

INFLUENCE OF PARENTING STYLE ON FAMILY VALUE REORIENTATION IN KEFFI LOCAL GOVERNMENT AREA OF NASARAWA STATE, NIGERIA

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Abstract

Family is a basic unit in the society which traditionally consists of two parents rearing their children for effective inculcation of societal values and providing necessary as well as acceptable orientation. A reoriented society cannot exist without a reoriented family in which parenting is crucial. The study thus investigated the influence of parenting styles on family value reorientation in Keffi Local Government Area of Nasarawa State. To guide the study, three research questions were raised while three null hypotheses were formulated. The study adopted descriptive survey design. A sample of 380 respondents were randomly selected among senior secondary school students from ten randomly selected senior secondary schools in Keffi Local Government of Nasarawa State. The instrument used for data collection was a questionnaire tagged "Parenting Styles on Family Value Reorientation Questionnaire (PSFVRQ)" was content validated and has a reliability coefficient of 0.82. Data collected were analysed using both descriptive and inferential statistics. The findings of the study revealed that the most popular parenting styles experienced by students in Keffi Local Government is permissive style followed by authoritarian style and authoritative style of parenting. It was found that authoritative, authoritarian and permissive parenting styles had significance influence on family value orientation in Keffi Local Government Area. Based on the findings, it was recommended among others that counsellors should organise counselling services and therapies for parents on authoritative, authoritarian and permissive parenting styles.

Keywords: Parenting styles, Value, Reorientation, Family, Society

Introduction

Family as the smallest unit of the society cannot be looked down in reorienting the larger society. The larger society may be the school, the neighborhood, the religious organization and so on. The product of each family depends on the way it's being handled. To achieve a desired family value, behaviour and product, parenting style used is very crucial.

Behavioral interventions revolve around family relationships and how interactions

encourage or discourage good behaviours. According to Lokanadha, (2016), “Cultural and societal standards/norms play an important role as the broadest basis for judging behaviour. Strategic changes in a parent's behaviour will spill over to changes in children's behaviour. Behavioural problems are learnt responses that become behaviour habits over time with continuous reinforcement. Family members are usually unaware of how they reinforce behaviour. Therefore, becoming aware of interactions is one of the first steps in producing behaviour change. (Coleman, 2005).

Good training and upbringing of the young ones distinguish human beings from the animals in their kingdom. Daily, the children gain knowledge and their personalities develop. The children can be likened to a bank where ideas are stored. They develop and learn daily from parents, peers aunts, uncles, in the school and neighbours all around them. Therefore, parenting is very important in order to build a solid and a long lasting foundation for their personality for the rest of their lives. Influence of parenting style should be one of the major factors to be considered as very important for family value and societal reorientation. Charity they say, begins at home. When parents are able to relate well with their children, and the children with the parents, the expected values and behaviours will be inculcated. the expected values will be taught and impressed by frequent repetitions and admonitions.

Therefore, good and mutual relationship cannot transpire without communication. Hussain (2022) observes that relationship cannot thrive without communication. The quality of a relationship is usually determined by the kind of communication that takes place in interpersonal interactions. This observation is a reality because sharing feelings with family members illuminates them more. Family communication has great impact on child's intellectual, emotional and social development.

Roles as defined by Oxford Advanced Learners Dictionary is “a function that a person or thing typically has or is expected to have”. For family value reorientation, secondary school students especially those at the early adolescent, need parents who will perform their roles as expected. First and foremost, the parents (father and mother), should be in harmony with each other and in their children upbringing. A scattered home will always bring up scattered children both at home and in the society. To produce value in the family, parents have the responsibility of being role models as: persons, man or woman, husband or wife, an intimate relationship as spouses, self disciplined matured people. According to Ayodele (2005), “Parents should gain and maintain control of their children successfully and correctly”. It is good to bear in mind that this cannot be achieved by scattered parents because they will produce who they are. Parents' response in challenging and correcting their children when they behave wrongly also determines the value of the family. Amareswaran and Selvam (2016) reveal that the kind of person or persons that corrects a child when he/she goes wrong, determines the child's adjustment.

