

## Parenting styles as determinants of conflict management and anxiety among adolescents

Zakia Bano<sup>1</sup>, Saima Rani<sup>2</sup>, Naeem Ullah Leghari<sup>3</sup>

### ABSTRACT

**Objective:** To analyze the parenting styles as the determinant of conflict management and anxiety among adolescents.

**Study Design:** Cross sectional correlational study

**Place and Duration** Department of Psychology, University of Gujrat from January 15<sup>th</sup> 2017 to August 30<sup>th</sup> 2017.

**Methodology:** A sample of 320 adolescent students with age ranges of 12 to 19 years (mean age, 15 years) were selected from different educational institutions of Gujrat and Multan. For measuring Parenting Styles, conflict management and anxiety Parental Authority Questionnaire; Adolescent's Conflict management Scale and Revised Children's Manifest Anxiety Scale -2 were used.

**Results:** The regression analysis confirmed that parenting styles were the significant predictor of conflict management (p-value, .000) and anxiety (p-value, .000) in adolescents. Further, at individual the authoritarian (p-value, .000) and authoritative (p-value, .000) parenting style predictor conflict management whereas permissive parenting style (p-value, .194). The authoritarian (p-value, .000) and permissive ((p-value, .013) parenting styles predictor anxiety whereas authoritative parenting style (p-value, .139) was insignificant

**Conclusion:** The parenting styles was a significant predictor of conflict management and anxiety in adolescents.

**Keywords:** Parenting styles, Authoritative, Authoritarian, Permissive, Conflict management, Anxiety, Adolescents

### How to Cite This:

Bano Z, Rani S, Leghari NU. Parenting styles as determinants of conflict management and anxiety among adolescents *Isra Med J.* 2019; 11(2): 86-90.

This is an Open Access article distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

### INTRODUCTION

The expression of parenting is mostly used to elucidate about adolescent's behavior and also that how their development process is impacted and regulated by their parents<sup>1</sup>. There are basically three types of parenting styles (a) authoritative, (b) authoritarian and (c) permissive, based on two dimensions recognized as demandingness (control) and responsiveness (warmth)<sup>2</sup>. The authoritarian parenting style refers to

1. Assistant Professor of Psychology, University of Gujrat, Hafiz Hayyat Campus, Gujrat, Pakistan.
2. M. Phil Scholar of Psychology, University of Gujrat, Hafiz Hayyat Campus Gujrat, Pakistan.
3. Associate Professor of Psychiatry, Nishter Medical University and Hospital, Multan, Pakistan

#### Correspondence to:

Zakia Bano  
Assistant Professor of Psychology,  
Alfarabi block, University of Gujrat, Hafiz Hayyat Campus,  
Gujrat, Pakistan  
Email: zaqia.bano@uog.edu.pk

Received for Publication: 04-04-18  
1<sup>st</sup> Revision of Manuscript: 22-05-18  
2<sup>nd</sup> Revision of Manuscript: 02-04-19  
Accepted for Publication: 05-04-19

developmental zones with high demandingness while carrying low degree of responsiveness. The authoritative parenting style is between the two extremes of authoritarian parenting style and permissive parenting style<sup>3</sup>. They recognize their youngsters' from their point of view, give them opportunity in decision making and engage their conclusions in family matter<sup>4</sup>. That is the reason this style is viewed as ideal for all families. Permissive style is explained as lower degree of demandingness while representing higher responsiveness<sup>5</sup>.

