

Perceived Paternal Parenting Styles And Coping With Stress Among Adolescents

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The present study explores the impact of father's perceived parenting style on coping with stress among adolescents. The unique bond shared by a father and a child seems to be an influencing factor in varied behavioural outcomes in the children. The paradigm shift in the structure of family and child-rearing practices shows the need to explore the impact of the father's parenting style on a child. The participants of the present study consist of 124 boys and girls within the age range of 13 to 14 years studying in 8th and 9th standard of English medium schools in Mumbai. They were assessed by using parental authority questionnaire by Buri, and coping responses inventory-Youth by Moos. The obtained results analysed by using one-way ANOVA and Tukey's HSD indicated significant difference between parenting styles on strategies of coping with stress. The use of problem-solving coping strategy was found to be higher for the authoritative parenting style. The use of acceptance and resignation of avoidance coping strategy was higher for authoritarian and permissive parenting styles & lower in authoritative parenting style. The use of positive reappraisal and cognitive avoidance coping strategy did not show any significant difference in the means of different parenting styles of fathers.

Keywords: Perceived paternal parenting styles, coping strategies, adolescents.

Parenting is a process that prepares children to encounter the demands of the future, like academic, emotional, social or career-related demands. However, parents begin this process without any training and it is highly influenced by their own personality characteristics and their experience of having parented. Therefore, parental figures play a predominant role in their children's socialization by providing a model for behaving, which then affects children's relationships with peers and others. Family interactions, consequently play an important role in adolescents' learning & social behaviour, as some behaviours of study methods, following structure, planning are then picked up by the adolescents from the family environment. Additionally, it also encourages the acquisition of social behaviours which are then generalized to other settings, such as peer relations, relations with authority figures (Lamborn & Felbab, 2003). Parents' interaction with their child, their methods of discipline and punishments, handling child's emotions and behaviour; all of these have an influence on the developing child. The standards set by the parent is the

foundation of development for many social skills and personality traits in children (Mandal, Das, Datta, Chowdhury, & Datta, 2020)

Parenting styles and practices have consistently been shown to relate to various outcomes such as psychological problems like aggression, poor self-esteem, lack of motivation and academic performance of children (Baumrind, 1967, 1991; Querido, Warner, & Eyberg, 2002). Additionally, research has also shown that parenting practices like warmth, receptiveness, structure, parental monitoring and discipline are related to important developmental factors in children such as academic performance, emotional well-being, susceptibility to stress, aggressive behaviour and altruism (De la Torre, Casanova, García, Carpio & Cerezo, 2011).

Darling and Steinberg (1993) defined parenting style as an entire pattern of parent-child interactions. Parenting style is a determinant factor in child development. It affects the psychological and social functioning of the children. Parenting is the act of parenthood,

the upbringing of the child, training, rearing and educating the child (Okapko, 2004; Utti, 2006).

Parenting can be defined as the overall behaviour and attitude of a caregiver in dealing with their child (Morris, Silk, Steinberg, Myers, & Robinson, 2007). The child throughout his development keeps observing his parents and internalizes their traits as their own. One such quality is coping with stress which is greatly influenced by parental attitudes and behaviour. The startling rise of psychological problems like depression, anxiety, suicidal tendencies in today's youth can be related to one's ability to cope with stress and be resilient. Additionally, over the last half-century, the world has changed profoundly, causing a shift in expectations and the ways in which parents raise their children (Faircloth, 2014). Nowadays, parents are often older, better educated and tend to have fewer children (Hayford, Guzzo, & Smock, 2014; Bongaarts, Mensch, & Blanc, 2017). Moreover, most mothers now work while raising their children (Miho and Thevenon, 2020). Hence, studying fatherhood and the influence of father's parenting is an important area to study as more and more fathers will tend to be primary caregivers in future.