The researcher observed that there are different styles parent use in handling their children especially the adolescents when they want to impress value on them. First and foremost, there is a need to define what style is. According to the Advance Learner's Dictionary (10th edition), style is

a “distinctive manner of doing, performing or presenting something”. It is therefore noted that parents have different distinctive manners of handling their adolescents (especially those between JSS 1 and JSS3) to impress in them the expected values of the family and the larger society. Hamon (2012) stated that, “Parents are the earliest and most influential teachers of their children”. Their effectiveness, however depends upon their knowledge, their experience and their interest in helping their children lead fulfilling and family value life style. Koesten, Schrodts and Ford (2009) defines parenting style as control attempt. He added that it is the behaviour of the parent towards the child with the intent of directing the behaviour of the child in a manner that is desirable to the parents. To him, parenting style is the same as control attempt which he categorized into seven as:

- i. Punitiveness;
- ii. Love withdrawal;
- iii. Explanation and flexibility;
- iv. Maturity demands;
- v. Autonomy granting;
- vi. Unqualified power assertion; and
- vii. Firmness.

For Greene and Burlison (2003), parenting style which he tagged Children Training is categorized into two: the permissive parenting school of thought and the authoritarian parenting school of thought. Other authorities have different ways of classifying parenting.

To be permissive simply means allowing great freedom of behaviour. Some parents give a permissive training to their children. They give them free hand; whatever the child wants, they give even to excess in some cases. This style of parenting allows for over pampered. Parents with this style will not want their secondary school adolescent to be checked or disciplined by neighbours or teachers. The child remains too free to do wrong or right. This style may seem so good to adolescent at home and will not help in societal values because the end result in most cases is not as good as it seems to be at the initial time. If parents continue using this style, the children under the style may feel he is right even when he is wrong. He will not have anybody to discuss with or may not want to. He will be confused and there will be fear since nobody can correct him. There is a tendency for such child to develop both internal and external disorder. He is disturbed. This kind of mentality cannot be taken to the larger society and receive acceptance. In such family, the parents and the children need to be counselled to help them have a balance orientation with the larger society (Darling, Cumsille & Martínez, 2007).

Authoritarian parenting style may also affect values. Caring parents will always give a fair hearing to their children in so as to know and understand what the problems are and how to solve them. This is not so with authoritarian parents. According to McKinney and Renk, (2011) they are too demanding and domineering; they expect great and maximum responsibilities from their

children, but they hardly listen to their children's complains. If such parents have their children as (Junior or Senior) candidates writing exams, they expect them to sit for the exam once and have '9As' but they will not raise enough support toward the success of their children's exam. Such parents impose responsibilities on their children. If an authoritarian wishes that the child should read Medicine at the University, he will not mind whether the child is good at Commercial subjects; he will force the child to be in science class by all means. Such parents do not seek the interest of their children. They make reasonable and unreasonable demands. According to Laursen and Collins (2009), "Normal parents were tolerant, patient but firm, making reasonable demands on the child, realistically related to his abilities, interest and needs. Since there is selfishness on how the parent deals with the child, the interpersonal love is missing and it will be difficult for the child to understand the parents.

Authoritarians can discipline strongly and this makes the child under their parenting to fear and shiver when they approach the child. There is no explanation or any fair hearing with this type of parenting and so, the child feels cheated even when the discipline is appropriate. It is therefore necessary to let children especially adolescents understand why they are disciplined and give proper measure of discipline and correction. Pérez, Cumsille and Martínez (2016) explains that, "In chastising a child, the parents should mind that they are not influenced by selfish anger. No parents are capable of rightly training children who have not the ability to govern their own tempers when their children grieves and offend them." Adolescents under this parenting will feel inferior to others since they seem not to do anything right by their parents and they cannot make decisions on their own. If they do, they feel it can never be a right one.

When children or adolescents under this type of parenting are confused, there is no boldness to go for parental conviction or counseling. The up-bringing is not palatable to the child's thought, speech and action. In the same way, if such children or adolescents get to the larger society, inferiority complex will manifest. They live a fearful life style; they think they can make any good suggestion or contribution to the progress of the larger society. The background they are coming from does not support being socially responsible. They conform to any situation either palatable or not.

