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## Parenting styles and the influences upon the level of functioning of adolescents

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Parenting Styles and the Influences upon  
the Level of Functioning  
of  
Adolescents

by

Tamiko Smith

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree in School Psychology for Rowan University

May 6, 1997

Approved by \_\_\_\_\_  
Professor

Date Approved 5-6-97

Abstract

Tamiko Smith

Parenting Styles and the Influences upon the  
Level of Functioning  
of  
Adolescents

1997

Dr. Roberta Dihoff  
Master of Arts Degree in School Psychology

The purpose of this study was to view the relationship between parenting styles and the influences upon the level of functioning of adolescents. There were 15 subjects in the study. Several characteristics were examined- Level of functioning, family status, educational levels, and parenting styles.

The data was collected by a self-designed survey in order to assess the specific parenting style that an adolescent may have been subjected to and an observational rating scale was utilized to assess the level of functioning of each subject.

It was discovered that 66.6% of the subjects were reared by a care provider who favored the authoritarian parenting style. Furthermore, the majority of subjects were reared by a single parent female. Overall, the research findings suggested that there is a relationship between parenting styles and the level of functioning of adolescents.

Mini Abstract

Tamiko Smith

Parenting Styles and the Influences upon the  
Level of Functioning  
of  
Adolescents

1997

Dr. Roberta Dihoff  
Master of Arts Degree in School Psychology

The purpose of this study was to illustrate the influences and impact that parenting styles may have upon the development of a healthy independent functioning adolescent. The data revealed that there is a relationship between parental styles and the functioning level of adolescents. Furthermore, the authoritarian parenting style was reported as being more prominent in the study of subjects by representing 66.6% of the sampled population.

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## Chapter One

### **Need:**

This study would like to demonstrate the possible influences and affects of child-rearing practices upon the development of a healthy adolescent. Furthermore, to illustrate the need that the role of child-rearing practices should be given more attention within the field of psychology. More importantly, within the areas of social and developmental psychology.

This study will also provide information for further research on the topic of parenting styles. In addition, it will provide the reader with feedback from the surveyed adolescents about the influences of parenting styles.

### **Purpose:**

The purpose of this study is to view the differences and impact of four distinct parenting styles in relation to child-rearing practices. The three types of parenting styles primarily involved within the study are: 1) Authoritarian, 2) Permissive, 3) Authoritative, and 4) Uninvolved.

This study will also utilize a different approach, other than some of the more recent research completed in the area of parenting styles, by relying upon the information self reported from questionnaires completed by an adolescent partial care population between the ages of 18 and 24.

This study will rely heavily upon the feelings, perceptions, and experiences of the population surveyed, in order to determine attitudes toward their own parents child rearing practices and its' influence upon their level of functioning.

## **Hypothesis:**

Targeting the adolescent population at a suburban mental health facility in South Jersey, in order to obtain information about the influences of parenting styles and the affects upon the level of functioning of these adolescents. More importantly, concentrating on the adolescents who have been subjected to a specific parenting style and their ability to function independently. Then to further explore the authoritarian parenting style, in relation to the authoritative, permissive and uninvolved parenting style.

## **Theory:**

### Socialization Influences

The impact of socialization factors can contribute to behavioral differences in individuals, just as well as the influential role of heredity. It is also reported that individuals can shape their environment and even more importantly that children can influence their parents to treat them in particular ways (Bell, 1971).

It is also believed that behavioral predispositions and notions about oneself are acquired through social influences. Furthermore, these influences have the tendency to be consistent at first because they are confirmed by the immediate family. Then children begin to encounter peers, media, and other sources of influence, therefore they become aware of new possibilities and conflicting ideas (Bell, 1971).

Those who have adapted easily to a reasonable level of consistent socialization pressures are more likely to be more well adjusted in their personal traits and behavior (Kagan, 1958).

However, those who have been unable or unwilling to adapt to consistent pressures or have been confused by inconsistent pressures are likely to have adjustment problems (Kagan, 1958).