According to Glasgow, Dornbusch, Troyer, Steinberg and Ritter (1997), parenting styles are a compilation of attitudes, behaviours and non-verbal expressions that characterize the relations between parents and children in different circumstances. Two of the parenting practices have emerged as an important determinant in parent-child relations: affect and control. Compilation of affect and control dimensions have formed the basis for defining different parenting styles. The combination of high and low levels of affect and control has led to the definition of four parenting styles: authoritative, authoritarian, indulgent (permissive), and neglectful (Baumrind, 1971; Maccoby & Martin, 1983).

Baumrind (1967) identified three parenting styles: authoritative, authoritarian, and permissive. The authoritative parenting style is characterized by an adequate balance of high levels of affect and control. Parents here supervise their children's behaviour, have high

expectations, are responsive and use their authority as parents when rules are disobeyed. They are involved, sensitive, use reasoning and encourage autonomy in their children. They direct the activities of their children through reasoning and discipline. In authoritarian style parents rarely show expressions of affection, however, seek to control both attitudes and behaviour of adolescents, exhibit high levels of restriction, and power-asserting behaviours emphasizing unquestionable obedience and respect for authority.

A permissive parenting style, on the other hand, is based on high levels of affect and no control. They are responsive, but, do not establish clear standards or rules of expected behaviour, exhibit non-controlling behaviours, which translates into insufficient development of maturity. They let the child decide everything. Finally, the neglectful style is defined by the lack of control and lack of affect or interest in children's behaviour or interests. They have no expectations, no standards of defined behaviour and are not responsive to their children.

Patterns of parenting styles:

Parental warmth/supportiveness (also referred to as parental affection and openness to reasoning) refers to the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind, 1991). Parental demandingness (also referred to as the need for structure and demand) refers to the prerogatives parents make for children to be a part of the family whole, by communicating high demands, supervision, discipline and willingness to confront the child who disobeys" (Baumrind, 1991). The parenting styles are based on high and low levels of these two characteristics of parenting.

Perceived parenting styles are defined as an opinion of adolescents or children about styles of parental behaviours during their childhood. Student lives include laying the foundations for emotional intelligence, self-esteem, happiness, and success in life. Therefore, it is important to give enough parental support and guidance to adolescents for a fruitful future.

A study was conducted with 916 adolescents to understand the mediating roles of a protective factor of self-esteem and a risk factor of psychological inflexibility with the impact of parenting style on mental health of adolescents. The results indicate that the self-esteem and psychological inflexibility play a mediating role in the association between parenting style and adolescent mental health. It further shows that parental emotional warmth had a favourable effect on adolescent mental health through the mediating effects of self-esteem and psychological inflexibility. Parental rejection and parental over-protection had undesirable effects on the mental health of adolescents by decreasing self-esteem and increasing psychological inflexibility (Peng, Hu, Yu, Xiao, & Luo, 2021).

John Gottman in his book, 'Raising an Emotionally Intelligent Child' has mentioned that emotional intelligence for parents' means making themselves aware of their child's feelings, and empathizing, soothing, and guiding them (Beyersa & Goossens, 2008). For children, who look up to parents for their emotional lessons, it comprises the ability to control impulses, being able to motivate them, understand social cues, and deal with the ups and downs of life. Family is the first teacher for learning about emotions, and this happens through interaction between parent and child, and through modelling. Thus, parental influence is a strong determinant for influencing coping mechanisms in children.

Coping simply refers to behavioural and cognitive efforts to minimize distress. According to Compas, Connor-Smith, Saltzman, Thomsen, and Wadsworth (2001), coping is a conscious effort to self-regulate one's emotional, physiological, cognitive, and behavioural responses to surrounding stressors. Coping is defined as constantly changing cognitive and behavioural efforts to deal with specific internal or external demands that are appraised as stressful or beyond the resources of the person (Folkman, 1984).

Coping refers to a range of cognitive and behavioural approaches individuals use to cope with their stress (Folkman & Moskowitz, 2004). Folkman and Lazarus (1980, 1984) distinguished

between two styles of coping: Problem-focused and emotion-focused. The first involves dealing with the source of stress, whereas the latter is handling thoughts and feelings accompanied by the stressor.

