

**EXAMINING THE IMPACT OF PARENT- ADOLESCENT RELATIONSHIP
AND BEHAVIORAL INHIBITION ON SOCIO- EMOTIONAL
PROBLEMS**



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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of Social Sciences for acceptance.

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Candidate of Masters of Philosophy at the National University of Modern Languages hereby declare that the thesis "Examining the Impact of Parent-Adolescent Relationship and Behavioral Inhibition on Socio-Emotional Problems" submitted by me in partial fulfillment of MPhil degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it shall not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

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Name of candidate

Date

ABSTRACT

Title: “Examining the Impact of Parent-Adolescent Relationship and Behavioral Inhibition on Socio-Emotional Problems”

The relationship between parent and their adolescents is the crucial and sensitive bond which affects the adolescents' life deeply. Behavioral inhibition is grasping the attention nowadays. This study aimed to measure the connections among parent and adolescents' relationship, behavioral inhibition and social emotional problems. In this regard, sample of 500 students including girls and boys from different colleges was taken. After observing the missing responses, data of 56 participants was excluded. Twin cities, Islamabad and Rawalpindi colleges were taken for the sample of 444 students in which boys (n=216) and girls (n=228) were included. Age range of adolescents were taken from 11 to 19 which was further divided into three categories (i.e. early adolescents (11-13 years), middle adolescents (14-16 years) and late adolescents 17-19 years) respectively. After taking consent from the reputed institutions and participants, valid and reliable questionnaires were given to gather required data. To gather the data regarding parent-adolescent relationship, Network of Relationships Inventory was used. Furthermore, to check behavioral inhibition and socio-emotional problems, Behavioral inhibition/Activation scale (only inhibition related items are taken) and Strengths and Difficulties Questionnaire are used accordingly. Many statistical analyses as descriptive analysis, bivariate correlation, t-test, ANOVA, regression were performed on the collected data and results supported the study variables. It revealed that parent-adolescent relationship is higher in late adolescents while behavioral inhibition and socio-emotional problems are higher in

middle adolescents. Moreover, findings show that the differences in parent-adolescent relationship and behavioral inhibition are significantly higher in males as compare to females whereas socio-emotional problems tend to be higher in females. In the end, practical implications and limitations are also discussed for the future researches.

Key words: Parent-Adolescent relationship, Behavioral Inhibition, Socio-emotional problems.

TABLE OF CONTENTS

	Chapters	Page no.
	THESIS AND DEFENSE APPROVAL FORM	iii
	AUTHOR'S DECLARATION	iv
	ABSTRACT	v
	TABLE OF CONTENTS	vii
	LIST OF TABLES	x
	LIST OF FIGURES	xi
	ACKNOWLEDGEMENT	xii
	DEDICATION	xiii
1	INTRODUCTION	
	Context of Study	1
	Rationale of Study	2
	Statement of the Problem	3
	Research Objectives	4
	Research Questions	4
	Null Hypothesis	4
	Conceptual Framework	5
	Significance of the study	6
	Methodology	6
	Delimitations	6
	Operational Definitions	6

2 LITERATURE VIEW OF THE STUDY

Parent-Adolescent Relationship	8
Parenting Styles and Parent-Adolescent Relationship	11
Adolescents Autonomy and Beliefs about Parental Authority	14
The Role of Adolescent Gender	16
Role of Father and Mother in Emotional Regulation Development of Adolescents	18
Behavioral Inhibition	20
Socio-emotional Problems	37
Association between Parent-Adolescent Relationships, Behavioral Inhibition, Socio-emotional Problems	50
Theories	61
Literature Review of the Variables in Pakistan	67

3 RESEARCH METHODOLOGY

Introduction	75
Research Design	75
Research Instruments	79
Population and Sampling Techniques	81
Data Collection	83
Data Analyses	83
Research Ethics	83

4 ANALYSES AND INTERPRETATION OF DATA**5 SUMMSRY, FINDINGS, DISCUSSION AND**

RECOMMENDATIONS

Summary	112
Findings	112
Discussion	112
Conclusion	121
Limitations	121
Practical Implication	121

