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## Perceived Parenting Styles In Relation To Social Maturity of Adolescences: A Review

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### INTRODUCTION

Adolescence is a time of great change on many levels. *Adolescence* comes from the Latin 'adolescere' which means to grow into adulthood. This development phase is marked by the onset of puberty, emergence of more advanced cognitive abilities and the transition into new roles in society (Hill, 1983). Probably most dramatic are the biological changes associated with puberty. These changes include dramatic shifts in the shape of the body, increases in hormones, and changes in brain architecture. These biological shifts are directly linked to changes in sexual interest, cognitive capacities, and physical capacities. There are also major social changes associated with the school-linked transitions and with changes in the roles adolescents are expected to play by all those around them. Finally, there are major psychological changes linked to increasing social and cognitive maturity. They question existing rules, seek reason and desire to find a deeper meaning and purpose to life. It is a critical phase and one deviant turn can cause irreparable damage. Baumrind, Diana (1991), through extensive research concluded that parents use certain techniques to raise their children. These include authoritarian, authoritative, neglectful and indulgent techniques either in pure form or in combination. The use of the techniques influences the adolescent's self-concept, and will impact his esteem, academics, personality crystallization, mental health and the way he relates to his current and future interpersonal relationships. The effective resolution of this stage leads to improved familial interactions, acquisitions of healthy coping styles, mental fitness and adequate social maturity.

### PERCEIVED PARENTING STYLES

In dictionary of keywords in psychology Bruno (1986) defines 'parental behaviour as the characteristic pattern of behaviour exhibited by a given parent towards a particular child'. Parental behaviour is the care and nurture, physically and psychologically of a young organism (English & English, 1958). Three global styles of parenting, authoritarian parents were those who had strict ideas about discipline and behaviour which were not open to discussion they attempted to shape, control and evaluate the behaviours and attitudes of their children in accordance with an absolute set of standards. They emphasized obedience and respect order. Verbal give and take between parents and children was discouraged. Authoritative parents were those who have ideas about behaviour and discipline which they were willing to explain and discuss with children. Parents expected mature behaviour from their children they are also warm and supportive. They expect appropriate behaviour. They encouraged bidirectional communication and verbal give and take. Permissive parents were those who had relaxed ideas about behaviour and discipline, who were tolerant who rarely used punishment and tried to avoid using restriction and control when possible (Baumrind, 1967). After conducting extensive

research reported major parenting dimensions in different human societies. These dimensions are parental control (permissiveness-strictness) and parental warmth (acceptance-rejection). Parental behaviour, as perceived by child has great impact on child's development the important thing is that how a child perceives the behaviour of his/her parents, rather how they behave in real. The perception of child is very important in shaping his personality. He gave different dimension, control, enforcement, position involvement, intrusiveness control though guilt, hostile control, inconsistent discipline, hostile detachment and extreme autonomy (Saxena & Saxena, 1980). Parental behaviour towards children and the perception of a child for parental behaviour, disciplinary practices used by the parents and the perception of a child of these disciplinary practices. Dimensions of parental behaviour included in the study were dominance love, hate, negligence, acceptance, rejection and punishment (Garg, 1982).

### **SOCIAL MATURITY**

Social maturity encompasses attainment in several domains, including independent functioning, effective interpersonal communication, interaction and responsibility i.e. contributing to the well-being of society (Greenberg, Josselson, Knerr and Knerr,1995). Social maturity implies a well-developed awareness, deep and clear understanding of the social heritage and appreciation of value of social cautions, manners and mores of the rules that govern social behaviour of the right of others and of personal responsibilities as a member of a social group. Social maturity also implies that the individual develops a pattern of behaviour, habits, attitudes, manners and skills which will help him fit into group living and contribute to the welfare of the group(T. Kalyanidevi and N. Chaitanyprathima, 2008). Social maturity has to do with how well people understand the nature of the social world they live in. It refers to the individuals' general level of adaptive functioning and socio emotional competence (Galambos and Costigan, 2003). Social maturity involves learning to properly relate to acquaintances, family, neighbors, friends, and intimate relationships. It involves understanding how to honor and respect those in authority (Hira, 2013).

