

Parenting Style And Social-Emotional Competence Among Adolescents

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Abstract

Background

To study parenting styles and social-emotional competence among adolescents.

Method

The cross-sectional investigation took place in Faisalabad, Pakistan between August 2022 and January 2023. A total of four hundred participants were included in the study, employing a purposive sampling method. Specifically, two hundred adolescents were chosen from various schools and residential areas, while an additional two hundred parents of these adolescents were engaged to gather data. To assess parenting styles, the Parenting Style Questionnaire was utilized, while the Social-Emotional Competence Scale was employed to evaluate the social and emotional competence of the adolescents. The data obtained were analysed using SPSS-21.

Results

For the present investigation, individuals aged between 10 to 21 years were enlisted as participants, comprising 50.2% females and 49.8% males. The parents who participated in the study included both mothers (64%) and fathers (46%), without any age restrictions. The findings of the study indicated a substantial association between parenting styles and the social-emotional competence of adolescents, with a significance level of ($p < .01$).

Conclusion

Parenting styles emerged as a powerful predictor of adolescents' social-emotional competence, yielding impactful insights into the crucial role parents play in shaping their children's emotional well-being and social abilities.

Keywords Adolescent, Social-Emotional, Competence, Significant, Parenting Style.

INTRODUCTION

How parents affect a child's developmental, social, and emotional aspects is always well-thought-out by Developmental psychologists. Many children were raised in a theatrical environment but have strangely similar personalities to those who grew up at home in a very different and opposite environment. Despite various studies revealing parenting challenges, how they raised their offspring and

the way they nurtured them influenced growth and maturity and have lasting effects on their personality.³ Parents play a fundamental role in shaping their children's behavior and fostering positive relationships. They serve as the initial building blocks for their children's learning and development. Additionally, parents' attitudes and approach towards the world and culture are reflected in their children.⁴ In the 1960s, researchers conducted a comprehensive study

using various methods, such as observing children in natural settings and conducting interviews with their parents. The study focused on over a hundred preschoolers, aiming to understand this complex phenomenon.

Diana Baumrind, a clinical psychologist, examined the collected data and identified a significant correlation between working parents and their parenting styles. The children consistently described their parents using positive attributes like nurturing, warmth, openness, discipline, communication, control, and having high expectations for their growth. Baumrind categorized the majority of parents into three distinct groups based on their philosophies of parenting, drawing from the extensive evidence available.

These parenting philosophies, with their respective methodologies, exert different influences on children's behaviors.⁵ The study shed light on the impact that parental approaches have on children's development and overall well-being. Further exploration in this field can lead to a deeper understanding of the intricate dynamics between parents and children, contributing to the creation of healthier and more nurturing family environments.

Social competence entails the aptitude to proficiently navigate and actively participate in social interactions. It encompasses a wide range of skills such as interacting well with others, maintaining healthy relationships, and adapting appropriately to various social settings. Social competence plays a crucial role in helping children understand the complexities of social dynamics and gain a better understanding of the world around them.⁶

Emotional competence, on the other hand, encompasses a range of abilities and processes including emotional intelligence, regulation, knowledge, and emotional understanding. When we discuss emotional competence, we are referring to how proficient children are in comprehending their own emotions, responding to them in a balanced manner, and understanding the emotions of others. It also involves understanding the

relationship between one's mental state and emotions. Ongoing research indicates that emotional competence is strongly influenced by consistent emotional support and attachment from caregivers, serving as an internal connection. Furthermore, it emphasizes the importance of early exposure to learning about emotions and their expression, with parents being primarily responsible for fostering emotional competence throughout an individual's lifespan.^{7,8} Extending the discussion to adolescence, social competence becomes even more vital during this developmental stage. Adolescents face a myriad of social challenges and complexities as they navigate their evolving identities, peer relationships, and societal expectations. Developing social competence during this period helps adolescents effectively navigate social interactions, form meaningful connections, and adapt to the ever-changing social landscape. It enables them to understand and manage their emotions, empathize with others, and effectively communicate their thoughts and feelings. Consequently, nurturing social competence in adolescents contributes to their overall social and emotional well-being, laying the foundation for healthy relationships and personal growth.

