



Perceived Parenting Style and Their Relationship: Self-Identity and Social Competence among Adolescent Students

Razan Jalal Khalaf Alabddi

Ministry of Education, Jordan

Email: abbadirazana@yahoo.com

Abstract

This study aimed to study the adolescent student's perceived parenting style, and their relationship to the concept of self-identity and social competence among adolescent students in Jordan. To achieve these goals, the study followed the descriptive method and Pearson correlation analysis, with a questionnaire as a study tool. This was applied to a sample made up of 500 public school students in Jordan for the age group between 14-15 years. The study found that the most prominent techniques for parenting for both parents included dialogue, acceptance, bear the responsibility, and cooperation. The degree of the concept of self-identity and social competence was medium. The results showed the existence of a positive relationship between perceived parenting style and self-identity also social competence.

Keywords: *adolescents, perceived parenting style, self-identity, social competence*

Abstrak

Studi ini bertujuan untuk menelaah mengenai pola asuh orang tua yang dipersepsikan pelajar remaja, dan hubungannya dengan identitas diri maupun kompetensi sosial pada pelajar remaja di Jordan. Dalam mencapai tujuan tersebut, studi ini menggunakan metode deskriptif, dengan kuesioner sebagai alat ukur. Studi dilakukan kepada 500 pelajar sekolah negeri di Jordan dengan rentang usia antara 14-15 tahun. Dalam studi ini ditemukan bahwa teknik parenting paling menonjol yang dilakukan oleh kedua orang tua di antaranya dialog, penerimaan, memikul tanggung jawab, dan kerjasama. Tingkat konsep identitas diri dan kompetensi sosial pada partisipan adalah medium, dan hasil menunjukan bahwa terdapat hubungan positif antara parenting and upbringing techniques dengan konsep identitas diri maupun kompetensi sosial.

Kata kunci: *identitas diri, kompetensi sosial, pola asuh yang dipersepsikan, remaja*

Informasi Artikel

Diterima: 01-02-2023

Direvisi: 10-03-2023

Diterbitkan: 01-04-2023



1. INTRODUCTION

The family is considered as the first building block of society, the cornerstone, and its pillar. So that Islam cares about building the family on solid foundations to guarantee its strength and its continuity, as directed through the methods parents use to raise their children with their upbringing intact. The social environment kicks off the importance of the family with the mother. She receives the child from birth and continues with them for a period that may be longer or shorter, and she returns relevance like that. It is a comprehensive field for all kinds of factors, from social to sentimental, cultural and economic. For the child, it is the first opportunity for social education, as it represents the instrument of the society in investigation with practical goals of social normalization for its members.

Parenting styles can be defined as methods in which parents deal with their children, their upbringing, and their upbringing (Al-Rashdi, 2019). If negative parenting methods in families adversely affected dignitary's sons and their behavior, where net overcome feelings of unhappiness, withdrawal, and insecurity in others and enmity and low scholastic collection. Whereas positive parenting methods in the family are characterized positively. The child confidence in themselves, reassurance and personal strobes that enable them to cope with cruel circumstances. It increases his self-confidence and it shows he has good self-affirmation (Martinez-Escudero et al., 2023; Jinan et al., 2022). How adolescent view their selves become an important indicator of good behavior and successful social relationships, either in the family or at work and in all different walks of life (Lichner et al., 2021). Self-identity also became important factor for student mental health crisis (Côté, 2018).

Parenting style, and familial education are the strongest factors for self-affirmation. In the treatment of children, methods will often change altogether, like ignoring dependency-independence on his parents and others in his life. This makes his personality weak and not sure of himself. During identity construction, adolescents need engage with warm and open communication, get support from their home and school to initiate discussions, have a chance to talk with adults and their peers, also have a chance to express their self in the environment (Upreti, 2017). Some researchers tried to identify parenting shapes and transactions that practice it with self-identity. For example, Benzonsky (2004) analyzed how parental patterns predict adolescent's identity style. Results showed that parental patterns significantly predict how adolescents constructing a sense of identity. Authoritative parents can contribute the development of obedience adolescents. Meanwhile, adolescents with authoritarian parents have a chance to have low level of self-esteem (Garaigordobil, 2022). Different parenting style can predict different level of self-esteem (Garaigordobil, 2022; Vasudeva, 2022)

Adolescents may face stress and mental problems from social turbulence and low social efficiency. School atmospheres must make students feel safe and free with free expression about their abilities and their needs, until they have a high level of social efficiency and so achieve their educational goals (Assadi et al., 2011). Person who has high social efficiency will choosing appropriate skills for each situation he goes through, and use it in ways that lead to positive results (Garaigordobil, 2022). Empathy and connection with others and mutual understanding of sentimental feelings will build good relationships with people, in which the individual is a good listener to them, and is able to know their interests and appreciate their

feelings and understanding (Darling et al., 2008). This results in high social efficiency and more ability to face social situations and share social activates with others (Chen et al., 2013). Individuals need it for their successful social conditioning (Agbaria & Mahamid, 2023). Social efficiency in this research I called social competence.