Carver, Scheier, and Weintraub (1989) identified four factors related to coping. The first factor resembled closely with problem-focused coping; the second factor was defined to evaluate emotion-focused strategies. A third factor measured seeking social support, and a fourth factor corresponded with efforts to avoid handling either the problem or the related emotions.

Problem and emotion-focused strategies have not always well-defined separate factors; in fact, previous research has differentiated between coping with or without the help of social support. Another factor that has been observed in many studies involves coping through avoidance, that is, ignoring or moving away from the stressor or associated feelings. Avoidance-oriented coping is opposite to coping styles that are more approach-oriented, which are directed towards dealing with either the problem or associated emotions (Roth & Cohen, 1986). Avoidant-coping style is associated with personality characteristics and consequences that are negative, while approach-oriented styles are associated with positive qualities and results (Moos & Holahan, 2003; Stowell, Kiecolt-Glaser, & Glaser, 2001).

Bourduge, Teissedre, Morel, Flaudias, Izaute, and Brousse (2022) conducted a cross-sectional study with 348 middle school students to understand the lockdown impact on stress and coping strategies. Results indicated that the students who perceived the least social support reported the highest levels of stress. The strategies of planning, positive reframing, behavioural disengagement, self-distraction, religion and acceptance were mostly used, while active coping and self-blame were comparatively used less. Acceptance was a highly used strategy and a source of reduced stress during the lockdown.

A study with 100 adolescents investigated the effect of different parenting styles as a predictor of psychological flexibility. Results indicated that

parenting styles are positively associated with psychological flexibility. Furthermore, it showed that the permissive and authoritative parenting style significantly predicted positive aspects of psychological flexibility among the adolescent sample. It showed that adolescents of permissive parents have better emotional regulation and values due to parental cooperation, understanding and warmth behaviour. Similarly, authoritative parenting style also has a direct influence on adolescents (Bibi, Hayat, Hayat, Zulfiqar, Shafique, & Khalid, 2021)

Previous studies have shown that different parenting styles lead to different outcomes in children in terms of their well-being, coping efforts and responding to environmental stressors (Rossman & Rea, 2005). Chen, Dong, and Zhou (1997) studied 304 second-grade Chinese students and 512 parents in Beijing to examine the relationship between parenting and students' adjustment. They concluded that authoritarian parenting had a positive relationship with aggressive behaviours of students and a negative relationship with their social competency and academic achievement. Ang (2006) also conducted a study on 548 Asian adolescents and discovered that authoritative fathers encourage adolescents in coping, problem-solving and perseverance in academics. Parenting styles have direct effects on children's coping abilities. Finkenauer, Engels, and Baumeister (2005) studied 1,359 adolescents and through their findings concluded that the amount of parental acceptance and control influenced children's adjustment. Children respond aggressively towards external stimuli when they see their parents as authoritarian; as they exert a high amount of control and restrictions. Therefore, they face emotional problems like stress and depression. On the other hand, when parents are strict along with being supportive, accepting and involved, it leads to more positive outcomes and better psychosocial adjustment (Finkenauer et al., 2005). However, Meesters and Muris (2004) performed a study with 132 adolescents and discovered that parental emotional warmth, linked to authoritative parenting, did not have a strong association with adolescents' active coping. On the contrary, the dimension of control, associated with authoritarian parenting style

was found to be linked with adolescents' coping capability.

A research paper studying the review of literature in the area of parenting styles conducted by Choudhury and Roy (2021) highlighted that authoritative parenting leads to better outcomes in child development. The reason put forward was that it's the most effective parenting style among the others as they are loving, caring and supportive. Additionally, they make it easier for the child to explore and express themselves during the crisis and can rely on their parents for support, making it easier on the child. Another article by Dominikus & Rose (2021) shows a study on 617 high school students about the role of parenting styles in career decision self-efficacy (CDSE). Results of regression analyses of the paternal parenting styles showed that CDSE was significantly and positively influenced by the authoritative paternal style. Regarding the maternal parental styles, CDSE was significantly and positively influenced by the authoritative maternal style and the permissive maternal style. As for the authoritarian parenting style, neither parent showed significant results for predicting CDSE.