References**Appendix**

LIST OF TABLES

Table 3.1	Demographic characteristics of the pilot study (N=30)	77
Table 3.2	Psychometric properties of the pilot study (N= 30)	78
Table 3.3	Correlation matrix of the pilot study variables (N= 30)	79
Table 3.4	Demographic Characteristics of the Main Study (N= 444)	81
Table 4.1	Descriptive statistics of the main study variables (N=444)	85
Table 4.2	Correlation matrix of the main study (N=444)	87
Table 4.3	Mean, standard deviations and t-values for male adolescents and female adolescents on Parent-child relationship, Behavioral Inhibition and Socio-emotional problems (N=444)	89
Table 4.4	Mean, standard deviations and t-values for nuclear and joint families on Parent-child relationship, Behavioral inhibition and Socio- emotional problems (N=444)	93
Table 4.5	Multiple Regression Analysis on Socio-Emotional problems by Parent-child relationship (N=444)	95
Table 4.6	Multiple Regression Analysis on Socio-Emotional problems by Behavioral Inhibition (N=444)	98
Table 4.7	Difference among education category (N=444)	101
Table 4.8	Post-hoc analysis of education categories (N=444)	103
Table 4.9	Difference among age category (N=444)	108
Table 4.10	Post-hoc analysis of age categories (N=444)	110

LIST OF FIGURES

Figure 1.1	Conceptual model of the study	5
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DEDICATION

I dedicate my work and efforts to my loving **Parents** and my **students with special needs**. They are very close to my heart and provide purpose to live and remain cheerful during struggles. Life without them is colorless. May Allah shower His Mercy and countless Blessings on them and all Muslim Ummah, Ameen...!

EXAMINING THE IMPACT OF PARENT-ADOLESCENT RELATIONSHIP AND BEHAVIORAL INHIBITION ON SOCIO- EMOTIONAL PROBLEMS

CHAPTER 1 INTRODUCTION

As a period of fast development in their social, emotional, and relational domains, adolescence is a crucial age for youngsters. Adolescents interact with their environment, test new things and learn them by their own means which then becomes the part of the personalities. The boost in emotional flow and surroundings of adolescents is largely dependent on their interactions with their parents. According to the source, adolescence is defined as the period from age 10 to 18, however it can also cover a period from 9 to 26 years (APA, 2002). Youths are also learning how to deal with novel, frequently enticing social problems and adjusting to a variety of physical, cognitive, and emotional changes (Dahl, 2009 & Steinberg, 2008).

Traditionally, the years between the onset of puberty and the establishing of social independence are considered to constitute this crucial developmental phase. The transition from childhood's immaturity and social dependence to adulthood throughout adolescence involves a complicated, multi-system process with the aim of realizing one's full developmental potential, personal agency, and social accountability (Greenfield & Maynard, 2003).

A series of hormonal changes are brought on by the onset of puberty, including sharp increases in the release of growth hormone, gonadal steroids, and adrenal androgens. When a person reaches reproductive age, a series of biochemical processes play a major part in this increase in hormones. Dominant and frequent changes, in features, voice, and body features, changes in the mechanisms, the emergence of new

aims and preferences, adjustments to sleep, along with a wide range of changes in actions, emotional regulation and interactions, all are included in this list (Blakemore & Dehl, 2010).

Understanding the brain alterations that support these intricate developmental processes is of great interest. At this intersection of cognitive neuroscience, social neuroscience, and developmental research, this has resulted in promising scientific advancements. Research understanding these neuro-maturational changes may also help to address some of the serious negative health issues that arise during adolescence, such as rising rates of violence, depression, and suicide as well as alcohol and drug abuse, teenage pregnancies, and accidents (Ernst & Fudge, 2010; Somerville & Casey, 2010; Steinberg, et al 2008).

1.1 Rationale of the Study

By analyzing its effects on socio-emotional issues, this study seeks to quantify the association between parent-adolescent interactions and behavioral inhibition. Evidence suggests that the parent-adolescent association includes both positively and negatively interactions, and that it also functions as a predictor in this situation. The current study will contribute to understanding of numerous facets of adolescent life as they move through the vital age range (teenage). Therefore, it is important to draw attention to the social and emotional development of teenagers, particularly how well their parents get along.