Social-emotional competence, a tangible phenomenon, begins to take shape from infancy and continues to develop through childhood and adolescence. During this period, children and young adults learn to regulate their emotions, understand their surroundings, and cultivate self-awareness using their own unique perspectives. The early experiences and interactions they encounter play a focal role in building their social-emotional competence. These early encounters form the building blocks for children to develop the skills necessary for fostering relationships, forming friendships, and navigating conflicts with confidence. The hierarchical progression of these experiences equips them with the necessary tools to face challenges head-on. However, research indicates that while 60% of children require social-emotional and cognitive

skills to be established, only 40% succeed in doing so.⁹

These findings underscore the significance of providing children with opportunities to develop both cognitive and social-emotional skills. By fostering an environment that supports their emotional growth and encourages their understanding of the social world, we can enhance their social-emotional competence. This, in turn, equips them with the resilience and adaptability needed to navigate future obstacles and build positive relationships. Moreover, social-emotional competence not only contributes to the well-being of children but also has long-term implications for their overall development. It lays the foundation for their future academic success, mental health, and overall life satisfaction. Recognizing the importance of social-emotional competence, educators, parents, and caregivers can play a crucial role in nurturing and promoting these skills from early childhood through adolescence, ensuring that children have the best possible start in life.¹⁰

This study examines the association linking parenting styles and the social-emotional competence of adolescents. The research highlights the crucial role of parenting styles in adolescents' attainment of appropriate social and emotional competence. Family dynamics, parental influence, and effective communication are significant factors that shape the social and emotional development of adolescents. Baumrind's classification of parenting styles identifies three distinct approaches: authoritarian, permissive, and authoritative. Steinberg and colleagues have found that three specific characteristics of authoritative parents contribute to positive psychological and social growth, as well as academic success among adolescents.¹¹ A harmonious and nurturing home environment relies on several key elements, including parental love, acceptance, authority, emotional independence, fairness, and loyalty. Schafer and Baumrind (1965) developed a parenting model that encompasses interconnected

dimensions of caring control, authoritative control, and conventional control, referred to as the authoritative style. On the other hand, authoritarian parenting involves a lack of trust and engagement with the child, resulting in limited open communication. Adolescents growing up in authoritarian households often perceive themselves as controlled, undervalued, and subject to criticism from their parents.¹²

Authoritarian parents prioritize maintaining social status and expect unwavering obedience from their children without providing explanations. They enforce strict adherence to their orders. Permissive parents, while responsive, have minimal demands and allow immature behavior in their children, fostering a sense of independence and autonomy.^{13,14} However, permissive parenting, similar to authoritarian parenting, is not associated with positive developmental outcomes for children. It is crucial to understand the impact of parenting styles on adolescents' social-emotional competence, as it shapes their overall well-being and future success. By promoting authoritative parenting, characterized by a balance of nurturing, and setting appropriate boundaries, parents can provide an optimal foundation for their children's social and emotional growth. Children who are raised in authoritative households are more likely to have high self-esteem, be able to regulate their emotions effectively, and have strong social skills. They are also less likely to engage in risky behaviors, such as substance abuse or delinquency.

The parenting style that a child experiences during their adolescence has a significant impact on their social-emotional competence. Authoritative parenting, which is considered by an equilibrium of warmth and support, as well as establishing unambiguous expectations and boundaries has been linked to optimal outcomes for adolescents, ensuring their development and well-being are nurtured effectively. Adolescents who are upraised in an authoritative family circle are more likely to gain high self-esteem, be able to regulate their

emotions effectively, and have strong social skills. They are also less likely to engage in risky behaviors, such as substance abuse or delinquency.

In contrast, children who are raised in authoritarian or permissive households are more likely to experience social-emotional problems. Parents who want to aid their children to develop strong social and emotional aptitudes should strive to adopt an authoritative parenting style. This means being warm and supportive, while also setting clear expectations and boundaries. By providing their children with a safe and supportive environment, parents can help them develop the skills they need to succeed in life.

