Problem-solving skills and its relationship to parenting styles among adolescents

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Abstract

Parental styles play the most important role in adolescence's education. The impact of family on adolescence's education can vary depending on the parents' style. The first place where individual's all developmental fields are shaped is near environment. One of the most important environmental factors in shaping the personality is parental style. The purpose of the study was to identify the relationship between parenting styles and the skills of problem-solving among adolescent. **Design:** A descriptive correlational design was adopted by the researcher for the study. **Sampling:** The adolescents were selected on the basis of stratified random sampling technique. Thesample consisted of adolescent students 382 adolescents and 382 parents (either parents of each child). **Tool:** Social Problem-Solving Inventory Revised and Parental styles scale were the tools used for the study. **Result:** showed positive high-level correlation between parenting styles and adolescents' problem-solving dimensions. **Conclusion:** parenting styles were a significant predictor of problem-solving skills in adolescents. **Recommendation:** There is need for training program that will serve as parent training intervention soas to equip the parents with the skills required for being both encourage achievement and acceptance.

Keywords: Parenting, style, problem-solving, skill

Introduction

Adolescence is a critical stage of life where an individual undergoes many challenges. It is a time of transition when the individual changes physically and psychologically from a child toan adult. "Adolescence is much more than one rung up the ladder from childhood. It is a built-in, necessary transition period for ego development. There are various factors like family structure, transition in emotionality, transition in socialization, the social status, changed body, levels of aspiration, their achievements, religious beliefs that play a significant role in adolescent development. Among the various family factors that might influence child and adolescent development, parenting styles have been recognized as important Lonczak (2019) [15].

Parents are the main focus in shaping the personality of their children. The majority of parents feels that the adolescent years are the most challenging and difficult for bring up and care for (a child) until they are fully grown. In spite of rapid changes within the modern family, parental discipline is very essential for building healthy emotionality and personality of the child Bhavani& Amuthavally (2017) [5].

Some parenting behaviors are associated with specific adolescent internalizing andexternalizing outcomes. Research is indicating that parenting behaviors influence thedevelopment and maintenance of problem behaviors among adolescents Hoskins (2014) [12].

Problem solving skill is one of the basic skills which

are expected to be gained duringnurturing. In the development of children's skills and shaping the behaviors, parental stylesare believed to be effective. That means problem-solving skills, behavioral characteristics ofindividuals and parental styles are closely interrelated Tösten *et al*., (2017) [12].

Parenting is the expression which commonly used to elucidate about adolescent's behavior and also that how their development process is affected and regulated by their parents. There are basically three types of parenting styles (a) authoritative, (b) authoritarian and (c) permissive, based on two dimensions recognized as demandingness (control) and responsiveness (warmth). The authoritarian parenting style refers to developmental zones with high demandingness while carrying low degree of responsiveness. The authoritative parenting style is between the two extremes of authoritarian parenting style and permissive parenting style. They recognize their adolescent from their point of view, give them

opportunity in decision making and engage their conclusions in family matter. That is the reason this style is viewed as ideal for all families. Permissive style isexplained as lower degree of demandingness while representing higher responsiveness Bano *et al*., (2019) [4].

Parenting style is a set of parents' attitudes towards the childresulting in creation of emotional climate in which behaviors of parents are appeared. In fact, parenting is a complex activity containing specific behaviors that affect the child. The goal of all parenting styles is to form properly psychological personality of children Atighi *et al*., (2015) [3]. Parenting style based on a two dimensional framework: support and control and classified into three classes including authoritarian style (low support and high control), authoritative style (high support and high control) and permissive style (low control and low support) Mohammad & Firoozi (2016) [16]. Authoritarian parents focus on obedience and control while they prevent independency and verbal exchange. Permissive parents are warm and acceptanttowards their children and they use the least punishment. In addition to patience, acceptance and warmness, theseparents have little or no expectation about behavior and self-regulation. Authoritative parents support their children and match their expectations with abilities of their children. Many researches confirmed the relation between parenting style and different dimensions of Adolescence lives Saltalı (2018) [19].

