



EFFECT OF PARENTING STYLES ON DIMENSIONS OF FRIENDSHIP IN SCHOOL GOING ADOLESCENTS IN JAIPUR CITY, INDIA

Gunjan Jain¹ and Meena Mathur²

¹Gunjan Jain is a Ph.D. scholar in Human-Development, at the Department of Home-Science, University of Rajasthan, Jaipur, India. Email: gunjan2108@gmail.com

²Meena Mathur is a Professor (Retd.) in Human-Development, at the Department of Home-Science, University of Rajasthan, Jaipur, India. Email: meena.chiku@gmail.com

ABSTRACT

Adolescence is understood as a difficult developmental period in one's life. Many highly concentrated demands are made upon youth by society during this period for independence, for peer and heterosexual adjustments, for educational and vocational preparation and for the development of a workable set of personal and social values. Adolescents exhibit a strong peer group need. It is time when the developing individual is extremely anxious about his relationship with his age mates (Mehta, 2000). Parents play a critical role in shaping the behavior and personality of the adolescents and based on their characteristics adolescents interact with their peers. Within this theoretical frame work, this doctoral research was undertaken to study the effects of parenting styles on dimensions of friendship in school going adolescents in Jaipur City, India.

The sample comprised of 240 subjects in the age group of 12-18 years, representing early, middle and late adolescence. Equal numbers of girls and boys were included in the sample. Basic Profile Inventory, Transactional Styles Inventory-Parent Feedback and Dimensions of Friendship tests were used to obtain data. Adolescents were asked to give a feedback on how they perceive the parenting styles of parents.

The results revealed that on the style of 'nurturing' larger majority of adolescents (30.83%) perceived their parents in "high" and "very high" categories, while on the styles on 'creative', 'regulating', 'confronting', 'task-management', and 'adaptive', adolescents scored their parenting styles in "low" and "average" categories on the scale. Children perceived their parents as highly nurturant but low on other styles. On 'task-management' and 'adaptive' styles, there were highly significant differences reported in the genders. Girls found their parents higher on the above two parenting styles as compared to the boys.

The results revealed that on the style of 'nurturing' larger majority of adolescents (30.83%) perceived their parents in "high" and "very high" categories, while on the styles on 'creative', 'regulating', 'confronting', 'task-management', and 'adaptive', adolescents scored their parenting styles in "low" and "average" categories on the scale. Children perceived their parents as highly nurturant but low on other styles. On 'task-management' and 'adaptive' styles, there were highly significant differences reported in the genders. Girls found their parents higher on the above two parenting styles as compared to the boys.

Results on the dimensions on friendship revealed that on the dimensions on 'enjoyment', 'acceptance', 'respect', 'mutual assistance', and 'spontaneity', larger majority of adolescents

scored in 'high' and 'neutral' categories, while on the dimensions on 'trust', 'confiding' and 'understanding', adolescents fell in the 'neutral' and 'high' categories on the scale. It can be concluded that, on most of the dimensions of friendship, adolescents fell in 'high' category. No subject scored in the 'lower' category of the scale. 't' values suggested that the girls were significantly higher on the dimensions on 'enjoyment', 'trust', and 'understanding' as compared to boys in the total sample on Dimensions of Friendship Scale.

Significant relationships were observed between parenting styles and the dimensions of friendship in school going adolescents.

Keywords: Parenting Styles, Dimensions of Friendship, Nurturance, Regulation, Parental feedback

INTRODUCTION

Peers play a crucial role in the psychological and social development of adolescents. Because of the heightened importance of the peer group, the motivation to conform to the values, customs and fads of the peer culture increases during this period. The need to conform to peers may vary with socio economic background, relationships with parents and other adults, school environment, and personality factors (Clasen & Brown, 1985; Cooper, C.R. & Ayers-Lopez, 1985; Steinberg & Silverber, 1986).

While the involvement of adolescents with their friends is of paramount significance in adolescence, the role of parents cannot be undermined. Parents continue to play a crucial role in the life and development of a growing adolescent. Parents disciplinary practices shape up the adolescents' personality and based on his childhood familial experiences he will engage in establishing peer relationships both with the same sex and with hetero sexual friends.

