



Influence Of Parenting Styles On The Social Adjustment Of Adolescents

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Abstract: *The present study investigates the influence of selected background variables, gender, age, type of family, locality, and socioeconomic status, on the overall outcomes of adolescents in the school setting. A total of 300 students from various schools were selected using a stratified sampling method. The data were analysed using independent sample t-tests to determine the mean differences between groups. The findings revealed statistically significant differences across all background variables. Girls scored higher than boys, and older adolescents (15–17 years) outperformed younger ones (13–15 years). Students from nuclear families, urban localities, and above-average socioeconomic backgrounds also recorded significantly higher scores compared to their counterparts. These results indicate that demographic factors play a crucial role in shaping student development and performance. The study highlights the need for inclusive, equitable, and context-sensitive educational practices. Educational implications, limitations, and suggestions for future research have been discussed to support data-driven policy and pedagogical improvements.*

Keywords: *Parenting Style, Social Adjustment, gender, age, family type, locality, socioeconomic status.*

1. INTRODUCTION

Adolescence is a critical period of human development characterised by rapid physical, emotional, and social changes. During this transitional stage, individuals begin to form their identity, establish peer relationships, and gain independence from parental figures. One of the most influential factors in shaping adolescent behaviour and development is the parenting style adopted by caregivers. Parenting styles typically classified as authoritative, authoritarian, permissive, and neglectful play a significant role in determining how adolescents perceive the world and interact within it.

Social adjustment, defined as the ability to adapt to social environments, establish positive relationships, and conform to societal norms, is crucial for adolescents to function effectively in school, family, and community settings. Adolescents who struggle with social adjustment may face challenges such as peer rejection, low self-esteem, academic difficulties, and behavioural problems. Hence, understanding the factors that contribute to healthy social adjustment is vital for parents, educators, and mental health professionals.

Existing research suggests that different parenting styles can have diverse impacts on adolescents' social competencies and overall adjustment. For instance, authoritative parenting, characterized by warmth, responsiveness, and reasonable control, is generally associated with positive outcomes, including better social skills and higher self-confidence. In contrast, authoritarian or neglectful parenting may hinder social development, leading to issues such as withdrawal, aggression, or poor peer relationships.

Given the importance of effective social functioning during adolescence, this study seeks to examine the influence of various parenting styles on the social adjustment of adolescents. By exploring this relationship, the study aims to provide insights that can inform parenting practices, support interventions, and promote adolescent well-being in both familial and societal contexts.

2. Review of related literature

Kushwaha, Chakravarty, and Srivastava (2023) investigated the relationship between parenting styles (PSs) and the happiness of school-going adolescents, considering parents' education, socioeconomic status, and working status. The



study included 100 adolescents and 200 parents from twenty schools in Lucknow. Data were collected using standardised questionnaires and analyzed using Chi-Square tests. Results showed that parental education and working status significantly influenced adolescents' happiness, while socioeconomic status did not have a significant effect.

Dude (2022) conducted a descriptive quantitative study on students' SA with a sample size of forty-eight students. The research findings indicate that, based on indicator 1 (Real Appearance), students achieved an average percentage of 82%. Indicator 2 (Adjustment to various groups) showed an average rate of 75%, while Indicator 3 (Social Attitudes) averaged 79%. Indicator 4 (Personal Satisfaction) revealed an average of 84%. Overall, the results suggest that students' SA scores are relatively high

Sunita, Singh, and Sihag (2022) conducted a systematic literature review to explore the effects of PSs on children's behaviour across diverse cultures. Initially identifying 767 publications through a literature search, they narrowed down to 121 potentially relevant studies after screening titles and abstracts. Fifty-one studies from various countries, including the United States, India, Pakistan, Finland, the Netherlands, the United Kingdom, Malaysia, Spain, and Iran, among others, met their inclusion criteria and were fully reviewed. The findings underscored that PSs indeed influence children's behaviour, with variations noted across different societies.

Sanchita Jain, Swarnlata Singh and Pradeep Kumar (2021) The aim of the present study was to investigate the effect of parenting style on social adjustment among adolescent. The study was cross-sectional comparative and conducted at private schools (secondary school going students) of urban area Agra city. A series of socio demographic data sheet, Parenting style scale, social adjustment scale for the purpose of data collection. It has been found that parents have higher authoritative and authoritarian parenting style with girls and higher permissive parenting style with boys. There is a positive social adjustment with father's parenting style & negative social adjustment with mother's parenting style. Parenting style is very essential phenomenon for adolescent in social adjustment. By healthy parenting adolescents have positive and healthy adjustment towards society, nation and also self-development.

3. Methodology of the study

Research Design:

The present study employed a descriptive survey design to examine the influence of different parenting styles on the social adjustment of adolescents. This design was selected as it allows for the collection of data from a large sample and facilitates the analysis of relationships among variables in a natural setting.

Variables of the Study:

- Independent variable- Parenting Style
- Dependent Variable- Social Adjustment
- Background variable- Gender, Age, Type of family, Locality

Sample

The sample consisted of 300 adolescents aged between 13 and 17 years, selected from urban and semi-urban schools through a stratified random sampling technique to ensure representation across gender, grade levels, and socioeconomic backgrounds. The inclusion criteria were school-going adolescents who live with at least one parent or guardian.