An authoritative parenting is full of guiding and correcting in order to attain an effective and efficient high standard. In this parenting style, the parent tells the child what to do, how to do it when and where to do it. The child will be given reasons why he should not partake in an event and the child is also free to ask questions especially when in confusion. The parents have time for the child (adolescent) and there is interpersonal love. In this parenting, the child is taught to be obedient and why he should be obedient. Booth (1988) noted that there are principal motives that are likely to influence children to obedience; these include:

1. Affection (when parents have real affection towards a child, he obeys);
2. Righteousness (obey because it is the right thing to do);

3. Gain (let a child know the reward in obedience);
4. Happiness (when you obey, you feel happy);
5. Fear (if you will not be good or obedient you will suffer).

Effective home that will train a child well is a 'demanding' home. Laursen and Collins (2009) examined that in Authoritative parenting, the parents set high standards from an early age; they were ambitious for their child; they reward infrequently and without generosity; approval and affection are conditional upon value. But within the general framework of high demands and expectations the child is free to learn and good opportunities are afforded for him to do so whatever their social position, they tended more than other types of home to produce children of high ability.

To be positive is to have a helpful and constructive intention or attitude towards something. Parents are not to wait for a child to choose his own way of life, but are to place him on the right path in early childhood. This directing does not mean dictating a child's career or personal preferences, but directing him in the way of life that agree with God's standards. Hamon (2012) explains what positive training entails by stating that "Restraining a child's nature is not all there is to child training. However, until the nature is brought under control, there can be little, if any, positive training. Parents must act as the external control over a child while he is developing his own internal controls. The parents' role is not to remain as the child's control for the rest of his life, but gradually to work themselves out of this job as early as possible."

Therefore, in this study, the researcher is concerned with three parenting styles which are: i. the permissive or indulgence parenting style iii. The authoritarian parenting style and iv. The Authoritative parenting style. Each of these is discussed alongside how it has influence on family value reorientation in Keffi Local Government Area of Nasarawa State.

Statement of the Problem

There has been increase in the search for value orientation in resent time. So many values in families have been in disarray which is affecting both family and society at large. Many parents have complained of their children misbehaviours bringing shame to the family.

The researcher has observed among others that, parenting styles are some of the factors responsible for this situation for this ugly situation in education. According to literature a student's achievement motivation can be crucial to the development of his or her parenting styles and is largely responsible for good or poor achievement. The type of achievement motivation a student has can determine if he fails or succeed in school. More so ineffective parenting styles have been the bane of many students. The way and manners children are brought up is reckoned to be very essential to the development of the growing child. Parents are often faced with the complex task of parenting their children. A child's upbringing has a profound influence on how they see the world and how they process information. It was observed that different students view education as having different goals. This means that parents can create a pool of informed citizens with a

developed ability to think and reason and it can be used to establish students who share a common body of knowledge and who share socialization into the way things are done in a particular society. As much as have good parenting there is also poor parenting. Poor parenting is the absence of techniques and skills in parents to actualize their responsibilities and obligations to their children. Lack of cooperation and commitments from children and parents also leads to poor parenting. In this case, none of them will reach a common goal.

The researcher is worried that parenting styles could be the missing link in societal value reorientation. Research has been carried out in the area of parenting styles however, to the best of the researcher's knowledge; the influence of parenting styles on family life reorientation has not been properly explored and documented in Keffi Local Government Area of Nasarawa State hence the need for this study.

Objectives of the Study

The purpose of this study was to investigate the influence of parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State. Specifically, the study intends to;

1. Examine the influence of authoritative parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State.
2. Ascertain the influence of authoritarian parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State.
3. Investigate the influence of permissive parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State.

Research Questions

The following research questions evolved to guide the conduct of the study.

1. What is the influence of authoritative parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State?
2. What is the influence of authoritarian parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State?
3. What is the influence of permissive parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State?

