

Exploring the Youth: Association of Parenting Styles with Adolescent's Deviant Behavior

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Received: 18-07-2025

Revised: 03-08-2025

Accepted: 20-08-2025

Published: 10-09-2025

ABSTRACT

The investigation by this study focuses on Baumrind's (1991) parenting style typology authoritative, authoritarian and permissive to analyze their effects on adolescent deviant actions in Pakistan's cultural framework. Parenting styles impact adolescent deviant behavior according to the formulated hypotheses while authoritative parenting produces higher deviant behavior than authoritarian or permissive styles. The two instruments used for data collection were the Parenting Styles and Dimensions Questionnaire (PSDQ; Robinson et al., 2001), and Deviant Behavior Scale (DBS; Mushtaq & Kausar, 2018). Informed consent and confidentiality as ethical standards were followed. Research findings supported H1 which indicated that authoritarian parenting and total parenting methods demonstrated positive relationships ($r = .20$ and $r = .29$) with deviant actions but permissive parenting styles did not ($r = .11$) because cultural supports such as familial ties provided protection. The research demonstrates that authoritative parenting methods deliver effective results and recommends culture-specific programs to boost positive adolescent developments in Pakistan.

Keywords: Parenting styles, Deviant behavior, Adolescents, Authoritative parenting, Pakistan.

INTRODUCTION

Parenting style stands as a main crucial factor which shapes adolescent mental health (Rezvan & D'souza, 2017). The psychological research defines parenting style as standard approaches-parents use to nurture their children (Adimora et al., 2015). The interaction between parenting skills and youths' behaviors is an important focal area in the current research, with emphasis on antisocial behaviors that occur in adolescence. Adolescence is characterized by developmental changes at physical, cognitive and emotional wellbeing stages and therefore when not directed appropriately may lead to different types of Behavioural Deviance (Steinberg, 2014). Adolescence is a very sensitive period in a person's life, which have many changes occur. The term 'adolescence was derived from the word adolescents which has its origin from the Latin word 'adolescere' that means grow or grow to maturity'. It is a time of "transition" when the person under goes a physical and psychological transformation from childhood to adulthood. Adolescence can and does mean much more than just the next stage up from childhood. It turns out that there is built-in time which is needed for the emerging ego. Some reasons include family type, shift in the feelings, shift

in the socialization, status, altered physical appearance, levels of expectation, accomplishment and their faith of all the family characteristics which could have an impact on child and adolescent development one type of parenting has been realized as being significant. Adolescence is a developmental stage that is psychologically, emotionally and socially sensitive or developmental stage. In this stage, young people develop their personality, imagine their position in the group and brainstorm values shared by the majority. Adolescent parenting is a primary caregiver in determining patterns of behavior, including deviant tendencies. Delinquent behavior refers to behaviors that are forbidden by society and may include; aggressive behaviors, substance use, and lawful misbehavior (Steinberg, 2018).

Parental Styles

Baumrind (1966) conceptualized three parenting styles distinguished by responsiveness and demandingness: The parental backgrounds involved permissive parenting style alongside authoritative parenting styles and authoritarian parenting styles. The fourth style adds neglectful or uninvolved parenting which shows similar characteristics of responsiveness and demandingness to the concept established by Maccoby and Martin (1983). According to Axpe et al. (2019) alongside other experts like Martínez et al. (2019), Martínez et al. (2020), and Martínez and García (2008), the responsiveness dimension describes parental affiliative acts combined with dialogue support and ethical reasoning towards children. According to Serra (2019) the demandingness dimension demonstrates parental control methods through supervision and position maintenance and norm-setting for children (Serra, 2019).