Current research will give a clear explanation of how delicate the relationship between parents and adolescents is. Strong bonds help prevent behavioral inhibition and issues with their social and emotional perspectives, but remote relationships can have the opposite effect. Because adolescence is a delicate time, parents must be very patient and

supportive of their children in order to promote greater growth and development. Therefore, current study will assist parents and other caregivers in ensuring the adolescents are raised in a healthy manner.

Moreover, in Pakistan, there is a need of research work on behavioral inhibition as its becoming a hot topic now a days. Work on the chosen demographic variables along with other variables (parent-adolescent relationship and behavioral inhibition) is not done yet extensively to figure out problems being faced by the young generation. Therefore, a qualitative research on these topic variables can be done fruitfully to identify the causes and intervention plan in detail.

1.2 Statement of the Problem

Nowadays, it is general knowledge that the adolescent years are a crucial period for all children in society in terms of their social and emotional development as well as their relationships with their parents. It appears that preteens are developing separate identities and skills. Teenagers' behavioral and emotional growth depends on their parents and other adults in their lives having a good relationship. By analyzing its effects on socio-emotional issues, this present research seeks to quantify the connection between parent-adolescent relationships and behavioral inhibition.

Evidence suggests that the parent- adolescent relationship includes both positive and negative interactions, and that it also functions as a predictor in this situation. This research will help to contribute in the understanding of the numerous facets of adolescent life as they move through the vital age range (teenage). Therefore, it is important to draw attention to the social and emotional development of teenagers, particularly how well their parents get along.

1.3 Research Objectives

The research includes following objectives;

- To measure the association between parent-adolescent relationship and behavioral inhibition on socio-emotional problems.
- To evaluate the differences based on demographic variables (gender, age, education, family system) on study variables.
- To explore the impact of parent-adolescent relationship and behavioral inhibition on socio-emotional problems

1.4 Research Questions

Present research includes following questions;

- How parent-adolescent relationship (discord) and behavioral inhibition are associated with socio-emotional problems (emotional symptoms, conduct problems, hyperactivity, peer problems).
- What is the impact of parent-adolescent relationship (discord) and behavioral inhibition on socio-emotional problems (emotional symptoms, conduct problems, hyperactivity, and peer problems).

1.5 Research Hypotheses

1. There is positive association between parent-adolescent relationship (discord), behavioral inhibition and socio-emotional problems (emotional symptoms, conduct problems, hyperactivity, peer problems).

2. There is negative association between parent-adolescent relationship (closeness) behavioral inhibition and socio-emotional problems (emotional symptoms, conduct problems, hyperactivity, peer problems).
3. The significant difference in males is higher on parent-adolescent relationship and behavioral inhibition on socio-emotional problems.
4. Parent-adolescent relationship and behavioral inhibition are predicting socio-emotional problems on adolescents.

1.6 Null Hypotheses:

1. There is no association between parent-adolescent relationship (discord), behavioral inhibition and socio-emotional problems (emotional symptoms, conduct problems, hyperactivity, peer problems).
2. There is no association between parent-adolescent relationship (closeness) behavioral inhibition and socio-emotional problems (emotional symptoms, conduct problems, hyperactivity, peer problems).
3. There is no difference in gender on parent-adolescent relationship and behavioral inhibition on socio-emotional problems.
4. Parent-adolescent relationship and behavioral inhibition are not predicting socio-emotional problems on adolescents.