Conflict is explained by means of a disagreement between two or more individuals, perceiving a conflict in aims, values, benefits, standpoints, while interacting and interfering with each other's for the purpose of goal directed activities<sup>6,7</sup>. Therefore, the conflict management is the procedure of restraining the deleterious traits, whereas intensifying the constructive traits of encounter as well as to increase its positive aspects. The purpose of conflict management is to improve learning and group outcomes<sup>8</sup>. Properly managed conflict improves our relational, family and peer related outcomes and with significant others. It also enhances our relationship bond, social skills, communication, problem solving skills and emotional intelligence, if we manage conflict in considerable way<sup>9</sup>. The proper management of conflicts is a constructive capability as it brings about positive modification in an affiliation and attainment of aims<sup>10</sup>. Conflict management limits the undesirable results of conflict and advances its constructive results with the objective of enhancing knowledge. Past studies explored that a person selects conflict management styles to

practice across various conflict management styles to exercise across diverse conditions<sup>11</sup>. A study indicated that integrating style of conflict management was preferable across all groups as the second favored style while there are no any type of substantial contrasts amongst compromising and obliging<sup>12</sup>.

Anxiety is characterized as an emotional condition which is commonly deliberated as comparable to fear. The regular components of the anxiety encounter incorporate the accompanying depictions like a strained emotive state described by an assortment of sympathomimetic manifestations, for example, chest pain, palpitations, and shortness of breath, uneasiness of the brain over a foreseen sick, irregular dread; self-question with regards to the way of a risk, conviction about the truth of the danger, and omissions or shortcomings of coping perspective<sup>13,14</sup>. Analysts demonstrated that youth anxiety normally slanted toward anxiety in adulthood accompanied by state of mind and externalizing problems. In different reviews searching for reasons for adolescence anxiety, child rearing has been observed to be an imperative variable<sup>15</sup>. All the more conclusively, the interrelation was observed to be certain concerning parental control and anxiety in youth<sup>16</sup>. The relationship between the good psychological health and child rearing styles is vital as misery and anxiety are found in children who experience mental issues<sup>17</sup>. It is critical to comprehend the manifestation of anxiety in children, as staying away from anxiety and open mindedness in youth may eventually add to the absence of these disorders in high school years<sup>18</sup>.

Parenting styles basically affect pre-adult's mental predispositions and estimate future stressors for adults<sup>19</sup>. Researchers and clinicians have become progressively aware with the significance of anxiety disorders in adolescence, in terms of adversative social and educational consequences and risk of persistence through childhood to adulthood<sup>20,21</sup>. One research examined that child perceived parenting behavior and maternal approval was associated with lesser indications of childhood anxiety and expressing performances<sup>22</sup>. One investigation demonstrated that physical discipline and upper level of dismissal was associated with anxiety in teenagers. Adolescence anxiety is connected with parent's style of regulating and dismissing concerns about their youngster<sup>23</sup>. The current research purpose to find out the considerable influences of parenting styles on adolescents conflict management ability and anxiety. Further, study explored the parenting styles significance of hale and hearty collections of actions and activities among adolescents. Therefore, this study was conducted with an objective to analyze the parenting styles as the determinant of conflict management and anxiety among adolescents.

## METHODOLOGY

This cross sectional correlational study was conducted at Department of Psychology, University of Gujrat from 15<sup>th</sup> January 2017 to 30<sup>th</sup> August 2017. Sample for this study was consist of 320 adolescent students with age ranges of 12 to 19 years. Data was collected from fourteen different government and private educational institutions of Gujrat and Multan. Adolescents ages 12 to 19 years were included in the study.

Under 12 years and above 19 years individuals adolescents with physical disease, physical disability and diagnosed psychological disorders were excluded.

**Instruments:** Parental Authority Questionnaire: The parenting styles were measured by using the Parental Authority Questionnaire (PAQ)<sup>24</sup> It is comprised of two parts and upon 30 statements. It is the five point Likert scale and score ranges from 1 (strongly disagree) to 5 (strongly agree). Reliability of the scale is .76, for authoritativeness, .75 for authoritarianism, .788 for permissiveness.

**Adolescent's Conflict Management Scale:** Indigenous Adolescent's Conflict Management Scale (ACMS)<sup>25</sup> is comprised of 32 items, self-report measure planned to measure the level and nature of conflict management. This is based on a 5 point likert scale ranging from strongly disagree (1) to strongly agree (5). The total score of 32 items assessed the conflict management. It has further five subscales named as accommodating, cooperativeness, avoiding, compromising and competing. The reliability of the scale is .79 while the test retest reliability is .86.