### Erikson's Developmental Stage Theory

The researcher would like to focus primarily upon Erikson's first stage of psychosocial development which involves the crisis of trust versus mistrust. Erikson pointed out in this stage that the fundamental dispositions toward others are for need during this dependent stage. For example, if an infant's needs are met reasonably well, more than likely a positive orientation will develop towards others and trust (Erikson, 1963).

Erikson also reported that if the caretakers are inadequate or inconsistent in meeting basic needs, infants may develop insecurity and a fundamental mistrust of others which may implant the feeling of paranoia about their surroundings, "the world is a jungle, you have to get yours and keep others from taking it away from you" (Erikson, 1963).

In general, people who are able to trust others tend to be happier, better adjusted, and better liked than those who lack trust in others (Erikson, 1963).

Whether or not the initial stage of life has a tremendous impact, it appears that children whose needs are met by loving and reliable adults are likely to be secure, happy, trustful, and sociable toward others, and that children who suffer because of apathetic or unreliable adults do not meet their basic needs consistently are likely to be insecure and mistrustful (Erikson, 1963).

### Bandura's Theory of Social Learning

The researcher would like to incorporate within this study, the concept of social learning and modeling because the researcher believes that it is extremely important to illustrate the notion of parenting styles being a facet of learned behavior. Therefore, certain child rearing practices and the various parenting styles utilized by parents could possibly be self recognized and curtailed into a more positive approach which could probably influence the outcome of

raising a more healthy child.

Bandura's theory primarily focuses upon the concept of "observational learning". This concept tends to lead to overt imitation when the models are reinforced for behavior (Bandura and Walters, 1963).

This concept is also referred to as "role modeling". Bandura reported that behaviors that others perform, as well as the consequences of those behaviors, are stored in a person's memory (Bandura, 1963). At some later point, those memories are recalled, and the person imitates the behavior, especially if he or she thinks that engaging in this behavior will have positive consequences (Bandura, 1963).

Furthermore, the researcher tends to believe that the interpretation of positive consequences are quite relative to the beliefs and perceptions of the individual performing the behavior.

### Baumrind's Parenting Style Theory

Baumrind has placed an emphasis upon the notion of how parents differ in their general patterns of child-rearing styles. Furthermore, that these differences appear to be related to children's social and cognitive development (Baumrind, 1967).

Baumrind has identified two basic classifications of parenting strategies which are used to control their children's behavior. The first dimension pertains to the parents who set extremely high standards for their children and consistently demand that these standards be met. The other extreme entails those parents who demand very little from their children and use indirect and inconsistent approaches to control their children's behavior (Baumrind, 1967).

The second dimension that Baumrind reports, involves the concept of how responsive parents are to their children's needs. Furthermore, "at one end of the dimension are those parents who are very responsive to their children's needs and who regularly interact with their children in

an positive open and democratic manner” (Baumrind, 1967). At the other end are those parents who tend to “ignore their children and are unresponsive to their children’s bids for social attention” (Baumrind, 1967).

According to Baumrind, when the above mentioned dimensions are combined the development of four distinct parenting styles result which are the following: Authoritative, Authoritarian, Permissive, and Uninvolved (see Fig.1.1) (Berk, 1989).

Fig1.1

	Responsive Child-Centered	Unresponsive Child-Centered
Controlling, Demanding	Authoritative Parent	Authoritarian Parent
Low in Control, Undemanding	Permissive Parent	Uninvolved Parent

**Definitions:**

**Adolescents-** refers to the young adult population surveyed between the ages of 18 and 24.

**Child-rearing Practices** - refers to the manner in which a care-provider(s) raises a child.

**Level of Functioning-** refers to the ability an individual is able to function in the following areas:

- 1) Personal Care Skills, 2) Learning Skills, 3) Communication Skills, 4) Peer Interaction Skills, 5) Psychosexual Development Skills and 6) Social Acceptability Skills.