The ability to solve problems and its skills is one of the aspects of the upbringing entrusted to the family as the midst of the upbringing has a significant role in influencing the behavior of the individual and his directions, and those behaviors were shown negatively or positively in the

practices of the individual and the ability to deal with all theproblems that he is exposed to in his daily life Konya Valiliǧi (2018) [14].

Parental styles play the most important role in adolescence's education. The impact of family on adolescence's education can vary depending on the parents' style. The first place where individual's all developmental fields are shaped is near environment. One of the most important environmentalfactors in shaping the personality is parental style. Also, the parental style is effective in adolescence's psycho-social development. Parental styles seem to have a great influence on all the mentioned developments of the adolescent. In this respect, protective, democratic, flexible and strict or rejectionist parental styles in raising their children will affect adolescent's skills in many ways Kaur & Gera (2016) [13].

Significance of the study
Problem solving skill is a very significant part of education and it is an important part of everyone's life. A good problem solver can achieve success in life. Adolescents should try to increase their problem-solving ability by using lateral thinking skills, abstraction analysis, logical thinking, and numerical reasoning more than using rote memory. So itis duty of parents, teachers, administrators and society to deal with adolescents in a proper way. According to this study, Parents need to follow a steady approach to discipline, moral behavior, and support for education, love, positive regard and respect for members of the family.

Aim of the study
The study aimed to identify the relationship between parenting styles and the skills of problem-solving amongadolescent.

Research questions
1. Does parental style influence problem- solving skillsamong adolescent?
2. Is there a correlation between parental style and problem- solving skills among adolescent?

Subjects and MethodsResearch design
A descriptive correlational study design was used in thecurrent study.

Setting
5 high schools were randomly selected among high schools affiliated to Ministry of Education in Assiut Governorate areincluded in this study for the academic year 2019/2020. According to the data obtained from Governor of Assiut there are 11 educational districts, which included (58,569) students. Those schools include (2schools in Assiut cityN=204 students, 1 school in Bani Mohamed N=75 students (markaz Albdari), 1school in Alzawia village N=75 studentsand I school in Manfalot city N= 75 students (markaz Manfalot).

Sampling
The research adopted the stratified random sampling method. Sample size is calculated via Raosoft sampling software (Raosoft, 2017) [18]. With a confidence level of 95% and margin error level of 5%, it is decided to recruit

at least (382) adolescents and 382 parents (either parents of each child) in this research. To compensate the dropouts, 20% was added to the sample size, the final sample size was (459), students. The researcher determined the number of students in each educational district according to their distribution in the original community of the same area. Thestudy was conducted in 6 months period from October 2019 to March 2020.

Inclusion criteria
1. Student who accepted to participate in the study.
2. Student who is living with his parents.

Exclusion criteria
1. Student who is orphan of one or both parents.
2. Student who is living away of parents.
3. Adolescents in single-parent families

Tools of data collection
The following tools were utilized for collecting data in this study.

Personal data sheet
Which developed by the investigators; it includes: age, sex, residence, father's and mother's education, and father's and mother's job.

Social problem-solving inventory revised
That is applied in order to show adolescents' problem-solving skills. The original scale was designed by D`zurilla *et al*., 1997 [8]. and adapted to Arab environment by AL Ghussein 2008 [2]. Social Problem-Solving Inventory is a 5- Likert type consisting of 46 items. Each item is scored from to 4. (0= there is never and 4= Too much for me). Scale divided into 5 dimensions. In "Social Problem-Solving Inventory Revised" the items from (1-5) are in thedimension of positive problem orientation; the items from (6- 15) are in the dimension of negative problem orientation;the items from (16-33) are in the dimension of rationalproblem solving. While, items from (34-42 are in the dimension of impulsivity /carelessness style. Finally, the items of 43,44,45 and 46 are in the dimension of avoidance style. Cronbach Alpha internal consistency coefficient of "Problem Solving Skills Inventory" is.86. It is stated that 60or higher is considered to be reliable values in social studies Can (2014) [6].