Parental warmth and controlling, in a positive way are the two most important parental attributes that help to create positive effects in developing healthy children's temperament. In a research study of essentially normal families, it was found that families with better communication between parents and adolescents were also higher in family cohesion, adaptability and satisfaction (Barnes, H. & Olson, 1986). In contrast, studies of parent-child interaction in troubled families, or in families with a mentally ill parent or child, have often found distortions in the capacity of parents and child to communicate effectively with one another (Goldstein, Baker & Jamison, 1980; Wynne, Singer et. al, 1976).

Based on the above theoretical understanding, this study was undertaken to examine the existing relationships among the styles of parenting and the dimensions of friendship in school going adolescents.

OBJECTIVES OF THE STUDY

- To study parenting styles of parents of adolescents in the age group of 12-18 years.
- To study dimensions of friendship of adolescents in the age group of 12-18 years.
- To examine the correlation ships among parenting styles of parents and dimensions of friendship in adolescents.

MATERIALS AND METHOD

The present research aimed to study the two significant parameters of adolescents' development, namely, the parenting styles, and dimensions of friendship in adolescents, in an interdependent correlational design of research. The study was set in selected schools in Jaipur city, India.

SAMPLE

A sample of 240 adolescents were drawn on the basis of purposive sampling technique. The sample was taken from the middle and upper middle socio-economic families. Equal number of boys and girls, i.e., 120 in each group were selected from the age group of 12-18 years, covering the early, middle and late adolescence. The sample was drawn from adolescents studying in class 7th, 9th and 11th. From each class 40 boys and 40 girls were selected.

TOOLS

The tools used for data collection were following:

1. Basic Profile Questionnaire for adolescent, prepared by the investigator
2. Transactional Styles Inventory- Parents Feedback (TSI-PF3) by Purohit and Nayak (2003)
3. Dimensions of Friendship Scale (DFS) by Chandna& Chadha (1986)

In the Transactional Styles Inventory, there were 36 items on the six (6) parenting styles, namely, 'nurturing', 'creative', 'regulating', 'confronting', 'task-management' and 'adaptive'. In each style there were six (6) items, from which three (3) were in OK category and three (3) were in Not OK category. In the Dimensions of Friendship there were 64 items on the eight(8) dimensions of friendship, namely, 'enjoyment', 'acceptance', 'trust', 'respect', 'mutual-assistance', 'confiding', 'understanding' and 'spontaneity'. In each dimension there were between 7-9 items.

PROCEDURE

From the selected schools, a 'Basic Profile Questionnaire' was distributed to approximately 380 students. On the basis of the proformas filled by the students from the three schools, a main sample of 240 adolescents was selected who fulfilled the criteria of selection for the sample. The criteria of selection included aspects as education of the father and mother and the family income (rs. /-30,000 -60,000). Permission was sought from the Principals of the schools to conduct the research. Adolescents were contacted in their respective class rooms and were informed regarding the aims of the study. A consent was also taken from them for the willingness to participate in the study. The two tools, i. e. the Transactional Styles Inventory-Parent Feedback (TSI-PF3) and Dimensions of Friendship(DFS)were described to the subjects and they were instructed in detail regarding the filling up of the forms. Adolescents were asked to give their responses for perceived parenting styles of both the parents in the tool. The process of data collection took approximately 4 months.

RESULTS AND DISCUSSION

(1) PARENTING STYLES

Subjects responses on the Transactional Style Inventory-Parent Feedback (TSI-PF3) were tabulated and percentage profiles were obtained on 6 styles of parenting on TSI-PF3. The responses of the subjects were tabulated in the four categories, which were 'very high', 'high', 'average' and 'low'. Table No. 1.1 presents the percentage profile of the total sample (n=240) on TSI-PF3.

