The Critical Review of Social Sciences Studies

Online ISSN: 3006-7170
Print ISSN: 3006-7162
Volume 3, Number 1, 2025, Pages 325 – 335
Journal Home Page
https://thecrsss.com/index.php/Journal/about

Impact of Parenting Styles on Adolescent Psychosocial Challenges: How Self-Efficacy Builds a Protective Shield

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ARTICLE INFO

Article History:

Received:	*December*	*18, 2024*
Revised:	*January*	*05, 2025*
Accepted:	*January*	*08, 2025*
Available Online:	*January*	*09, 2025*

Keywords:

parenting styles, self-efficacy, psychosocial problems, adolescents, authoritative parenting, authoritarian parenting, permissive parenting

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ABSTRACT

Parenting styles have a significant impact in shaping how adolescents cope with emotional, social, and behavioral challenges. This study explored the relation of parenting styles, self-efficacy, and psychosocial problems in college students. It was hypothesized that permissive and authoritarian parenting styles would positively correlate with psychosocial problems, while authoritative parenting would show a negative relationship. Additionally, it was expected that self-efficacy significantly moderates the relationship between parenting styles and psychosocial problems. Using a correlational research design, data were collected from 120 college students aged 12-19 years. Standardized measures, including the Pediatric Symptom Checklist, Parental Authority Questionnaire, and Self-Efficacy Scale, were employed. Pearson product-moment correlation and three separate moderation analyses using Process Macro (Model 1) were conducted. The findings revealed that parenting styles significantly influence psychosocial problems. Permissive and authoritarian parenting had association with increased emotional and behavioral issues, whereas authoritative parenting demonstrated a protective effect, correlating with fewer psychosocial problems. Self-efficacy emerged as a significant moderator, buffered the negative effects of permissive and authoritarian parenting and enhanced the positive influence of authoritative parenting on psychosocial outcomes. These results underscore the critical role of self-efficacy as a protective factor in adolescent development. In order to promote improved psychological well-being, the study emphasizes the significance of parenting interventions that encourage emotional support and balanced control, as demonstrated by authoritative parenting. To improve the generalizability of these findings, future studies should examine these correlations across time and in a variety of cultural situations.

Introduction

The period between childhood and adulthood known as adolescence is a time when people encounter many psychosocial challenges especially emotional, behavioral and social difficulties in this stage. These challenges tend to be the result of environmental influences, personal vulnerabilities, and developmental pressures, which limit their social and emotional growth. It is very important for the well-being of adolescents to be psychosocially strong which help them to cope with emotional, behavioral and social challenges (Maerlender & Bray, 2024).

Self-efficacy and parenting style are two important aspects that affect psychosocial development. The attitudes and behaviors that parents exhibit toward their children are known as parenting styles, and they have an impact on how teenagers handle social and emotional difficulties (Buri, 1991; Baumrind, 1971). On the other side, self-efficacy is the conviction that one can successfully handle difficulties. Self-efficacy is essential for teenagers to develop resilience, emotional control, and problem-solving skills, particularly in the face of external stresses like unsupportive parenting (Bandura, 1997; Nazir er al., 2022).

To the author's knowledge, there are limited empirical investigations on the moderation of adolescents' self-efficacy by parenting styles on psychosocial variables. For instance, the buffer effect of self-efficacy was not examined by Peng and colleagues (2021), who examined the intermediary role of psychological flexibility and self-esteem on the relationship between parental practices and teenage well-being. Similarly, Glatz and Buchanan (2021) focused on parental self-efficacy as one of the mediators in another study that sought to mediate the effects of parenting practices. This left a significant knowledge gap regarding how adolescents' belief in their own ability to handle challenges could either act as a moderator or a moderator that either strengthened or diminished the effects of various parenting practices. The goal was to examine how parenting practices affect psychosocial difficulties while taking self-efficacy into account as a moderator.