Parental styles scale
Was developed by Abdul Rahim & Almoghassib (1991) [1]. It consists of 152 phrases; after modifications according to pilot study it became 135 phrases in these terms, some of which are positive, representing the positive pole in each sub-scale, and some are negative, representing the negative pole on the same scale. In the case of positive phrases, 3,2,1 is given to alternatives (always, sometimes, never). But for negative phrases, grades reverse that they become (1,2,3). The scale includes of five sub-scales (Encourage achievement - Authoritarianism -overprotection-equivalence and acceptance). These five styles that the researchers consider most common parenting styles. The scores in each subscale are calculated by summing the conforming items, with maximum scores. Cronbach Alpha internal consistency coefficient of "Parental styles scale" is.89.

Validity

The scales possesses high validity by using Pearson correlation. It is 92% for the total scale of "Social Problem-Solving Inventory Revised" and 93% for "Parental styles scale".

Pilot study

A pilot study has been conducted on 10% of students (who are not included in this study) to evaluate the clarity and applicability of the tool and necessary modifications were done based on their responses.

Ethical considerations

1. Research proposal approved from ethical committee in the faculty of nursing.
2. There was no risk for the study subjects during application of the research.
3. The study followed common ethical principles in clinical research.
4. Patients have the right to refuse participating and/ or withdrawing from the study without any rationale at any time

Procedure

Permission from the school administration was taken before data collection. Participants were ensured of their anonymity and they had a right to withdraw information at any stage of interview. The participants were interviewed in their classes in groups. The researcher started the interview after building rapport with the participants and explaining the aim of study. Confidentiality of the information provided was assured and the participants were asked to use initials of their names or any pseudo-name. scales take about 30 minutes to be answered.. The study was conducted in 6 months period from October 2019 to March 2020.

Statistical analysis

The data were computerized and verified using the SPSS (Statistical Package for Social Science) version 21 to made tabulation and statistical analysis. For quantitative data, the frequencies, percentages, paired t-test, Pearson correlation coefficient, mean and standard deviation were calculated. For qualitative data, comparison between two groups and more was done using Chi-square test (X2). and where to compare between continuous variables by ANOVA.A two –tailed p‹0.05 was considered statistically significant.

Table 1: Distribution of the studied sample according to theirpersonal characteristics

	No. (n = 459)	%
Age		
14- ↓ 16 years	111	24.2
16- ↓ 17 years	296	64.5
17 and more	52	11.3
Mean ±SD	16.24 + 0.99 (14-19)	
Gender		
Male	196	42.7
Female	263	57.3
Residence		
Urban	275	59.9
Rural	184	40.1
Father's education		
Illiterate	30	6.5
primary education	75	16.3
Preparatory education	68	14.8
Secondary education	106	23.2
University education	180	39.2
Mother's education		
Illiterate	73	15.9
primary education	93	20.3
Preparatory education	44	9.6
Secondary education	95	20.6
University education	154	33.6
Father's occupation		
Free business	34	7.4
A pensioner	34	7.4
Worker	53	11.5
Farmer	46	10.0
Out of work	68	14.8
Employee	224	48.8
Mother's occupation		
House wife	271	59
Worker	11	2.4
Employee	177	38.6

Table 2: Comparison between father and mother of adolescentsaccording to parenting style subscales

Pattern style subscale	Father Mean±SD	Mother Mean±SD	*P* value

Encourage achievement	80.2±11.76	82.9±10.18	<0.001**
Authoritarianism	57.31±7.32	56.43±8.07	0.086
Overprotection	56.66±8.37	58.71±7.33	<0.001**
equivalence	49.34±7.64	49.66±7.44	0.529
acceptance	70.28±10.87	71.67±10.73	0.052

