

Impact of Parenting Styles on Social Skills of Adolescent Children in Urban Areas of Ludhiana, India

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Abstract:

Background: Parenting style has an immense impact on the mental health and social development of children.

Aims: The present study aims at determining the effects of different modes of parenting styles on the dimensions of social skills of male and female adolescent children of working and non-working mothers in urban areas of Ludhiana, India.

Methods: A total of 200 volunteer adolescent, school-children, belonging to working-mothers (38 male and 26 female) and non-working mother (83 male and 53 female), were surveyed. The parenting style was categorized into eight modes of parenting as suggested by Bhardwaj et al. (1998)[1]. The reliability of this test was determined by test and retest method with an interval of 21 days.

Results: The results indicated that none of the dimensions of social skills were differing significantly ($P > 0.05$) between the male and female adolescent children in each of the mothers' groups. However, the dimensions of social skills were higher among the children of working mothers as compared to those belonging to non-working mothers. The modes of parenting were analyzed for "Mother-form", "Father-form" and 'both parents-form'. The parameters utopian expectation vs. realism and lenient standard vs. moralism were significantly differing ($P < 0.05$) between two genders of students (non-working mothers). The mean of joint scores of both parents for all the dimensions (except for 'Carelessness vs. Protection (B)') of parenting style is higher among non-working mothers than the working mothers.

Conclusions: It is concluded that the development of social skills is influenced by the employment status of the mother.

Keywords: Adolescent children; Working and non-working mother; Social skills; Mode of parenting

Date of Submission: 13-07-2018

Date of acceptance: 28-07-2018

I. INTRODUCTION

Human being interacts socially with each other in many ways to communicate their messages, thoughts, and feelings with the help of spoken vis-à-vis body languages. Those who accept and obey the traditions, customs and adjust with the social norms are called sociable. The three most important expressive skills by which people interact with each other are verbal behavior, paralinguistic behavior, and nonverbal behavior. This skill is known as the receptive skills. In this process, people accumulate words or identify the internal resources. Presentation skill, interaction skill, social integration, conversational skill are the different dimensions of social skills [2]. Parents and society nurture an individual to enable him/her to become sociable and amenable.

Parenting style refers to the process by which the parents take care of their children, give them the favorable social environment and nurture humane-values to enable them to be successful in their lives [3]. There are three main types of parenting styles: authoritative parenting, authoritarian parenting, and permissive parenting. Authoritative parenting is a child-centered approach that holds positive encouragement. Authoritarian parents are demanding forcefully make the children follow their words and doctrine. Indulgent parenting (permissive or non-directive or lenient parenting) is a style of parenting where the parents are responsive but not demanding. Children of permissive parents may tend to be impulsive [4]. There is another type of parenting known as neglectful parenting which is commonly noticed by the parents [5]. This type of parenting never gives importance to the child's emotion though the parents provide children's basic needs like food, clothing, etc. Other parenting styles are attachment

parenting, positive parenting, narcissistic parenting, nurturant parenting, overparenting, helicopter parenting, slow parenting, toxic parenting, dolphin parenting etc. the parents of adolescent children should maintain a friendly and loveable relationship with their children but at the same time, they have to monitor and guide them. These styles of parenting bear a direct impact on the kids' future by architecting the children's psychology. Careful analysis of various parenting styles reveal that these can be fundamentally classified into some modes of parenting. Bharadwaj et al. (1998)[1] had identified eight modes of parenting which are enumerated as rejection vs. acceptance; carelessness vs. protection; neglect vs. indulgence; Utopian expectation vs. realism; lenient standard vs. moralism; freedom vs. discipline; faulty role vs. expectation; and marital conflict vs. marital adjustment. The adolescent children in India need more attention so that their social skills develop properly [6-7]. Studies have been conducted on the impact of parenting styles of Indian parents [4] on values and functionality among Indian youths and related aspects [6,8]. These studies indicate that there exists a gap in the knowledge regarding parenting styles of Indian parents in urban and rural India [9]. The existing parenting styles and the impact of parenting styles on the social skills development among Indian adolescent children warrant in-depth study.

The objective of the study is to find out the impact of different dimensions of social skills and different modes of parenting styles for male and female adolescent school-going children of working and non-working mothers.

II. MATERIALS AND METHODS

Experimental samples: The sample for survey comprised of 200 male and female adolescent volunteers from selected schools (Government Senior Secondary Model School, PAU, Ludhiana, and the Bharatiya Vidya Mandir School, Near Rose Garden, Ludhiana) of district Ludhiana. The students who were not participating involuntarily were not considered for the study. The students were divided into two groups: belonging to working-mothers (38 male and 26 female) and non-working mother (83 male and 53 female). The children (aged between 14 and 15 years) were belonging to families of local residents of Ludhiana as well as immigrant labors from other states of India.