According to Baumrind (1971) and Buri (1991), there are four different types of parenting styles: authoritative, authoritarian, permissive, and neglectful. These styles vary in terms of parental warmth and control. Positive psychosocial development, including as social competence, delayed gratification based on emotional control, and resilience, is demonstrated by authoritative parenting that exhibits high levels of responsiveness and demandingness (Pinquart 2017). An authoritarian parenting style, which combines high demands and low responsiveness, causes anxiety, sadness, and behavioral issues since the parents are often harsh and don't show empathy for their children (Fonseca et al., 2020). Permissive parenting is a different style of parenting that emphasizes warmth but lacks control, which results in poor affect management and elevated anxiety because they are unable to adjust to the structure that aids in the development of coping mechanisms (Baumrind, 1971; Buri, 1991).

High levels of control and discipline, as well as an emphasis on achievement and individualism, are characteristics of authoritarian parenting that are more likely to result in a variety of negative psychosocial effects, such as internalizing and externalizing behaviors, as well as a lack of social and emotional competence (Fonseca et al., 2020). Studies have indicated that children's internet addiction is largely caused by concern, and this association is exacerbated by permissive parenting. According to the research, parenting practices play a crucial role in reducing psychological risk factors, and balanced parenting is necessary to prevent the emergence of internet addiction (Lo, Lai, Ng, & Wang, 2020). Additionally, the study found that excessive parental demands, particularly rigid rules and regulations, increase teenage sadness by reducing rumination (Lo, Ng, & So, 2021).

Results showed that parental emotional warmth is associated with better mental health because it promotes higher self-esteem and reduce psychological inflexibility while parental rejection and overprotection is associated with poorer mental health due to lower self-esteem and increase psychological inflexibility (Peng et al., 2021). Family disruptions including forced separations from parents or caregivers cause adverse childhood experiences, and they predict adolescent emotional and behavioral problems thereby underlining the importance of emotionally available caregiver-child relationships for healthy human development (Choi et al., 2020). A study in the context of the COVID-19 pandemic establishes a substantial positive relationship between internet addiction and psychosocial issues among adolescents, with risks heightened among those with extended daily internet use, lower family income, and less educated mothers (Ozturk & Ayaz-Alkaya, 2021).

According to Bandura's Social Cognitive Theory (1997), the whole process of adolescent psychosocial development can be understood with the perspective of reciprocal determinism, where environment, cognition and behavior all interact with each other. This study employs SCT to assess the ways in which parenting styles, authoritarian, permissive, and authoritative, affect adolescents' psychological well-being by the levels of control and emotional care. Self-efficacy, a core concept of SCT, is posited as a moderating factor that buffers the adverse effects of less supportive parenting styles while enhancing resilience against psychosocial challenges (Bandura, 1997).

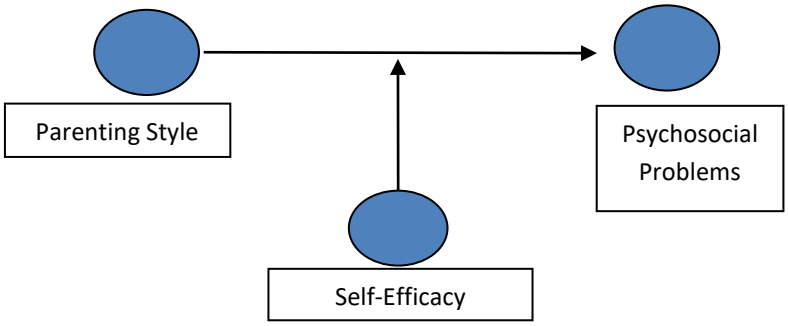


Figure 1: Conceptual Framework of the Impact of Parenting Styles on Adolescent Psychosocial Challenges

Hypotheses of the Study:

- Adolescent psychosocial issues are likely to be positively correlated with permissive and authoritarian parenting styles, while self-efficacy and authoritative parenting styles are likely to be negatively correlated with psychosocial difficulties.
- The association between permissive, authoritarian, and authoritative parenting styles and adolescent psychosocial issues is probably moderated by self-efficacy.