Table 1.1: Percentage Profile of the total sample on TSI-PF3 (n=240)

S.No.	Parenting Styles	Categories of Responses in percentage (%)			
		Very High	High	Average	Low
1	Nurturing	29.58	30.83	24.58	15
2	Creative	12.50	12.91	30.41	44.16
3	Regulating	8.33	12.91	33.33	45.41
4	Confronting	6.66	15	20	58.33
5	Task-Management	21.25	17.91	29.58	31.25
6	Adaptive	7.91	13.33	25.41	53.33

On the styles of 'nurturing' larger majority of adolescents (30.83%) perceived their parents in "high" and "very high" categories, while on the styles on 'creative', 'regulating', 'confronting', 'task-management', and 'adaptive', adolescents scored their parenting styles in "low" and "average" categories on the scale. From the table it is observed that children perceived their parents as highly nurturant but low on other styles. Children reared by authoritative parents tend to fare better than children raised by parents who employ permissive or authoritarian parenting styles in most aspects of development (Baumrind, 1991). Adolescents of authoritative parents have higher self-esteem, are socially confident and competent (Baumrind, 1978). Even though in the present study, adolescents found their parenting styles to be nurturant, they rated their parents on 'creative', 'regulating', 'confronting', 'task management' and 'adaptive' styles in 'low' and 'average' categories.

Mean scores, standard deviation were calculated and 't' test was applied to study the gender differences on different parenting styles. Table No.1.2 gives the Means, S.D. and 't' value on TSI-PF3 Scale for assessment of Parenting Styles on 6 styles for the total sample (n=240).

Table 1.2: Means, S.D. and 't' values for Parenting Styles in the total sample (n=240)

S.No.	Parenting Styles	Gender	Mean	S.D.	't' Value	p value
1	Nurturing	Boys	62.27	13.71	-1.951	0.052
		Girls	65.76	14.02		NS
2	Creative	Boys	62.7	15.71	-0.966	0.335
		Girls	64.55	13.91		NS
3	Regulating	Boys	52.11	12.79	-0.844	0.4
		Girls	53.62	14.98		NS
4	Confronting	Boys	55.37	15.97	-1.815	0.071
		Girls	59.35	17.96		
5	Task-Management	Boys	59.52	14.99	-3.775	0.000**
		Girls	67.5	17.63		
6	Adaptive	Boys	60.67	18.42	-2.875	0.004**
		Girls	67.04	15.83		

*Significant at 0.05 level of Significance

** Significant at 0.05 level of Significance

NS=Not Significant

The results indicated that highly significant difference between boys and girls were found on the style on ‘task-management’ and ‘adaptive’ ($t=-3.775$, and -2.875 respectively) at 0.01 level of significance. However, no significant gender differences were seen on other styles of parenting. It can be seen in the above table that girls perceived their parents significantly higher on the styles on ‘task-management’ and ‘adaptive’ as compared to boys in the total sample.

Parenting styles differ according to the temperament of the parent; temperament of the child; the cultural context of the society in which the parent is raising the child; the parent’s socio-economic status; the parents’ occupation; the number of siblings, spacing, ages, and sexes of the children in the family and the level of stress within the family at a particular time (Berns, 1989). In the present study also there were significant difference observed in the parents’ parenting styles of girls and boys.

(2) DIMENSIONS OF FRIENDSHIP

The responses on DFS for assessment of personality was tabulated; frequencies and percentages were calculated. Table No. 1.3 gives the total profile percentages of the total sample on DFS for assessment of friendship in the adolescents.

Table 1.3: Percentage profile of the total sample on DFS (n=240)

S.No.	Dimensions of DFS	Categories of Responses in percentage (%)		
		High	Neutral	Low
1	Enjoyment	78.33	18.33	3.33
2	Acceptance	50.83	40	9.16
3	Trust	36.25	56.66	7.08
4	Respect	74.58	20.83	4.16
5	Mutual Assistance	60.41	39.16	0.41
6	Confiding	45.83	47.08	7.08
7	Understanding	22.50	74.58	2.91
8	Spontaneity	66.66	29.16	4.16

On the dimensions on ‘enjoyment’, ‘acceptance’, ‘respect’, ‘mutual assistance’, and ‘spontaneity’, larger majority of adolescents scored in ‘high’ and ‘neutral’ categories, while on the dimensions on ‘trust’, ‘confiding’ and ‘understanding’, adolescents fell in the ‘neutral’ and ‘high’ categories on the scale. It can be concluded from the table that, on most of the dimensions of friendship, adolescents fell in ‘high’ category. No subject scored in the ‘low’ category on the scale.