Research Hypotheses

For the purpose of this study, three null hypotheses were stated to avoid any bias thus:

1. There is no significant influence of authoritative parenting styles on family value reorientation in Keffi Local Government Area of Nasarawa State.
2. There is no significant influence of authoritarian parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State.
3. There is no significant influence of permissive parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State.

Methodology

The descriptive survey method was chosen for the conduct of this study, which investigated influence of parenting style on family value reorientation in Keffi Local Government Area of Nasarawa State. The population for this study comprised all Senior Secondary School Students in Keffi Local Government Area of Nasarawa State. The study target population comprised SS2 students in the selected schools in Keffi LGA. A sample of 380 respondents were selected using multistage sampling technique. The instrument used in gathering data from the respondents was the researcher's designed questionnaire titled "Parenting Styles on Family Value Reorientation Questionnaire (PSFVRQ)". The content validity of the instrument was ascertained by three experts in the department of Guidance and Counselling of the Faculty of Education in Nasarawa State University, Keffi. The instrument has a reliability coefficient of 0.82. Descriptive and inferential statistical methods were used by the researcher to analyze the data that was collected for the study. Frequency count and percentage were used for the biodata in section A while the t-test was used to compare the mean scores of the respondents and to test the null hypotheses. The t-test procedure is considered appropriate in this work because it is a parametric test often used to compare the mean scores of two variables.

Results

Research Questions 1: What is the influence of authoritative parenting style on family value reorientation of senior secondary school students in Keffi LGA?

Table 1: Descriptive Statistics on the perceived influence of Authoritative Parenting Style on the Family Value Reorientation of Senior Secondary School students in Keffi LGA

Authoritative Parenting Style	SA	A	D	SD	X	Std. D	Remark
Gives reasons why rules should be obeyed.	199	59	40	82	2.99	1.22	High
Shows respect for my opinions by encouraging child to express them.	140	102	64	74	2.81	1.13	High
Talks it over and reasons with me when I misbehaves.	142	102	74	62	2.85	1.09	High
Takes my desires into account before asking me to do something.	121	128	63	68	2.79	1.08	High
Encourages me to freely express (himself) or (herself) even when disagreeing with parents.	142	98	51	89	2.77	1.18	High
Channels my misbehavior into a more acceptable activity	158	98	47	77	2.89	1.16	High
Are responsive to my feelings or needs.	135	110	62	73	2.81	1.12	High
Encourages me to talk about the child's troubles.	130	103	63	84	2.73	1.15	High
Grand Mean					2.83		High

Table 1 shows the mean rating of students on the influence of authoritative parenting style on family value reorientation of senior secondary school students in Keffi LGA. The result indicates that with a grand mean of 2.83 which is above the criterion mean of 2.5. The students agreed that the authoritative parenting style has a positive influence on the family value reorientation of senior secondary school students in Keffi LGA.

Research Question 2: What is the influence of authoritarian parenting style on family value reorientation of senior secondary school students in Keffi LGA?

Table 2: Descriptive Statistics on the Influence of Authoritarian Parenting Style on the Family value reorientation of Senior Secondary School students in Keffi LGA

Authoritarian Parenting Style	SA	A	D	SD	X	Std. D	Remark
Uses physical punishment as a way of disciplining me.	125	122	68	65	2.80	1.08	High
Spanks me when I am disobedient.	138	123	58	61	2.89	1.07	High
Uses threats as punishment with little or no justification.	140	120	63	57	2.90	1.06	High
Disciplines me first and asks questions later if I am fighting.	135	155	55	35	3.03	.933	High
Scolds or criticizes my behaviour if it doesn't meet expectations.	120	133	65	62	2.82	1.05	High
Disagrees with me.	186	112	40	42	3.16	1.01	High
Appears to be more concerned with own feelings than with my feelings.	128	142	57	53	2.91	1.02	High
Guides me by punishment more than by reason.	154	145	32	49	3.06	1.00	High
Grand Mean					2.95		

Table 2 shows the mean rating of students on the influence of authoritarian parenting style on family value reorientation of senior secondary school students in Keffi LGA. The result indicates that with a grand mean of 2.95 which is above the criterion mean of 2.5. The students agreed that authoritarian parenting style has a positive influence on the family value reorientation of senior secondary school students in Keffi LGA.