Data Collection: Two printed questionnaires (detailed below) were distributed to 50 students each day, in presence of a teacher in the class. Each of the questions and the answers was explained to the students. The students filled the questionnaire in 135 minutes (3 periods) each day. The two sets of questionnaires (procured from the National Psychological Corporation, Old Agra, India) were as follows:

- Parenting scale prepared by R L Bharadwaj, H Sharma and A Garg (1998) [1]: Eight modes of parenting have been covered: Rejection vs. acceptance; Carelessness vs. protection; Neglect vs. indulgence; Utopian expectation vs. realism; Lenient standard vs. moralist; Freedom vs. discipline; Faulty role expectation vs. realistic role expectation; Marital conflict vs. marital adjustment. The modes of parenting were individually scored for "Mother-form", "Father-form" and "both parents-form". "Mother-form" refers to the score awarded by the adolescent children to their mothers for the different dimensions of social skills. Similarly "Father-form" means the given scores by the adolescent children to their father in different dimensions of social skills.
- Social skills, problem behavior, a check-list booklet developed by Mathur and Arora (2005) [10]: to assesses negative social behaviors on 6 dimensions viz. skills of presentation, conversation, social-integration, attitude towards other children vis-à-vis towards adults.

Scoring: The scoring of the parenting scale is of quantitative type and based on five points Likert scale (Likert 1932) [11]. Each item of the scale was scored in descending order (1,2,3,4 and 5) and the scoring of item numbers 4,11,18,25 and 32 were in reverse order (i.e. 5,4,3,2 and 1).

Reliability: The reliability of this test has been determined by the test and retest method with an interval of 21 days on the sample of 200 children.

Table 1: Reliability (Test-Retest) and validity coefficients of different modes of parenting

Modes of parenting	A	B	C	D	E	F	G	H	Total
Coefficient of reliability	0.79	0.54	0.64	0.59	0.67	0.56	0.74	0.69	0.72
Coefficient of validity	0.45	0.39	0.42	0.62	0.38	0.52	0.57	0.36	0.75

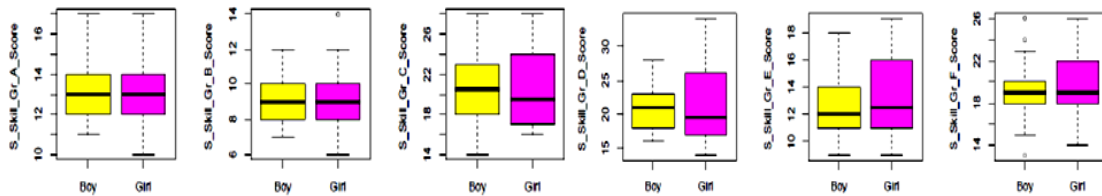
Table 2: Index of reliability (area wise) for a different dimension of social skills

Social skills dimensions	Alpha Cornback coefficient	Test-Retest of Reliability (Rtt)
Presentation skills	0.79	0.68
Interaction skills	0.82	0.84
Conversation skills	0.76	0.80
Social integration	0.76	0.77
Attitude towards other children	0.77	0.83
Attitude towards adult	0.75	0.82

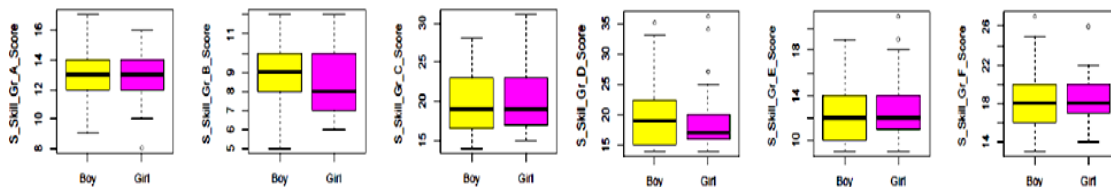
Statistical Analyses: The collected data were graphically plotted as Box and Whisker plot to depict distributions of the data in each group in terms of median, and quartiles. The data were subjected to t-test to determine any significant differences ($P < 0.05$) between the male and female adolescent children, belonging to the working and non-working mothers. All the modes of parenting have been analyzed for “Mother-form”, “Father-form” and ‘both parents-form’. The Pearson correlation coefficient was calculated between the different modes of parenting styles (both-parents-form) and the dimensions of social skills for each group of the mothers. The data analysis and graphical representation were done using the R programming environment.

III. RESULTS

Dimensions of Social Skills: The distribution of the data for each skill among the male and female adolescent children belonging to working and non-working mothers have been depicted in Figure 1. Each of the graphs indicates the range of the data in each group by the median (median quartile) and the upper and lower quartiles.