1.7 Conceptual Framework

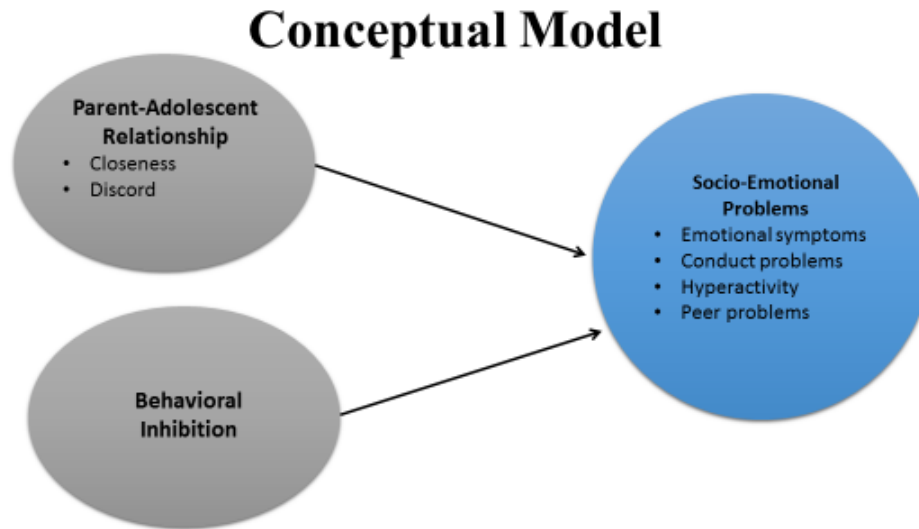


Figure 1.1: Concept-based framework of the present study.

In the above concept, the association between these three variables that are Parent-Adolescent Relationship, Behavioural Inhibition and Socio-Emotional Problems is being described. Then Impact of single variable of Parent-Adolescent Relationship is measured on Socio-Emotional Problems. After it, effects of Behavioural Inhibition are also observed on Socio-Emotional Problems.

1.8 Significance of the Study

The present research is quite considerable for adolescents for analyzing their relationship with parents and behavioral inhibition along with their impacts on socio-emotional regulation in adolescence. It is also significant to measure the gender gap between father and mother relationship with their children during this age.

1.9 Methodology

The present study was conducted by using cross sectional research design. The data for the current study was conducted through convenient sampling. The current study has two phases such as phase I and phase II. In first phase, cultural appropriateness and association among study variables were checked by conducting pilot study. In next phase, all the statistical procedures were performed.

1.10 Delimitations

- The size of the sample for the present study was small.
- The time period was very short. Therefore, it was not a longitudinal study.

1.11 Operational Definitions

Parent-adolescent relationship

The relationship between a person and their biological children or a child they have lawfully adopted is known as the parent-child relationship (Shackfold, 1982). Strong relationships between parents and teenagers are indicated by high Network of Relationship Inventory scores, while weak relationships are indicated by low scores.

Behavioral inhibition

The term "child's restrain to initial actions and reactions to unknown individuals,

things, and circumstances, or demanding events" refers to behavioral inhibition (Kagan et al. 1985). Teenagers with high scores on the Behavior Inhibition Scale have high levels of behavior inhibition, whereas those with low scores have low amounts.

Socio-emotional problems

Inadequate development is the cause of socio-emotional difficulties since kids typically don't learn how to solve social problems or regulate their emotions (NAGC, 1969). According to the Strengths and Difficulties Questionnaire, adolescents with high scores have more social and emotional issues than those with low score.

CHAPTER 2

Literature Review of the Study

2.1 Parent-Adolescent Relationship

The idea of attachment has developed during a long time from describing the link among a mother and her infant to surround all aspects of lifestyles. Adolescence is characterized by means of changes in attachment bonds with their caregivers (dad and mom) and the formation of recent attachment ties, normally with buddies and romantic companions. Compared to studies that have concentrated on the effects of insecure attachment, distinctly few studies have studied the influence of teenagers' behavior and relational context of their destiny connection to their dad and mom. Exploration throughout formative years is much more likely to be stimulated via a developing need for independence than by a desire to study more approximately one's instant surroundings. High stages of consider and communicate in addition to a low stage of alienation are indicators of a secure attachment to parents. Adolescents are capable of develop their autonomy thanks to it, however insecure attachment is in all likelihood to sabotage it.

Between early life and early life, attachment relationships transition from being often based on intellectual representations, expectations, and beliefs, with an experience of security at its middle, to connections which can be in most cases focused on oblique interactions among youngsters and their dad and mom. Although observable encounters turn out to be fewer, they are however crucial to retaining an experience of safety (Steinberg, 2014).