**Revised Children's Manifest Anxiety Scale -2<sup>26</sup>** consisted of 49 items. This is self-report scale of anxiety for adolescents and children age ranging from 6 to 19 years. Scale measured the nature and the levels of anxiety. An answer "Yes" shows that the question express the subject's feelings of individuals, while the "No" response indicated that the item usually not described the actions and the nature of feelings. Reliability estimates for internal consistency .42 to .87. Further, Reliability estimates collapsed across the age levels 12 ranged from .79 to .85 (median=.82). Of the 48 coefficient alphas reported across age, race, and sex, 17 alphas fall below .80.

**Statistical Analysis:** Statistical analysis was carried out through SPSS-20 by using linear regression analysis.

## RESULTS

A total of 320 adolescents students were studied. Table-I shows a P-value less than .005 hence, establishing the predictive relationship of parenting styles with conflict management and anxiety in adolescents. Further, R explained significant relationship between variables. The R<sup>2</sup> indicated that 9.9% and 5.2% variations in the conflict management and anxiety were explained by parenting styles respectively. AdjR<sup>2</sup> clarifies the percentage of variation, which is .096, and the F-test shows the overall significance of the result.

**Table-I: Summary of linear regression analysis of parenting styles as a predictor of conflict management and anxiety in adolescents (N = 320).**

Variables	R	R <sup>2</sup>	AdjR <sup>2</sup>	F	P
Anxiety	.227	.052	.049	17.321	.000

\*R=Correlation; \*R<sup>2</sup>= coefficient of determination;

\*Adjusted R<sup>2</sup>= adjusted coefficient of determination;

\*F= regression coefficients; \*P=Significance

**Table-II: Summary of linear regression analysis of authoritarian, authoritative, permissive parenting style as a predictor of conflict management and anxiety in adolescents**

Predictor	R	R <sup>2</sup>	AdjR <sup>2</sup>	F	P
Authoritarian Parenting Style and conflict management	.317	.101	.098	35.542	.000
Authoritative parenting style and conflict management	.292	.085	.083	29.731	.000
Permissive parenting style and conflict management	.073	.005	.002	1.693	.194
Authoritarian Parenting Style and anxiety	.249	.062	.059	21.072	.000
Authoritative parenting style and anxiety	.083	.007	.004	2.206	.139
Permissive parenting style and anxiety	.139	.019	.016	6.226	.013

Table-II shows the p values of less than .05 for authoritarian (.000) and authoritative (.000) parenting style, which specify that these two were the significant predictor of conflict management in adolescents. Further, Permissive parenting style has insignificant relationship with p value (.194) greater than .05. In case of anxiety, table shows that authoritarian (.000) and permissive (.013) parenting styles were the significant predictor of anxiety whereas authoritative (.139) parenting style was insignificant.

## DISCUSSION

The main objective of the research was to analyze the predictive relationship with parenting styles, conflict management and anxiety among adolescents. The first assumption was parenting styles would be a significant predictor of conflict management among adolescents ( $P < 0.00$ ). The results are consistent with the previous findings as the revealed that parental styles are connected with the adolescent's reaction to speculative circumstances that might stimulate conflicts and also with how to manage such conflicts<sup>27</sup>. Theories of socialization also propose that social competencies in general and the management of conflicts in particular are learned by adolescents at home through mechanisms of participation and observation of parents having versatile rearing styles<sup>28</sup>. In Pakistan, the variable of conflict management is not studying much especially in relation to parenting styles. The importance of conflict management is understood by the fact that during the adolescence period the management of conflicts between family members or between parents and siblings plays a crucial role in developing anxiety. The results of the present study also support this assumption that if the conflict is elevated and persistent this may lead to many mental health problems. The second hypothesis Authoritarian parenting style would be significant predictor of conflict management among adolescents was also significant ( $P < 0.00$ ). The results are certainly surprising as result demonstrating that adolescents having authoritarian parents exhibits conflict management. Such types of practices

help adolescents to find out the help of their parents in their every single matter and also related to conflicts. Thus, parents help their children by the use of authority, in conflict management because of their controlling nature and highest priority related to achievement<sup>29</sup>.