### **STUDIES RELATED TO PERCEIVED PARENTING STYLES**

Baumrind (1991) studied effective parenting during the early adolescent transition and reported that parents who are authoritative were more successful than authoritarian parents, especially in helping their adolescents to avoid problems associated with drugs. Also, consistent utilization of external reinforcement and too much focus on conformity to authority decrease awareness of competence, self-sufficiency and inner enthusiasm of adolescents. Bhargava and Sidhu (2000) studied Personality characteristic of parentally accepted and rejected children. The results revealed that accepted children are outgoing, emotionally stable, obedient, happy-go-lucky, venturesome, vigorous, self-assured, controlled, relaxed and un-frustrated. Whereas rejected children tend to be reserved, emotionally less stable, aggressive, serious, shy, shrewd, apprehensive, careless and tense. Rai, Pandey and Kumar (2009) studied perceived parental rearing style and personality among Khasi adolescents. The result revealed that boys perceived significantly more rejection from father as compared to girls and girls perceived significantly better emotional warmth in comparison to boys from father. Randall (2012) studied a mediational model predicting adjustment in affluent adolescents: The role of parental

perfectionism, perceived parental pressure and organized activity involvement. The current cross-sectional study evaluated the relative contributions of parental perfectionism, perceived parental pressure, and organized activity involvement on depressive symptoms, anxiety, substance use, and life satisfaction in a sample of affluent adolescents. Xia (2016) studied parenting styles, parental involvement and kindergarten children's readiness for elementary school in Shanghai, China. The study examined parents' perceived parenting styles (authoritarian, authoritative, and permissive) and parental involvement (home-based involvement, school-based involvement, and home-school conferencing) in relationship to children's overall school readiness among third-year kindergarten children (5-6 years old). 320 parents and 22 teachers of third year kindergarten children participated in this study. The results of this study indicated that authoritative parenting was positively correlated to children's school readiness, and authoritarian parenting and permissive parenting were negatively correlated to children's school readiness. Only authoritative parenting had a significant unique influence on children's overall school readiness skills while controlling for child's gender and monthly household income.

### **STUDIED RELATED TO SOCIAL MATURITY**

Ban and John (1994) studied a cross cultural study of leadership, social maturity and creative potential in Adolescents. Results showed higher intelligence but lower leadership potential among Singapore students and a positive correlation in general between social maturity and intelligence, while creativity was found to be negatively correlated with both intelligence and academic achievement. Galambos, Nancy, Erin, Tilton-Weaver and Lauree (2003) studied who gets caught at maturity gap? A study of pseudo-mature, immature, and mature adolescents. The participants were 430 Canadian adolescents. The results suggest that pseudo-mature adolescents, and to a smaller extent, immature adolescents, are caught in a maturity gap, which could have longer-term implications for their transition to adulthood. Bordhan (2015) studied role of Social maturity in academic achievement of high school students. The study was conducted over a sample of 400 (200 boys and 200 girls). The results reported that Social maturity contributed the highest in the academic achievement of high school students in a given set of variables. No significant differences were observed between boys and girls as well as rural and urban students on the basis of their social maturity. Klinger (2016) studied teachers' perceptions of students' social learning skills through digital technology. The study concluded that teacher's believed that students at their school were being prepared to successfully communicate and collaborate via digital tools, but lacked the maturity to successfully learn socially via digital tools.

### **PERCEIVED PARENTING STYLES AND SOCIAL MATURITY**

Vig and Jaswal (2013) studied relationship between social maturity of parents and family relationships as perceived by teenagers. The total sample comprised of 400 respondents (100 of each fathers, mothers, sons and daughters). Various levels of social maturity of the parents were assessed and it was found that. Shitole (2014) studied a study of relationship between perceived parenting styles and social maturity among urban adolescents. The sample was taken from Kolhapur city in Maharashtra and the number was 80 (40 Males and 40 Females). From observations, it is found that mother's perceived parenting style is significantly different in case of urban adolescent boys and girls ( $z = 2.59$ ). The correlation coefficient between father's