Data distributions for 6 dimensions (A-F) of social skills (S_Skill) of adolescent children of working mothers



Data distributions for 6 dimensions (A-F) of social skills (S_Skill) of adolescent children of non-working mothers

Figure 1: Data distributions for different dimensions of the social skills of adolescent children of working and non-working mothers

The analysis revealed that none of the dimensions were significantly different ($P > 0.05$) between the two genders of the adolescent children in each of the mothers’ groups. The mean and standard error of the mean (SEM) of the scores for each dimension has been adumbrated in Table 3.

Table 3. The significance of the difference between means of different dimensions of social skills of male and female adolescent children belonging to families with working vis-à-vis non-working mothers

Dimensions of Social Skills	Working Mothers		Non-working Mothers	
	Mean±SEM	Mean±SEM	Mean±SEM	Mean±SEM

	(Male: n=38)	(Female: n=26)	(Male: n=83)	(Female: n=53)
Presentation Skills (1)	13.22±0.18	13.12±0.32	12.60±0.18	12.66±0.22
Interaction Skills (2)	9.10±0.21	9.08±0.37	8.61±0.18	8.40±0.22
Conversation Skills (3)	20.66±0.47	20.77±0.79	20.05±0.40	19.81±0.52
Social Integration (4)	20.98±0.54	21.85±1.11	19.24±0.51	18.68±0.65
Attitude towards other Children (5)	12.77±0.29	13.23±0.56	12.15±0.24	12.49±0.34
Attitude towards Adults (6)	19.20±0.36	19.54±0.61	18.17±0.31	18.23±0.35

The absence of superscripts between the mean scores of male and female adolescent children indicates the non-significant difference ($P>0.05$) for that dimension of social skill

The results indicated that the female students belonging to both working as well as non-working mothers' were having higher scores for the dimensions "attitude towards other children" as well as that towards adults, however, non-significantly ($P>0.05$). All the dimensions of social skills were excellent among the children of working mothers as compared to those belonging to non-working mothers.

Different Modes of Parenting: The distribution of the data for each parenting styles ("mother-form" and "father-form") among the male and female adolescent children belonging to working and non-working mothers have been graphically depicted in Figures 2-5 and Table 4.