In an authoritarian parenting style, adults display elevated level of demands while showing minimal responsiveness to their children (Hoskins, 2014). This parental approach both keeps children from making choices while simultaneously determining which actions remain acceptable (Hesari & Hejazi, 2011). The authoritative parenting style achieves an appropriate child independence measure through its partnership quality while integrating strong emotional support and developmental skills. Under this parenting approach parents serve as controllers and engage in dialogue with children to promote skill development while boosting their interests together with Setiana and Darmayanti (2020). The permissive parenting style enables parents to provide excess attention to their children because they create less parental demands while maintaining high responsiveness. Through their parenting approach permissive parents support the children when decisions need to be made while allowing them to take control of their own activities (Hesari & Hejazi, 2011). Researchers define neglectful parenting when parents completely lack both responsiveness and demandingness toward their children (Setiana & Darmayanti, 2020). Before Watson (1928) scholars accepted authoritarian parenting as the best method. Research in various cultures indicates that children whose parents exhibit the permissive style (responsive without being demanding) achieve the same or better adjustment results than children from an authoritative style where both responsiveness and demandingness exists (Garcia et al., 2019; Moreno-Ruiz et al., 2018; Suárez-Relinque et al., 2019) relationship by combining high emotional support and skills. This style also involves dialogue for children to develop their talent and interest, whereby parents act as controllers (Setiana & Darmayanti, 2020). Meanwhile, the permissive parenting style represents more parents' responsiveness but less demand, which leads to less expectation from parents to their children because they have given more attention to them. Permissive parents encourage the children's autonomy and allow them to make their own decisions and have their activities (Hesari & Hejazi, 2011). In comparison, neglectful parenting is defined by the absence of both responsiveness and demandingness from parents (Setiana & Darmayanti, 2020). However, in the current era, researchers have begun to address permissive parenting as the optimal style (Garcia et al., 2019). Studies from different cultural contexts show that compared to authoritative parenting (characterized by using both responsiveness with more demandingness), permissive parenting (denoted by the use of responsiveness but not demand) leads to the same or higher children's personal and social adjustment (Garcia et al., 2019; Moreno-Ruiz et al., 2018; Suárez-

Relinque et al., 2019). Today's research suggests that strict discipline with demandingness no longer requires usage in parental socialization practices (García & Gracia, 2009; Martinez et al., 2020; Pinquart & Gerke, 2019; Pinquart & Kauser, 2018). The cultural make-up of children affects how various parenting styles work (García & Gracia, 2009; Martinez et al., 2020).

Deviant Behaviour

Deviant behaviour was defined as behaviour that is sufficiently different from the norm of a particular group, which if known will be met with negative attitude and will attract punishment (Chime, 2004). It is the behavior that does not conform to organizational culture, beliefs, ethical standards and rules. Prevalence of deviant behavior has taken so many forms, dimensions, and perceptions vary over time and place. Those which are common in secondary schools include theft/ stealing, lying/ being deceitful, sex assault/ abuse, truancy, cheating in examinations, sale and use of drugs, dialect, carelessness and writing on the wall. Chime (2004) analyzed and categorized deviant behaviors into minor offences if the deviant behaviour are petty like; truancy, loitering, noise making, writing on the school walls, telling lies, dodging school assemblies and the likes. Peculiar behavior is categorized as major offences where it leads to a serious inconvenience in the operations of the school or becomes an obstacle to the implementation of goals of the school such as exam cheating, stealing, forceful aggression on fellow students or teachers and other functionaries of the school, immoral behavior and religious extremism (Chime, 2004).

Actually, deviant behavior means any kind of behavior that is not normal or literally that which is literally out of order. Criminal behavior is a violation of the standards of a particular society. Mullins (2005) analyzing the deviant behavior points out that norms are a product of centuries of civilization. Proper and improper conduct differs from time to time and cultures to cultures. According to Mille (2009), deviant behavior is a behavior that is unacceptable before it is bad for other persons and does not positively support learning or interaction. This also affects the child's learning in classroom setting and interpersonal relationships. Chime said and I agree that creditably better performances are often noticeable in averagely behaving students, and that when students develop deviant behaviors, their social interactions with their teachers, and, sometimes, friends are impacted (Chime, 2015).

Objectives

1. To examine the relationship between different parenting styles (authoritative, authoritarian, and permissive) and deviant behavior in adolescents.

Research Questions

- What are the impacts of different parenting styles (authoritative, authoritarian, and permissive) on adolescent's deviant behavior?

LITERATURE REVIEW

The various approaches that parents use, the behaviors, and the emotional climates that parents foster can equally be seen as sound formative foundations of adolescents. These styles predetermine the manner in which adolescents relate to themselves, their interpersonal relationships as well as their compliance or non-compliance to cultural expectation. Parental role during adolescent a period developmental stage characteristic by major development of identities and increased socialization is of great importance in determining behavioral patterns, emotional health and social development. Baumrind (1966) was the first to categorize parenting into three distinct styles based on dimensions of responsiveness (warmth) and demandingness (control):

- i. **Authoritative Parenting:** Characterized by high levels of warmth with demands for control to have clearly expressed and low harsh discipline. This style is associated with the highest level of adolescent well-being, including high levels of self-esteem, social competence (Baumrind, 1966).
- ii. **Authoritarian Parenting:** This style is other directed and unhospitable, high control and low warmth where defiance and resistance are suppressed along with the communication. Self-oriented aggression is particularly obvious in adolescents who were brought up with authoritarian style of parenting because it promotes emotional restraint and behavior disorders (Baumrind, 1966).
- iii. **Permissive Parenting:** At the same time, there is a high degree of warmth while low control gives an impression of permissive style with few rules and regulations enforced. The development of impulsive behaviors in outcome environments may occur due to lack of structure since many of the adolescents here have been found to display such behaviors (Baumrind, 1966). Subsequently, Maccoby and Martin (1983) enriched Baumrind's categorization of the parenting typology by incorporating a neglecting or uninvolved parenting style which is characterized by low level of both warmth and demandingness. This style has been related to the poorest adolescent outcomes such as social isolation, emotional involvement and delinquency (Maccoby & Martin, 1983).