While putting a high cost on their attachment relationship with their dad and mom, teenagers who've a steady attachment bond with them crave autonomy. Distancing from mother and father does no longer represent separation in these conditions because their mother and father keep to play an essential component in supporting them in efficaciously adjusting to the numerous adjustments they may be confronted with. Secure parent-adolescent attachment has been related in research to some of socio-emotional blessings, along with stepped forward emotion manipulate and social abilities. Adolescents' more degrees of self-esteem and lifestyles happiness are also related to steady figure-adolescent bonding. On the other hand, unstable figure-adolescent attachment connections are connected to some of social, behavioral, and psychological troubles, including suicidal ideation, interpersonal issues, and problems with externalizing and internalizing behavior. Insecure attachment is a predictor of future behavioral issues, along with both internalizing and externalizing behaviors, according to longitudinal research (Therriault et al. 2021).

2.1.1 Factors Linked with Attachment Relationship Quality in Adolescence

Although several other studies have targeting the consequences of youngster attachment, it's far still crucial to pinpoint the variables that account for these attachment connections. Few authors have studied the associated factors using a longitudinal look at design over the past few a long time, making it viable to form hypotheses approximately the predictive role of things measured for the duration of formative years on attachment in early life. Several authors have examined the associated factors of these attachment relationships the use of move-sectional designs over the previous few many years. Finding these ability indicators is necessary due to the extraordinary man or woman

disparities in attachment relationship satisfactory that have been diagnosed during adolescence (Derry, 2021).

Individual Factors

First, various studies exhibit that diverse adolescent trends are related to the level of bonding between mother and father and youngsters. Adolescent behaviors which can be externalizing, like violence, delinquent conduct, opposition, and many others., and internalizing, like sadness, anxiety, and social withdrawal, for instance, are related to the quality of figure-adolescent attachment. These studies' findings exhibit that behavioral issues, each internalized and externalized, are typically negatively correlated with the strength of parental attachment bonds (Muris et al. 2010).

Some of the longitudinal studies cited above advocate that these externalizing and internalizing behaviors will also be indicators of the electricity of discern-adolescent attachment relationships, regardless of the fact that they may be frequently seen as negative outcomes of insecure attachment. Adolescent temperament and character functions like novelty looking for, praise dependency, cooperativeness, self-transcendence, damage avoidance, poor emotionality and pastime level, and the teenager's recognition all have a function in how well a determine and adolescent connect. Last however no longer least, studies with bodily or intellectual abuse or exposure to annoying life activities can also have a poor effect on determine-adolescent attachment bonds (Scott, et al. 2013).

Contextual Factors

Parenting practices and the caliber of attachment bonds are positively correlated, according to a fair amount of research. Attachment between parents and adolescents has

been linked to control usage, whether it is positive or negative, parental acceptance and involvement, and psychological autonomy-granting. The strength of parent-adolescent attachment relationships appears to be influenced by a number of family characteristics, including the presence of spouse conflicts and poverty, as well as some parent-adolescent relationship traits, such as the capacity to manage conflict and adolescent idealization of a parent. According to Allen et al, parent-adolescent connections are significantly correlated with peer attachment quality (Azam et al. 2011).

2.2 Parenting Styles and Parent–Adolescent Relationships

Parenting practices are critical family surroundings elements which are immediately linked to connections between mother and father and teenagers, in keeping with previous research (Meeus, 2009). Parenting has significantly benefited by Maccoby and Baumrind's (1991) typological approach to knowledge parenting. Based on how responsive and demanding mother and father had been, they divided parenting into 4 classes. Parenting with an authoritative fashion is understood for being exceedingly responsive and worrying. In addition to support and heat, authoritative dad and mom also enforce clear policies and fair punishment (Baumrind, 1991).