Parental control does have connections with adolescents' active coping as well as avoidance, passive coping; it is the extent of control that matters. Parenting, therefore, seems to have connections with the development of adolescents' coping and the present study intends to explore the relationship between parenting styles with adolescents' coping capability (Meesters & Muris, 2004).

Bian, Chen, Greenfield, and Yuan (2022) studied mothers' experience of social change and its impact on parenting goals. Results indicated that present mothers are more concerned about their children's academic competitiveness, social adjustment, and personal happiness. They also face a conflict between their children's socioemotional wellbeing and academic competitiveness. Additionally, children's family responsibilities for household chores have reduced as the prominence of schoolwork has increased.

Mothers adopting authoritative parenting provide support, direction and approval to

children and help develop autonomy and constructive coping strategies (Valiente, Fabes, Eisenberg, & Spinrad, 2004). Adequate autonomy will lead to good self-esteem, emotional health and satisfaction. Earlier findings do support that authoritative maternal parenting correlates with adolescents' adjustment ability. However, previous research has majorly focused on mothers parenting styles. As there is a paradigm shift in the family structure with more women engaging in work and being financially independent, there is an increased need to study the influence of fatherhood on the emotional development of adolescents.

Considering the increasing awareness of the prominence of fathers in children's lives, it is important to understand how fathers' involvement and parenting styles affect adolescents because adolescence is a phase of high levels of risk-taking (Child Trends, 2002). Hence, the present study intends to study the effect of the perceived parenting style of fathers on the development of coping strategies among adolescents.

Hypotheses

- The children of authoritative parenting style will score higher in Positive Reappraisal coping strategy in comparison with children of authoritarian and permissive parenting style.
- The children of authoritative parenting style will score higher in Problem Solving coping strategy in comparison with children of authoritarian and permissive parenting styles.
- The children of authoritarian parenting style will score higher in Cognitive Avoidance coping strategy in comparison with children of permissive and authoritative parenting style.
- The children of authoritarian parenting style will score higher in Acceptance and Resignation coping strategy in comparison with children of permissive and authoritative parenting style.

Method

Participants

The participants of the present study consist of 124 adolescent boys and girls within the age

range of 13 to 14 years, studying in 8th and 9th standard English medium schools in Mumbai. The sample consisted of students from different educational boards (SSC, ICSE and CBSE). The sample of the study was collected through the method of purposive and convenience sampling. Participants in the study were categorized into three groups depending on the high scores obtained in each of the perceived parenting styles. According to the parental authority questionnaire (Buri, 1992), the score obtained above 30 in a particular style is considered to be a high score. The data was divided according to these criteria. There were participants who scored above 30 in all the three styles; the highest among the three was selected and considered as the dominant parenting style.

Tools

The study was conducted by using two different psychological tools:

A questionnaire to collect demographic information like name, age, gender, educational board and school details was prepared. The questionnaire also consisted of statements about the participant's consent.

Coping Responses Inventory – Youth (CRI) by Rudolf Moos (1993): In this study, coping strategies were measured by using the coping responses inventory developed by Moos (1993). It is a 48 item self-report inventory designed to assess the cognitive and behavioural responses an individual uses to cope with a recent problem or stressful episode between the ages of 12 and 18. Participants are asked to describe, in short, a recent stressful incident and the items are based on the incident.

The inventory consists of eight specific coping strategies people use which are: Logical Analysis, Positive Reappraisal, Seeking Guidance and Support, Problem Solving, Cognitive Avoidance, Acceptance and Resignation, Seeking Alternative Rewards and Emotional Discharge. Chronbach's alpha has been the most frequently reported coefficient of reliability which range from 0.71 to 0.94. The validity of the CSI has been assessed in a number of ways like – Factor structure, construct validity and criterion validity.