**Parenting Styles-** refers to the particular style that a parent(s) utilizes in order to raise a child.

The following parenting styles will be viewed in this study:

- 1) **Authoritarian-** Parent is usually characterized as being very stern and controlling. Tends to have a lot of rules and utilizes punitive measures (ex. spanking) to discipline a child (Samalin, 1995).
- 2) **Authoritative-** Parent usually communicates well with child. Tends to explain rules and responsive to changing needs of child (Samalin, 1995). Parent also expects a lot from child and provides a consistent level of discipline (Baumrind, 1967).
- 3) **Permissive-** Parent is characterized as being very lenient, poor at limit setting, and passive. Parent tends to be very nurturing and places few expectations upon the child (Baumrind, 1967).
- 4) **Uninvolved (Disengaged)-** Parent tends to be uninvolved with child and neglectful (not necessarily abusive) (Baumrind, 1967).

**Partial Care-** refers to a community mental health program which provides a milieu of services which are conducive to consumer participation. These services attempt to promote a higher level of functioning in social skills, daily living skills, prevocational skills, and personal development.

**Assumptions:**

- 1) It is assumed that the surveyed population completes the questionnaires accurately.
- 2) It is assumed that the surveyed population interviewed fully understands the definitions utilized for a parenting styles and is able to recognize their parents specific style.
- 3) It is assumed that the surveyed populations' involvement in the Partial Care Program has contributed to some level of improvement in their level of functioning.

- 4) It can be assumed that the abusive and neglectful parenting style tends to have a severe influence upon the development of any individual.
- 5) It is assumed that there will not be a direct correlation between the influence of parenting style and the level of functioning.
- 6) It is assumed to some degree that the parenting styles may share some similar characteristics in definition.

**Limitations:**

- 1) The size of the surveyed population may affect the reliability of the study.
- 2) The inability to make a comparison study between the responses of the adolescents and their parents.
- 3) The information gathered relies significantly upon the self reported data.

**Summary:**

In chapter 2, the literature researched for this study will be discussed. It will review materials which are inclusive of various parenting styles and the emphasis upon a parent being aware of his child-rearing approach; in order to raise a healthy child with a good mental health status.

## Chapter Two

This chapter will review some of the research about the influence and impact of parenting styles. The chapter will also discuss some of the research that suggests about which type of parenting approach may lead to positive or negative development of a child or an adolescent. The literature will also illustrate that parents have the ability to alter their parenting styles in order to create an improved growing environment for their child which tends to produce a healthy independently functioning young adult .

### **Literature Review:**

#### Parenting Styles

An abundance of research suggests that parenting styles have a major influence upon the development of children (Maccoby and Martin, 1983). In relation to other parenting styles. It tends to be suggested in the research reviewed that the authoritative parenting style encompasses the highest level of consistency and produces more positive outcomes.

According to Baumrind, the authoritative parenting style in comparison to the authoritarian, permissive and the uninvolved approach produces children who are more mature during preschool years. These children tend to exhibit more independence, higher levels of school achievement, greater social competence, and higher self-esteem during primary and secondary school years (Baumrind, 1967).

In support of Baumrind's findings, a study entitled "Parenting Styles Have Influence on the Kind of Adults Children Become" by Samalin, it is stated that there are numerous parenting styles. She goes on to report that the "Authoritative style is the approach to strive for as a parent" (Samalin, 1995).

Furthermore, she comments that the authoritative approach allows children many opportunities to make choices because their parents have a certain level of trust in them.

Samalin also pointed out that “it is critical to raise children who are able to make decisions” (Samalin,1995). According to Steinberg, these children know they are loved and this provides the children with “a secure emotional foundation” (Samalin, 1995).

Furthermore, Samalin stated that in contrast the authoritarian parent is extremely strict, controlling, and tends to resort to punitive measures. Therefore, this type of relationship with their child tends to result in poor communication and a sense of independence among parent and child (Samalin, 1995).

Samalin also discussed the (uninvolved parenting style) “disengaged parenting style” and according to Doris Blazer, a parent educator at Furman University, reported that this parenting approach leads to an “inconsistent patchwork of limits and love” (Samalin, 1995).