Giri (2020) aimed to reveal the relationship between personal attributes and social efficiency. The results show that teens have a high degree of agreement with social efficiency, and a statistically significant relationship between personal attributes and social efficiency. Meanwhile, my study was interested in studying the nature relationship between each perceived parenting style and self-identity also social competence in the category of adolescent students. The development of the concept of self-identity and social competence is one of the important skills in preventing teenage students from a lot of the problems that they face in life. Without these skills, it is difficult for adolescence to live side by side with society in the form they should be.

We proposed research questions (1) how long degree of parenting and upbringing techniques perceived, self-identity, and social competency among students in Jordan? (2) how about relationship between the degree of parenting and upbringing techniques perceived and self-identity also social competence among students in Jordan?

This study is an attempt to add new results to accumulate scientific and cognitive information about the relationship between parenting and upbringing techniques and the concept of self-identity and social competence in the Global and international environment in general and in the Arab environment in particular; to the knowledge of the researcher, such a study is lacking to gain the study relevance and the theory of her interest in adolescence. It represents a defining stage in the formation and personality of the individual.

2. METHOD

2.1 Participants

The study population consisted of all teenage students in the age group between 14-16 years in schools in the Directorate of Education for Kasbah Amman. Participants were chosen with random sampling method. Total participation were 573 students including male and female students. Data from participants used in this study only 500 participants, as many as 73 participants were excluded because unfinished respond.

2.2 Design

The study relied on the use of the descriptive associative method, where the curriculum was most suitable to the nature of the study intended to establish a relationship between the parenting and upbringing techniques and the concept of self-identity and social competence. Participants were asked to answer set of questions in this study.

2.3 Instrument

In this research, perceived parenting style operationalized as participant perception about methods used by their parents in order to upbringing himself. This concept gathered by calculating the sum of participants score obtained in the scale. The scale of perceived

parenting styles was developed by referring to a group of previous related studies including study by Kuppens and Ceulemans (2019), Krasanaki et al. (2022) and Kushwaha et al. (2023). The scale contains 41 items divided between two main patterns with 5 alternative responses (strongly agree; strongly disagree). The first indicated the pattern of parenting and upbringing techniques positively that included 4 types (acceptance, bear the responsibility, cooperation, vertebra). The second indicates the pattern techniques upbringing negative consist of 4 types (neglect, protection excess, the distinction, and wiggle. Grades respectively of 1-2-3-4-5 in areas of positive patterns and conversely in areas of negative patterns. The validity of the scale of perceived parenting styles was verified by presenting the scale to a number of experts and specialists in the educational and psychological field. The internal consistency ranged between 0.83-0.90, with the highest for the negative upbringing patterns field, the lowest for the positive upbringing patterns field, and the internal consistency for the tool as a whole was 0.88.

Self-identity operationalized as participant's perception of himself and others' view of him and his abilities. It will be confirmed by the identification total score that the student got when he answered paragraphs on the scale for self-identity in this study. Self-identity scale was developed by referring to a group of previous related studies such study (example, Bi X et al., 2018; Bush & Peterson, 2013). They formed the scale in opposite each paragraph are two words such as “applies” and “does not apply”. Participant must respond by placing an (X) in the box corresponding to the paragraph under one of these two words. This is a measure of self-esteem, and the scale includes 27 positive items, where if the subject responds with the word “applies”, they are given two marks for each item. If participant answers with “does not apply”, they are given one mark and also conversely for 33 negative items.

The indicators of the validity of the self-identity concept scale were verified in two ways such as apparent validity (arbitrators), and constructive validity. The scale was presented to 13 arbitrators holding PhDs in the field of educational psychology, measurement and evaluation, from several universities such as the University of Jordan, Yarmouk University and Al-Balqa Applied University. they were asked to judge the scale in terms of its belonging to what was intended to be measured, the clarity of the linguistic wording, and to make general observations on the scale. After taking into account the comments of the arbitrators, the validity of the construction of the self-identity concept scale was verified with survey to 30 students. That all the expressions of the self-identity concept scale had positive, statistically significant correlations with the total score of the scale. The stability of the scale was verified by two methods such as Cronbach-Alpha and split half. Coefficient of stability by half segmentation method was 0.907, and internal consistency coefficient was 0.887. The reliability indicators of the self-identity concept scale are good and sufficient for the purposes of the study.