Based on the fact that Pakistan is a collectivist culture, the parental styles can be greatly characterized by traditional culture values and norms. Teachers also use spar and harsh discipline, obedience to parents and other elders, and maintenance of family honor. Although practices like these foster compliance, they stifle enthusiastic and self-governing response, with consequent abusive results. Naz, Kausar, and Khan (2015) discussed the study with regard to parenting style and emotional adjustment among the Pakistani adolescents. Their study showed that authoritarian parenting common in South Asia lead to a higher level of emotional inhibition and risk to have behavior issues. The level of discipline and limited freedom was especially pathological in the context of adolescence (Naz et al., 2015).

Adolescence is those developmental stage which is characterized by growth and developmental changes in many facets of adolescence. This is the time when parental intervention is likely to be decisive. Steinberg (2001) opines that a good technique for the parenting of adolescent independently contributes to positive self-image and positive adaptation to demand a society. Teenagers who have responsible and warmth providing parents have better emotional regulation and social skills to decrease the risk of deviancy. But parenting skills of a less effective type, namely authoritative and uninvolved, can present negative consequences. Academic performance may also suffer consequent upon different aspects of adolescence having been altered by early surroundings and peer culture; states like poor impulse control, low self-worth, or being prone to delinquent behaviour like skipping school, abusing substances, or using force. Authoritarian parents tend to lack intimacy and supervision that lead to conflict in parent-child relation as well as increases in the child misconducts. (Lansford et al., 2004).

Deviant behavior encompasses any act that goes against cultural, legal and social expectations and includes everything from simple non-compliance with the rules to anti-social conduct. According to the studies, parental practices play the major role in development of such behaviors. For example, children raised under authoritarian parenting wind up being more psychologically disturbed with increased admission to psychological issues and engage in rebellious acts, and negative coping styles (Pinquart, 2017).

Impact of Authoritative Parenting on Adolescent Behavior

Authoritative parenting, characterized by warmth, firm control, and high expectations, has been widely recognized for promoting positive adolescent outcomes across cultures. It fosters psychological maturity, self-regulation, and socially desirable behaviors by maintaining a balance between discipline and open

communication (Iqbal, 2018). Research highlights that adolescents raised in authoritative households exhibit higher self-esteem, better academic achievement, and lower engagement in deviant behaviors compared to those from authoritarian or permissive parenting backgrounds (Lamborn et al., 1991). Steinberg (2001) further explains that authoritative parenting provides both structure and emotional support, which enhances adolescents' resilience and emotional stability, reducing their likelihood of engaging in externalizing behaviors such as aggression and rule-breaking. Pinquart (2017) reinforces these findings, noting that authoritative parenting is consistently linked to higher academic performance, better social interactions, and lower levels of misbehaviour. In collectivist cultures like Pakistan, where parental guidance plays a crucial role in shaping adolescent behavior, authoritative parenting has been found to be particularly beneficial in balancing cultural expectations with developmental needs (Pinquart, 2017). According to Baumrind (1991), authoritative parents instil strong moral values and self-reliance in their children, equipping them to navigate societal pressures effectively while maintaining their individuality and ethical standards (Baumrind, 1991).

Authoritarian Parenting and Its Association with Deviant Behavior

Authoritarian parenting, characterized by high demands and low responsiveness, has been consistently linked to adverse developmental and behavioural outcomes in adolescents. This parenting style enforces strict discipline, limits verbal communication, and discourages emotional expression, leading to frustration, defiance, and externalizing behaviors such as aggression, delinquency, and substance use (Darling, 2003). Hoeve et al. (2009) conducted a meta-analysis of 161 studies and found that authoritarian parenting significantly contributed to adolescent delinquency due to a lack of affection and rigid punishment. Similarly, Kim and Rohner (2002) observed that adolescents raised in authoritarian households exhibited lower self-esteem and increased psychological distress, including anxiety and depression, which often manifested as conduct disorders. Wang and Dishion (2012) further demonstrated that authoritarian parenting was positively correlated with antisocial behaviors, as it restricts self-governance and problem-solving abilities, leaving adolescents ill-equipped to handle social challenges. Pinquart and Gerke (2019) also highlighted that this parenting style leads to poor emotional regulation, increased hostility, and a higher prevalence of rule-breaking behaviors. However, the degree of these effects varies across cultures, with collectivist societies like Pakistan emphasizing family honour and conformity, which may mitigate some negative consequences (Gerke, 2019).