Low responsiveness but robust demands are characteristics of an authoritarian parenting fashion. This type of parenting rarely offers reasons or permits verbal give-and-take, as a substitute who prefer to win cooperation by using antagonistic control or harsh punishment carried out arbitrarily. Low needs but excessive responsiveness are traits of indulgent parenting. While indulgent parents are attentive to their kids and meet their wishes, they don't put in force suitable rules, exercising behavioral restraint, or area expectations on their youngsters for person-like behaviour. Ultimately, a low

responsiveness and disturbing parenting style are characteristics of neglectful parenting. Negligent mother and father priorities their needs as mother and father and infrequently engage in infant rearing sports. They don't deliver their kids affection or establish rules for them.

Adolescence is a critical developmental degree at some point of which parents and youngsters have to reevaluate their interactions (Laursen & Collins, 2009). The present research has proven that versions in parent-adolescent courting characteristics are related to versions in parenting patterns. Overall, authoritative parenting style has been linked to extra stages of discern-adolescent concord (Nelson et al. 2011) and decrease degrees of war occurrence (Smetana, 1995), war depth, and overall war in the majority of research the use of Western populations (McKinney and Renk, 2011). On the other hand, an authoritarian parenting fashion is linked to decreased concord (McKinney & Renk, 2011) and accelerated clash regularity, severity, and overall conflict (Sorkhabi & Middaugh, 2014).

For example, Smetana (1995) found that extra authoritarian or control parenting and less authoritative or flexible parenting anticipated greater common and severe confrontations in a pattern of American teens. Similar studies became conducted by means of Sorkhabi and Middaugh (2014) on American young adults with Asian, Latino, Arab, European, and different ethnic backgrounds. Teenagers with authoritative dad and mom said much less war than those with authoritarian mother and father, in line with the look at. The majority of earlier studies on the hyperlinks among parenting practices and each discern-adolescent struggle and cohesiveness paying attention on either one or the alternative (Nelson et al. 2011; Sorkhabi & Middaugh, 2014).

Though, battle and concord aren't collectively one-of-a-kind, and neither are long-term rises in a single inevitably observed by declines inside the different (Zhang et al. 2006). Both should be looked at in order to completely recognize how parenting styles relate to these two aspects of the figure-adolescent interaction. Additionally, the majority of earlier research rarely made a distinction between war frequency and intensity or checked out both at once. Conflict depth is the extent of emotional arousal that takes place during struggle, whereas struggle frequency is the frequency with which struggle happens. Results from earlier examine on those components of warfare had been contradictory. Smetana (1995), for instance, observed that parenting patterns and conflict intensity had very comparable relationships. However, Assadi et al. (2011) found that most effective authoritative parenting became related to depth. Frequency was observed to be lower for authoritative mother and father and better for authoritarian mother and father. Therefore, it's far critical to examine both war frequency and depth.

In truth, research at the hyperlinks between indulgent and negligent parenting practices and tension and concord between dad and mom and kids is crucial. Relationships among mother and father and youth can also go through, mainly when parents pick out a negligent parenting fashion this is described with the aid of a loss of involvement in the child-rearing process. In view of the aforementioned spaces in the literature, our prior basic aim became to analyze the relationships among every of the 4 parenting philosophies and the coherence and frequency of determine-adolescent conflict. We expected that, based totally on earlier studies, youngsters with authoritative mother and father could have the lowest ranges of cohesion and the very best degrees of war (frequency and intensity), and vice versa.

2.3 Adolescent Autonomy and Beliefs about Parental Authority

Surprisingly few research have explored potential mechanisms that would provide an explanation for the affiliation between parenting style and parent-adolescent dating traits, despite the reality that there were many beyond studies on the topic. This hole was additionally included in the present day investigation. The diploma to which teens accept their mother and father' attempts to socialize them is altered with the aid of parenting patterns, consistent with Darling and Steinberg's (1993) integrative version. Adolescents are not best passive social creatures when dad and mom improve their kids especially approaches; alternatively, they actively take part in forming the determine-adolescent bond and interpreting parenting behavior in approaches that have an effect on their very own results. This mental strategy places particular importance on adolescents' perceptions of behavioural independence and the authority of parental power (Darling et al. 2007).