Parental Authority Questionnaire by John Buri (1992): Parenting style was measured by a parental authority questionnaire developed by Buri (1992). It measures perceived parenting style in permissive, authoritative and authoritarian parenting styles. The tool consists of 30 items, 10 items for each parenting style. Each student has to answer it on a five-point rating scale ranging from 1= strongly disagree to 5= strongly agree. The highest score denotes that particular style to be dominant style. Buri reported Cronbach coefficient alpha values for the subscales ranging from 0.87 to 0.74. The content, criterion and discriminant validity were also reported to be high.

Results

Effective parenting is important for the healthy development of the child and the development of adequate coping skills in children. Fathers have lately come to be recognized as significant contributors to the emotional, social, and cognitive development of their children (Marsiglio, Amato, Day, & Lamb, 2000; Zimmerman, Salem, & Maton, 1995). However, there are few research studies on the father-child relationship and the association of paternal parenting styles with adolescent outcomes. This area needs research attention to determine how fathers' parenting style influences the outcomes in adolescents (Lamb, 1997; Zimmerman et al., 1995).

In this study, we used adolescent report data, instead of parent-report data, to understand parenting styles and their influence on the coping styles of children. The findings in this current study were analysed by using one way ANOVA. The factor of coping strategy, wherein four coping strategies, namely, positive reappraisal (PR), problem-solving (PS), cognitive avoidance (CA) and acceptance and resignation (AR) were examined in this study. As the sample size varied for each level of the independent

variable, Leven's statistic was conducted to test the equality of each comparison group as necessary for performing ANOVA. The data was scanned for the presence of outliers and they were removed from the data. Post Hoc tests were applied when the F value was found to be significant. Tukey's HSD (Honestly Significant Difference) was used to identify which specific differences between pairs of means was significant.

The first hypothesis of the study stated that 'The children of authoritative parenting style will score higher in Positive Reappraisal coping strategy in comparison with children of authoritarian and permissive parenting style'. One way analysis of variance was conducted for testing this hypothesis. The results of descriptive statistics of means and standard deviations for positive reappraisal coping strategy are mentioned below, and Table 1 represents the output of the one-way analysis of variance of this coping strategy.

The results of the descriptive statistics of the means and standard deviations for Positive reappraisal coping strategy indicates that it is more used for authoritative parenting style (Mean = 9.81, N = 69, SD = 3.33), as compared to authoritarian parenting style, (Mean = 9.2, N = 30, SD = 3.81) and permissive parenting style (Mean = 8.12, N = 25, SD = 2.95). However, the significant mean differences can be found out by employing one-way ANOVA.

The output of the one-way ANOVA procedure to compare the means of three parenting styles on the adolescent's use of positive reappraisal coping strategy are shown in Table 1. There was no statistically significant difference between groups was determined by one-way ANOVA, $F(2, 121) = 2.32, p = 0.01$. The results from the one-way ANOVA indicate that there is no significant difference between the fathers' parenting styles in the use of positive reappraisal

Table 1. One Way ANOVA for Positive Reappraisal Coping Strategy

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	53.11	2	26.55	2.32	0.01	3.07
Within Groups	1383.99	121	11.44			
Total	1437.09	123				

Table 2. One Way ANOVA for Problem Solving Coping Strategy

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	251.92	2	125.96	9.42	0.01	3.07
Within Groups	1617.79	121	13.37			
Total	1869.71	123				

coping strategy in children. Thus, hypothesis 1 is rejected.

Hypothesis 2 of the study stated that 'the children of authoritative parenting style will score higher in Problem Solving coping strategy in comparison with children of authoritarian and permissive parenting style'; for testing, this hypothesis one way analysis of variance was employed. Table 2 shows the output of one-way analysis of variance of this coping strategy and Table 3 presents Tukey's HSD post hoc analysis.

Table 3. Post Hoc analysis for Problem solving coping strategy

Treatment pairs	Mean difference	Significance
Authoritarian & Permissive	0.25	NS
Authoritarian & Authoritative	2.75	0.01*
Permissive & Authoritative	3.00	0.01*

* The mean difference is significant at the 0.01 level.