Research Questions 3: What is the influence of permissive parenting style on family value reorientation of senior secondary school students in Keffi LGA?

Table 3: Descriptive Statistics on the Influence of Permissive Parenting Style on the Family value reorientation of Senior Secondary School Students in Keffi LGA

Permissive Parenting Style	SA	A	D	SD	X	Std. D	Remark
Carries out discipline after I misbehave.	177	67	85	51	3.24	1.08	High
Bribes me with rewards to bring about compliance.	116	112	60	92	2.66	1.15	High
Ignores my misbehavior.	135	107	53	85	2.77	1.16	High
Withholds scolding and/or criticism even when I acts contrary to our wishes.	109	121	69	81	2.68	1.11	High
Appears unsure on how to solve my misbehavior.	114	116	45	105	2.63	1.18	High
Finds it difficult to discipline a child.	193	70	39	78	2.99	1.19	High
Sets strict well-established rules for us as children.	133	106	57	84	2.76	1.15	High
States punishments to us and does not actually do them.	142	99	60	79	2.80	1.15	High
Grand Mean					2.82		

Table 3 shows the mean rating of students on the influence of permissive parenting style on family value reorientation of senior secondary school students in Keffi LGA. The result indicates that with a grand mean of 2.82 which is above the criterion mean of 2.5. The respondents (students) agreed that permissive parenting style has a positive influence on the family value reorientation of senior secondary school students in Keffi LGA

Hypotheses Testing

Hypothesis 1 (HO₁): There is no significant influence of authoritative parenting style on family value reorientation of senior secondary school students in Keffi LGA

Table 4: t-test on influence of Authoritative Parenting Style on Family Value Reorientation of Senior Secondary School students in Keffi LGA

	Mean	Std. D	df	T	Sig.(2tailed)	Decision
Authoritative P. Style	2.83	2.657	379	89.799	.000	Reject HO ₁
Family value reorientation	51.53	4.344				

t-test is significant since $p < 0.05$ level of significance

Table 4 reveals that there is a significant influence of authoritative parenting style on family value reorientation of senior secondary school students in Keffi LGA. The result shows that with $t_{(379)} = 89.799$; $p < .05$ (.000), this implies that the authoritative parenting style have a positive influence on students' value in public secondary schools in Keffi LGA. The formulated hypothesis was therefore rejected since the p – value is less than .05 alpha level.

Hypothesis 2 (HO₂): There is no significant influence of authoritarian parenting style on family value reorientation of senior secondary school students in Keffi LGA

Table 5: t-test on influence of Authoritarian Parenting Style on Family value reorientation of Senior Secondary Schools students in Keffi LGA

	Mean	Std. D	df	t	Sig.(2tailed)	Decision
Authoritarian P. style	2.95	2.14	379	89.776	.000	Reject HO ₂
Family value reorientation	51.53	4.34				

t-test is significant since $p < 0.05$ level of significance

Table 5 reveals that there is a significant influence of authoritarian parenting style on family value reorientation of senior secondary school students in Keffi LGA. The result shows that with $t_{(379)} = 89.776$; $p < .05$ (.000) implies that the authoritarian parenting style has a significant positive influence on family value reorientation in public secondary schools in Keffi LGA. The formulated hypothesis was therefore rejected since the p – value is less than .05 alpha level.

Hypothesis 3 (HO₃): There is no significant influence of permissive parenting style on family value reorientation of senior secondary school students in Keffi LGA

Table 6: t-test on the influence of Permissive Parenting Style on Family value reorientation of Senior Secondary School students in Keffi LGA

	Mean	Std. D	df	t	Sig.(2tailed)	Decision
Permissive P. Style	2.82	2.07	379	90.467	.000	Reject HO ₃
Family value reorientation	51.53	4.34				

t-test is significant since $p < 0.05$ level of significance

Table 6 reveals that there is a significant influence of permissive parenting style on family value reorientation of senior secondary school students in Keffi LGA. The result which is given as $t_{(379)} = 90.467$; $p < .05$ (.000) implies that the permissive parenting style has a positive influence on values in secondary school students in Keffi LGA. The formulated hypothesis was therefore rejected since the p – value is less than .05 alpha level.