When compared to forced conduct, autonomy denotes actions that may be motivated by one's own interests rather than those of others (Chen et al. 2013). Different parenting practices are related to the character variances in kids' perspectives on their very own autonomy. When it involves selling the wholesome normative improvement of autonomy in youngsters, authoritative parenting has been confirmed to be the most positive. On the opposite hand, indulgent and negligent dad and mom did now not provide enough guidance and supervision for his or her children, while authoritarian mother and father did. Teenagers with non-authoritative dad and mom are extra susceptible to have behavioral autonomy desires that are not nicely realized (Bush & Peterson, 2013). However, consider that not all research demonstrates that authoritative parenting fosters adolescent autonomy to the maximum extent possible; variances in

findings may also be caused by changes in the pattern distinctiveness or metrics being used (Chan, 2009; Darling et al. 2005).

Features of the parent-adolescent courting might also change as teens' autonomy grows. Parents and young adults expect that autonomy will growth with age, but teenagers often ask for autonomy before their dad and mom are inclined to offer it to them (Jensen & Gözkan, 2015; Pérez et al. 2016). Teenagers are extra in charge of their life and more dependent on their parents' regulating actions because they want more independence than their parents are likely to provide them. This behaviour creates conflict and erodes intergroup harmony (Fuligni, 1998; Zhang, 2006). Adolescence is a time when children experience both growing independence and shifting attitudes toward parental authority, especially the degree to which declaration of parental control is viewed as the proper expansion of their position (Haleys et al. 2008). Children and teenagers with authoritative parents are far more likely than those of other parenting styles to approve the authority of parental control (Darling et al. 2010; Trinkner et al. 2012).

Conversely, indulgent and negligent dad and mom interpret these subjects too permissively, while authoritarian mother and father often outline topics as being within parental jurisdiction too strictly. When this happens, mother and father and children may not have the chance to talk about and agree upon acceptable boundaries, which can reason kids to impeach and mistrust the validity of parental authority (Trinkner et al., 2012).

The traits of the parent-adolescent courting also are associated with attitudes of the legitimacy of authority. According to one have a look at, families with Mexican,

Chinese, Filipino, and European ancestry tended to have kids who supported parental authority and have been less in all likelihood to argue with their dad and mom (Zhang et al., 2006; Jensen, 2015). Overall, there are clean connections among parenting style, adolescent attitudes (especially the ones touching on parental authority and autonomy), and the characteristics of the determine-adolescent dating.

2.4 The Role of Adolescent Gender

Shek (2002) observed that, entirely for women, negative parenting changed into related to multiplied figure-adolescent conflict. These disparities can be because of the distinctive socialization targets for boys and women, with boys being more centered on independence and self-reliance and girls being greater targeted on own family relationships and conformity (Shek, 2002; Zhang et al., 2006).

On the basis of earlier studies, we anticipated that for girls in preference to boys, there might be a better correlation between parenting fashion and traits of the discern-adolescent interplay. Due to the lack of prior research on viewpoints of parental control and autonomy as mediators, we did not have any theories regarding the role of gender as a moderator of these mediating effects. Despite the fact that mainland China has the most children and young people in the world (13% or around one in eight of the world's 0-14 year olds in 2016), the information that is now available is largely influenced by studies of families from Western industrialized nations (World Bank, 2017).

Only one relevant posted take a look at on parenting styles and discern-adolescent interactions is to be had to us, and it found that authoritative moms had the best levels of mother-adolescent cohesion whilst authoritarian moms had the lowest stages (Zhang et al., 2017).

By expanding the frame of research to comprise information from non-Western international locations like China, we can better understand the dynamics of parent-adolescent relationships. Studying continental as Chinese lifestyle is so different from Western conditions, Chinese families have a unique possibility for analyzing circle of relatives dynamics. In unique, characteristics stand out. First, China's "one toddler policy," which the government instated from 1979 to 2016, is unrivaled inside the entire globe. As a end result, the own family underwent a significant transformation this is regularly called the "4-2-1" family formation (4 grandparents, two mother and father, and one infant). In this regard, Chinese parenting practices may also fluctuate from the ones of Western cultures in phrases of figure-adolescent warfare and cohesion. Second, Confucianism, which emphasizes concepts together with adhering to social requirements, filing to authority, constructing close connections with others, and fending off conflict, is a major influence on Chinese tradition (Peterson et al., 2005).