Subjects and Methods

This cross-sectional study was conducted in Faisalabad city where different schools and residential areas were targeted to approach adolescents to continue the study. The study was performed from August 2022 till January 2023 after approval of the Ethical Research Review Committee, Riphah International University Faisalabad, Pakistan. Furthermore, the Ethical Research Review Committee reviewed all relevant material/instruments and methods and then grant permission to continue the study. The main theme of the study focuses on adolescents social-emotional competence and the significance of parenting style. The

targeted population were adolescents aged (10-21) year from early adolescents to late adolescents and their respective parents were selected in the study to find out the accurate relationship between the proposed hypotheses. A sample of 200 adolescents and 200 parents (father & mother) were recruited as part of the study. A sample was selected through purposive sampling by using the random sampling technique. A study sample was approached with their consent of participation and adolescents clearly explained the instrument, Likert scale and responses. Parenting Style Questionnaire was used for the evaluation of parenting styles and Social-Emotional Competence Scale was used in the study to measure the competence level of adolescents. The instrument was given to the study sample at a convenient place where their confidentiality can be maintained, and relevant instructions were addressed prior to the data collection. The researcher provides ethical considerations and maintains the confidentiality of the participant. Data were analyzed with the help of SPSS-21 with the correlation method.

Results

To assess the demographic characteristics of adolescents and parent's descriptive statistics was applied which shows variances in variables with frequency and percentage (Table-1).

Table: Demographic characteristics of the sample (Frequency & percentage) (N=400)

Characteristics		F	%
Gender	Female	216	54.0
	Male	184	46.0
Age.	25-35	48	12.0
	36-50	352	88.0
Edu	Graduate	152	38.0
	High School	40	10.0
	Intermediate	24	6.0
	Master	184	46.0

Ofspring	1	48	12.0
	2	96	24.0
	3	136	34.0
	4	104	26.0
	5	16	4.0
Occupation	Bus..	128	32.0
	H.wife	192	48.0
	Job..	80	20.0
Sex	Boy	199	49.8
	Girl	201	50.2
Omer	14 to 19	239	59.8
	8 to 13	161	40.3
Edu	High School	180	45.0
	Secondary	220	55.0
SIB	1 to 4	320	80.0
	5 to 7	80	20
BO	1	79	19.8
	2	128	32.0
	3	117	29.3
	4	47	11.8
	5	29	7.2

The table provides an overview of the correlation between the variables under investigation. The results indicate a significant and positive correlation ($r = .706$, $p < .01$) between parenting style and social-emotional competence (SEC), thereby supporting the

hypothesis put forth. Specifically, the findings support the notion that an authoritative parenting style exhibits a positive relationship with adolescent social-emotional competence, while an authoritarian parenting style demonstrates a negative association (Table-2).

Table 2: Intercorrelation between study variables: Parenting style and SEC (N=400)

Measures	1	2
Parenting Style	1	.706**
SEC		1

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

The correlation analysis revealed interesting associations among different parenting styles and social-emotional competence (SEC).

Specifically, the correlation between authoritative and authoritarian parenting styles was found to be positive ($r = .033$, $p < .01$), while

permissive parenting style showed a negative association ($r = -0.305$, $p < .01$) with SEC. Additionally, it was observed that the correlation between authoritarian parenting style and permissive parenting style was positive ($r = .286$, $p < .01$), while the correlation

between authoritarian parenting style and SEC was negative ($r = -0.093$, $p < .01$). Furthermore, the correlation between permissive parenting style and SEC was found to be negative (table-3).

Table 3: Intercorrelation between study variables: Authoritative, Authoritarian, Permissive, and SEC (N=400)

Measures	1	2	3	4
Authoritative	1	.033	-.305**	-.005
Authoritarian		1	.286**	-.093
Permissive			1	-.038
SEC				1

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

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

Discussion

The present study employs a cross-sectional design to examine the correlation between parenting styles and social-emotional competence among adolescents in Faisalabad, Pakistan. This research serves as a valuable addition to previous studies and offers an opportunity for parents and children to recognize their shortcomings and unhealthy patterns. The statistical analysis findings draw attention to a distinctive aspect of the measured relationship between the study's variables. To ensure appropriate categorization, the independent and dependent variables were quantified within this framework. This step guarantees that all components of the final outcome are appropriately grouped together.¹⁴ The study explores the association between parenting styles and the social-emotional competence (SEC) of adolescents, supported by the evidence presented in Table 2. The statistical analysis uncovers a noteworthy association between parenting style and social-emotional competence (SEC), with a robust positive correlation of $.706$ ($p < .01$). These findings emphasize the substantial influence that parenting styles have on the social and emotional competence of adolescents. The collected data reinforces the existence of a beneficial correlation between SEC and

parental style, underscoring the significance of parenting practices in shaping the social and emotional development of adolescents. These findings contribute to a deeper understanding of the intricate dynamics between parenting styles and adolescent Social Emotional Competence, emphasizing the need for effective parenting approaches that promote positive social and emotional outcomes for adolescents.¹⁵