Darling and Steinberg (1993) further emphasized that authoritarian parenting suppresses open communication, preventing adolescents from expressing grievances or seeking guidance, which exacerbates emotional distress. In collectivist cultures, where obedience and family loyalty are emphasized, authoritarian parenting may lead adolescents to engage in secretive delinquent behaviors to assert independence (Akram & Khalid, 2021). Although cultural factors may moderate some negative effects, research consistently shows that the absence of warmth and autonomy support in authoritarian households results in long-term emotional and behavioural difficulties (Smetana, 2017). The rigid and punitive nature of authoritarian parenting undermines adolescents' emotional regulation, self-esteem, and moral development, leading to detrimental consequences. These findings highlight the need for parenting interventions that balance discipline with emotional support, fostering healthier adolescent development (Khalid, 2021).

Permissive Parenting: Impact on Deviant Behavior

Permissive parenting is described by high sensitivity to the child's need, but low level of controls and disciplining (Baumrind, 1966). Parents adopting this approach tend not to stick to rules and to leave standards unclear, leaving adolescents to act quite autonomously. Although such parenting may promote creativity or openness, the absence of mentoring can produce negative consequences on adolescent

activities. Milevsky et al. (2007) studied the effect of permissive parenting on youth risk behaviors and reported a notable association between permissive parenting and impulsive behaviors such as substance use and absenteeism from school. Results from the study showed that the lack of regular patterns and responsibility are often the cause of adolescents' vulnerability to the influence of peers and to decisions at odds with good judgment. Turner, Chandler, and Heffer (2009) pointed out that permissive parenting establishes a context in which, from the adolescent perspective, the causal implications of their behavior are not internalized. Adolescents with no disciplinary structure are at greater risk of engaging in potentially harmful behaviors, including use of alcohol and drugs and early sexual encounter. The leniency that is built into permissive parenting also inadvertently perpetuates bad decisions (Chandler, 2009).

In the sociocultural environment of Pakistan, where social values instil discipline and family loyalty, permissive parenting is less common, however, its effects are important. Fatima and Anjum (2019) made the observation that permissive parenting in urban Pakistan correlated with increased impulsivity, substance use, and academic underachievement in youth. The researchers noted that permissive parents often adopt this style out of a desire to be more "modern" or less authoritarian, inadvertently contributing to behavioural problems (Anjum, 2019). Additionally, Akbar and Imran (2021) found that adolescents living in permissive family households in Pakistan were more likely to be influenced by peers and to engage in risky activities including absenteeism from school and perpetrators of internet offences. The study emphasized that the lack of boundaries and consistent guidance left adolescents ill-prepared to navigate societal pressures effectively (Akbar & Imran, 2021).

Theoretical Framework

The theoretical framework for this study integrates Social Learning Theory to examine the impact of parenting styles on deviant behavior in adolescents.

Social Learning Theory and Its Application to Parental Influence on Deviant Behavior

Social Learning Theory (Bandura, 1977) is an important explanation of adolescent learning of behaviors, including aberrant behaviors, by watching and being exposed to behavior of in particular their primary caregivers. This hypothesis supports the notion that people acquire knowledge not only by being directly rewarded or punished, but also by watching their conspecifics and the actions they imitate. According to Bandura (1977), individuals, especially children and adolescents, learn by observing the actions of others, particularly figures of authority in their lives, such as parents, and the subsequent rewards or punishments these behaviors receive. In the context of parenting styles, Social Learning Theory offers a framework to understand how different parenting practices impact adolescents' development of behaviors, including deviant ones. According to this theory, adolescents observe and model the behaviors, emotional responses, and coping mechanisms of their parents. The quality of these behaviors whether healthy or maladaptive can directly influence the adolescents' behavioural patterns (Bandura, 1977).