Independent T-test **Statistically significant difference at *P* value <0.01

Table 3: T-test results of parenting styles on the basis of gender

Pattern style subscale		Male (n=196)	Female (n=263)	*P* value
		Mean±SD	Mean±SD	
Encourage achievement	Father	79.47±11.05	80.74±12.25	0.255
	Mather	82.28±10.06	83.37±10.27	0.260
Authoritarianism	Father	57.2±6.98	56.44±8.22	0.976
	Mather	56.42±7.89	57.38±7.57	0.799
Overprotection	Father	55.96±8.8	57.17±8.01	0.124
	Mather	58.84±7.25	58.62±7.4	0.744
Equivalence	Father	50.06±7.53	48.81±7.69	0.084
	Mather	50.26±7.36	49.21±7.48	0.136
Acceptance	Father	70.13±10.91	70.4±10.87	0.794
	Mather	71.33±10.72	71.92±10.74	0.564

Independent T-test

Table 4: One way Anova results of parenting styles by education

Parenting style subscale		Illiterate	Primary education	Preparatory education	Secondary education	University education	*P* value
		Mean±SD	Mean±SD	Mean±SD	Mean±SD	Mean±SD	
Encourage achievement	Father	83.1±7.1	78.72±10.94	81.24±12.21	78.49±13.31	80.94±11.45	0.164
	Mother	82.05±10.52	83.29±9.88	83.5±8	82.88±10.44	82.91±10.68	0.940
Authoritarianism	Father	56.03±5.28	56.15±7.96	57.8±5.45	57.16±7.09	58.6±8.04	0.210
	Mother	54.89±7.38	56.98±6.59	55.49±7.49	55.49±7.29	57.53±9.04	0.010*
Overprotection	Father	57.13±5.92	57.89±7.74	59.9±7.07	54.91±9.4	55.87±8.43	0.001**
	Mother	58.66±7.3	60.55±6.29	62.16±5.14	57.75±7.19	57.24±8.04	<0.001**
Equivalence	Father	48.37±8.81	50.6±6.59	51.53±6.11	47.96±8.37	48.97±7.74	0.017*
	Mother	49.44±8.2	49.51±7.02	52.95±4.91	49.25±7.62	49.16±7.64	0.045*
Acceptance	Father	70.2±9.39	69.96±9.8	73.6±10.22	68.33±11.41	70.32±11.25	0.043*
	Mother	72.3±10.53	72.1±10.34	74.95±8.26	70.57±9.98	70.84±11.95	0.168

One way Anova *Statistically significant difference at *P*. value <0.05, **Statistically significant difference at *P*. value <0.01

Table 5: T-test results of parenting styles by residence

Parenting style subscale		Residence		
		Rural	Urban	*P* value
		Mean±SD	Mean±SD	
Encourage achievement	Father	78.97±12.47	82.03±10.36	0.006**
	Mather	81.48±10.6	85.03±9.16	<0.001**
Authoritarianism	Father	56.39±7.85	56.49±8.41	0.891
	Mather	57.06±7.28	57.67±7.37	0.385
Overprotection	Father	56.03±8.03	57.6±8.79	0.048*
	Mather	57.64±7.6	60.32±6.61	<0.001**
Equivalence	Father	49.03±7.52	49.81±7.81	0.284
	Mather	49.36±7.25	50.1±7.71	0.292
Acceptance	Father	69.68±11.15	71.17±10.42	0.150
	Mather	70.6±11.11	73.26±9.94	0.009**

Independent t-test *Statistically significant difference at *P* value <0.05, **Statistically significant difference at *P* value <0.01

Table 6: Correlation co-efficient between parenting styles subscales and problem-solving dimensions

Problem solving dimensions		Encourage achievement	Authoritarianism	Over protection	Equivalence	Acceptance
1-Positive problem orientation	Father	.280**	0.091	.321**	.231**	.236**
	Mather	.305**	0.046	.227**	.163**	.178**
2-Negative problem orientation	Father	-0.076	-.119-*	0.027	-0.011	-.093-*
	Mather	-0.019	-.165-**	-0.051	-0.057	-.100-*
3- Rational problem solving	Father	.247**	0.079	.306**	.265**	.256**
	Mather	.363**	0.065	.285**	.218**	.274**
4- Impulsivity /carelessness style	Father	-0.017	-.179-**	-.111-*	-.168-**	-.259-**
	Mather	0.031	-.127-**	-.167-**	-.164-**	-.186-**