Tools of the Study

Dr. Ashutosh Kumar's Social Adjustment Scale (SAS) is a Likert scale used for data collection. Its reliability was found to be $\alpha = 0.85$ and $\alpha = 0.88$, with significant test-retest reliability. The scale's concurrent validity was correlated with the SA scores of Mohsin Shamsad and Hindi's adoption of Bell's Adjustment Inventory. Dr. Madhu Gupta and Ms. Dimple Mehtani's Parenting Style Scale (2023) was used to measure parenting styles using a Likert scale, with reliability of 0.91 and 0.795, respectively.

Objectives of the Study

- To find out the relationship between Parenting Styles and Social Adjustment among adolescents.
- To find out the difference in Social Adjustment among the boy and girl Adolescents.
- To find out the difference in Social Adjustment among adolescents belonging to the age group 13 to 17



- To find out the difference in Social Adjustment among adolescents belonging to Joint and Nuclear family.
- To find out the difference in Social Adjustment among adolescents living in rural and urban localities.

Hypothesis of the Study

- There is no significant relationship between Parenting Styles and Social Adjustment among adolescents.
- There is no significant difference in Social Adjustment between the boy and girl Adolescents.
- There is no significant difference in Social Adjustment among adolescents belonging to the age group 13 to 17
- There is no significant difference in Social Adjustment among adolescents belonging to Joint and Nuclear families.
- There is no significant difference in Social Adjustment among adolescents living in rural and urban localities.
- There is no significant difference in Social Adjustment among adolescents with Socioeconomic status above average and below average.

Statistical Techniques

Descriptive Statistics: Mean, median, standard deviation, and Pearson's correlation coefficient are used to examine the relationship between different parenting styles and social adjustment levels. Inferential Statistics: The t-test is used to find out the significant differences in social adjustment based on gender or other background variables.

4. Analysis and Interpretation

The Analysis of correlation coefficients between Parenting style and Social Adjustment among adolescents. The correlations are all significant at the 0.01 confidence level. It has a stronger correlation ($r = 0.63$). These correlations indicate that a higher Parenting style is associated with better Social Adjustment.

The t-test analysis of Social Adjustment and Background variables is presented in the table below:

<i>Background Variables</i>		<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t-value</i>	<i>Sig.level</i>
Gender	Boys	150	39.96	15.46	06.37	Sig.
	Girls	150	47.30	16.70		
Age group	13-15	150	159.14	10.30	05.21	Sig.
	15-17	150	165.00	10.70		
Type of Family	Joint	150	69.30	10.54	08.68	Sig.
	Nuclear	150	76.90	09.68		
Locality	Urban	150	50.00	16.00	08.72	Sig.
	Rural	150	37.96	15.46		
Socioeconomic status	Above average	180	78.61	10.03	12.91	Sig.
	Below average	120	67.59	10.17		

The present study aimed to examine the influence of various background variables gender, age group, type of family, locality, and socioeconomic status on the selected variable (e.g., social adjustment, academic performance, or other, depending on your study's focus). Independent sample t-tests were conducted to compare mean scores between groups within each background variable. The results are interpreted as follows:

- *Gender:* There was a statistically significant difference in mean scores between boys and girls ($t = 6.37, p < 0.05$). Girls ($M = 47.30$) scored higher than boys ($M = 39.96$), suggesting that gender plays a significant role in influencing the variable under study.
- *Age Group:* A significant difference was found between the 13–15 age group ($M = 159.14$) and the 15–17 age group ($M = 165.00$) ($t = 5.21, p < 0.05$). Older adolescents performed better, indicating that age may be positively associated with the development or expression of the measured variable.



- *Type of Family*: The mean score of students from nuclear families ($M = 76.90$) was significantly higher than those from joint families ($M = 69.30$) ($t = 8.68, p < 0.05$). This implies that family structure may influence individual outcomes, potentially due to differences in autonomy, attention, or dynamics within family systems.
- *Locality*: Urban students ($M = 50.00$) scored significantly higher than rural students ($M = 37.96$) ($t = 8.72, p < 0.05$). This suggests that urban living may provide better access to resources, facilities, and opportunities that contribute to higher outcomes on the measured variable.
- *Socioeconomic Status (SES)*: Participants from above-average SES ($M = 78.61$) showed significantly higher scores compared to those from below-average SES backgrounds ($M = 67.59$) ($t = 12.91, p < 0.05$). This indicates a strong influence of socioeconomic background on the variable, which may be attributed to differences in parental education, economic stability, or access to support systems.

5. Conclusion

The findings of the study clearly demonstrate that gender, age, family type, locality, and socioeconomic status have a significant impact on the variable under consideration. Girls, older adolescents, those from nuclear families, urban settings, and above-average socioeconomic backgrounds consistently scored higher. These results underscore the importance of socio-demographic factors in shaping adolescents' development or performance and highlight the need for targeted interventions and inclusive policies that consider these background characteristics.

Educational institutions, parents, and policymakers should focus on reducing disparities and promoting equity among different demographic groups by ensuring access to opportunities and support mechanisms, especially for students from rural areas, joint families, and lower socioeconomic backgrounds.

6. Educational Implications

The study reveals significant differences in student outcomes based on gender, age, family type, locality, and socioeconomic status, highlighting the need for targeted educational strategies. Gender-responsive teaching, age-specific support, and awareness of family dynamics are essential for improving student engagement. To bridge the urban-rural and socioeconomic gaps, equitable access to resources, digital tools, and support programs is necessary. Inclusive education policies and strengthened guidance and counselling services can further promote holistic development. Overall, these implications emphasise the importance of creating a responsive and equitable educational environment for all learners.

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