The results of the descriptive statistics of the means and standard deviations for problem solving coping strategy indicate that adolescents use of Problem solving coping strategy is higher in authoritative parenting style (Mean = 11.32, N = 69, SD = 3.68), as compared to authoritarian parenting style, (Mean = 8.57, N = 30, SD = 3.5) and permissive parenting style (Mean = 8.32, N = 25, SD = 3.78). However, the significant mean differences can be found by calculating one way ANOVA.

The output for the one-way ANOVA procedure to compare the means of three parenting styles on the adolescent's use of problem-solving coping strategy is shown in Table 2. There was a statistically significant difference between groups

was determined by one-way ANOVA, $F(2, 121) = 9.42, p = 0.01$. The results from the one-way ANOVA do not tell us which of the three groups differ from one another, so, it is essential to follow up the analysis with a post hoc test. Thus, in this study to compare pairs of means, post-hoc Tukey's HSD was performed. As shown in Table 3, Tukey's post-hoc test revealed that the scores of problem-solving coping strategies in the authoritative parenting style differed significantly from authoritarian and permissive parenting styles ($p < .01$). This Tukey's post hoc test indicates that the fathers' authoritative parenting style is statistically and significantly higher on developing problem-solving coping strategies among children than the father's authoritarian and permissive parenting style groups. Thus, hypothesis 2 is accepted.

The third hypothesis of the study stated that 'the children of authoritarian parenting style will score higher in cognitive avoidance coping strategy in comparison with children of permissive and authoritative parenting style'. This hypothesis was examined by using a one-way analysis of variance. The results of descriptive statistics of means and standard deviations for cognitive avoidance coping strategy are stated below, whereas, Table 4 depicts the output for one way analysis of variance of this coping strategy.

The results of the descriptive statistics of the means and standard deviations for Cognitive avoidance coping strategy indicate that the adolescents use of cognitive avoidance coping strategy is higher in permissive parenting style (Mean = 10.08, N = 25, SD = 4.35), as compared to authoritarian parenting style (Mean = 9.67, N = 30, SD = 4.04), and authoritative parenting style, (Mean = 8.36, N = 69, SD = 3.92). However, the significant mean differences can be found by conducting one-way ANOVA.

Table 4. One Way ANOVA for Cognitive Avoidance Coping Strategy

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	70.48	2	35.24	2.16	0.01	3.07
Within Groups	1972.45	121	16.30			
Total	2042.93	123				

Table 5. One-way ANOVA for acceptance & resignation coping strategy

Source of Variation	SS	Df	MS	F	P-value	F crit
Between Groups	220.76	2	110.38	7.25	0.01	3.07
Within Groups	1842.18	121	15.22			
Total	2062.94	123				

The output for one-way ANOVA procedure to compare the means of three parenting styles on the children's cognitive avoidance coping strategy are shown in Table 4. There was no statistically significant difference between groups was determined by one-way ANOVA, $F(2, 121) = 2.16$, $p = 0.01$. The results from the one-way ANOVA indicates that there is no difference between the fathers' parenting styles on the use of cognitive avoidance coping strategy among adolescents. Thus, hypothesis 3 stands rejected.

Hypothesis 4 of the study stated that 'the children of authoritarian parenting style will score higher in acceptance and resignation coping strategy in comparison with children of permissive and authoritative parenting style'. This hypothesis was verified by using a one-way analysis of variance. Hereby, Table 5 presents the output for one way analysis of variance of this coping strategy and Table 6 depicts Tukey's HSD post hoc analysis.

The results of the descriptive statistics of the means and standard deviations for Acceptance and resignation coping strategy indicate that the adolescents use of this strategy is higher in permissive parenting style (Mean = 9.64, $N = 25$, $SD = 4.58$), as compared to authoritarian parenting style (Mean = 8.6, $N = 30$, $SD = 4.22$), and authoritative parenting style, (Mean = 6.48, $N = 69$, $SD = 3.48$). However, the significant mean differences can be found by conducting one-way ANOVA.