This article concludes, by stating that there are a various amount of parenting styles, and professionals tend to believe that they “influence the final outcome of a child’s personality and the the kind of adults they will become” (Samalin,1995).

### Consistency of Parenting Styles

According to Wanda Draper, Child Development Specialist of the University of Oklahoma Health Sciences Center, the importance of parents being consistent about their ideas and beliefs about child-rearing and what will be tolerated as acceptable behavior from a child (Draper, 1991).

She also pointed out that the presence of inconsistencies among parents can cause harm. She strongly recommends that “parents should choose a parenting style and then stick to it” (Draper, 1991). Furthermore, she suggests that parents should discuss this process with one another and

then discuss it with the child. Also if needed parents should seek professional counseling (Draper, 1991).

### Art of Discipline

According to Hoffman, discipline practices have been categorized by three techniques (Hoffman, 1977):

- 1) **Power Assertion-** physical punishment, shouting, attempts to physically move a child or inhibit behavior, taking away privileges or resources, or threatening any of these things.
- 2) **Love Withdrawal-** expressing anger, disappointment, or disapproval; refusing to communicate, walking or turning away.
- 3) **Inductions-** explaining why the behavior was wrong; pointing out the consequences of behavior to others; redirecting behavior by appealing to the child's sense of mastery, fair play, or love of another person.

Furthermore, discipline techniques in addition to parental modeling and reinforcement of acceptable behavior are important in the development of internal control (Mussen and Eisenberg-Berg, 1977) (see table 2.1).

2.1  
Discipline Techniques and Their Consequences  
for Personality and Moral Development

Discipline Technique	Personality Correlates	Moral Behaviors
Power assertion	Aggressive behavior and fantasy	Minimal internalization of moral prohibitions
Love withdrawal	Anxiety and dependence	No clear relationship to moral behavior
Inductions	Autonomy and concern for others	Advanced moral development



Also families who frequently use inductions as the primary discipline technique may be described “as democratic rather than authoritarian” (Odom, Seeman, Newbrough, 1971).

According to Baumrind, “children of parents who set firm, age-appropriate standards for behavior are generally sociable, responsible, self confident, and considerate of others” (Baumrind, 1971).

### Parents' Approach Differ Based Upon Gender

It was pointed out in the article entitled “Letting Dads be Dads” that men and women usually have different parenting styles. For example, when a mother disciplines a child, she tends to use the “invisible umbilical cord” approach to adjust the discipline from moment to moment (Shapiro, 1994).

According to Shapiro, mothers are usually flexible, sympathetic and feel the consequences of continuing bargaining (Shapiro, 1994). On the other hand, fathers are said to be predictable, consistent, and feel the consequences of rigidity (Shapiro, 1994).

### Gender Role Development of Children

According to Baumrind, parenting styles also influence gender role development. For example, authoritarian child-rearing practices seem to produce passivity and dependence in girls, but anger and defiance in boys (Baumrind, 1971). Research also suggests, that among boys the permissive parenting style is associated with passive, dependent, and non-achieving behavior, as well as with immaturity (Baumrind, 1971).

### Popularity and Parenting Styles

According to Netherlands Psychologists, Maja Dekovic and Jan Janssens of the University of Nijmegen, parenting styles can also affect the popularity of a child. For example, in their study of elementary school children they found that those parents who were more affectionate, attended to their children's needs, respected them and maintained a good level of discipline without being authoritarian, tended to be "more popular children" (Dekovic and Janssens, 1993).

### Cultural Comparison of Parenting Styles

The Japanese parenting style is primarily based upon the belief that personal happiness is "largely measured by one's societal contributions" (Shorto, 1991). It was reported that Japanese children seek fulfillment as a whole with others, rather than solely as an individual (Shorto, 1991).

The Japanese concept of "Amae" relies on the traditional Japanese child-rearing practices which entails complete dependence and the desire to be loved unconditionally (Shorto, 1991).

### Heredity Influences

According to John C. Leohlin, (of the University of Texas at Austin) "genetic material accounts for only 25% of personality" (Miller, 1988). More importantly, only 2 to 4 percent of personality differences can be accounted for based upon family influences and parenting style (Miller, 1988).