Studies conducted by Douvan & Adelson (1966) revealed that friendship hold a special place among adolescents’ peer relationship. Compared to other peer interactions, friendships typically are more intimate, involve more intense feelings, and are more honest and open and less concerned with self-conscious attempts at role playing in order to gain popularity and social acceptance. Result from the present study also revealed that most of the adolescents scored in ‘high’ category most of the dimensions of friendship.

Mean scores, standard deviation were calculated and ‘t’ test was applied to study gender differences on the 8 dimensions of DFS. Table No. 1.4 gives the Means, S.D. and ‘t’ value on

DFS Scale for assessment of Friendship in the adolescents on 8 dimensions for the total sample (n=240).

Table 1.4: Mean, S.D. and 't' value on DFS as per gender (N=240)

S.No.	Dimensions of SDPI	Gender	Mean	S.D.	t' Value	p value
1	Enjoyment	Boys	5.23	1.429	-2.014	0.045*
		Girls	5.58	1.326		
2	Acceptance	Boys	6.04	1.692	-1.593	0.113 NS
		Girls	6.38	1.631		
3	Trust	Boys	5.64	1.644	-2.516	0.013*
		Girls	6.15	1.482		
4	Respect	Boys	5.12	1.415	-0.469	0.640 NS
		Girls	5.20	1.339		
5	Mutual Assistance	Boys	6.63	1.122	-0.179	0.858 NS
		Girls	6.66	1.041		
6	Confiding	Boys	6.22	1.681	-0.945	0.346 NS
		Girls	6.42	1.596		
7	Understanding	Boys	4.95	1.61	-2.738	0.007**
		Girls	5.51	1.54		
8	Spontaneity	Boys	4.82	1.32	-1.784	0.076 NS
		Girls	5.11	1.21		

*Significant at 0.05 level of Significance

** Significant at 0.05 level of Significance

NS=Not Significant

The results indicated that significant differences were observed on the dimensions on 'enjoyment' and 'trust' ('t'=-2.014, and -2.516 respectively) at 0.05 level of significance; and on 'understanding' dimension('t'=-2.38), highly significant difference was noted at 0.01 level of significance. However, no significant gender differences were seen on 'acceptance', 'respect', 'mutual assistance', 'confiding' and 'spontaneity' dimensions. It can be observed from the table that, the girls were significantly higher on the dimensions on 'enjoyment', 'trust', and 'understanding' as compared to boys in the total sample of DFS.

The existence of gender difference cannot be ignored easily in friendship during adolescence. Gilligans (1982) asserts that girls value caring, responsibility, and interrelationship. There is strong evidence that this gender difference still exists during adulthood.

(3) Inter correlations between Parenting Styles and Dimensions of Friendship

Table No. 1.5 presents the inter-correlations between the six (6) Parenting Styles and eight (8) dimensions of friendship, using Spearman's test on the total sample of adolescents. (n=240).

Table 1.5: Inter-correlationships between Parenting Styles and Dimensions of Friendship in the total sample (n=240)

Dimension of Friendship	Parenting Styles					
	Nurturing	Creative	Regulating	Confronting	Task-Management	Adaptive
Enjoyment	0.11	0.18 ^{**}	0.02	0.13 [*]	0.08	0.112
Acceptance	0.18 ^{**}	0.19 ^{**}	-0.04	0.13 [*]	0.12	0.133 [*]
Trust	0.26 ^{**}	0.24 ^{**}	0.07	0.14 [*]	0.17 ^{**}	0.120
Respect	0.14 [*]	0.10	0.09	0.12	0.03	0.111
Mutual Assistance	0.08	0.09	-0.06	0.08	0.08	0.090
Confiding	0.11	0.14 [*]	-0.05	0.02	0.09	0.036
Understanding	0.06	0.16 [*]	0.07	0.07	0.07	0.202 ^{**}
Spontaneity	0.06	0.20 ^{**}	0.12	0.08	0.08	0.074

As can be seen from the above table that 'trust' was found to be highly positively correlated with 'nurturing', 'creative', 'confronting' and 'task-management'. 'Enjoyment' was found to be positively correlated with 'creative'. 'Acceptance' was found to be positively correlated with 'nurturing', 'creative', 'confronting' and 'task-management'. 'Respect' was found to be positively correlated with 'nurturing'. 'Confiding' was found to be positively correlated with 'creative'. 'Understanding' was found to be positively correlated with 'creative' and 'adaptive' and 'spontaneity' was found to be positively significantly correlated with 'creative' in the total sample of adolescents. No significant difference was found between 'mutual-assistance' and all the six (6) styles of parenting.