One study findings elucidated that adolescents in the Pakistani culture are made inquiries to accommodate and follow their parents from the origination which encourages them to comply with their parents<sup>30</sup>. Along these lines, adolescents never recognize their parents using authoritarian practices as an assault to their rights, which is opposed to Western culture. Because of such standards, provided to the adolescents, the parents related to authoritarian practice are traditional and acknowledged in Pakistani culture.

Regarding the predictive relationship between authoritative parenting style and conflict management results ( $P < 0.00$ ), support the phenomenon that this positive style of parenting is consistent with the positive trait of conflict management. Numerous investigations have demonstrated the part of satisfactory child rearing in creating children's constructive consequences<sup>31</sup>. The harmony amongst demandingness and responsiveness is found in authoritative style of parenting which is connected to the adolescent's high level of social capabilities<sup>32</sup>. This is the reason that children under raised this style are skillful in managing their conflicts. The groups with the authoritative style of both parents displayed the highest level of score on dynamically conflicts handling<sup>33</sup>.

On the other hand, the permissive parenting style is an insignificant predictor of conflict management ( $P < 0.194$ ). As the children's having permissive parenting style does not get proper guideline and direction from their parents so the children's capacity to develop appropriate morals and goals becomes limited. Subsequently factors of parenting styles, dispositions, behaviors, learning from the environment and social skills related to children are interrelated these factors may involve collectively to effect on children's selection of approaches to manage their conflicts<sup>34</sup>. So the reason behind is that the children having permissive parenting style lack management skills, especially related to their conflict management.

Thus, analysis shows that authoritarian parenting style is a significant predictor of anxiety among adolescents ( $P < 0.00$ ). The results of the present study are consistent with the previous line of researches. Furthermore, demanding, controlling, and strict practices of parents, for instance, completing responsibilities for children, which may be accomplished autonomously, had a positive connection with anxiety in adolescents<sup>35</sup>. For instance, invasiveness, over-association, and higher level of demands from parents were connected with absence self-confidence and absence of methods for dealing with stress, which subsidized the anxiety in different occasions<sup>36</sup>.

The association between authoritative parenting style and its association with anxiety analysis shows insignificant results ( $P < 0.139$ ; 13). The reason behind this interpretation is that authoritative parents along with establishing disciplinary rules, they also make sure the use of controlling factor upon their children. Similarly, assured that their children may involve in the active decision making process and expresses their opinions

without any hesitation. They assist their children in achieving goals and are responsible for their emotional support too. So this parenting style usually achieved the most positive child outcomes involving suitable emotional adjustment, academic achievements and absence of risky behaviors<sup>37</sup>. This is the mutually constructive relationship of parents and children that help them in resolving their issues without being anxious<sup>38</sup>. In sum, such type of positive and friendly behaviors and attitudes from parents helps adolescents in their every era of life and enable adolescents to keep away from anxiety.

### CONCLUSION

The findings revealed that parenting styles were a significant predictors of conflict management and anxiety in adolescents.

### CONTRIBUTION OF AUTHORS

Bano Z: Conceived idea, Designed methodology, Data analysis, Manuscript writing, Data compilation