Method

Research Design

In this study, a correlational research design was employed.

Sample and Sampling Technique

Sample of the present study was secondary and college students. Sample was recruited through purposive sampling. According to G power calculator the current study sample will be *(N*= 120). Age range of the participants will be 12 to 19 year old.

Inclusion and Exclusion Criteria

Age range of adolescent will be from 12 to 19 years old. Adolescent with any physical disability will be excluded. Adolescent with single parents, due to divorced separation or any other disaster will be excluded.

Measures

The current study employed self-report measures that, in accordance with theoretical background, offered the optimal operationalization of the study variables. It was guaranteed that there would be no issues with cross-cultural validation of the instruments employed in this study. Additionally, it will take into account the instruments' strong psychometric qualities.

Pediatric symptom checklist. Teenagers' psychosocial issues were screened using the Pediatric Symptom Checklist (Y-PSC). Adolescents' eleven years of age and older completed it. It included 35 items with scores of 0, 1, and 2, respectively, and were classified as "Never," "Sometimes," or "Often" present. The sum of the points for each of the 35 elements was used to determine the final scores. Blank items were simply disregarded (i.e., score = 0). A questionnaire was deemed invalid if four or more items were left blank. The Y-PSC cutoff score was 30 or above. Significant psychological impairment was indicated by a score of 30 or above for teenagers of all ages. According to Jellinek et al. (1999), a positive Y-PSC score indicated the need for additional assessment by a licensed medical or mental health professional.

Parental authority questionnaire (PAQ). The purpose of the Parental Authority Questionnaire [PAQ] was to assess parental authority, or disciplinary measures, from the perspective of the child, regardless of age (Buri, 1991). Permissive, authoritarian, and authoritative are the three subscales that make up this instrument. On a 5-point rating system, where 1 represented strongly disagree and 5 represented strongly agree, our research participants were asked to score their responses. PAQ's two-week test-retest reliability varied from.77 to.92, and its internal consistency was good, with alpha for the subscales ranging from.74 to.87 (Buri, 1991).

Self-Efficacy scale (SES). To assess broad levels of confidence in one's own abilities, the Self-Efficacy Scale (SES) was designed (Sherer et al., 1982). On a 5-point rating scale, 1 represented "strongly disagree" and 5 represented "strongly agree," the subjects were asked to score their answers. The general self-efficacy and social self-efficacy subscales make up this measure. With an alpha of.86 for the general subscale and.71 for the social subscale, the SES demonstrated strong internal consistency (Sherer et al., 1982).

Results

Following the data collection process, SPSS version 27 was used to enter the data and perform additional analysis. Cronbach's alpha, mean, standard deviation, ranges, skewness, and kurtosis were used to determine the psychometric qualities and descriptive statistics of assessment measures used to evaluate parenting styles, self-efficacy, and psychosocial issues in adolescents. Table 1 showed the desired values.

Table 1: Psychometric Properties and Descriptive Statistics of Adolescent Psychosocial Issues, Self-Efficacy, and Parenting Styles (N = 120)

Variables	*K*	*M*	*SD*	∞	Ranges		*Skewness*	*[b]Kurtosis*
					Actual	Potential		
Self-Efficacy	16	16.28	3.87	.89	22-45	16-80	-.53	-.12
Psycho-Social Problems	14	99.01	13.55	.83	34-131	34-131	.06	.63
Permissive	07	33.55	5.57	.80	22-45	0-42	-.34	-.35
Authoritarian	07	34.65	5.45	.78	22-45	0-42	-.38	-.23
Authoritative	19	32.10	6.67	.70	22-45	22-45	-.24	-.40

Note: *a = Standard Error; a = Standard error of Skewness = 0.25; b = Standard error of Kurtosis = to 0.50; K = Number of Items; M = Mean; SD = Standard Deviation; α = Alpha.*

The mean and standard deviation of adolescent psychosocial issues, parenting methods, and self-efficacy are displayed in Table 1. It also shows the skewness and kurtosis values. Additionally, it shows the alpha coefficient, or internal consistency index, for each scale utilized in this investigation. Since all of the scales' alpha coefficients are above, the results demonstrated that every scale in the current study is internally consistent.70.

