

PERCEIVED PARENTING STYLE AND SELF CONCEPT OF INDIAN ADOLESCENTS- MODERATING ROLE OF GENDER

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The present study focused on parenting styles and its impact on the self-concept of secondary school students. The sample consisted of 200 adolescent students of class 9th and 10th of schools of Pathankot city. Data was analysed by using correlation and hierarchical multiple regression. Moderate and significant correlations were observed between parenting styles (democratic, autocratic and accepting) and self-concept of the adolescents. To detect the overall effect of gender as moderator in the relationship between parenting styles and self-concept of adolescents, the R² values of the regression model that included parenting styles, i.e. democratic, autocratic and accepting and their interactions with gender was compared with the regression model having parenting styles without interaction terms. No significant interaction effect of gender of adolescent and parenting styles (democratic, autocratic and accepting) was observed in the analysis. Democratic parenting style was the strongest predictor of self-concept among adolescents. Parents must be taught that parenting should involve an appropriate balance of warmth and restrictiveness.

KEYWORDS: Parenting Styles, Self-Concept, Adolescents

INTRODUCTION

The shifting face of Indian parenting with its unique integration of traditional and modern style is promising when it comes to children's capability development. The present day globalized society has provided a new platform to bring forward a blend of old eastern and western concepts in the area of

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parenting (Bhattacharyya & Pradhan). According to the developmental theories, the development of the children is the outcome or result of reciprocal interactions between children and the multiple aspects of environment in which they live (Bronfenbrenner & Ceci 1994; Sameroff 1994). In this sense, parents and school both play an active role in promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. Parent-child relationship has frequently undergone transition during adolescence (e.g., Wissink et al. 2006). Personality of an adolescent is influenced by the way the parents raise them.

The present investigation utilized the parenting styles described by Baumrind (1966, 1971, 1978, and 1991) which focusses on the specific behavioural styles of demandingness and responsiveness. The claim that parents make on children to become an integrated whole in a family, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys is demandingness (Baumrind, 1991) and 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 demand is responsiveness (Baumrind, 1991). Parenting style captured two important elements of parenting: parental responsiveness and parental demandingness (Maccoby & Martin 1983). Baumrind categorized three parenting styles based on the degree to which these behaviours were practiced or perceived. These categories are labelled as authoritarian, permissive, and authoritative. Consistent with the findings of similar research, Baumrind (1991) reported a relationship between the different parenting styles and various behaviours in adolescents. Children of authoritarian parents were unsociable, stubborn, indifferent, and had higher incidents of delinquency. Children of permissive parents tend to be highly aggressive but independent. Behaviours and attributes of adolescents of authoritative parents seem to be commonly more positive. They are friendly, have qualities of leadership and faith, social competency and responsibility. Researches indicate that children who are brought up in empathetic, supportive and rational family atmosphere tend to develop better personality, while those who are from autocratic, incompatible and conflicting family are prone to having pressure, and personality and behaviour problems (Yang & Yang, 2004; Zhao & Shankou, 2006). Children and adolescents from authoritarian families (high in demandingness, but low in responsiveness) tend to perform moderately well in school and be uninvolved in problem behaviour, but they have poorer social skills, lower self-esteem, and higher levels of depression (Darling, 1999). A lot of research had been done exploring the relationship between parenting styles and self-esteem (Deshpande & Chhabriya, 2013; Hasnain, Faraz & Adlakha,

2013; Preethi & Rosa, 2012) which is a part of self-concept but there is dearth of research exploring relationship between parenting styles and self-concept. Self-concept is a part of personality of an individual and is a multidimensional construct (Harter, 1990). Self-concept is an individual's perception about different aspects of the self. It is the degree of importance that adolescent places on particular aspects of the self and the appraisal of his or her abilities in that area are the foundation for the overall self-concept (Harter, 1990). The move from childhood to adolescence creates a critical time in the continuing development of the self-concept (Harter, 1991). Adolescence can be a time of both disorientation and discovery. In this stage social role changes, family role changes and there are certain changes viz. intellectual, physical, emotional etc. that often require new behaviours for the adolescent. One who is able to manage all these changes can save him from maladjustment. Scholastic achievement, social competence, emotional health, delinquency, and suicide have been found to correlate with different levels of perceived self-concept (Hagborg, Masella, Harter, 1990, 1991; McCauley, Mitchell, Burke, & Moss, 1988; Merrell, Cedeno, & Johnson, 1993; Patton, 1991; Rosenberg, 1965; Sohlberg, 1989; Stivers, 1990). Generally, studies have indicated that low ratings on self-concept measures are associated with poor school achievement, social deviance, depression, delinquency and suicidal tendencies. Family is one of the crucial factors which influences one's self-concept. Among all family factors, the parenting style is one of the most influential factors which affect children's socialization, development and psychological health (Huang & Yong, 1998; Zhang, 1997).