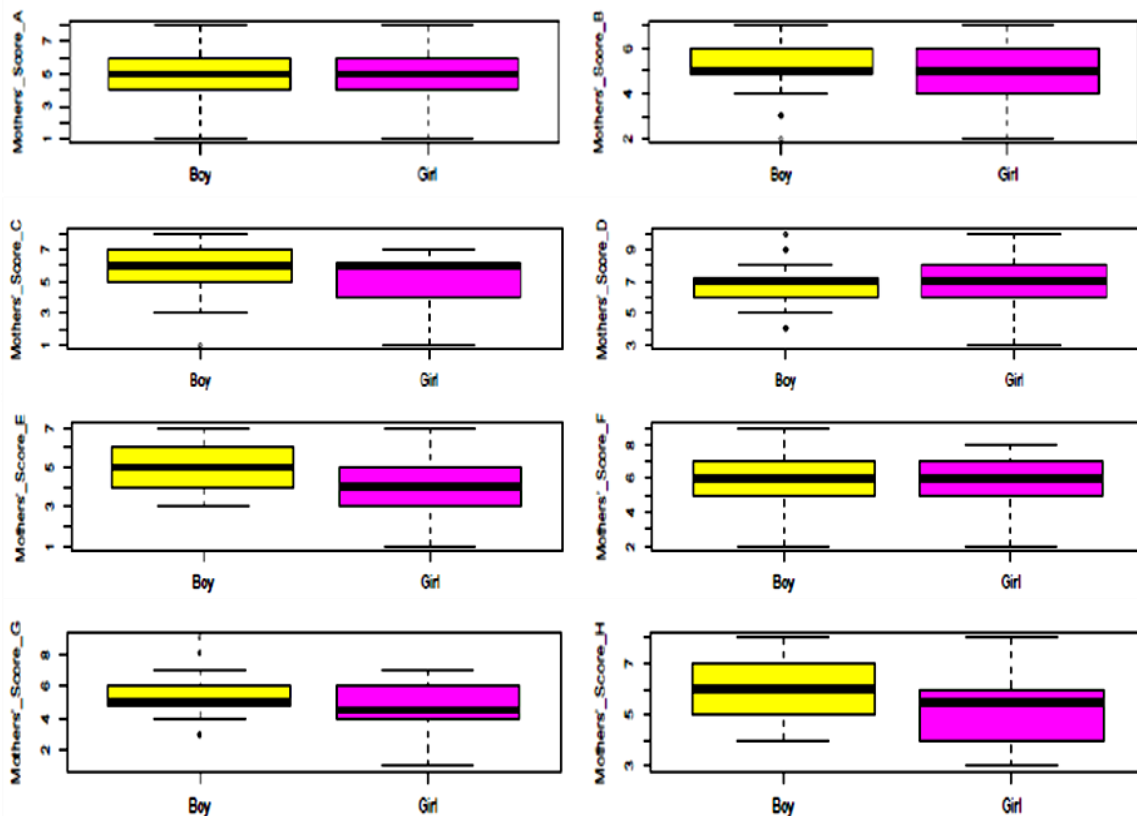


Figure 2: Data distributions for eight different dimensions of parenting styles (mother-form) of adolescent children (male and female) of working mothers

Table 4: Significance of difference between means of different modes of parenting styles (determined for mother-form, father-form, and both-parents-form) of male and female adolescent children of working and non-working mothers.

Dimensions of Social Skills	Mean±SEM (Mother form)		Mean±SEM (Father form)		Mean±SEM (Both parents form)	
	Working Mothers					
	Male (n=38)	Female (n=26)	Male (n=38)	Female (n=26)	Male (n=38)	Female (n=26)
Rejection vs. Acceptance (A)	5.11±0.31	4.77±0.345	4.97±0.28	5.27±0.41	6.29±0.18	6.19±0.25
Carelessness vs. Protection (B)	5.32±0.21	5.00±0.28	5.34±0.19	5.62±0.22	3.90±0.28	3.96±0.33
Neglect vs. Indulgence (C)	5.66±0.24	5.27±0.27	5.40±0.25	5.62±0.31	5.71±0.21	5.62±0.27
Utopian Expect. vs. Realism (D)	6.66±0.27	7.08±0.33	6.11±0.29	6.62±0.35	7.80±0.22	8.23±0.29
Lenient Standard vs. Moralism (E)	4.90±0.18	4.08 ^b ±0.31	5.08±0.28	5.42±0.32	5.12±0.20	4.81±0.28
Freedom vs. Discipline (F)	5.68±0.27	5.89±0.31	5.71±0.26	5.92±0.28	5.63±0.27	5.85±0.28
Faulty Role vs. Realistic Role Expectation (G)	5.32±0.22	4.54±0.36	5.342±0.248	4.92±0.34	5.21±0.21	4.50±0.33
Marital Conflict vs. Adjustment (H)	6.08 ^a ±0.23	5.19 ^b ±0.30	6.079 ^a ±0.227	5.19 ^b ±0.30	6.079 ^a ±0.227	5.19 ^b ±0.30
Non-Working Mothers						
	Male (n=83)	Female (n=53)	Male (n=83)	Female (n=53)	Male (n=83)	Female (n=53)
Rejection vs. Acceptance (A)	5.43±0.17	5.43±0.26	5.68±0.18	6.23±0.18	6.63±0.09	6.74±0.14
Carelessness vs. Protection (B)	5.37±0.15	4.98±0.18	5.17±0.14	5.30±0.15	3.81±0.20	3.62±0.23
Neglect vs. Indulgence (C)	5.59±0.17	5.57±0.21	5.67±0.16	5.93±0.17	5.81±0.15	6.02±0.17
Utopian Expect. vs. Realism (D)	7.24±0.19	7.66±0.23	6.76 ^a ±0.16	7.51 ^b ±0.22	8.33 ^a ±0.13	8.81 ^b ±0.16
Lenient Standard vs. Moralism (E)	4.75±0.13	4.93±0.18	5.13 ^a ±0.17	5.74 ^b ±0.16	5.02 ^a ±0.13	5.45 ^b ±0.16
Freedom vs. Discipline (F)	6.07±0.17	6.19±0.18	5.96±0.178	6.17±0.22	6.04±0.17	6.21±0.20
Faulty Role vs. Realistic Role Expectation (G)	5.61±0.14	5.66±0.20	5.68±0.17	5.81±0.18	5.52±0.15	5.64±0.15
Marital Conflict vs. Adjustment (H)	6.08±0.17	6.17±0.21	6.08±0.17	6.17±0.21	6.08±0.17	6.17±0.21

a, b: different superscripts between the mean scores of male and female adolescent children (mother-form, father-form, and both-parents-form analyzed separately) indicates significant difference (P<0.05) for that mode of parenting style .