According to the hypotheses, adolescents' psychosocial issues are expected to be positively correlated with permissive and authoritarian parenting styles, while they are likely to be negatively correlated with authoritative parenting styles and self-efficacy. The suggested association was examined using Pearson product moment correlation. Table 2 displays the findings of the analysis.

Table 2: Co-relation among Properties of Parenting Styles, Self-Efficacy and Psychosocial Problems in Adolescents (N =120)

Variables	1	2	3	4	5
1 Permissive	-	.42***	-.39***	-.33***	.44***
2 Authoritarian	-	-	-.35***	-.29***	.25***
3 Authoritative	-	-	-	.21*	.19*
4 Self-Efficacy	-	-	-	-	-.37***
5 Psycho-Social Problems	-	-	-	-	-

Note: *P<.05, **P<.01, ***P<.001

Table 2 show that parenting styles, self-efficacy and psychosocial problems in adolescent. Results revealed that permissive and authoritarian parenting styles are significantly and positively related with psychosocial problems whereas authoritative parenting style and self-efficacy are significantly and negatively related with psychosocial problems in adolescent

According to the hypotheses, self-efficacy is probably going to have a moderating effect on the association between teenage psychosocial issues and parenting styles (permissive, authoritarian,

and authoritative). The suggested moderation model was examined using MACRO PROCESS. Tables 4.3, 4.4, and 4.5 present the analysis's findings.

Table 3: Self-Efficacy's Moderating Effect on the Association between Psychosocial Issues and Authoritarian Parenting Styles (N=120)

Predictors	Outcome Psycho-Social Problems B	ΔR^2
Authoritarian	.24	.21*
Self-Efficacy	-.29*	
Authoritarian X Self-Efficacy	.13*	.03*

Table 3 demonstrated how self-efficacy acted as a moderator in the association between psychosocial issues and authoritative parenting approaches. The findings indicated that psychosocial issues and authoritative parenting methods are significantly moderated by self-efficacy.