Social competence operationalized as social skill possessed by the participants. It's the degree that the participants obtained on the social competence scale in this study. The measure of social competence for adolescents was developed by referring to a group of previous related studies such as Al-Rashdi (2019), Assadi et al. (2011) and Salavera et al. (2022). The scale consists of 49 items spread over four dimensions of social efficiency there are compliance with laws and authority, leadership qualifications, the social dimension, and

matters related to security and safety. Participant answered using the five-point Likert scale method (1=strongly disagree, 5=strongly agree). The points are reversed when the item is negative. Correlation coefficient using the Pearson for the degree of each phrase with the total degree of the scale showed values ranged from 0.66 to 0.73 and statistically significant level 0.05. Reliability was verified by two methods such as Cronbach-alpha with coefficient of 0.978 and half-halves with coefficient of 0.925. It showed that reliability for social competence scale was good.

2.4 Procedure

After completing the preparation of the study tool, we began to apply this tool according to a set of procedures. We did data collection lasted for two weeks. Participants were asked to fulfill three scale that studied in this study. Participant data entered into our data. The data coded based on the rules in each scale. After that, data were analyzed using statistical methods that relevant to answer our research questions.

3. RESULT

We completed extraction averages for arithmetic, standard deviation, and distractions normative wall percentage for describe each pattern of perceived parenting styles. Pattern that obtained an average of 3,5-5 is considered elevated, average of 2.5-3.49 is average, and an average of 2.49 or less is low. Meanwhile, weighted means and standard deviations were calculated for the total degree of the study sample responses on the scale for self-identity and social competence, then the standard deviation for average responses on the scale. After describing level of each variable in this study, we did correlation analysis for answering our second research question. The Pearson correlation coefficient was calculated between the scores of the sample members on the scale of perceived parenting styles and self-identity also social competence.

Table 1. Descriptive Statistics of Perceived Parenting Style, Self-Identity, and Social Competence

Pattern	<i>M</i>	<i>SD</i>	%	Level
Positive style in upbringing				
Take responsibility	3.96	0.648	79%	High
Cooperation	3.96	0.665	79%	High
Dialogue	3.74	0.653	74%	High
Acceptance	3.51	0.662	72%	High
Overall positive pattern	3.75	0.511	76%	High
Negative style in upbringing				
Neglect	2.44	1.269	47%	Low
Segregation	2.48	1.119	49%	Low
Wiggle	2.80	0.817	56%	Middle
Overprotection	3.35	0.664	67%	Middle
Overall negative pattern	2.65	0.931	55%	Middle
Self-identity	14.06	1.02		Middle
Social competence	12.63	2.77		Middle

Table 2. Correlation between Perceived Parenting Style, Self-Identity, and Social Competence

Variable	N	1	2	3
1. Perceived parenting style	287	-		
2. Self-identity	287	0.813**	-	
3. Social competence	287	0.779**	-	-

**p=0.001

As shown on table 1 that positive pattern of perceived parenting styles had higher score than negative pattern ($M=3.5$ and above in all domains). Responsibility and cooperation came in the first place ($M=3.96$), followed by the dialogue field ($M=3.74$), and in the last place was acceptance ($M=3.51$). The negative pattern of perceived parenting styles had a medium degree of practice on the overall scale of the tool. Neglect and discrimination received a low degree of practice (respectively, $M=2.44$, $M=2.48$). While, Volatility ($M=2.80$) and overprotection ($M=2.65$) got a medium degree of practice. Level of self-identity also was classified into middle level ($M=14.06$, $SD=1.02$), and social competence classified as middle level ($M=12.63$, $SD=2.77$).

As shown on table 2, we found that perceived parenting style have significant correlation with self-identity and social competence ($r_{\text{self-identity}}=0.813$, $r_{\text{social competence}}=0.779$, $p=0.001$). This result indicates that there is a positive correlation between perceived parenting styles and self-identity also social competence. The more positive the perceived parenting style, the more it affects the increase in the self-concept of the individual, especially in adolescence, which is characterized as a sensitive and critical stage, and a good and positive interaction should be provided with the adolescent. While, more positive the perceived parenting style, the more it affects the adolescent's social competence, which is evident in his ability to build positive and social relationships with others well.

4. DISCUSSION

Positive pattern of perceived parenting style become high degree of practice in this study. I found that perceived parenting style significantly have positive correlation with self-identity and social competence in adolescence student. This result means that good self-identity and social competence exist when the adolescent was brought up and established a positive up-bringing pattern.