Leohlin also reported, that it is extremely important to consider environmental factors that are "unique to individuals, such as experiences with peers, teachers, and other adults" (Miller, 1988).

### Guidelines for Positive Parenting Approaches

According to the "Active Parenting of Teens Parent's Guide", parents can be effective by providing their children with the following; in order, to help them learn positive behavior: 1)

Become a good model of handling problems, 2) By teaching them effective forms of expression  
3) By removing oneself from a power struggle, 4) By giving a child a choice and 5)  
Allowing the teen to influence the parent's decision (Popkin, 1990).

### Summary

The information presented and discussed in this chapter, included research that illustrated some of the parenting styles which will be utilized, within my study and also some of the other influences of parenting styles upon children. Collectively, the research provided a strong foundation for the formulation of this study, which includes the influences of parenting styles upon the level of functioning of adolescents..

Within Chapter 3, the researcher will focus upon the population surveyed and methods which are going to be utilized to survey the population.

## Chapter Three

Design of Study:

### Sample

The population surveyed will consist of about 25 adolescents between the ages of 18 and 24. These adolescents are enrolled in a South Jersey Mental Health Facility which provides services to Burlington, Camden and Gloucester County. This population represents about 65% males and 35% females. Also the ethnic composite is about 60% Caucasian, 35% African American, 2.5% Latino, and 2.5% Asian. (There were only 15 responses out of the population surveyed and out of this sample 60% were females, 40% males, 53.3% African American and 46.7% Caucasian).

### Measures

Involves a self designed questionnaire for the study in order to interpret the specific parental style an adolescent may have been subjected to being reared as a child (see Fig.3.1).

The reliability and validity of this questionnaire has not been established. May rely on inter-rater reliability as a measure.

Also, involves a rating scale for each adolescents' level of functioning (the scale utilized is a modified lof scale and the original developer is unknown at the mental health facility). This scale will be completed by 2 counselors who have interacted with the adolescents > than 3 months within a partial care setting (the scores from each subscale will be tallied for each subject and then the total averaged score for each subject will become the individual lof score) (see Fig. 3.2).

The reliability of the scale has not been determined, but may rely on scorer-rater reliability.

Hypotheses:

- I. The authoritarian parenting style will have more of a negative influence upon the level of functioning of an adolescent.
- II. The authoritative parenting style will have more of a positive influence upon the level of functioning of an adolescent.
- III. There will be no difference in the level of functioning based upon the type of parenting styles an adolescent may have been subjected to.

**Analysis:**

The collected research will be displayed based upon positive and negative correlations and other research findings. Also the level of significance for these findings will be .05.

**Summary:**

Chapter Three included information on the specific population which will be utilized within the study and how the necessary information will be obtained, in order, to produce research findings.

Fig 3.1  
Parental Influence Inventory

Name:

DOB:

Gender: Male/Female

1) What county do you currently reside in:

Burlington    Camden    Gloucester    Other (Please Comment)\_\_\_\_\_

1                    2                    3                    4

2) What is your current family size:

0-1    2-3    4-5    Other (Please Comment)\_\_\_\_\_

1        2        3        4

3) How would you describe your parent(s) status as you were being reared as a child:

Single Parent Female

1

Single Parent Male

2

Both Parents

3

Foster Placement

4

Other (Please Comment)\_\_\_\_\_

5

4) What is your current educational status:

Some College

1

High School Graduate/GED

2

12th grade or less

3

Other (Please Comment)\_\_\_\_\_

4

5) What is your parent(s) or care provider's total level of education:

Some College

1

High School Graduate/GED

2

12th Grade or Less

3

Other (Please Comment)\_\_\_\_\_

4

6) How would you describe your parent(s) or care providers parenting style growing up as a child into a young adult:

- 1 Very stern and controlling. Tends to have a lot of rules and utilizes punitive measures (ex. Spanking) to discipline you (Jet, 1995)
- 2 Communicates well with you. Tends to explain rules and responsive to your changing needs (Jet, 1995). Parent expects a lot from you and consistent with discipline strategies (Baumrind, 1967).
- 3 Tends to be very lenient, no limit setting and passive. Tends be very nurturant and places few demands on you.
- 4 Tends to be uninvolved and neglectful (not necessarily abusive) (Jet, 1995).