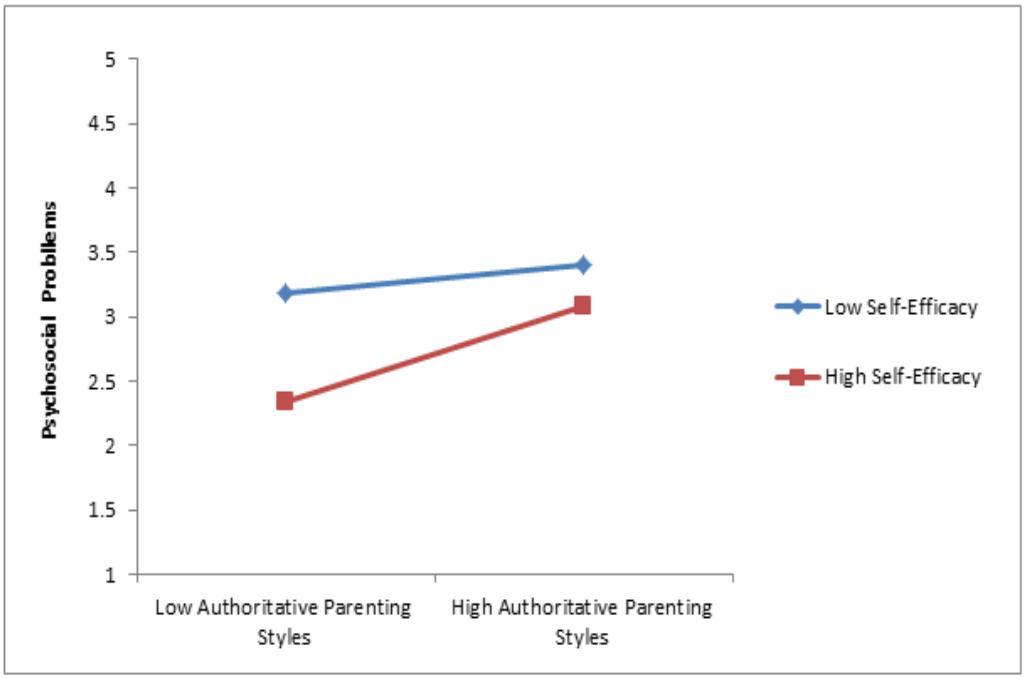


Figure 1: Self-efficacy reduces the positive correlation between psychosocial problems and authoritarian parenting styles.

The moderating role of self-efficacy in the association between authoritarian parenting styles and psychosocial problems is depicted in Figure 1. The positive correlation between authoritarian parenting styles and psychosocial problems is weakened by self-efficacy. When compared to those who have low levels of self-efficacy and low levels of authoritarian parenting, those who had high levels of both were more susceptible to psychological issues.

Table 4: Self-Efficacy's Moderating Function in the Association between Psychosocial Issues and Authoritative Parenting Styles (N=120)

Predictors	**Outcome** **Psycho-Social Problems**	
	B	ΔR^2
Authoritative	-.66**	.22*
Self-Efficacy	-.70*	
Authoritative X Self-Efficacy	.15*	.09*

Table 4 showed the moderating role of self-efficacy in relation between authoritative parenting styles and psychosocial problems. Results showed that self-efficacy is significant moderator in between authoritative parenting styles and psychosocial problems.

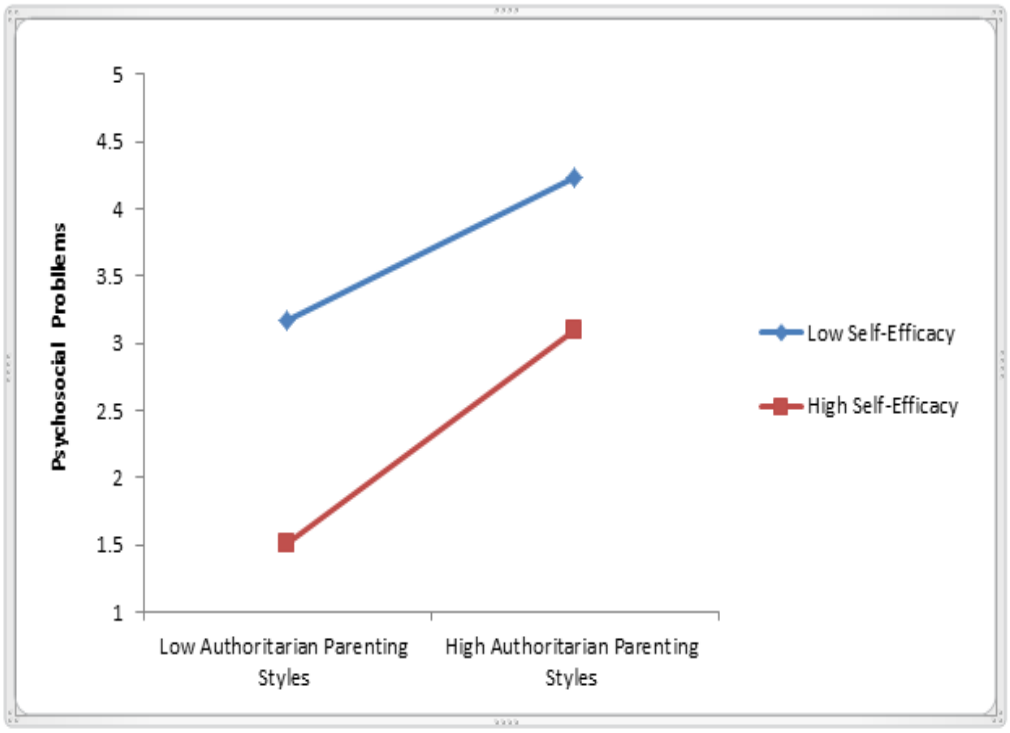


Figure 2: Self-efficacy weakens the negative relationship between Authoritative Parenting Styles and Psychosocial Problems.