The result in this study indicated that good self-identity which is considered as one of important factors that can lead positive well-being in adolescents can be achieved if positive pattern of parenting style also exists. In line with research result found by Rahman et al. (2017) that some parenting style is very important for the formation of adolescent views about himself. Supportive and good family can become a good environment for adolescent to express their self and have more chances to discuss with adult figures, so that they can have good environment to construct good self-identity (Upreti, 2017). Upreti (2017) explains that when adolescent and their parents have positive relationship, their child can feel freedom to explore identity options for themselves. In my research result, positive pattern of parenting style found when adolescents have good views about himself.

Besides that, the result about relationship between perceived parenting style and social competence that found in this research is in line with some previous research. Ren and Edwards (2014) found that some parenting styles can predict social competence of their child. For example, authoritative style significantly predicts the increasing of social competence of their child, but not for authoritarian style. Kazemi and Ardabili (2010) also found that some of parenting styles becomes main factor for developing problem solving skills, basic social skills, and effective communication. More supportive role of mothers become great condition for developing social competence of adolescents. In my research, good social competence was existing when the pattern of perceived parenting style categorized as positive pattern. This research attribute the reason for this to social and economic conditions, changes in norms and values, the invasions of globalization technology, and the emergence of extremist ideas that affected contemporary Arab society become serious situation. That situation will increase in parents' awareness of the seriousness of the situation and attempt to give positive patterns in upbringing that make the individual especially adolescence able to face these challenges.

In addition to the aforementioned findings, it is crucial to highlight the broader implications of this research on the relationship between perceived parenting styles and social competence. These findings underscore the significance of parenting styles in shaping the social development of children and adolescents. Ren and Edwards (2014) demonstrated that parenting styles can indeed serve as predictors of a child's social competence. Specifically, their study revealed that the authoritative parenting style has a significantly positive impact on enhancing a child's social competence, while the authoritarian style does not yield the same results. This aligns with the current study's findings, reinforcing the idea that positive parenting patterns are essential for fostering social competence in adolescents.

Furthermore, the study by Kazemi and Ardabili (2010) reinforces the notion that parenting styles play a pivotal role in the development of various skills, including problem-solving, basic social skills, and effective communication. It emphasizes the importance of maternal support in particular as a significant contributing factor to the enhancement of social competence in adolescents. These findings collectively emphasize the role of parenting in preparing individuals, especially adolescents, to confront the challenges posed by evolving social and economic conditions, shifting norms and values, the influence of globalization and technology, and the emergence of extremist ideologies in contemporary Arab society. Consequently, parents are becoming increasingly aware of the gravity of these challenges and are inclined to adopt positive parenting patterns to equip their children with the necessary skills to navigate and succeed in this complex environment.

In light of what this research concluded from the results of the study, there are number of recommendations to contribute to the development of quality methods which follow the Parents in the upbringing of their teenage children, as well as contributing to raising the degree of the concept of self-identity and social competence of adolescents, including these ways. First, present programs for parents to support level methods of positive parenting like encouragement and empathy and parents support their orientation with positive techniques like the better. Second, guide parents toward strengthening positive mental capacity in their children, especially with regard to the factors that would shape aspects of the self, such as self-identity. Third, train teenage students on how to correctly emphasize themselves in

different social positions, and overcome the feelings that prevent affirmative appearances for themselves in these situations.

There are some limitations in this study. First, the objective border. This study was limited to identifying the degree of the relationship between perceived parenting and upbringing techniques and the concept of self-identity and social competence. Second, the temporal border. The second half of the academic school year 2022/2023. Third, the participants border. Adolescent students in public schools in the age group 14-16 years in Jordan. Fourth, the spatial border. This study only studied in public schools in the Directorate of Education for Amman First Region.

Based on the results obtained, the previous recommendations, and some limitations, there are suggestion development of next study. The suggestion for the following future studies is to analyze the effectiveness of programs indicated in connection with the concept of self-identity and social competence among teenage students. Also, cognitive factors study that associated with the concept of self-identity and social competence in basic stage students. Besides that, other researcher can analyze parenting styles and their relationship with the psychological agreement of schemes adolescents.

5. CONCLUSION

This study found that positive pattern of parenting style perceived as most frequent to used. Self-identity and social competence with medium level also found in adolescent student in this study. The more positive pattern of parenting style significantly associated with more good self-identity and social competence in adolescent student.

