Similarly, Adolescent with authoritative home environment do good in school, more self-reliance, report less psychological distress, and engage less in delinquent activity (Steinberg, Mounts, Lamborn, & Dornbusch, 1991). Same result of study of Strage and Brandt (1999) showed that college students living in an Authoritative home reported more persistence, confidence, and academic success compared with their counterparts.

A study on family communication pattern and parenting styles with quality of life in adolescent To investigate the relationship between parenting styles and family communication patterns with adolescent's quality of life. The cross-sectional study was carried out on 439 randomly selected adolescents in the city of Zahedan, Iran, from January to July 2011.

Parent-Adolescent Communication and Adolescent Delinquency - to advance the understanding of how adolescent disclosure, parental solicitation and behavioral control, and adolescent delinquency are interrelated in early- to mid-adolescence by separating between-family differences from within-family processes. Two of the hypotheses were based on Dishion and McMahon's (1998) idea of parental monitoring as protective of adolescent delinquency. In line with Willoughby and Hamza (2011), the first hypothesis was that parental behavioral control and adolescent delinquency would be negatively and reciprocally related, such that parental behavioral control would predict lower levels of adolescent delinquency over time, and vice versa.

## **RATIONALE OF THE STUDY**

This study involves parenting styles and interpersonal skills of their children. As parenting has become and still a popular topic that many psychologists are exploring into. Many studies conducted shows the outcome of parenting styles (authoritarian, democratic, over protective and unconcerned) advocated by Baumrind relates to the level of self-esteem, self-confidence and many more. It is important that studies relate to interpersonal communication be conducted to see whether there's any correlation between parenting styles and the former.

The study conducted will benefit both parents and their children. Whether it is authoritarian, democratic, over-protective or unconcerned parenting styles, it might affect the interpersonal communication of their children.

By knowing the outcome of the research, it could serve as a reference or guide by parents on deciding which style that they should adopt in enhancing their children's interpersonal communication.

As for their children, they would know as to why they possess such interpersonal communication skills-parenting styles of their parents. By knowing the cause, they may find the solution probably through the expert.

## **METHODOLOGY**

### **Research Problem**

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

### **Objectives**

- The specific objective of the study is to study the *relationship* between each perceived mode of parenting style and Interpersonal communication among adolescents.

- To understand the significant difference in parenting style between Government and Private school students.
- To know the significant difference in interpersonal communication between Government and Private school students.
- To know the significance gender difference in parenting style among adolescents
- To know the significant gender difference in interpersonal communication among adolescents.

### Hypotheses

- **H1:** There is no significant difference in interpersonal communication between males and females.
- **H2:** There is no significant difference in interpersonal communication between private school students and government school students.
- **H3:** There is no significant difference in interpersonal communication between different parenting styles.
- **H4:** There is no significant correlation between Interpersonal Communication and Responsiveness.
- **H5:** There is no significant correlation between Interpersonal Communication and Control.

### Operational definition

- *Parenting:* 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).
- *Parenting Style:* A parenting style is a psychological construct representing standard strategies that parents use in their child rearing.
- *Interpersonal Communication:* Interpersonal communication is the process of exchange of information, ideas and feelings between two or more people through verbal or non-verbal methods. It often includes face-to-face exchange of information, in a form of voice, facial expressions, body language and gestures.
- *Adolescents:* Adolescent is used to describe young people who are no longer children but who have not yet become adults. It also refers to their behaviour.

### Sample

The study will be conducted among adolescents from Private and Government schools to understand the parenting styles and its impact in interpersonal communication among adolescents.

For this, *Purposive Sampling method* will be used under Non-Probability Sampling Methods. A purposive random sample of 100 adolescents including both boys and girls aged between 16 and 18 years will be drawn for the study. 50 from Government schools and 50 from Private schools.

## Research design

Research design is the framework of research methods and techniques chosen by a researcher. The design allows researchers to hone in on research methods that are suitable for the subject matter and set up their studies up for success.

For this study, 2 sets of questionnaires will be given to the test taker of this research. Those are instruments that measures *perceived parenting styles* and *interpersonal communication*.

**The Scale of Parenting Style** developed by Abdul Gafoor K., & Abidha Kurukkan Volume 2, Issue 4 (2014) and **Interpersonal Communication Inventory (ICI)** by Millard J. Bienvenu, Sr.

## Tests/Tools

To understand the *relationship* between each perceived mode of parenting style and Interpersonal communication among adolescents, the following tools will be used:

### I. Scale of Parenting Style

This scale is used for measuring perceived parenting styles of higher secondary school students. The draft scale has been developed on the basis of theories of Baumrind (1971), and dimensions of parenting style proposed by Maccoby and Martin (1983).