Authoritative style of parenting is associated with stronger self-concept, while permissive and authoritarian styles of parenting are associated with negative patterns of social-emotional development (McClun & Merrell (1998). The quality of the relations experienced at home and in school was found to be a major determinant of the social development of children, (Moos, 1976). Parent-child relation is a central factor in child's social development (Bretherton, 1985; Wachs & Gruen, 1982). In essence, children who have a good relationship with parents tend to show better social adjustment and self-esteem development (Demo et al., 1987; Gecas & Schwalbe, 1986; MacDonald & Parke, 1984). Their relationship with parents is associated most noticeably with higher self-esteem in Chinese adolescents (Cheung & Lau, 1985). In contrast, children who are indifferent to their parents show more maladjusted and delinquent development (Dornbuschet al., 1987; Rollins & Thomas, 1979). Many studies on adolescents have examined the relations between parenting styles and adolescent outcomes (e.g., school achievement, Boveja, 1998; Dornbusch et al., 1987; Steinberg et al., 1989), but few studies have examined

the relations between parenting styles and self-concept during adolescence.

Adolescent's gender plays the role of determinant of parenting behaviour. Adolescent's gender is one of the important factor which helps to elucidate, why parents behave the way they do and subsequent influence on their adolescents' outcome (Belsky, 1984). So, the present study examined the relationship between parenting styles and self-concept among adolescents as well as the moderating effect of gender.

RESEARCH METHODOLOGY

SAMPLE

The sample for the study included 200 adolescents (Boys and girls) studying in IX and X classes from senior secondary schools in Pathankot city.

TOOLS USED

- The following tools were used to collect the data
- Children's Perception of Parenting Styles by Pyari and Kalra (2005)
- Self-Concept Rating Scale by Deo (2011)

OBJECTIVES

The objectives of the study are:

- To study the relationship of parenting styles and self-concept of the adolescents.
- To study the moderation of gender in relationship between parenting styles and self-concept.

HYPOTHESES

The hypotheses for the study are:

- There exists no significant relationship between parenting styles and self-concept of the adolescents.
- The relationship between parenting styles and self-concept will not be moderated by gender of the adolescent.

RESULTS OF THE STUDY

Hypothesis-I

There exists no significant relationship between parenting styles and self-concept of the adolescents.

Table 1

Correlation between Types of Parenting Styles and Adolescents' Self-Concept.

	Democratic	Autocratic	Accepting	Self-Concept
1. Democratic	1.00			
2. Autocratic	-0.214**	1.00		
3. Accepting	0.281**	-0.133	1.00	
4. Self-Concept	0.351**	-0.220**	0.337**	1.00

** Significant at 0.01 level

Self-Concept and Perceived Parenting Style

Pearson product-moment correlation coefficients between perceived parenting styles and adolescents' self-concept are displayed in Table 1. As can be seen, a number of modest but significant correlations have emerged. As predicted, democratic parenting style was positively related with self-concept of adolescents' $r(298) = 0.351, p = .000$ and autocratic parenting style of father was negatively related with self-concept of adolescents' $r(298) = -0.220, p = .002$. Also, accepting parenting style was significantly related with the self-concept of adolescents' $r(298) = 0.337, p = .000$.

Thus, the hypothesis that "There exists no significant relationship of parenting styles and self-concept of the adolescent." stands rejected thereby leading to the conclusion that there is a relationship between parenting styles (Democratic, Autocratic and Accepting Parenting style) and self-concept of the adolescents.

Hypothesis-II

The relationship between parenting styles and self-concept will not be moderated by gender of the adolescent.