Table 6. Post Hoc Analysis for Acceptance and Resignation Coping Strategy

Treatment pairs	Mean difference	Significance
Authoritarian & Permissive	0.79	NS
Authoritarian & Authoritative	1.64	0.05**
Permissive & Authoritative	0.85	0.01*

* The mean difference is significant at the 0.01 level.

** The mean difference is significant at the 0.05 level.

The output for the one-way ANOVA procedure to compare the means of three parenting styles on the children's acceptance and resignation coping strategy are shown in Table 5. There was a statistically significant difference between groups was determined by one-way ANOVA, $F(2, 121) = 7.25$, $p = 0.01$. The results from the one-way ANOVA don't indicate which of the three groups differ from one another, so, it is necessary to follow the analysis with a post hoc test. Thus, in this study to compare pairs of means, post-hoc Tukey's HSD was performed. As shown in Table 6, Tukey's post-hoc test revealed that there is a significant difference between the authoritative parenting style in comparison with the other two parenting styles. This indicates that both authoritarian and permissive parenting styles of fathers lead to the development of acceptance and resignation coping strategies in comparison with fathers' authoritative parenting style. Thus, hypothesis 4 is partially supported.

Results

Results are consistent with the study of Kawabata, Alink, Tseng, IJzendoorn, and Crick (2011) which used a meta-analysis procedure based on 48 studies (28,097 children) in order to analyse available findings regarding the association between different parenting behaviours (positive parenting, psychological control, strict enforced discipline and indulgence) and the extent of relational aggression exhibited by children. Results revealed that the extent of relational aggression reduced in proportion to an increase in positive parenting behaviours. They further explained that positive parenting may act as a safe space in which children can learn positive social behaviours such as pro-social behaviour and empathy and simultaneously inhibit negative social behaviours (Baumrind, 1971). Children with a positive outline of relationships have fewer chances of interpreting ambiguous social information negatively and therefore do not display relational aggression in these ambiguous situations. Similarly, previous studies have shown that positive parenting provides children with socializing context that stimulates their emotion regulation and in turn social competence (Zhou et al., 2002; Parke, Cassidy, Burks, Carson, & Boyum, 1992).

Additionally, a study by Chang, Schwartz, Dodge, and Mc Bride-Chang, 2003 with 325 children and their parents investigated the direct and indirect effect of harsh parenting on child aggression in the school environment. Results revealed that more maternal and paternal use of negative/harsh parenting was reasonably strongly related to higher levels of children's relational aggression. They stated that socio-emotional variables such as lack of emotion regulation, poor self-confidence, and social competence, resulting due to harsh parenting, indirectly lead to the development and maintenance of relational aggression.

However, a study by Lin and Lian (2011), with 140 participants in the age range of 13 to 16-year-old adolescents showed that authoritarian paternal parenting displays higher coping capability. They stated that Asian culture views children's obedience as being respectful to adults and they emphasize self-control. Hence,

authoritarian paternal parenting can still lead to positive outcomes among adolescents under such cultural practices.

Discussion

Father-child relationships and paternal parenting styles have been shown to have an association with adolescent behaviours (Tinkew, Moore, & Carrano, 2006; Marsiglio, Amato, Day, & Lamb, 2000). The emotional give and take between parent and child during everyday interactions provides guidelines to the child for future emotional experiences in different social interchanges. These emotional experiences with parents help acquire necessary social skills, learn to code and decode social messages and understand emotions in multiple social contexts. Thus, parenting helps the children to be more equipped with social skills and adjust to societal norms.