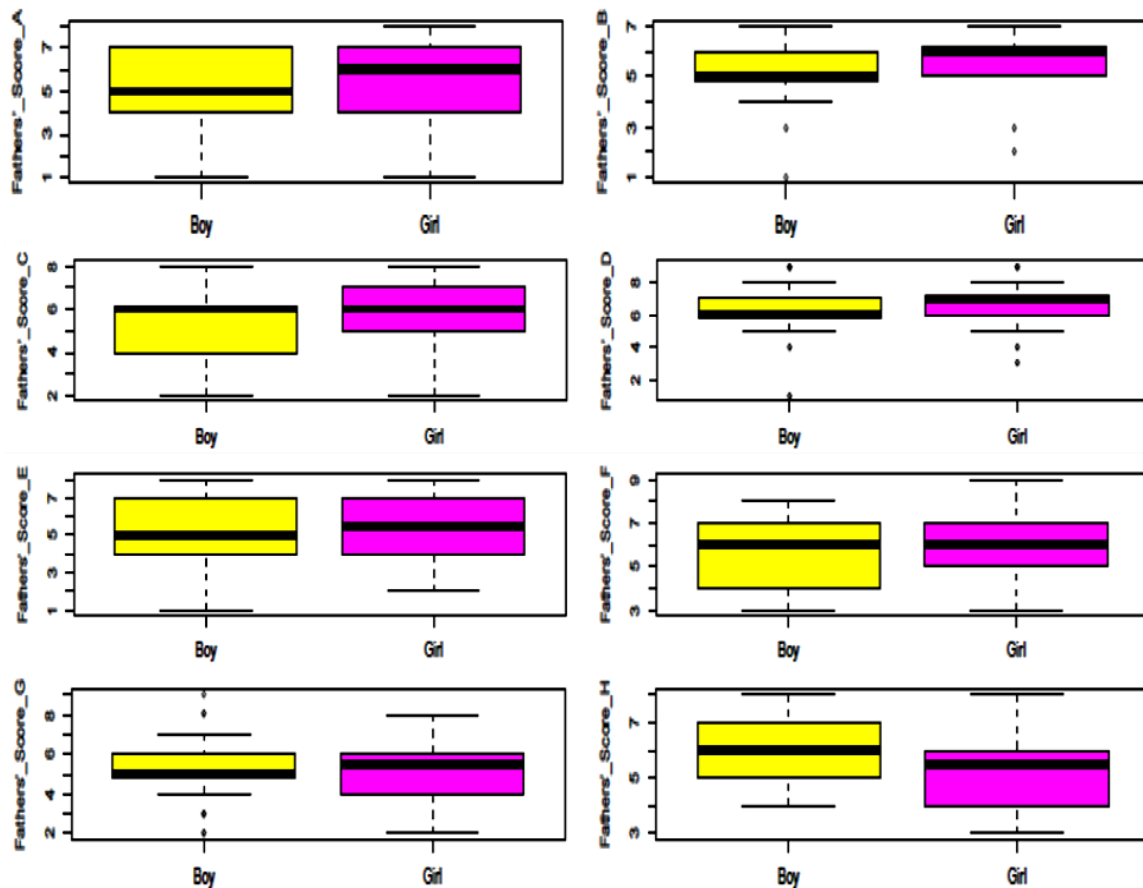


Figure 3: Data distributions for eight different dimensions of parenting styles (father-form) of adolescent children (male and female) of working mothers

It is evident from the Table 4 that the mean and standard error of the mean (SEM) of male students are higher ($P>0.05$) than the female students (mother form) except for the dimension “Faulty Role vs. Realistic Role Expectation”. The mean and the standard error of the mean (SEM) of female adolescent students of non-working mothers (mother form) are higher than the male students ($P>0.05$) (Table 4). In the “Father-form” of the “non-working mother”, the mean and standard error of female children is greater than the male children. The difference between the mean values between the male and the female students of non-working mothers of utopian expectation vs. realism and lenient standard vs. moralism are significant ($P<0.05$).

Whole Scores of Parenting Style: The overall score for parenting as well as mothering score are not significantly different ($P>0.05$) between the male and female children, for both the working-mother group as well as non-working mother group (Table 5). However, it is interesting to note that the above two scores (parenting and mothering-scores) for the males are higher for “working mother”, while the scores are higher among the female children for the non-working mothers. The fathering score has been significantly higher ($P<0.05$) among male children for “non-working mother” groups and non-significantly higher ($P>0.05$) in “working mother”-group.