Parenting style instruments until this time were developed in other cultures; some consider only three parenting style and some are meant for parents, than children. So, the need for a *scale of parenting style* in the eastern parenting practices and cultural context.

Hence, the tool will be largely suitable for scaling the four parenting styles among south Asian adolescent students. The tool has good criterion related validity and test-retest reliability.

### Validity:

The items in the scale are prepared on the basis of studies of Diana Baumrind. So, the scale has construct validity in relation to parenting style. Criterion related validity of the scale was found out by correlating the scores of Scale of Parenting Style with Scale of Parenting Style developed by Usha and Manjusha (2006) in a sample of thirty students. The validity coefficient is found that 0.80 for responsiveness and 0.76 for control subscale.

### Reliability:

The reliability of the scale was established by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness variable in the scale is 0.81 and for control it is 0.83. The index of validity and index of reliability indicate that the scale has validity and reliability for measuring the parenting style of higher secondary school students.



## II. Interpersonal Communication Inventory (ICI)

The ability to be an effective communicator seems to be based on five interpersonal components:

- 1) An adequate self-concept, the single most important factor affecting people's communication with others;
- 2) The ability to be a good listener, a skill that has received little attention until recently;
- 3) The skill of expressing one's thoughts and ideas clearly, which many people find difficult to do;
- 4) Being able to cope with one's emotions—particularly angry feelings—and expressing them in a constructive way; and
- 5) The willingness to disclose oneself to others truthfully and freely. Such self-disclosure is necessary for satisfactory interpersonal relationships.

In the early 1970s, several research techniques and devices were developed to study interpersonal communication in several areas: marriage counselling, parent-child counselling, group therapy, and small-group communication.

The Interpersonal Communication Inventory (ICI) is applicable generally to social interaction in a wide variety of situations. It is an attempt to measure general tendencies in interpersonal communication and it may be used as a counselling tool, as a teaching device, as a supplement to an interview, by management, or for further research.

The items included were drawn from a review of the literature in the field and from the author's counselling experience and his work on related communication scales.

The instrument is probably best suited for individuals of high school age or older. It can be adapted to either sex and any marital status.

The ICI contains forty self-reporting items which identify the patterns and characteristics of interpersonal communication. Specifically, it measures eleven interpersonal communication dimensions which were deemed critical to successful communication.

This instrument is closely linked to Dr. Myron R. Chartier's article, "Five Components Contributing to Effective Interpersonal Communications," which appears in the Lecturettes section of the 1974 Annual. The lecturette discusses and develops aspects of the "Interpersonal Communication Inventory."

### Validity and Reliability:

When designing the ICI, Bienvenu performed a quartile comparison using the Chi-square test ( $n=316$ ) to determine which items were distinctly different. Fifty of the original fifty-four items "were found to be significantly discriminating between the upper and the lower quartiles ( $p<.01$ )" so in 1969 the ICI was reduced from fifty-four questions to fifty (Bienvenu, 1976, 5). An additional study was conducted in 1971 ( $n=241$ ) and resulted in the discard of ten more items (Bienvenu, 1976). Therefore, after two separate

studies, Bienvenu retained forty items in the ICI because they were found to be significantly different from each other.

In 1974, Ott conducted a validation study of the ICI for her doctoral dissertation (in Oliver, 1993). The study consisted of 192 university students who took three tests: the Interpersonal Communication Inventory (ICI), the Personal Orientation Inventory (POI), and the Edwards Personal Preference Schedule (EPPS). Results from this study indicated a positive correlation between the 11 ICI dimensions and the 14 of the 19 POI variables.

In 1973, Bienvenu used the Pearson Product Moment Correlation Coefficient ( $r$ ) to conduct two reliability studies of the forty-item original ICI. The results of the first study revealed a split-half reliability of  $r=.87$  and the results of the second study (a test-retest with the same subjects within a three-week period) revealed a  $r=.86$  (Bienvenu, 1976).

### **Instrument:**

This inventory offers you an opportunity to make an objective study of the degree and patterns of communication in your interpersonal relationships. It will enable you to better understand how you present and use yourself in communicating with persons in your daily contacts and activities. You will find it both interesting and helpful to make this study.

### **Data analysis/ Statistical Techniques**

The data was statistically analyzed by using SPSS version 23 and *Independent t – test, Kruskal Wallis and Pearson Correlation* were used to assess the data.

## **RESULTS AND DISCUSSION**

**HYPOTHESIS: H1:** There is no significant difference in interpersonal communication between males and females.

The Mean and Standard Deviation of the Distribution of Scores of females and males on Interpersonal Communication is presented in Table 1.