The research conducted yielded compelling results, indicating a notable and favorable correlation between parenting styles and the social-emotional competence of adolescents. The findings revealed that adolescents who experienced authoritative parenting demonstrated significantly higher levels of social-emotional competence compared to those raised under different parenting styles.¹⁶ The authoritative approach is distinguished by its combination of high expectations and responsiveness. Parents employing this style establish clear guidelines and standards for their children while also providing them with affection, encouragement, and direction.¹⁷

The study's outcomes shed light on the crucial role played by parenting styles in shaping adolescents' social and emotional development. It emphasizes the significance of authoritative parenting as an effective approach that fosters the acquisition of social-emotional

competence. Adolescents raised in an authoritative environment are more likely to exhibit skills such as empathy, effective communication, and self-regulation. They benefit from the balance between structure and warmth, which enables them to navigate social interactions with confidence and adaptability. These findings have important implications for parents, educators, and policymakers. Encouraging the adoption of authoritative parenting practices can contribute to the positive development of adolescents' social-emotional competence. It promotes healthy parent-child relationships, cultivates emotional intelligence, and prepares adolescents for successful interpersonal relationships in various contexts.

Further research in this field can delve deeper into the specific mechanisms through which parenting styles influence social-emotional competence. Additionally, examining cultural and contextual factors that may impact the relationship between parenting styles and adolescents' social-emotional development would provide a more comprehensive understanding of this complex phenomenon. In inference, the study highlights the significant link between parenting styles and social-emotional competence among adolescents. It underscores the benefits of authoritative parenting in fostering the development of crucial social and emotional skills. By recognizing the importance of parenting styles and implementing effective approaches, we can enhance adolescents' well-being and equip them with the necessary tools for healthy and successful social interactions throughout their lives.

The study also found that there is a adverse correlation between permissive parenting styles and social-emotional competence. Adolescents who are raised with permissive parenting styles tend to have lower levels of social-emotional competence than those who are raised with other parenting styles. Permissive parenting is categorised by low expectations and extreme responsiveness. Parents who use this style are very lenient with

their children and do not set clear rules or expectations.^{18,19}

The study's findings suggest that authoritative parenting is the best style of parenting for promoting social emotional competence in adolescents and also discusses some limitations, such as the fact that it was conducted on a relatively small sample of adolescents. The researchers suggest that future studies should be conducted with larger samples to confirm the findings of this study.

Overall, the study's findings provide valuable insights into the relationship between parenting styles and social emotional competence in adolescents. The findings suggest that authoritative parenting is the best style of parenting for promoting social emotional competence in adolescents.

Conclusion

1. The current study of parenting and emotional competence in Pakistani adolescents is a relatively new field of research. However, the findings of this study suggest that there is a strong connection between the two. Adolescents who are raised with authoritative parenting styles tend to have higher levels of social-emotional competence than those who are raised with other parenting styles. Authoritative parenting is characterized by high expectations and high responsiveness. Parents who use this style set clear rules and expectations for their children, but they also provide them with love, support, and guidance.
2. The study also found that there is a negative correlation between permissive parenting styles and social-emotional competence. Adolescents who are raised with permissive parenting styles tend to have lower levels of social-emotional competence than those who are raised with other parenting styles. Permissive parenting

is characterized by low expectations and high responsiveness. Parents who use this style are very lenient with their children and do not set clear rules or expectations.

3. Moreover, the study's findings suggest that authoritative parenting is the best style of parenting for promoting social-emotional competence in adolescents. Authoritative parents provide their children with the love and support they need to develop into well-adjusted adults. They also set clear rules and expectations, which helps their children learn self-control and responsibility.
4. Therefore, the existing study's findings have important implications for parents, educators, and policymakers. Parents who want to raise children with high levels of social-emotional competence should strive to use an authoritative parenting style. Educators can help promote social-emotional competence by providing students with opportunities to develop their emotional competence/intelligence. Policymakers can support social-emotional learning by providing funding for programs that teach children how to manage their emotions and build relationships.
5. Despite this study's findings are just a starting point. More research is needed to better understand the relationship between parenting styles and social-emotional competence. However, the findings of this study suggest that authoritative parenting is the best style of parenting for promoting social-emotional competence in adolescents.

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