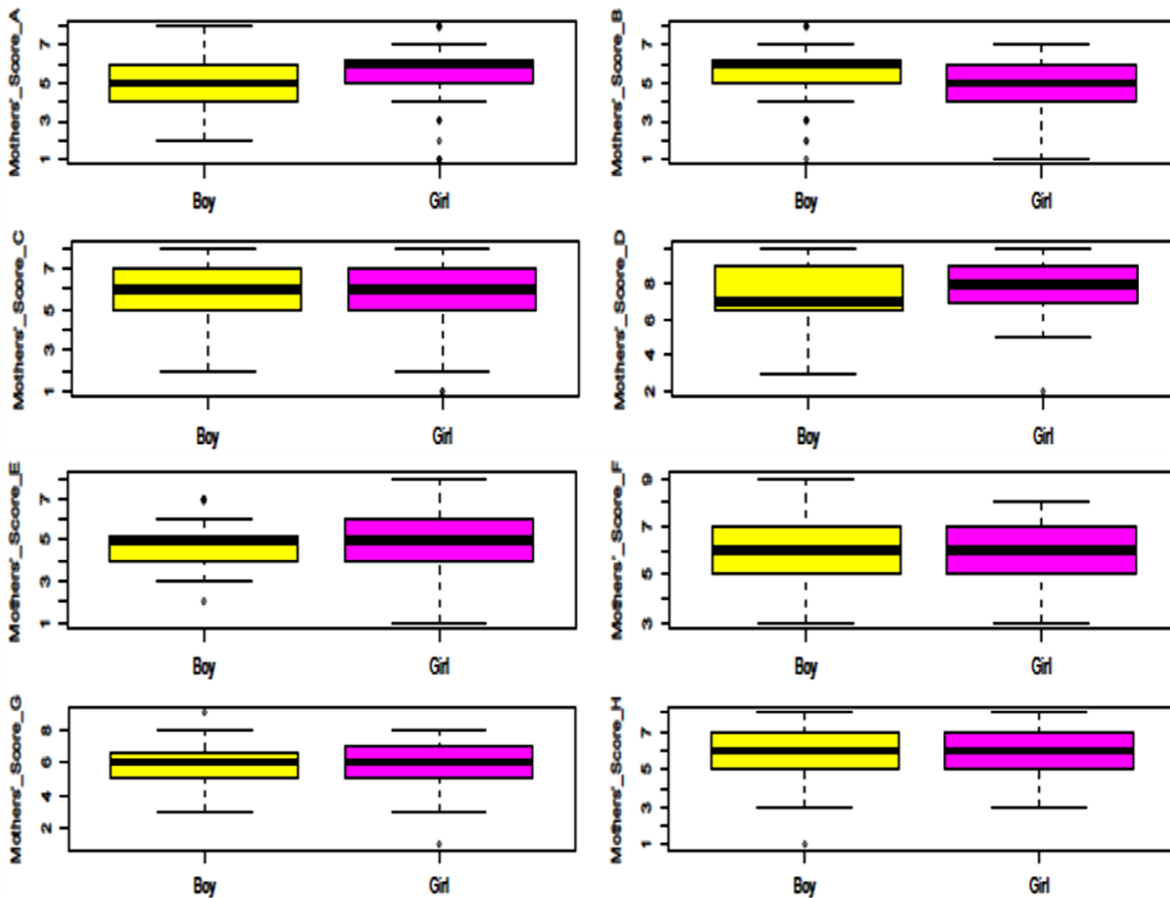


Figure 4: Data distributions for eight different dimensions of parenting styles (mother-form) of adolescent children (male and female) of non-working mothers

Table 5: Significance of difference between means of whole-scores of parenting styles of male and female adolescent children of working and non-working mothers

	Parenting aswhole (Mean±SEM)	Mothering as Whole (Mean±SEM)	Fathering aswhole (Mean±SEM)
Workingmother			
Male: (n=38)	5.81±0.17	5.50±0.18	5.531±0.25
Female: (n=26)	5.69±0.30	5.08±0.31	5.654±0.43
Non-working mother			
Male: (n=83)	6.16±0.13	5.99±0.14	5.988 ^a ±0.19
Female: (n=53)	6.47±0.13	6.08±0.17	6.566 ^b ±0.22

a, b: different superscripts between the mean scores of male and female adolescent children (mother-form, father-form, and both-parents-form analyzed separately) indicates significant difference (P<0.05) for that mode of parenting style

Association between social skill and different dimensions of parenting styles: The mean of joint scores of both parents for all the dimensions (except for ‘Carelessness vs. Protection (B)’) of parenting style is higher among non-working mothers than the working mothers (Table 6). However, a number of dimensions are showing significant correlations (P<0.05) with the social skills, in working for mother group, as compared to the “non-working mother” group.