7) How would you rate your level of functioning (ability to function independently) as a young adult:

High Medium Low Other (Please Comment)\_\_\_\_\_

4 3 2 1

8) Do you believe that your parent(s) or care provider had any influence upon your overall level of functioning (independent functioning in the following areas: Personal Care Skills, Learning Skills ,Communication Skills, Peer Interaction Skills, Psychosexual Development Skills and Social Acceptability Skills)

High Medium Low Other(Please Comment)\_\_\_\_\_

4 3 2 1

I hereby \_\_\_\_\_ give the surveyor permission to utilize the data obtained from  
(Insert name)

this survey in his/ her study with the understanding that my name will be kept confidential.

\_\_\_\_\_

Signature

Date \_\_\_\_\_

\_\_\_\_\_

Witness (if any)

Date \_\_\_\_\_



Fig. 3.2  
Level of Functioning Rating Scale

	←----->					
	Functional				Dysfunctional	
	Always	Most of the time	Sometimes	Rarely	Never	Scoring
<b>I. Personal Care Skills</b>						
1) Demonstrate Socially Acceptable Table Manners.	5	4	3	2	1	
2) Maintains General Body Cleanliness.	5	4	3	2	1	
3) Cares for Possessions and Living Space.	5	4	3	2	1	
4) Selects and wears appropriate clothing.	5	4	3	2	1	
5) Dresses Independently.	5	4	3	2	1	
				Total	___	Avg
<b>II. Child/Adult Relationships</b>						
1) Relates Positively and Appropriately to Parents.	5	4	3	2	1	
2) Ask Adults for Help when Needed	5	4	3	2	1	
3) Shows appropriate respect for authority.	5	4	3	2	1	
4) Is comfortable in the presence of adults.	5	4	3	2	1	
				Total	___	Avg
<b>III. Learning Related Skills</b>						
1) Adequately Acquires new skills.	5	4	3	2	1	
2) Shifts attention and interests as situation and activities demand.	5	4	3	2	1	

	Always	Most of the time	Sometimes	Rarely	Never
3)Uses leisure time constructively	5	4	3	2	1
4)Sustains interests in activities w/o constant praise and reassurance.	5	4	3	2	1
5)Responds with pleasure to recognition and praise.	5	4	3	2	1

Total\_\_\_\_ Avg\_\_\_\_

#### IV. Language and Communication Skills

1)Uses facial expressions Gestures/body movement appropriately.	5	4	3	2	1
2)Uses spoken language appropriately.	5	4	3	2	1
3)Responds to facial expressions gestures And body language	5	4	3	2	1
4)Responds to spoken language appropriately.	5	4	3	2	1

#### V. Peer Interaction Skills

1)Develops Friendships	5	4	3	2	1
2)Shows appropriate peer interaction	5	4	3	2	1
3)Takes leadership when appropriate.	5	4	3	2	1
4)Handles frustration/ Criticism appropriately.	5	4	3	2	1
5)Appropriately entertains self.	5	4	3	2	1
6)Participates Productively in Group activities.	5	4	3	2	1

Total\_\_\_\_ Avg\_\_\_\_

#### VI. Psychosexual Development

Always Most of the time Sometimes Rarely Never

1)Likes being Own Gender	5	4	3	2	1	
2)Enjoys/likes being with member Of same sex.	5	4	3	2	1	
3)Enjoys/likes being with opposite sex.	5	4	3	2	1	
4)Shows age situationally appropriate Social sexual behaviors.	5	4	3	2	1	
						Total___ Avg___

VII. Social Acceptability

	←----->					
	Dysfunctional			Functional		
1)Destroys/ Steals Property	5	4	3	2	1	
2)Denies responsibility for actions.	5	4	3	2	1	
3)Physically/verbally abuses others.	5	4	3	2	1	
4)Abuses alcohol or drugs	5	4	3	2	1	
5)Physically abuses self.	5	4	3	2	1	
						Total___ Avg_____