Authoritative Parenting

Authoritative parenting, which is characterized by a balance of control and warmth, creates an environment where children are likely to observe positive and adaptive behaviors from their caregivers. In the context of Social Learning Theory, the hypothesis that modelling healthy coping behavior, efficient problem-solving approach, and efficient regulation of emotions is an important predictor of a child's behavioural development (Bandura, 1977). Highly interactive households, in which adolescents are encouraged to adopt highly interactive behaviors, tend to increase the rate at which these behaviors are internalized, thereby fostering the formation of self-control and prosocial behavior. For example,

Lamborn et al. (1991) found that adolescents raised in authoritative households displayed higher self-esteem and lower levels of aggression and delinquency because they modelled and internalized the supportive behaviors demonstrated by their parents (Lamborn et al., 1991).

Authoritarian Parenting

In contrast, authoritarian parenting (with high demands for control and low emotional responsiveness) has been linked to externalizing behaviors, namely aggression and defiance. Adolescents who grow up in authoritarian homes experience scrutiny of the parents' application of severe punishment and strict rules, with a lack of emotional reinforcement. This can lead to the development of maladaptive coping strategies, such as acting out aggressively or engaging in deviant behaviors (Lamborn et al. (1991). According to Hoeve et al. (2009), adolescents who experience authoritarian parenting often display higher levels of delinquency because they have learned to adopt negative behavioural responses to perceived frustration or restrictions, modelling behaviors that emphasize control and obedience over emotional regulation (Hoeve et al., 2009).

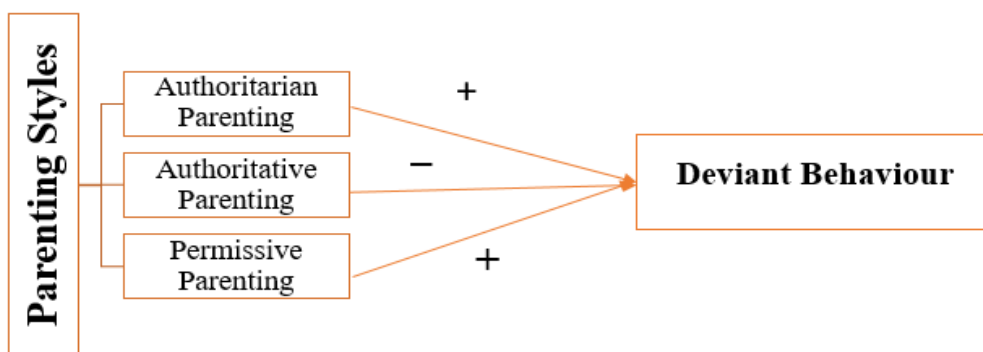
Permissive Parenting

Permissive parenting, characterized by high warmth but low control, can also contribute to deviant behavior, though in a different manner. In permissive families, children are exposed to the absence of boundaries and do not learn self-control and authority- respect. According to Baumrind (1991), the absence of organization in permissive families is often followed by an inability to internalize social norms appropriate to the social context, which, in turn, can result in deviant behavior. Adolescents from permissive families may become impulsive or rebellious by experimenting with risky activities such as substance abuse or truancy, acting as they have not been instructed that setting personal limits or the respect of social boundaries is important (Hoeve et al., 2009)

METHODOLOGY

Conceptual Framework

Figure: 1



Hypothesis

H1: Parenting styles have significant effects on adolescent's deviant behavior.

H2: Adolescents from authoritative parenting families will report lower levels of deviant behavior as compared to those from authoritarian and permissive families.

Research Design

The study was conducted in two phases. Phase I of the study was consisted of pilot study used to test the reliability and validity of the questionnaires. Following the pilot study in the second phase of the study which was the main study, to assess the relationship between the study variables was conducted. Participants for the study were selected from different colleges and intuitions of Islamabad.

Sample

The sample for the pilot study comprising of Phase I of this research included Adolescents (12-18 years) ($N = 20$) from Islamabad. On the other hand, the sample for the main study in Phase II of this research also comprised of Adolescents (12-18 years), ($N = 200$) using convenience sampling technique from Islamabad

Instruments

Parenting Styles and Dimensions Questionnaire (PSDQ) (Robinson et al., 2001)

The Parenting Styles and Dimensions Questionnaire (PSDQ), developed by Robinson et al. (2001), is a 32-item tool used to measure three parenting styles: positive styles of child rearing practices include the following cardinal styles; authoritative, authoritarian and the permissive style. Authoritative parenting (15 items) consists of warmth/involvement, reasoning/induction, democratic participation, and good-natured communication subscales; authoritarian parenting (12 items) consists of verbal hostility, corporal punishment, non-reasoning/punitive strategies, and directiveness subscales. Permissive parenting (5 items) which measures a lack of discipline or overindulgence with no demands to control the child's behavior. Some of the items are reverse scored for instance authoritative parenting (item 1, 2, 6, 10, 14), authoritarian parenting (item 16, 18, 21, 23, 26, 28, 29 and 32) and permissive parenting (item 5, 9, 12, 19, 22) to reduce response bias and method variance The PSDQ has also proved It is recommended by convergent and construct validation and factor analysis has affirmed its factor framework. The PSDQ has been scrutinized cross culturally, and the correlation coefficient indicates that the measurement of parenting style is sound in different cultures (Robinson et al., 2001).