Rani S: Manuscript writing, Data analysis, Data collection, Literature review

Leghari NU: Manuscript final reading and approval

**Disclaimer:** None.

**Conflict of Interest:** None.

**Source of Funding:** None.

### REFERENCES

1. Ijaz T, Mahmood Z. Relationship between parenting styles and levels of depression, anxiety, and frustration tolerance in female students. *Pak J of Psycho Res.* 2009; 24(1, 2): 63-78.
2. Baumrind D. The discipline controversy revisited. *Family Relations.* 1996; 45(4): 405-414.
3. Berg B. The Effects of Parenting Styles on a Preschool Aged Child's Social Emotional Development. The Graduate School, University of Wisconsin-Stout. 2011. Website: [<http://www2.uwstout.edu/content/lib/thesis/2011/bergb.pdf>]. Assessed on 14 April 2018.
4. Zupancic M, Podlesek A, Kavcic T. Parental childcare practices of Slovenian preschoolers mothers and fathers: The family environment questionnaire. *Horiz Psychol.* 2004; 13(3): 7-26.
5. Sülen ŞF, Serin NB, Serin O. Effect of conflict resolution and peer mediation training on empathy skills. *Procedia Soc Behav Sci.* 2011; 15: 2324–28.
6. Ayas T, Deniz M, Kağan M, Kenç MF. An investigation of conflict resolution strategies of adolescents. *Procedia-Social & Behavi Sci.* 2010; 2(2): 3545–51.
7. Rahim MA. Toward a theory of managing organizational conflict. *Int J Conf Manag.* 2002; 13: 206–35.
8. Bodtker M A, Jameson JK. Emotion in Conflict Formation and Its Transformation: Application to Organizational Conflict Management. *Int J Conf Manag.* 2001; 12 (3): 259-75.
9. DeChurch LA, Marks MA. Maximizing the benefits of task conflict: The role of conflict management. *Int J conf manag.* 2001; 12: 4-22.
10. Ting-Toomey S, Yee-Jung KK, Shapiro RB, Garcia W, Wright TJ, Oetzel J. Ethnic/cultural identity salience and conflict styles in four US ethnic groups. *Int J Intercult Relat.* 2000; 24: 47-81.
11. Green C. Leader member exchange and the use of moderating conflict management styles: Impact on relationship quality. *Int J Conf Manag.* 2008; 19(2): 92-111.
12. Rahim MA. A measure of styles of handling interpersonal conflict. *Acad Manag J* 1983; 26: 368-76.
13. Headley, Clea, Campbell, Marilyn A. Teachers' knowledge of anxiety and identification of excessive anxiety in children. *Aust J Teach Educ.* 2013; 38(5): 48-66.
14. American Psychiatric Association. Diagnostic and statistical manual of mental disorders 5th ed. Washington, DC: American Psychiatric Publishing; 2013. P. 220-21.
15. Manassis K. Child–parent relations: Attachment and anxiety disorders. In W. K. Silverman & P. D. Treffers (Eds.), *Anxiety disorders in children and adolescents: Research, assessment and intervention*, New York: Cambridge University Press. 2001; 255–72.
16. Barber BK, Stolz HE, Olsen JA. Parental support, psychological control, and behavioral control: Assessing relevance across time, method, and culture. *Monogr Soc Res Child Dev.* 2005; 70(4): 1-137.
17. Flouri E, Buchanan A. The role of father involvement and mother involvement in adolescents' psychological well-being. *Br J Soc Work.* 2003; 33: 399–406.
18. Ratelle CF, Simard K, Guay F. University students' subjective wellbeing: The role of autonomy support from parents, friends, and the romantic partner. *J Happiness Stud.* 2013; 14(3): 893-910.
19. Blondin CA, Cochran JL, Oh E, Taylor CM, Williams RL. Relationship of adult representations of childhood parenting and personality tendencies to adult stressors and political ideology. *J Adult Dev.* 2011; 18(4): 204-13.
20. Spence SH. Prevention strategies. In: Vasey MW & Dadds MR (Eds.), *The developmental psychopathology of anxiety* New York, NY: Oxford University Press; 2001. p. 325–51.
21. Wei C, Kendall PC. Parental involvement: contribution to childhood anxiety and its treatment. *Clin Child Fam Psychol Rev.* 2014; 17(4): 319–39.
22. Xing X, Wang W. Sex difference in the reciprocal relationships between mild and severe corporal punishment and children's internalizing problem behavior in a Chinese sample. *J Appl Dev Psychol.* 2013; 34(1): 9-16.
23. Lengua LJ. Anxiousness, Frustration, and Effortful Control as Moderators of the Relation between Parenting and Adjustment in Middle-childhood. *Social Development.* 2008; 17(3): 554–77.
24. Buri JR. Parental Authority Questionnaire. *J Pers Assess.* 1991; 57(1): 110-19.
25. Rani S, Bano, Z. Development and Psychometric properties of Conflict Management Scale for Adolescents. Unpublished M.Phil. Dissertation. Department of Psychology, University