Discussion

Findings of the study on hypothesis one revealed that there is a significant positive influence of authoritative parenting style on family value reorientation of senior secondary school students in Keffi LGA. This finding of the study is supported by Baidoo-Anu, Abiaw and Kaedebi-Donkor (2019) revealed that parenting styles correlate high with family value and as such parenting styles have relationship with the family value of students. Asrat (2015) research results revealed that out of the three specific parenting styles, the authoritative style has the medium significant correlation with family value reorientation. The authoritarian style also has a negative significant relationship with value reorientation. However, there is no significant relationship between the neglectful parenting styles and value reorientation. More so, study by Kosterelioglu (2018) further shows that democratic and overprotective parenting styles were found to have the strongest and the most significant impact on learning approach orientation whereas overprotective and permissive parenting styles had the most significant impact on learning avoidance orientation.

Result of the study on hypothesis two revealed that there is a significant positive influence of authoritarian parenting style on family value reorientation of senior secondary school students in Keffi LGA. This is in line with Ishola and Taiwo (2015) whose study revealed that there was a significant influence between authoritative parenting style and academic performance of male students in social studies, while there was no significant relationship between authoritative parenting style and reorientation of female students. This is also supported by the research of Obi and Okeke (2014) which found out that authoritarian and authoritative parenting styles made significant contribution to students' family value reorientation. This is also in line Odongo, Aloka and Raburu (2016) who found that parenting styles (Authoritative, authoritarian, permissive, neglectful parenting style) statistically significantly predict academic performance of adolescents. However, contrary study by Ishola and Taiwo (2015) revealed that there was no significant relationship between permissive parenting style and reorientation of both male and female students.

Findings from the study on hypothesis three revealed there is a significant positive influence of permissive parenting style on family value of senior secondary school students in Keffi LGA. This finding is corroborated by Ahmadu, Emmanuel, and Yakubu (2019) findings which showed that the parents of secondary school students appear to be more authoritarian and less in democratic in their parenting styles. The study also found that there was no significant influence between the three parenting styles and family values of secondary school students. This is also in agreement with Omoteso, Oyetoro and Banjoko (2020) results which indicated that the authoritative parenting style is the dominant parenting style perceived to be used by 60% of the students' parents. However, parenting styles had significant influence on the social adjustment problems of the students. Study by Rabbi (2018) also suggested that authoritative and authoritarian style of parenting has significant positive relationship with the academic performance of students as against permissive style of parenting which correlated negatively.

Conclusion

The study concludes that there is a significant positive influence of parenting styles (authoritative, authoritarian and permissive) on family value reorientation of senior secondary school students in Keffi LGA. Parenting demandingness and responsiveness play crucial roles in adequate parenting of adolescents. Sufficient time must be created by parents (especially mothers), monitor their children at home. Adequate monitoring, control, supervision irrespective of the school location and age are paramount factors in positive and effective child rearing. Authoritative parenting style is characterized by parental “demandness” as well as “responsiveness” the dimension of parental form of child rearing is flexible and responsive to child needs but also enforces reasonable standards of conducts.

It was observed that students from authoritative parenting style had better value than students from other parenting styles. In addition, authoritative parenting style looks at the whole child, sees his value reorientation and thinks how they can have the child learn and keep away from it.

Recommendations

The following recommendations were made:

1. There is need for parents and guidance to make use of authoritative parenting style in the upbringing of the child and also encourage their children in their educational or academic activities
2. The study recommends that parents who practice authoritarian parenting style should endeavour to continually support their children in their education and other aspect of life. Parents should also seek for positive ways of using authoritarian parenting style to help develop their children’s academic and life.
3. Parents should develop positive ways towards the practice of permissive parenting style that could positively influence the family value and life of adolescents.

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