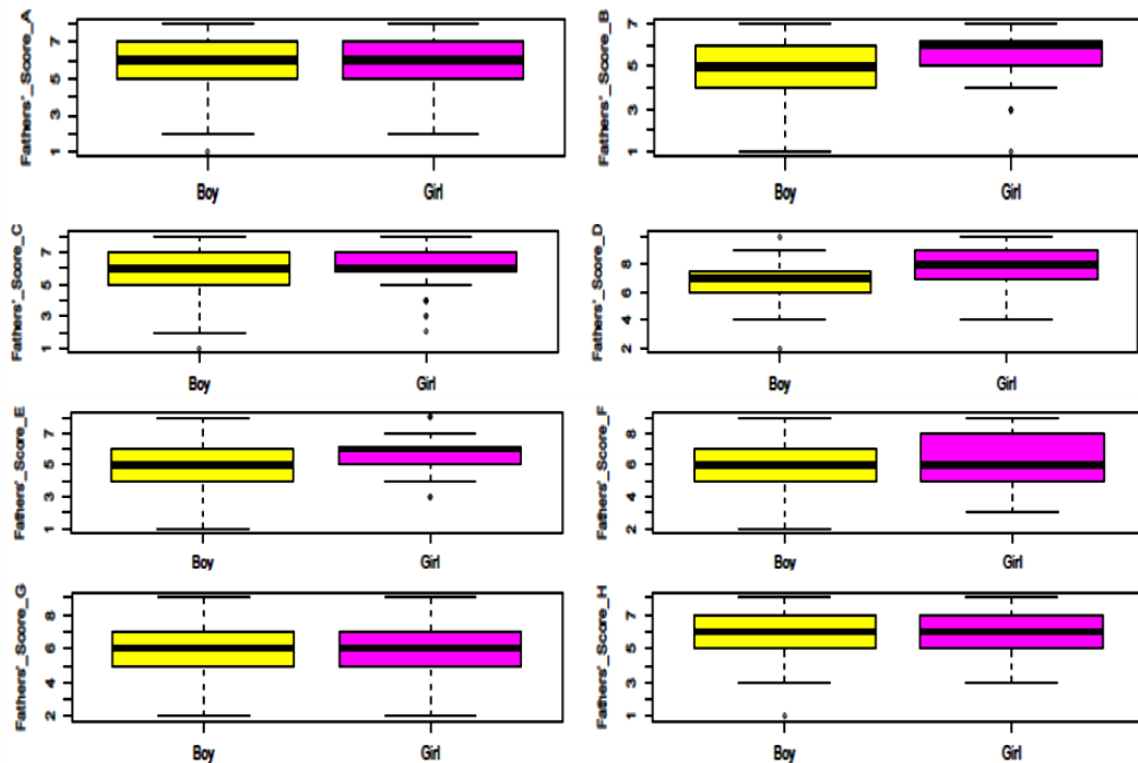


Figure 5: Data distributions for eight different dimensions of parenting styles (father-form) of adolescent children (male and female) of non-working mothers

Table 6: Correlation of coefficient of social skill and different dimensions of parenting styles (jointly of father and mother) of working and non-working mothers

Dimensions of Parenting Style	Mean#	Std Dev##	Correlation coefficient (r)	Working Mothers (n=64)		Non-working Mothers (n=136)	
				Mean#	Std Dev. ##	Mean#	Std Dev. ##
Rejection vs. Acceptance (A)	6.25	1.16	-0.41**	6.67	0.91	-0.24*	
Carelessness vs. Protection (B)	3.92	1.69	-0.06	3.74	1.75	-0.20	
Neglect vs. Indulgence (C)	5.67	1.32	-0.25	5.89	1.33	-0.12	
Utopian Expectation vs. Realism (D)	7.97	1.43	-0.47**	8.52	1.21	-0.37**	
Lenient Standard vs. Moralism (E)	4.98	1.32	-0.32	5.19	1.16	-0.10	
Freedom vs. Discipline (F)	5.72	1.58	-0.28	6.10	1.52	-0.13	
Faulty Role vs. Realistic Role Expectation (G)	4.92	1.47	-0.57**	5.57	1.25	-0.15	
Marital Conflict vs. Adjustment (H)	5.72	1.52	-0.37	6.12	1.52	-0.14	
Parenting as whole	5.81	1.38	-0.52**	6.28	1.08	-0.30**	
Mothering as a whole	5.50	1.46	-0.56**	6.02	1.26	-0.38**	
Fathering as a whole	5.53	1.99	-0.41**	6.21	1.70	-0.20	

** P<0.01 at respective degrees of freedom

Mean of joint scores of both parents for the particular dimension of parenting style (working mother group)

Standard deviation of joint scores of both parents for the particular dimension of parenting style (working mother group)

IV. DISCUSSION

Dimensions of Social Skills: Social skills of adolescent children depend on the family environment. The present study shows that the divergent dimensions of social skills (i.e. from A to F) were higher among the adolescent children (male as well as female) of the “working mother”. Besides, the skills like conversation skills (3), social integration (4), attitude towards other children (5) and attitude towards adults (6) were higher (although non-significantly) among the female adolescent children of the “working mother”, as compared to those of the male children. Earlier studies have shown that social integration, interaction and presentation skills etc. of children are nurtured by the family values and the home ambiance [12-14]. In a similar type of study, Bomb (2005) [15] investigated the relationship between the siblings and social skills in Chennai, India. The study on 119 pre-school children revealed that the social skills of children with and without siblings revealed no significant difference ($P > 0.05$) between the two groups on aggressive and social behavior. Additionally warmth and conflict in children’s sibling relationship were not related to their social skills. Interestingly, Lerner and Steinberg (2009) [16] found that adolescents behave like friends with their parents, which has an immense effect on their social behavior. Hence, the family environment and working engagement of mothers play a crucial role in developing the social attributes of the female adolescent children in society.