## Chapter Four

The analysis of data between the two variables included in the research hypothesis stated that there would be a relationship between the “authoritarian parenting style” and the influence upon the level of functioning of adolescents (Please review the variable key 4.1 and then view 4.2 to help interpret the variables tested). The variables were interpreted through the use of the Wilcoxon Matched Pairs (non-parametric/ related samples) (see Table 4.3):

Variable 1=Level of functioning

Variable 2=Parenting style

Table 4.3

Mean Rank	Cases
8.85	13 - ranks (var 1 LT var 2)
2.50	2 + ranks (var 2 GT var 1)
	0 Ties (var 2 EQ var 1)
	<hr/> 15 Total

$z = -3.1238$                       2-tailed  $p = .0018$

This table suggests that there is an inverse relationship between the two variables, but this data may be skewed because of the abundance of the “authoritarian parenting style” responses from the subjects surveyed (see Fig.4.4), but overall the research findings do suggest that there is a relationship between parenting styles and level of functioning.

Furthermore, there were other research findings which suggested that there is a relationship between two other variables (Wilcoxon Matched Pairs) (see Table 4.5):

Variable 2= Parenting style

Variable 4= Subjects self-reported level of functioning

Table 4.5

Mean Rank	Cases
4.00	1 - Ranks (var 4 LT var 2)
7.77	13 + Ranks (var 4 GT var 2)
	<u>1</u> Ties (var 4 EQ var 2)
	15 Total

$z = -3.0447$

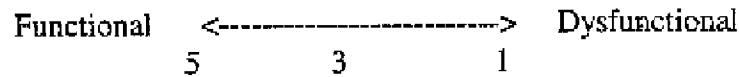
2-tailed  $p = .0023$

This data revealed that there is a relationship between the parenting styles and the self-reported level of functioning of the subjects. Therefore, the information ascertained from this data may suggest that the subjects surveyed do feel that their parent(s) (care-provider) have some influence upon their level of functioning whether positive or negative..

Another interesting concept discovered by the data collected was that the majority of the subjects surveyed were reared by a single-parent female (see Fig. 4.6). The impact of this variable was not determined within this study, but for future studies this may be relevant or significant.

#### 4.1 Variable Key

1) Level of Functioning- is the average total score for each individual. The LOF is based on a continuum that ranges from the following:



2) Parenting Styles are rated as the following:

Authoritarian=1

Authoritative=2

Permissive=3

Uninvolved=4

3) Self Reported Level of Parental Influence upon LOF of an individual is rated as follows:

High Influence=4

Medium Influence=3

Low Influence=2

Other=1

4) Self Reported LOF:

High=4

Medium=3

Low=2

Other=1

\*\*Fig. 4.6 Family Status of Subjects

FP= Foster Parent

BP=Both Parents

SPM=Single Parent Male

SPF=Single Parent Female

## 4.2 Variables

Subjects	LOF	Parenting Style	Self Reported Level of Parental Influence on LOF	Self Reported Level of Functioning
(1) RL	3.6	4	4	4
(2) BG	3.6	1	2	3
(3) JC	3.54	2	3	3
(4) PR	3.39	1	4	2
(5) BA	3.03	1	4	3
(6) CD	3.18	1	4	3
(7) NN	4.00	1	2	3
(8) NS	3.39	3	3	2
(9) DN	2.90	2	4	3
(10) RD	2.30	3	3	4
(11) MC	3.50	1	4	4
(12) KJ	3.30	1	4	4
(13) JJ	3.27	1	4	2
(14) RS	3.50	1	3	3
(15) BJ	3.21	1	2	2