The moderating role of self-efficacy in the association between psychosocial problems and authoritative parenting styles is depicted in Figure 2. The unfavorable correlation between psychosocial problems and authoritative parenting styles is mitigated by self-efficacy. Psychosocial issues were more likely to affect people with high authoritative parenting styles and poor self-efficacy than those with low authoritative parenting styles and high self-efficacy.

Table 5: Moderating Role of Self-Efficacy in Relationship between Permissive Parenting Styles and Psychosocial Problems (N=120)

Predictors	**Outcome** **Psycho-Social Problems**	
	B	ΔR^2
Permissive Parenting Styles	.77***	.25***
Self-Efficacy	-.67***	
Permissive Parenting Styles X Self-Efficacy	.17*	.07*

Table 5 showed the moderating role of self-efficacy in relationship between permissive parenting styles and psychosocial problems. Results showed that self-efficacy is significant moderator in between authoritative parenting styles and psychosocial problems

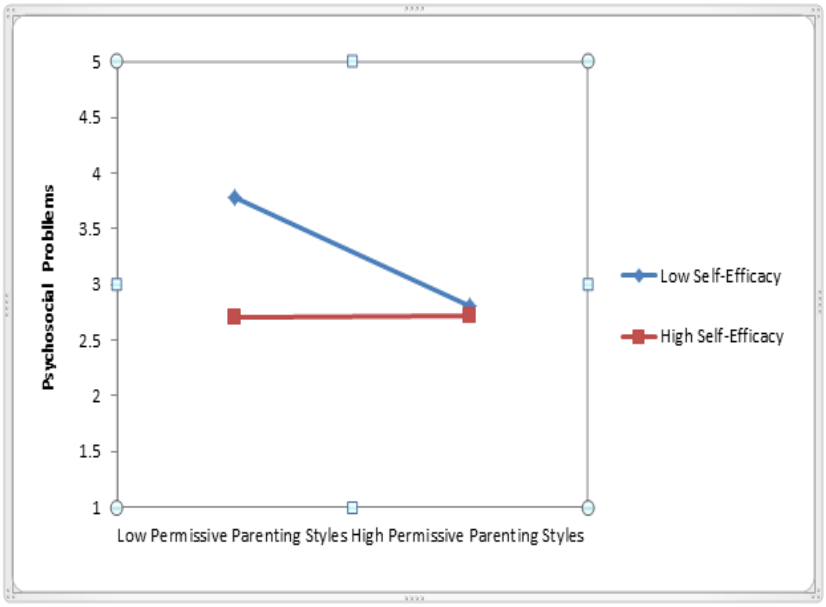


Figure 3: Self-efficacy weakens the positive relationship between Permissive Parenting Styles and Psychosocial Problems.

The moderating role of self-efficacy in the relationship between psychosocial problems and permissive parenting styles is depicted in Figure 3. The favorable correlation between permissive parenting styles and psychosocial problems is weakened by self-efficacy. Individuals with low self-efficacy and high permissive parenting styles were less likely to experience psychosocial issues than those with high self-efficacy and low permissive parenting styles.

Discussion

The current study investigated the moderating effect of self-efficacy and the relationship between parenting styles (authoritarian, permissive, and authoritative) and psychosocial issues in teenagers. The results provide valuable insight about how these factors combine to influence the psychosocial outcomes of adolescents.