Different Modes of Parenting and whole Scores of Parenting Style: This study presents an important finding on the different dimensions of parenting styles for different parental forms among adolescent boys and girls. The scores of all the dimensions of social skills for “Father-form” of the female children are higher than the males belonging to the “non-working mother” group. While most of the dimensions of social skills are better among the female children for “Father-form” in the ‘working mother’ group (except for “Faulty Role vs. Realistic Role Expectation (G)” and “Marital Conflict vs. Adjustment” (H)). Besides, the scores for “Marital Conflict vs. Adjustment (H)” is significantly different ($P < 0.05$) between male and female children belonging to working mother for all the three parental groups. That indicates if the mothers are working, the family environment is more conducive towards the development of the social skills of the female adolescent children. However, the overall scores are higher in the case of the non-working mothers, which symbolizes that the presence of mother at home contributes towards the development of social skills among children. The role of both parents [9] and even grandparents on the evolution of social skills among children have been depicted [17]. There, it has been shown that responsive parenting is the cornerstone towards developing appreciable social skills among adolescent children. Apart from that, they have also emphasized on organizing programs to inculcate some useful skills like conflict resolution, self-control etc. In a report on the social skills of 6-10 year children, Bartholomeu et al. (2016) [18] concluded that social skills of male and female children are influenced by positive and negative parenting styles. The social skills are drastically compromised in families with instability and having a practice of migration [19]. Studies conducted on adolescent children in different countries and communities clearly indicate that the role of parenting on the influence of values of both the parents is key to inculcating good moral, social skills and confidence among adolescent children [19-25].

Association between social skill and different dimensions of parenting styles:

A significant correlation ($P < 0.05$) was evident between social skill and different dimension of the male and female adolescent children for the “Rejection vs. Acceptance (A)”, “Utopian Expectation vs. Realism (D)”, “Faulty Parenting as a whole” and “Mothering as a whole”. It implies that most of the of the social skill traits are associated with the particular dimensions of the parenting styles, both in working as well as non-working mother groups. Parent-child relationship influences various aspects of emotional maturity. They can do this through guidance and counseling [23]. The parents should help their children to gain emotional maturity by listening, attending to their problems. They can act as their role model. Role of the father (authoritativeness, income etc) does have an important influence on the adolescent-psychology. Bhattacharyya and Pradhan (2015) [9] investigated the influence of ‘perceived paternal parenting styles’ on ‘adolescents’ coping strategies’. They reported that the perceptions of the adolescents of paternal influence are instrumental to ‘coping strategies’ of their adolescent children. Parents can provide peace to their children, which will lead the children to have more faith in parents. Teachers and parents should not differentiate between motivating and helping boys and girls to develop healthy emotions in their behavior [26-28].

In conclusion, the present study broaches up certain avenues for discovering the attributes that need to be nurtured by parents to improve the social skills of adolescent children in India. The students of today are the future of our nations. Parents play an important role to develop desirable qualities in the individuals. If the citizens are emotionally strong and mature, then only they can hold their responsibilities well and more efficiently. Parent-child relationship influences various aspects of emotional maturity. They can do this through guidance and counseling. Teachers and parents should not differentiate in motivating and helping boys and girls to develop healthy emotions in their behavior. Further study can be conducted on different age group, where some new relevant parameters of the home environment can make the study more interesting. Similar studies can be conducted on rural and urban students to identify the factors that need to be improved in both the sectors. A few more variables and demographical attributes can be taken for a further investigation of emotional maturity with intelligence, an academic achievement with parent-child relationship etc.

ACKNOWLEDGMENT

The authors thankfully acknowledge the support provided by the Principal and the class teachers of the Government Senior Secondary Model School, PAU, Ludhiana and the Bharatiya Vidya Mandir School, Near Rose Garden, Ludhiana survey and data collections.

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IOSR Journal of Humanities and Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Baishakhi Banerjee "Impact of Parenting Styles on Social Skills of Adolescent Children in Urban Areas of Ludhiana, India." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*. vol. 23 no. 07, 2018, pp. 55-65.