parenting style and urban adolescents' social maturity was .52 ( $p < .01$ ). The correlation between mother's parenting style and father's parenting style for urban adolescents was also calculated. Dhillon and Kanwar (2015) studied relationship of perceived parental attachment with internalizing problems among adolescents. Sample of 100 female and 100 male adolescents from the age group 13-15 years is taken and incidental sampling technique is applied. The correlation coefficients suggest significant negative relationships between perceived parental attachment and internalizing variables of depression and anxiety. Zahiri and Honarparvaran (2016) studied the relationship between parenting styles and social maturity and styles teenagers opposition. Multistage cluster sampling was used to select the sample, a total of 250 students were selected. The results showed that there is a significant relationship between parenting style and adolescent girls coping styles and there is a significant relationship between coping styles of adolescent girls and social maturity.

## CONCLUSION

From the literature reviewed above, it can be concluded that parent's behaviour being positive, reduced adolescents' frustration (Biswas, 1992). Accepted children are outgoing, emotionally stable, obedient, happy-go-lucky, venturesome, vigorous, self-assured, controlled, relaxed and un-frustrated. Whereas rejected children tend to be reserve, emotionally less stable, aggressive, serious, shy, shrewd, apprehensive, careless and tense (Bhargava & Sidhu, 2000). That perceived maternal support and rigid control were the most consistent predictors of adolescent adjustment (Laible & Carlo, 2004). Light of possibility that improving social skills might not improve social and cognitive functioning, at least with the dosage of social skills training (Conner, 2005). Some studies support the notion that subjective age is an indicator of perceived maturity that has at least as much import as chronological age and pubertal status for understanding adolescents' passage to adulthood (Galambos, Nancy, Kolaric, Giselle, Sears, Heather, Maggs & Jennifer, 1999). Critical importance of perceived parenting as a correlate of mental health and social maturity among adolescents. Urgent and need based implications for adolescent well-being and psycho-social maturity are hence arrived at (Vora, 2015).

## RECOMMENDATIONS

The review of related research studies reveals that home which has a major bearing on the development of a child. It has also been established that environment and early experiences hold tremendous significance in shaping the personality. Some consider parents to be a child's first teacher while teacher are their second parents. But much research evidence is not available in Indian context as to what kind of perceived parenting styles is contribute to enhancing the total development of children. That there is a need to research the appropriate parenting styles which may play a role effective in nurturing of cognitive skills in early adolescence while also building resilience into adulthood. Related research in this area revealed that result of research studies are very divergent. It can be stated that openness to change (i.e. self-direction and stimulation) and self-transcendence (i.e. benevolence and universalism) values have an important role to play in the formation of one's identity status (Ghosh, Anjali, Basak & Rituparna, 2007). Parents play important roles since the day a baby was born. After that parenting and teaching are considered to be an important determinant of several aspects of children's outcome (Gadeyne, Ghesquiere,

& Onghena, 2004). Parenting styles has been shown to be related to children and adolescents' academic achievement (Lamborn, Mounts, Steinberg, & Dornbusch, 1991), optimism (Baldwin, McIntyre, & Hardaway, 2007), confidence (Strage & Brandt, 1999), motivation (Gonzalez & Wolters, 2006), externalizing problem behaviour and attention problems (Gadeyne, Ghesquiere, & Onghena, 2004). In relation to social maturity it is observed that young people, research demonstrates improvements in levels of anxiety, fear, depression, self-esteem, and feelings of competence after attending any social group interventions (Gagliano, 1987; Kitchur, 1989; Rice-Smith, 1993; Reeker et al., 1997; Stevenson, 1999; Nurcombe, Wooding, Marrington, Bickman and Roberts, 2000; Dufour and Chamberland, 2004). Since there are very few studies studying the direct relationship between perceived parenting styles among adolescent in relation to their social maturity, it is hoped that the present study can provide insight on this issue. Also in the modern days of technology when media is influencing its own role in the adolescents, the need arises to study the role of cognitive skills, social maturity, perceived parenting styles and teaching styles on their changing lifestyles.

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