The results showed that authoritarian parenting has positive relation with psychosocial problems and children who grew up in highly controlling and less sensitive homes are likely to develop emotional, social, and behavioral issues. The findings are in accordance with recent research which reveals that authoritarian parenting is linked to the development of impostor feelings in adolescents, with parental psychological control mediating this relationship and maternal authoritarian parenting showing a stronger direct effect on boys (Yaffe, 2023). The results also support the studies that have shown that demanding–controlling parenting styles are significantly associated with higher levels of emotional and behavioral difficulties in adolescents, which confirms the significance of parenting behavior as a factor that influences mental health (Azman et al., 2021).

Self-efficacy was found to significantly moderate the relation of authoritarian parenting and psychosocial problems. Adolescents with high self-efficacy showed resilience and it weakens the negative effects of authoritarian parenting on psychosocial outcomes. The results align with those of Zhang and Zhang (2024), who showed that adolescents with higher levels of self-efficacy also had fewer depressive symptoms. This underscores the significance of enhancing self-efficacy in order to lessen the detrimental effects of parenting practices on psychosocial outcomes.

In accordance with the hypothesis, authoritative parenting was negative correlated with levels of psychosocial problems. This finding supports an extensive body of literature emphasizing the benefits of authoritative parenting in fostering positive adolescent outcomes, including social competence, emotional regulation, and academic achievement (Steinberg, 2020). The high responsiveness and balanced control characteristic of authoritative parenting provide adolescents with a secure environment in which autonomy and decision-making skills are nurtured, contributing to better psychosocial adjustment (Baumrind, 1991). The moderation effect of self-efficacy amplified the protective effects of authoritative parenting as it was concluded by Hayek et al. (2022) that authoritative parenting promotes higher self-efficacy in adolescents, which not only strengthens their resilience to psychosocial challenges but also enhances their overall developmental outcomes, including emotional regulation and academic performance.

The findings demonstrated the detrimental consequences of a lack of structure and discipline on teenage well-being by showing a substantial positive correlation between permissive parenting and psychological issues. Previous research indicates that children raised in an indulgent parenting style—which is typified by low responsiveness and low demands—may struggle with emotional regulation and social issues as a result of the parents' lack of structure and low expectations (Pinquart, 2017). Additionally, the association between psychosocial issues and permissive parenting is moderated by self-efficacy. Accordingly, adolescents with high self-efficacy experienced less psychosocial challenges as a result of permissive parenting than adolescents with low self-efficacy (Glatz & Buchanan, 2021).

The findings of this study align with Bandura’s Social Cognitive Theory (1997), highlighting the interplay between environmental influences (parenting styles), personal factors (self-efficacy), and behavioral outcomes (psychosocial problems). The moderating role of self-efficacy underscores its importance as a protective mechanism, particularly for adolescents exposed to less supportive parenting styles. This study also extends the existing literature by demonstrating how self-efficacy amplifies the benefits of authoritative parenting while mitigating the detrimental effects of authoritarian and permissive parenting.

Practically speaking, the results imply that treatments meant to boost adolescents' self-efficacy may be a useful tactic to lessen psychosocial issues, especially when less-than-ideal parenting practices are involved. Parenting programs that encourage balanced control and responsiveness, as seen in authoritative parenting, should be promoted to foster positive adolescent development. Additionally, educating parents about the importance of emotional warmth, autonomy support, and appropriate boundaries can further improve adolescent psychosocial outcomes.

Although the study offers valuable insights, it should be recognized that it has several limitations. First, the cross-sectional design restricts the ability to draw conclusions about the causal links among psychological issues, parenting approaches, and self-efficacy. A better understanding of these changes over time may be possible with future studies that use longitudinal methods. Second, because parenting practices and their outcomes can differ depending on the cultural setting, cultural influences might affect how broadly applicable the results are (Darling & Steinberg, 2017). To improve the conclusions' global applicability, future research might examine similar correlations in a variety of cultural contexts.

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