# Parenting Styles

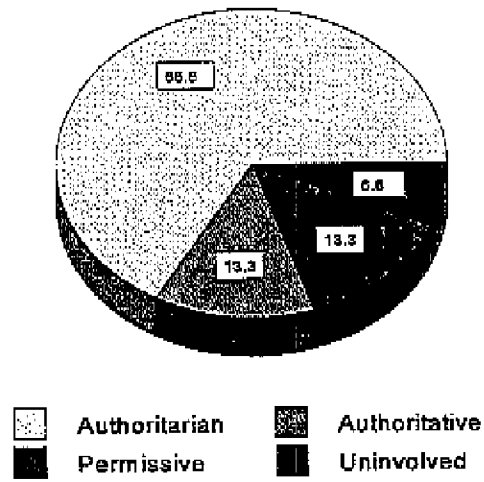


Fig. 4.4



# Family Status of Subjects

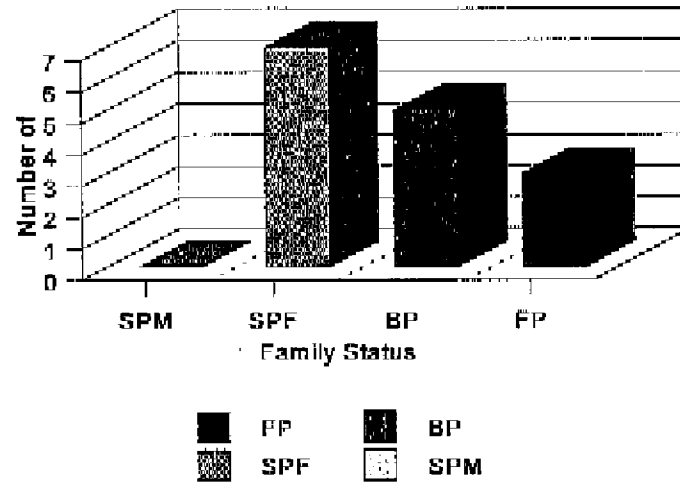


Fig.4.6

## Chapter Five

### Summary:

The purpose of the study was to provide knowledge about the influences of parenting styles upon the level of functioning of adolescents between the ages of 18-24. The study was successful in producing supportive and relevant data about the relationship between the two variables. Furthermore, the intent of the study was to show more supportive evidence that a parent(s) (care-provider) can impact a child tremendously with his/her choice of child rearing technique.

Also, to support other literature that suggests that parents (care providers) need to identify their specific style and alter their approach to produce a healthy, positive and independently functioning adolescent.

In further support, of research that signifies that the “authoritative parenting style” is the most healthiest child-rearing approach in raising a well rounded and independent adolescent.

### Conclusions

The research findings allows for further research to be done on the topic of parental influence. Also, a lot of research supports the revealed findings of this study about the relationship between parenting styles and the affects upon the level of functioning of adolescents and more importantly that a parent’s (care provider) choice of positive child rearing should include “authoritative” parenting characteristics . Along with suggestions of other research findings and supportive literature parenting should continue to be considered a crucial component in the development of a healthy child.

### Future Implications

The present study made an initial effort to provide further support to the literature about the

influences of parenting styles. The study was able to capture relevant statistical data which supports the notion that there is a relationship between parenting styles and the level of functioning of adolescents. According to the researcher, parents should strive to adopt “authoritative” parenting skills, not only to produce a healthy child, but to also help build a positive relationship between parent(care-provider) and child. This positive relationship will usually transcend to an overall positive relationship with the child’s peers and society as a whole.

The researcher will also like to suggest that future studies could be completed using the premise of this study. For example, it would be interesting to see the outcomes of this study with the use of a larger population, possibly a different type of surveyed population (which may include more school age children). Another suggestion would be to have involvement from the parents in order to assess their perceptions of their parenting styles and influences upon their child. This would be an extensive research study, this would allow for a comparative analysis between parent and child responses.

Overall, researchers need to be very much aware of the impact of positive and negative parental influences; in order, to realize the importance of such studies. Also, to better assess and identify ways to help parents (care providers) and children build positive relationships with each other.

Furthermore, to teach children independent functioning skills. Also, parental influences are not said to be the only contributing factor of negative and positive social development of children, but it is usually a primary socialization agent for most children.

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