- of Gujrat, Gujrat, Pakistan. 2017. Website: [http://library.uog.edu.pk/BookDetails.aspx?id=57055] Assessed on January 20<sup>th</sup> 2018.
26. Ahmad R, Mansoor I. Morbidity of Anxiety in Children and Adolescents: A Study of Relationship between Anxiety and Self-esteem in different Socio economic Classes of Pakistan. 2011 Unpublished Doctoral Dissertation. Institute of Clinical Psychology, University of Karachi, Karachi-Pakistan. Website:[http://www.uok.edu.pk/research\_institutes/icp/index.php]. Assessed on January 10<sup>th</sup> 2018.
  27. Miller JM, Dilorio C, Dudley W. Parenting style and adolescent's reaction to conflict: is there a relationship? *J Adolesc Health*. 2002; 31(6): 463-68.
  28. Darling N, Steinberg L. Parenting style as context: An integrative model. *Psychol Bull*. 1993; 113: 487-96. '
  29. Maccoby EE, Martin JA. Socialization in the context of the family: Parent –child interaction. In: Mussen PH, Hetherington EM, editors. *Handbook of child psychology: Socialization, personality, and social development*. 4<sup>th</sup>ed. New York: Wiley; 1983. p. 1 – 102.
  30. Stewart SM, Bond MH, Zaman RM, McBridg- Chang C, Rao N, Ho LM, Fielding R. Functional Parenting in Pakistan. *Int J Beh Dev*. 1991; 23(3): 747-70.
  31. Collins W, Steinberg L. Adolescent development in interpersonal context. *Handbook of child psychology. Social, emotional, and personality development*. Hoboken, NJ US: John Wiley & Sons Inc. 2006; 6(3): 1003-67.
  32. Bornstein L, Bornstein MH. Parenting styles and child social development. In *Encyclopedia of Early Childhood Development*. 2014. Website: [http://www.child-encyclopedia.com/sites/default/files/textesexperts/en/654/parenting-styles-and-child-social-development.pdf]. Assessed on 10 March 2018.
  33. Wolfradt U, Hempel S, Miles JNV. Perceived parenting styles, depersonalisation, anxiety and coping behavior in adolescents. *Personal Individ Differ*. 2003; 34(3): 521-32.
  34. Parvin A. Conflict Resolution in Children and the Association between Parenting Style and the Children's Own Social Skills. Missouri State University Graduate Theses. 2016. Website: [http://bearworks.missouristate.edu/theses/3038]. Assessed on 10 March 2018.
  35. Jongerden L, Bogels SM. Parenting, family functioning and anxiety disorder children: Comparisons to controls, changes after family versus child CBT. *J Child Fam Stud*. 2015; p. 1-14.
  36. Cooper-Vince C, Chan PT, Pincus DB, Comer JS. Paternal autonomy restriction, neighborhood safety, and child anxiety trajectory in community youth. *J Appl Dev Psychol*. 2014; 35(4): 265-72.
  37. Sorkhabi N, Mandara J. Are the effects of Baumrind's parenting styles culturally equivalent? In R. E. Larzelere, A. S. Sheffield, AW. Harrist (EDs), *Authoritative parenting. Synthesizing nurturance and discipline for optimal child development*. Washington, DC: American Psychological Association. 2013; 320-30.
  38. Collins WA, Maccoby EE, Steinberg L, Hetherington, EM, Bornstein MH. Contemporary research on parenting: The case for nature and nurture. *American Psychologist*. 2000; 55: 218–32.