It can be interpreted from the above table that 'nurturing' parenting will inculcate feelings of 'acceptance', 'trust' and 'respect' in adolescents toward their friendships. 'Creative' parents will influence 'enjoyment', 'acceptance', 'trust', 'confiding', 'understanding' and 'spontaneity' in children's friendships. 'Confronting' parental styles will encourage 'enjoyment', 'acceptance', and 'trust' in the friendship dimensions. 'Task management' correlates with the 'trust' dimension on friendship scale. 'Adaptive' parenting style will lead to 'acceptance' and 'understanding' in adolescent friendships. 'Regulating' parenting style was not found to be positively correlated with any of the dimensions on friendship. Authoritarian parenting is associated with a myriad of negative outcomes throughout development (Peterson & Hann, 1999; Stafford & Bayer, 1993). During adolescence, low self-esteem, low sociability, moodiness, obedience, and apprehensiveness were reported in adolescents of authoritarian parents (Darling & Steinburg, 1993). Positive parenting will lead to positive outcomes in adolescent friendships.

CONCLUSION

The study supports the assumption that parenting will influence the friendships in adolescents. Parenting styles and the modes of discipline shape a child's personality, which, in turn, determine the nature and type of friendships the person will establish with their peer group. The high correlations which emerge between parenting styles and the dimensions of friendship reflect a significant relationship between the two variables.

REFERENCES

1. Barnes, H., & Olson, D.H. (1985). Parent-child communication and the circumplex model. *Child Development*, 56, 438-447.
2. Baumrind, D. (1978). A dialectical materialist's perspective on knowing social reality, in W. Damon (Ed.), *New directions in child development: Moral development*. San Francisco: Jossey-Bass.
3. Baumrind, D. (1991). Effective parenting during the early adolescent transition, in P. A. Cowan & E. M. Hetherington (Eds.), *Advances in family research* (Vol. 2). Hillsdale, NJ Erlbaum
4. Berns, Robbert M., (1989). The nurture of families in child, *Family, Community*, Printed in U.S.A. the Dryden press, Saunders College publishing, pp. 139.
5. Clasen, D.R., & Brown, B.B. (1985). The multidimensionality of peer pressure in adolescence. *Journal of Youth and Adolescence*, 14, 451-468.
6. Cooper, C.R., & Ayers-Lopez, S. (1985). Family and peer systems in early adolescence: New models of the role of relationships in development. *Journal of Early Adolescence*, 5, 9-21.
7. Darling, N. & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113 (3), 487-496.
8. Douvan, E. & Adelson, J. (1966). *The Adolescents Experience*. New York: John Willey.
9. Gilligan, C. (1982). *In a different voice*. Cambridge, MA: Harvard University Press.
10. Goldstein, M.J., et. al., (1980). *Abnormal psychology: Experiences, origins, and interventions*. Boston: Little, Brown.
10. Mehta, M. (2000). *Adolescent Psychology*. Pointer Publishers, Vyas Building, S.M.S. Highway, Jaipur, 302003 (India), p.p. 1-3.
11. Peterson, G.W., & Hann, D. (1999). Socializing children and parents in families. In M.B. Sussman, S.K. Steinmetz, & G.W. Peterson (Eds.), *Handbook of Marriage and the Family*, Second edition. New York: Plenum Press.
12. Stafford, L. & Bayer, C.L. (1993). *Interaction between parents and children*. Thousand Oaks, CA, US: Sage Publications, Inc, 1993. Xviii, 213 pp.
13. Steinberg, L.D., & Silverberg, S.B. (1986). The vicissitudes of autonomy in early adolescence. *Child Development*, 57, 841-851.
14. Wynne, L.C., et.al. (1976). Schizophrenics and their families: Research on parental communication. In J.M. Tanner (Ed.), *Psychiatric research: The widening perspective*. New York: International Universities Press.