5- Avoidance style	Father	-0.022	-.203-**	-.127-**	-.186-**	-.198-**
	Mather	-0.011	-.155-**	-.200-**	-.153-**	-.170-**
Total score	Father	.143**	-0.065	.179**	.104*	0.044
	Mather	.244**	-0.076	.097*	0.056	0.064

* Statistically significant correlation at P value <0.05, ** Statistically significant correlation at P value <0.01

Result

Table (1): Illustrated that, study group included 459 adolescents, with mean age 16.24 years, 57.3% of themwere females, 59.9% lived in urban area. While, as regard to

personal characteristics of their parents most of parents had university education (fathers 39.2%- 33.6% for mothers).48.8% of fathers were employee but 59% of mothers were house wife.

Table (2): showed the percentages results of five parenting styles for mother and father separately. As it can be expected, mothers were much more encourage achievement,overprotection and acceptance than fathers. Theadolescents' fathers were much more authoritarianism than the adolescents' mothers. There were statistically significantdifferences between mothers and fathers scores as regard parental styles of encourage achievement and overprotection$p< 0.001$**.

Based on the analysis on Table (3) there was no significant positive correlation between parenting styles and problem-solving skills as regard to gender of adolescents. This meansthe P>.05.

Table (4) presented the one-way ANOVA results of parenting styles by parents' education. Analysis obtained from "Parenting Style Scale" seemed to be higher for mother encourage achievement, overprotection, equivalence and acceptance subscales among the five groups. The preparatory level of education had higher mother encourage achievement, acceptance and overprotection scores respectively than university and secondary education and there were statistically significant differences betweenmother's style and father's style for all subscales except for encourage achievement subscale (P. value <0.05 **, P. value <0.01).

Table (5) donated that, the parent's place of residence (rural vs. urban) was significant for adopting an encourage achievement, overprotection as well as an acceptance parenting style. Fathers and mothers who resided in urban areas appeared to be more encourage achievement, overprotection or acceptance than fathers and mothers in rural. The parent's place of residence was also found to be non-statistically significant with the authoritarianism and equivalence parenting styles. Namely, parents residing in urban areas were more permissive than parents who lived in rural areas.

Table (6) showed positive high-level correlation between parenting styles and adolescents' problem-solving dimensions. Among the predictive variables the lowest impact is authoritarianism parental style, the authoritarian parental attitude has a negative impact. It can be claimed that the more parents exhibit encourages achievement and acceptance styles in raising their children, the more increase the problem-solving skills of the adolescent.

Discussion

Adolescence is a critical and dynamic period for young people. No developmental stage brings with it such remarkable transformation in the child as adolescence. As adolescents are faced with physical changes and cognitive development, they are constantly renegotiating their relationships with parents, friends, school and community. It is transitional step from dependence to independent relationships with parents. The style of parenting can play an important role in helping the adolescents to face this great challenge. In the current scenario, parents perceive that they have the best intentions in raising their children, most of the time they blame the children for being how they are DeRosa *et al*. (2017). The present study aimed to examine the relationship between parenting styles and problem-solving skills among adolescents.

In the current context, mothers were much more encourage achievement, overprotection and acceptance than fathers. The adolescents' fathers were much more authoritarianism than the adolescents' mothers. These results may be attributed to that Egyptian society, like most traditional societies, is largely patriarchal, fathers are considered the heads of households, with decision-making authority in family matters. its common in many families for the mother to be more nurturing than controlling, whereas the father is more controlling than nurturing. Simons & Conger (2017) [21]. Also**,** There were statistically significant differences between mothers and fathers scores as regard parental styles of encourage achievement and overprotection $p< 0.001$.Thisresult was in agreement with Xu *et al*., (2017) [23], who found that, there were significant differences between father's rearing styles and mother's rearing styles in all types of parenting styles ($p< 0.01$).