REFERENCES

- Agbaria, Q., & Mahamid, F. (2023). The association between parenting styles, maternal self-efficacy, and social and emotional adjustment among Arab preschool children. *Psicologia: Reflexão e Crítica*, 36(1), 1-11.
- Al-Rashdi, N. (2019). Psychological stress and its relationship to social competence among a sample of secondary school students in Al-Qunfudhah Governorate. *Journal of the College of Education (Assiut)*, 35(8.2), 313-356.
- Assadi, S. M., Smetana, J., Shahmansouri, N., & Mohammadi, M. (2011). Beliefs about parental authority, parenting styles, and parent-adolescent conflict among Iranian mothers of middle adolescents. *International Journal of Behavioral Development*, 35(5), 424-431.
- Berzonsky, M. D. (2004). Identity style, parental authority, and identity commitment. *Journal of Youth and Adolescence*, 33(3), 213-220.
- Bi, X., Yang, Y., Li, H., Wang, M., Zhang, W., & Deater-Deckard, K. (2018). Parenting styles and parent-adolescent relationships: The mediating roles of behavioral autonomy and parental authority. *Frontiers in Psychology*, 9, 1-13.
- Chen, B., Vansteenkiste, M., Beyers, W., Soenens, B., & Van Petegem, S. (2013). Autonomy in family decision making for Chinese adolescents: Disentangling the dual meaning of autonomy. *Journal of Cross-Cultural Psychology*, 44(7), 1184-1209.

- Côté, J. E. (2018). The enduring usefulness of Erikson's concept of the identity crisis in the 21st century: An analysis of student mental health concerns. *Identity, 18*(4), 251-263.
- Darling, N., Cumsille, P., & Martínez, M. L. (2008). Individual differences in adolescents' beliefs about the legitimacy of parental authority and their own obligation to obey: A longitudinal investigation. *Child Development, 79*(4), 1103-1118.
- Garaigordobil, M., & Navarro, R. (2022). Parenting styles and self-esteem in adolescent cybervictims and cyberaggressors: Self-esteem as a mediator variable. *Children, 9*(12), 1795.
- Giri, S. (2020). Influence of different parenting styles on adolescents' identity construction. *Cross-Currents: An International Peer-Reviewed Journal on Humanities & Social Sciences, 6*(11), 138-141.
- Jinan, N., Yusof, N. A. M. binti M., Vellasamy, V., Ahmad, A., Rahman, M. N. B. A., & Motevalli, S. (2022). Review of parenting styles and their impact on the adolescents' self-esteem. *International Journal of Academic Research in Progressive Education and Development, 11*(2), 31-47.
- Kazemi, A., Eftekhar Ardabili, H., & Solokian, S. (2010). The association between social competence in adolescents and mothers' parenting style: A cross sectional study on Iranian girls. *Child and Adolescent Social Work Journal, 27*, 395-403.
- Krasanaki, A., Vasiou, A., & Tantaros, S. (2022). Parenting styles and social behavior of children and adolescents. *Psychology: The Journal of the Hellenic Psychological Society, 27*(1), 142-160.
- Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of child and family studies, 28*, 168-181.
- Kushwaha, Y., Chakravarty, R. T., & Srivastava, A. (2023). A Study of the relationship between parenting styles and happiness of school-going adolescents with reference to educational background, socioeconomic status, and working status of parents. *Journal of Survey in Fisheries Sciences, 10*(3S), 1743-1752.
- Lichner, V., Petriková, F., & Žiaková, E. (2021). Adolescent's self-concept in the context of risk behaviour and self-care. *International Journal of Adolescence and Youth, 26*(1), 57-70.
- Martinez-Escudero, J. A., Garcia, O. F., Alcaide, M., Bochons, I., & Garcia, F. (2023). Parental socialization and adjustment components in adolescents and middle-aged adults: How are they related?. *Psychology Research and Behavior Management, 16*, 1127-1139.
- Rahman, O. A., Shahrin, N. N., & Kamaruzaman, Z. (2017). The relationship between parenting style and self-concept. *Journal of Education and Social Science, 7*(1), 190-194.
- Ren, L., & Pope Edwards, C. (2015). Pathways of influence: Chinese parents' expectations, parenting styles, and child social competence. *Early Child Development and Care, 185*(4), 614-630.
- Salavera, C., Usán, P., & Quilez-Robres, A. (2022). Exploring the effect of parental styles on social skills: The mediating role of affects. *International Journal of Environmental Research and Public Health, 19*(6), 1-12.
- Upreti, R. (2017). Identity construction: An important issue among adolescents. *IOSR Journal of Humanities and Social Science, 22*(6), 54-57.

Vasudeva, B. (2022). Impact of parenting style on the self-esteem of adolescence.
International Journal of Indian Psychology, 10(3), 91-100.