Deviant Behaviour Scale (DBS) (Mushtaq & Kausar, 2018)

The other is the Deviant Behaviour Scale (DBS) constructed by Mushtaq & Kausar (2018) with the intention to assess adolescents' and young adults' rule-breaking, substance use and physical aggression. Subscales of the scale are meant to measure specific aspects of deviant behaviors such as lying, vandalism, substance use and use of force against peers or authority. Literature review shows reliability of the DBS across participants, with Cronbach's alpha values estimates ranging from 0.70 to 0.88 (Mushtaq & Kausar, 2018).

RESULTS

The analysis run through SPSS version 26 to determine relationships between adolescent deviant behaviors and parenting styles. The first section of this chapter uses descriptive analyses to present vital characteristics of the studied sample. A set of correlation analyses was executed to determine the variable interrelationships.

Table 2: Descriptive Statistics and Alpha Reliability Coefficients Scale (N= 200)

Scale	No. of Items	α	M	SD	Range		S	K
					Actual	Potential		
PS	64	.68	202.32	14.74	168-233	64-320	-.01	-.13
ATP	30	.32	5.68	1.45	2-8	30-150	-.72	.52
ARP	24	.74	5.93	1.41	3-8	24-120	-.35	-.49
PP	10	.64	5.75	1.41	2-8	10-50	-.39	-.34
DB	76	.92	2.88	1.01	ff1-4	76-304	-.22	-1.29

Note: PS= Parenting Styles, ATP= Authoritative Parents, ARP= Authoritarian Parents, PP= Permissive Parents, DB= Deviant Behaviour, α = Alpha reliability, M= Mean, SD= Standard deviation, S = Skewness, K = Kurtosis

Alpha coefficients for all instruments along with mean, standard deviation, actual and potential range of scores, and skewness and kurtosis of data distribution have been done in Table 2. The overall parenting styles scale ($\alpha = .68$) presents moderate reliability along with good reliability of authoritarian parenting ($\alpha = .74$) but moderate reliability in permissive parenting ($\alpha = .64$). Results show authoritative parenting has weak consistency since its reliability measure stands at ($\alpha = .32$). The reliability score for deviant behavior reaches .92 which indicates excellent consistency. Three parenting styles show equivalent perception among students according to mean scores along with low deviant behavior ($M = 2.88$).

In order to explore the association between parental styles and deviant behaviour Pearson Product Moment Correlation was performed. Results are presented in Table 3

Table 3: Pearson Correlation among parental styles and deviant behaviour (N=200)

Variables	1	2	3	4	5
Parental styles	-	.10	.32**	-.02	.29**
Authoritative parents	-	-	.35**	.31**	.04
Authoritarian parents	-	-	-	.20**	.13
Permissive parents	-	-	-	-	.11
Deviant behaviour	-	-	-	-	-

Note: *** $p < .00$, ** $p < .01$, * $p < .05$

Table 3 presents the Pearson correlation results which analyse the connection between parenting styles and adolescent deviant behaviour. Parenting styles demonstrate a significant positive correlation with deviant behavior ($r = .29$, $p < .01$) since particular parenting approaches lead to an increase of deviant behaviors in adolescents. The research results indicate that authoritarian parenting ($r = .20$, $p < .01$) establishes a statistically significant positive link with deviant behavior but permissive parenting ($r = .11$, $p > .05$) fails to exhibit any meaningful relation. The relationship between authoritative parenting ($r = .31$, $p < .01$) and authoritarian parenting exists but there is no substantial direct link between this style and deviant behavior.

Table 4: ANOVA for Parenting Styles on Deviant Behavior (N = 200)

Variables	Source	SS	df	MS	F	p
Deviant Behavior	Between Groups	39.90	6	6.65	7.76	.00***
	Within Groups	165.21	19	0.85		
	Total	205.12	19			

Note: SS = Sum of Squares, df = Degrees of Freedom, MS = Mean Square, F = F-ratio, *** $p < .00$

The analysis using one-way ANOVA appears in Table 4 to evaluate how different parenting approaches influence deviant behavior in adolescent populations. Evidence shows that different parenting styles produce meaningful effects on deviant behavior ($F = 7.76, p < .001$). The key F-values demonstrate that one or more parenting conditions exhibit unique impacts on both adolescent deviant behaviour. The findings show through p-values under .05 that parental interaction methods directly affect their children's behavioural results.