**Table 1:**

*Descriptive Statistics of the Distribution of Increment Scores of Females and Males on Interpersonal Communication*

Variable	Criterion Group	N	M	SD
Interpersonal Communication	Male	50	61.32	9.70
	Female	50	67.64	12.16

The Summary of Independent Samples  $t$  Test of the females and males on interpersonal communication is presented in Table 2.

**Table 2:**

*Summary of Independent Samples t Test of the Increment scores of the Females and Males on Interpersonal Communication*

Variable	df	t	Sig. (2-tailed)
Interpersonal Communication	98	-2.87	0.00

As may be seen in the table above, the males ( $M=61.32$ ,  $SD=9.70$ ) and females ( $M=67.64$ ,  $SD=12.16$ ) differ in interpersonal communication,  $t(98) = -2.87$ ,  $p=0.00$ .

**Hence the null hypothesis is rejected.**

**HYPOTHESIS: H2:** There is no significant difference in interpersonal communication between private school students and government school students.

The Mean and Standard Deviation of the Distribution of Scores of private school students and government school students on Interpersonal Communication is presented in Table 3.

**Table 3:**

*Descriptive Statistics of the Distribution of Increment Scores of private school students and government school students on Interpersonal Communication.*

Variable	Criterion Group	N	M	SD
Interpersonal Communication	Private school students	64.94	11.84	64.94
	Government school students	64.02	11.04	64.02

The Summary of Independent Samples t Test of private school students and government school students on interpersonal communication is presented in Table 4.

**Table 4:**

*Summary of Independent Samples t Test of the Increment scores of private school students and government school students on Interpersonal Communication*

Variable	df	t	Sig. (2-tailed)
Interpersonal Communication	98	.69	.92

As may be seen in the table above, the private school students ( $M=64.94$ ,  $SD=11.84$ ) and government school students ( $M=64.02$ ,  $SD=11.04$ ) differ in interpersonal communication,  $t(98) = 0.69$ ,  $p=0.92$ .

**Hence the null hypothesis is accepted.**

**HYPOTHESIS: H3:** There would be significant difference in interpersonal communication between different parenting styles.

The Mean Ranks of the Distribution of Parenting Styles is presented in Table 5.

**Table 5:**

*Mean Ranks of the Distribution of Parenting Styles*

**Ranks**

Parenting style		N	Mean Rank
Communication	Authoritative	44	56.73
	Negligent	33	39.45
	Indulgent	12	41.54
	Authoritarian	11	68.50
	Total	100	

**Table 6:**

*Summary of Kruskal Wallis analysis on Interpersonal Communication*

Test Statistics <sup>a,b</sup>	
	Interpersonal Communication
Chi-Square	12.225
df	3
Asymp. Sig.	.007

a. Kruskal Wallis Test

b. Grouping Variable: Parenting Style

As presented in the above table the chi square value is significant. Hence the null hypothesis is rejected. There is a significant difference in interpersonal relationship between the different parenting styles.

**HYPOTHESIS: H4:** There is no significant correlation between Interpersonal Communication and Responsiveness.

Correlation between Interpersonal Communication and Responsiveness is presented in Table 7

**Table 7:***Correlation between the Interpersonal Communication and Responsiveness (N=100)*

		<b>Interpersonal communication</b>	<b>Responsiveness</b>
<b>Communication</b>	Pearson Correlation	1	.226*
	Sig. (2-tailed)		.024
	N	100	100
<b>Responsiveness</b>	Pearson Correlation	.226*	1
	Sig. (2-tailed)	.024	
	N	100	100

\*. Correlation is significant at the 0.05 level (2-tailed).

As may be seen in the correlation presented in the table, correlations between interpersonal communication and responsiveness is significant. Hence the null hypothesis is rejected.

**HYPOTHESIS: H5:** There would be significant correlation between Interpersonal Communication and Control.

Correlation between Interpersonal Communication and Control is presented in Table 7

**Table 7:***Correlation between the Interpersonal Communication and Control (N=100)***Correlations**

		<b>Interpersonal Communication</b>	<b>Control</b>
<b>Communication</b>	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.002
	N	100	100
<b>Control</b>	Pearson Correlation	.301**	1
	Sig. (2-tailed)	.002	
	N	100	100

\*\*.. Correlation is significant at the 0.01 level (2-tailed).

As may be seen in the correlation presented in the table, correlations between interpersonal communication and control are significant. Hence the null hypothesis is rejected.

**CONCLUSION AND IMPLICATIONS**

The specific objective of the study is to study the relationship between each perceived mode of parenting style and Interpersonal communication among adolescents.

For this objective two groups were tested; one of them was adolescents from Private schools and another group was adolescents from Government schools.

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