The present study intended to examine the influence of different perceived paternal parenting styles on coping with stress among adolescents. As a whole, based on the results, it can be seen that the authoritative parenting style emerges as better than authoritarian and permissive parenting styles with regards to the development of adequate coping strategies in adolescents. The factor of coping with stress was studied using one way ANOVA's and the results pointed out that authoritative parenting of father is most effective in developing appropriate approach coping strategy of problem-solving when compared with authoritarian and permissive parenting styles. The results of one way ANOVA for the coping strategy of positive reappraisal which is an approach coping strategy and cognitive avoidance, which is an avoidance coping strategy, was seen to be statistically insignificant however, the mean indicated that fathers' authoritative parenting increases the probability of using of approach coping strategies and reduces the likelihood of using avoidance coping strategies. The results of the mean difference being insignificant reflects that the fathers need to begin playing more active roles in their child's life so that a bigger impact can be observed. The coping strategy of acceptance and resignation, which is also an avoidance coping strategy, was examined by applying one

way ANOVA and the results indicated that both authoritarian and permissive parenting of fathers leads to higher use of this strategy among adolescents as compared to fathers' authoritative parenting styles. Authoritative parenting styles can yield children who feel happy and capable. Children raised in authoritative homes score high on different measures like social development, self-perception, and mental health than in authoritarian, permissive, or neglectful families (Ballantine, 2001). Adequate amounts of demandingness and autonomy granting give adolescents freedom with limits, providing a platform to try out different coping strategies and thus learning appropriate coping through one's own experiences.

The findings are in line with a study by Bhattacharyya and Pradhan (2015) conducted on 180 adolescents to find the impact of parenting practices on the development of coping skills in adolescents. Results from analysis of variance and hierarchical multiple regression analysis showed that adolescents' perception of paternal demandingness and autonomy granting significantly predicted instrumental and preventive coping strategies in adolescents. They supported their findings with the study of Gray and Steinberg (1999), who reported that autonomy granting parenting has a wide range of healthier child outcomes, such as academic achievement, psychological welfare and socially adaptive behaviour. Parental autonomy has also been found to lead to better adjustment and better psychosocial functioning (Deci & Ryan, 2000). Our findings are consistent with this study as our findings suggest that authoritative paternal parenting leads to the development of a problem-solving coping strategy which is an approach coping style. Additionally, it also reduces the risk of using avoidance coping strategies like acceptance and resignation coping strategies.

Implications

This study shows that paternal parenting styles are bound to have an influence on the development of children's coping strategies. Hence, fathers parenting holds utmost importance in modern times. Thus, this research would be of great use to psychologists, educational planners,

institutional heads, teachers along with parents and society in general. In specific, parenting workshops focusing on the importance of the paternal role in parenting can be designed and more and more fathers can be encouraged to get involved. These workshops can encourage home environments of warmth and autonomy during adolescence so that students can be academically successful and develop effective coping methods in life. Secondly, schools/ colleges can plan and encourage students to enrol in workshops to learn coping strategies which will lead to overall positive self-concept and reduce conflicts among adolescents. Teachers can be trained in different coping strategies and the same can be integrated by teachers in their regular teaching as the interdisciplinary approach is becoming a new trend. Finally, psychologists can try to understand the parenting style of both parents and coping mechanisms of adolescents to help them in a better way.

Conclusion

The findings of the present study brought out that fathers' authoritative parenting style is most effective in developing appropriate approach coping strategy of problem-solving when compared with authoritarian and permissive parenting styles. The findings also revealed that avoidance coping strategy like acceptance and resignation is the least used by adolescents of authoritative fathers. The results conclude that being available to provide help whenever required and giving supportive autonomy by authoritative parents make adolescents self-reliant for approaching the problems and trying out different solutions. Additionally, authoritative parents themselves serve as good role models by being flexible and adaptive leading to children with better overall adjustment. The results of two other coping strategies namely, positive reappraisal and cognitive avoidance were statistically inconclusive, which might suggest the need for greater involvement of fathers to bring about a significant impact on their children. Hence, during this stage of adolescence, receiving clear behavioural standards along with emotional bonding and open communication helps adolescents to be socially adaptive (Compas et al., 2001). Additionally, in today's complex and ever-changing world, men and

women cannot have fixed roles in child-rearing as in previous generations. Therefore, discussing and distributing parenting roles between the couple and applying them in warm, supportive and adequately demanding ways are vital for the welfare of the next generation.

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