Table 2

A Hierarchical Multiple Regression Predicting Self-Concept from Parenting Styles (Democratic, Autocratic and Accepting), Gender of Adolescent and their Interactions (N=200)

Variable	B	SE	R	R ²	ΔR ²	ΔF
Self-concept						
Step 1			0.449	0.202	0.202	16.508**
Democratic	1.405	0.375	0.253			
Autocratic	-0.744	0.368	-0.133			
Accepting	1.455	0.391	0.248			
Step 2			0.460	0.212	0.010	2.556
Gender of adolescent	5.281	3.303	0.104			
Step 3			0.471	0.221	0.009	0.778
Democratic* Gender of adolescent	-0.784	0.755	-0.427			
Autocratic* Gender of adolescent	-0.921	0.742	-0.546			
Accepting* Gender of adolescent	-0.184	0.796	-0.103			

** Significant at 0.01 level

Gender of Adolescents

To test the hypothesis that the self-concept is a function of parenting styles (Democratic, autocratic and accepting), gender of adolescents' and their interaction, the hierarchical multiple regression analysis was conducted. The hierarchical multiple regression revealed that in step 1, parenting styles (Democratic, autocratic and accepting) contributed significantly to the

regression model, $\Delta F(3, 196) = 16.508, p = .000$ and accounted for 20.2% of the variation in self-concept of adolescents. Introducing the variable gender explained an additional 1% of variation in self-concept and this change in R^2 was insignificant, $\Delta F(1, 195) = 2.556, p = .111$. The interaction effect entered at step 2, of hierarchical multiple regressions for self-concept show the moderator effect. To avoid potentially problematic high multicollinearity with the interaction term, the variables were centred and an interaction term between each parenting styles and gender was created (Aiken & West, 1991).

Step 3, shows that the interaction of gender of adolescents with three parenting styles (democratic, autocratic and accepting) respectively accounted for 0.9% of variance in self-concept of adolescents and this change in R^2 was not significant, $\Delta F(3, 192) = 0.778, p = .507$. No significant interaction effect of gender of adolescents' and parenting styles (democratic, autocratic and accepting) was observed in the analysis.

Thus, the hypothesis that "The relationship between parenting styles and self-concept will not be moderated by gender of the adolescent" was accepted leading to the conclusion that the relationship between parenting styles and self-concept of the adolescents is same across gender.

CONCLUSION

The main result of this study indicates that a positive relationship between democratic parenting styles and self-concept of adolescents exists. It is interesting to note that a statistically negative relationship was reported between autocratic parenting style and self-concept of adolescents. Also accepting style of parenting was also found to be statistically related to self-concept of adolescents. The psychological well-being of adolescents depends on his/her parental interaction. This psychological well-being depends on the quality and quantity of communication which the adolescent has with his/her parents which in turns depends on many factors crucial among those is the parenting styles. Democratic parents usually communicate with their children on each and every matter. They set goals for acceptable behaviour and this is done in a rational manner. On the contrary, autocratic parents rarely spend time with their adolescents and communicate very less. So, this may be a reason for the adolescents of autocratic parents to have low score on self-concept. This result is consistent with the studies (Mitra & Sengupta, Heaven & Ciarrochi, 2008, LaVoie, 1976; Douvan & Adelson, 1966; Edler, 1962, 1963). These findings lend additional support to the Baumrind conceptualization of parenting styles, and tend to back up the idea that democratic parenting style helps in the positive social-emotional development in adolescents. Adolescents'

perceptions of democratic parenting styles were found to significantly predict the self-concept of adolescents followed by accepting parenting style and then autocratic style of parenting. A parent, who is affectionate, positively evaluates his/her child and provides emotional support, conveys to the child a feeling of value that is the basis of self-concept. Parental acceptance and support also encourage the child to explore personal limits and discover competencies, which is important for self-concept development (Dekovic & Meeus, 1997). The result is consistent with the studies (McClun & Errell, 1998, Buriel et al., 1987). Gender of the adolescent was not found to moderate the relation between parenting styles and self-concept of adolescents. The reason behind this could be the changed mindset of Indian parents. Now both girls and boys are treated equally and provided equal rights.

The practical implication of this main finding can be related to parents training and educational programs. During the parent teachers meeting, training should be provided to parents, how to develop democratic style in their style of parenting. They must be taught that parenting should involve an appropriate balance of warmth and restrictiveness; parents who are supportive and emotionally available to their children, but who also set realistic goals for their children, are more likely to raise children who are well adjusted in every sphere of their life.

Although these findings provide some interesting evidence regarding the relationship between parenting styles and self-concept, there are some limitations which may weaken the generalizability of these findings, and which should be well thought-out carefully. A primary limitation of the study methodology was that parenting style was assessed using adolescent self-reports of their perceptions rather than an objective appraisal of parent behaviours and characteristics. It may be possible that some factors like temporary stresses in adolescent-parent relationships may have influenced and biased the adolescent subjects self-report. A final limitation to consider is that this study can be generalised to culture of India only but not to the other western countries. So, future research studies should include the comparative studies of parenting styles in different cultures.

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