Table 5: Post-Hoc Comparisons (Tukey's HSD) for Parenting Styles on Deviant Behavior (N = 200)

Parenting Style (I)	Parenting Style (J)	Mean Difference (I-J)	SE	p	95% CI	
					LL	UL
Authoritative	Authoritarian	-1.11	0.42	.01	-1.98	-0.24
Authoritative	Permissive	-0.97	0.38	.023	-1.81	-0.13
Authoritarian	Permissive	0.14	0.45	.983	-0.79	1.07

Note: ** $p < .01$, SE = Standard error

Post-hoc comparisons provided in Table 5 analyze the relationship between adolescent deviant behavior and different parenting styles. Adolescents from authoritative households demonstrate substantially low deviant behavior than their counterparts from authoritarian households (Mean Difference = -1.11, $p = .01$) and permissive households (Mean Difference = -0.97, $p = .023$). The comparison between authoritarian and permissive parenting does not provide evidence for different levels of deviant behavior since the deviant behavior scores are comparable (Mean Difference = 0.14, $p = .983$). The combination of structure and emotional support from authoritative parenting results in decreased deviant behavior among adolescents. Adolescents under authoritarian or permissive parenting experience similar levels of deviant behavior since both styles independently lead to behavioral problems.

DISCUSSION

The current research study shows how parenting styles have impact on adolescent deviant behaviour in a sample of 200 Pakistani adolescents. The research results present important information about which parenting strategies affect adolescent mental health and deviant behaviour. The results provide substantial evidence supporting both hypotheses, while also revealing some unexpected findings that warrant further discussion. This research analysis examines the obtained findings by comparing them with existing literature while emphasizing common points and differences with past works and presenting potential future study directions and limitations. Hypothesis 1 of the study states that:

H1: Parenting styles have significant effects on adolescent's deviant behavior.

In the first hypothesis, it was assumed that there would be significant impacts of parenting styles on the deviant behavior on adolescents. Several analyses provided very strong evidence on this hypothesis. The ANOVA output ($F = 7.76, p < .001$) indicated the fact that parenting styles were considered as a group that was effective in producing significant variations in deviant behavior. The finding is consistent with the Baumrind (1991) theoretical premise and many empirical studies (e.g., Steinberg, 2001; Hoeve et al., 2009) concluding that parenting is a decisive factor in reshaping an adolescent behavioral outcome.

Interesting patterns for correlation were found especially in correlation analyses. Although the overall scale on parenting styles proved to have positive correlation to deviant behavior ($r = .29, p < .01$), this does not seem attributable to the overall parenting styles but rather to the authoritarian parenting component ($r = .20, p < .01$). The affirmative arrow of the one-way relationship prevents and discourages

the view that there is no truth to the notion that some parenting styles, especially those that are more controlling, do encourage and promote deviant behaviors instead of preventing them, which is why the suggestion that parenting style is one of the most influential determinants of adolescent behavior is not in itself a farfetched idea.

H2: Adolescents from authoritative parenting families will report lower levels of deviant behavior as compared to those from authoritarian and permissive families.

The second hypothesis is that, the adolescents who grew up in authoritative families report a lower amount of deviant behavior than adolescents raised in authoritarian and permissive families. The post-hoc comparisons helped to prove this hypothesis by a large margin. The differences of the means were very big and significant, authoritative parenting being linked to 1.11 lower scores of deviant behaviour than the authoritarian parenting ($p = .01$) and 0.97 lower scores than permissive parenting ($p = .023$).

Such results are consistent with years of studies showing the advantages of authoritative parenting (Baumrind, 1991; Lamborn et al., 1991). The warmth and firmness on the part of the parent that are a hallmark of authoritative parenting seem to be giving adolescents a sense of proper emotional caring that is required to help them grow normally as well as the necessary boundaries against deviance. Such middle-of-the-road measure appears to have a special value in ensuring that the adolescent youngsters internalize the norms of behavior, rather than just enforce the external controls.