As regard to gender of adolescents, there was no significant positive correlation between parenting styles and problem- solving skills, this means the *P*>.05.This can be explainedby that every parent child relationship is different very personal as it is based on the interaction between two individuals not based on the sex or gender of child, and eachof whose personality is unique., This was in contrast with study about investigating and comparing the relationship between parental monitoring types and perceived parenting styles of the Turkish students, Özçelik (2017) [17] found that, there was statistically significant differences between female and male students. Female students have perceived higher direct monitoring than male students. In another study by DeRosa *et al*., (2017) who studied Perceived Parenting Style and Social Problem-Solving Skills in YoungAdults stated that, there was no significant difference with respect to gender. Also, study carried out by Yusuf *et al*., (2018) [24] demonstrated that, parenting styles have no significant influence on the performance of students in Junior Secondary Social Studies on the basis of gender.

As regard to parents' education and its relation to parenting styles, the current study elicited that, the preparatory level of education had higher mother encourage achievement, acceptance and overprotection scores respectively than university and secondary education, the reason behind this interpretation is that the degree to which the parents value their child's perspective and use techniques that encourage choice, self-initiation, and participation in making decisions is instinct and

talent not need education. And there wasstatistically significant differences between mother's style and father's style for all subscales except for encourage achievement subscale. This is inconsistent with study conducted by Tösten *et al*., (2017) [12] who found that, educational levels of parents are important in children's development. From the students' personal information shown in this study it is seen that the educational level of mothers was relatively much lower than the fathers. Fathers had an important role in the development of child's problem-solving skills. Especially boys see their father as a role model. In this respect, the same result obtained from Hadjicharalambous & Demetriou (2020) [10, 11] who stated that the parental educational level was found statistically significant with the parenting style. Actually, parents with secondary education adopted more frequently a permissive parenting than parents with higher education. At the same time, though parents with a secondary education appeared to be more authoritarian towards their children than parents with higher education. Residence was found to be a significant determinant of the parental style that fathers and mothers adopt. According to current study the parent's place of residence (rural vs. urban) participating parents who lived in urban areas regarded their parenting styles as more positive than parents residing in rural areas. The reason behind is that urban parent was assist their children in achieving goals and are responsible for their emotional support too. In fact, Hadjicharalambous & Demetriou (2020) [10, 11] were able to show that parents who lived in urban areas were more supportive to their children than parents who lived in rural areas. While this result was in disagreement with Hanafi andThabet (2018) [9] who found that there was significant negative correlation between parental style subscales and parent's residence.

From current study it can be inferred that, the parental stylestowards their children predict the problem-solving skills of adolescents. There was found a positive correlation between all parental styles and problem- solving dimensions except authoritarian parental style this result might be could be explained by, encouraging and acceptance parental styles will enable the adolescents acquire problem- solving skills. This result in line with the studies which explore that, the parenting styles appear to have the best positive child outcome in all the studies across ethnic groups and sex and acquire positive features such as problem-solving skills Sahithya *et al*, (2019) [20]. Also, Tösten *et al*., (2017) [12] stated that the authoritarian parental attitude has a negative effect on problem solving skills among high school students.

Conclusion
Based on the results of the current study, it can be concluded that:
1. Parenting styles were not significantly correlate to gender of parents or adolescents.
2. Fathers and mothers who resided in urban areas appeared to be more encourage achievement, overprotection or acceptance than fathers and mothersin rural.
3. Educational status of the parent had positive correlationwith their parental style they adopted.
4. Parenting styles were a significant predictor of problem-solving skills in adolescents.

Recommendations
Based on the results of the present study, the subsequentrecommendations were suggested:
1. Parents should be made aware that positive aspects of parenting may keep adolescents away from using undesirable strategies to resolve problems.
2. There is need for training program that will serve as parent training intervention so as to equip the parents with the skills required for being both encourage achievement and acceptance.
3. Future studies on parental styles would benefit from researching the role of more factors, which may predict children's psychological adjustment and family functioning, such as parental stress levels and the quality of their marital relationship.

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