The present finding concurs with an increased number of recent studies that support that parenting styles have long-term effects on adolescent growth. A cross-cultural study (Smetana et al., 2022) involving 12 countries showed that the authoritative parenting style was equally and strongly associated with three delinquency parametric coefficients in various cultural settings but the effects were stronger in collectivist cultures (beta level of $-.41$). This international point of view validates our findings as well as proving the cross-cultural validity of Baumrinds framework. Geographically, the longitudinal study by Riaz et al. (2021) in Punjab, Pakistan, plays an essential role in contextualization, in which authoritarian parenting raised the probability of committing school violence by 2.3 times, with the emotional dysregulation mechanism playing a crucial role. Our current insights could be extended to modern dimension of behavior with the appearance of digital-era findings, including the results of the national survey performed by UNICEF Pakistan (2022), which indicated that authoritarian households were three times more likely to have online deviance since the pandemic. Significantly, the comparative study conducted by Chaudhary and Shams (2020) ushered a very culturally specific term of the modified version of authoritative parenting in the South Asian settings, which plausibly could be the reason behind our agreement with the control parents sample level. Leading-edge neurobiological data also on average explicate our behavioral results by specified neural processes since Zhang et al. (2023) portrayed less prefrontal cortex activity by young people growing in authoritarian households in functions of impulse control. These new researches, taken as a whole, multiply our main conclusions with the emphasis on how parenting research is changing across digital settings and non-Western regions. This meeting of multinational, regional, and biological data reinforces our theoretical agency and contributes towards our future culturally attuned intervention in the area of parenting in Pakistan.

LIMITATIONS

Despite its significant findings, this study has several limitations:

- The administration of self-report questionnaires might have contributed to a response bias of social desirability especially bearing in mind the sensitivity of parenting practices and family dynamics within the Pakistani cultural setting. Deviant behaviors or experiences as parents may

also not have been fully disclosed, or may have been misreported, possibly because of cultural taboos, or avoidance of stigma.

- The study being cross-sectional in design will limit the recommendations on any conclusions on the causality of parenting styles on deviant behavior in the adolescents. A better understanding of the relationship between parenting and behavior would be obtained using longitudinal studies.
- Sample was only restricted to 12-18 years of age group who lived in an urban neighborhood of Islamabad which limits the generalization of the results to any other population in the rural areas or those who had socioeconomic differences in Pakistan. Finally, there is a low score of reliability ($\alpha = 0.32$) in the authoritative parenting scale, and the scale reliability is a sign of measurement problems with that scale, which in turn, could have skewed the results of that construct.

IMPLICATIONS AND FUTURE DIRECTIONS

These findings have useful implications to the Pakistani society. To the parents, the findings indicate a shift to more balanced authoritative orientation of having clear expectations with a free flow of communication would perhaps have more better outcomes on the behaviors as compared to the conventional authoritarian approaches. Teachers and school managers would be able to use these insights to come up with parenting educational lessons that would support the most prevalent cases of discipline and at the same time consider the cultural values. These results mean that, at a policy level, there is a necessity of public awareness, which will re-conceptualize competent parenting and view it as an Islamic way of belonging to the world of the Prophet (PBUH) and his proactive use of compassion and instruction.

A number of limitations should be observed in the interpretation of these results. The self-report measures that were used might have created bias in the responses especially related to cultural issues with regards to addressing familial issues. This is a cross-sectional study, and no conclusion can be made about causation; the rather minimal reliability of the authoritative parenting scale implies the existence of possible problems with measurements within this culture. Moreover, the opinion of the sample population might restrict the ability to generalize to more rural and economically varied populations.

The manner in which these shortcomings could be handled in future studies is by utilization of longitudinal designs, in which parenting and behavior could be tracked over time. Inviting interviews and observational data into a mixed-method might be able to better understand family dynamics. The research which specifically focuses on the use of digital media in conjunction with parenting styles in the development of deviant behavior is of some specific urgency especially to contemporary adolescents. On the basis of these findings, culturally adapted interventions ought to be elaborated and assessment ought to be performed rigorously.

CONCLUSION

The conclusion of this study offers well-argued evidence in support of the role of parenting styles in adolescent deviant behavior in the Pakistani culture. Findings affirm that authoritative parenting style exhibits low rate of deviant behavior whereas authoritarian and Permissive style reflect high rate of behavioral problems among adolescents. Such results are supported by the past studies and substantiate the applicability of the Baumrind parenting typology to non-Western collectivist society. These findings indicate the importance of culturally designed parental education interventions which foster warmth, structure and free communication with the parents, especially in the society where authoritarian punishment yet persists. Finally, this study highlights the relevance of parenting style balanced between strictness and lack of affection towards the development of psychological and social welfare of adolescents. Future research concerning these deficiencies must overcome them through the approach of

mixed-method designs and widening the participant pool to better understand their concerns and increase their relevance.

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