Individuals' desires for autonomy and any actions that would endanger group unity are prohibited in this rigorous hierarchical framework, but tremendous admiration for parental authority is well encouraged (Fuligni, 1998). Furthermore, according to the cultural environment, differing ideas about autonomy and authority among teenagers correlate with aspects of family relationships. For instance, one study found that, in African American and Latina homes, but not in European American ones, conflict intensity with moms was higher for teenagers who showed less respect for parental authority. To better understand how diverse cultural contexts affect how some relevant family process components behave, it is necessary to have different population samples (Dixon et al., 2008).

This firm leveled structure forbids one's demands for independence and any behaviours that would jeopardize group cohesion, yet it also encourages huge reverence for parental authority (Fuligni, 1998). Additionally, according to the cultural context, differences in teens' perceptions of autonomy and authority are related to elements of family dynamics. For instance, a study indicated that teenagers who shown less respect for parental authority experienced more conflict with their mothers in African American and Latino households, but not in European American households. It is required to widen the range of samples utilized in this work in order to comprehend how different cultural contexts influence how certain relevant family process components behave (Dixon et al., 2008).

2.5 Role of Father and Mother in Emotional Regulation Development of Adolescents

The self-determination theory of parenting contends that parents must balance fostering children's basic need for autonomy with teaching them how to operate well within the family and in society at large. In adolescents, when connections between children and parents gradually become less hierarchical and more horizontal, this difficulty is especially important (Branje et al., 2013). Teenagers will probably gain more when parents encourage their abilities to manage emotional issues independently than younger children, who need significant parental assistance in emotion regulation (Grusec, & Sartas et al., 2013).

But in accordance with the idea of developmental schedules, parents frequently continue to be worried about teaching good values in their kids, especially when it comes

to matters that teenagers perceive as being personal (Dekovi et al., 1997). Thus, parents may be motivated to react pro-actively to teenagers' emotional dysregulation, just as they would have done in childhood, out of a desire to raise their children well. Teenagers, on the other hand, may view parental participation as a danger to their developing demand for autonomy (Allen & Manning, 2007).

As a result, troubled teenagers may distance themselves from their parents rather than seeking them out for support. Parents' efforts are likely to backfire and cause more emotional discomfort if they attempt to exert control in areas that adolescents consider as personal, such as their emotional experiences (Meeus, 2016; Daddis, 2002). Thus, the data implies that parents' desire to nurture their children well may occasionally conflict with adolescents' growing aspirations for autonomy (Meeus, 2016). Parents are believed to contribute to the development of emotion control in a number of different ways (Morris et al., 2007). The parental facets of support, behavioral control, and psychological control have all been found to be particularly important for socialization of emotion regulation. The parenting styles taxonomy's foundation is built on these three dimensions (Kerr et al., 2012).

Parental warmth and sensitivity to the needs of the adolescents are examples of support. Behavioral control is the structure parents give their children through the establishment of rules, and it entails making an effort to control kids' conduct so that it adheres to family or society norms. Contrarily, psychological control refers to intrusive, passive-aggressive parenting techniques include discounting the child's thoughts and feelings, making the youngster feel guilty, and placing the blame on the child (Barber & Harmon, 2002). It's likely that the development of teenagers' emotion regulation will be

correlated differently with each of these parenting attributes (Harmon, 2015).

2.6 Behavioral Inhibition

The term "child's restraint to initial actions and reactions to different individuals, things, and circumstances, or demanding events" refers to behavioral inhibition (Kagan et al. 1985). A temperamental style known as behavioral inhibition (BI) is marked by anxiety, wariness, and avoidance of unfamiliar people, objects, and circumstances (Garsia et al., 1984). A pattern of responding or behaving that may have biological roots is known as behavioral inhibition. It occurs when a child exhibits anxiety, distress, or disarray in the face of novel or difficult circumstances (Chen, 2007).

The dread and anxiety associated with novelty frequently causes social retreat in youngsters who are socially restricted and shy (Crozier, 2000). According to research, social anxiety and social avoidance are positively correlated with behavioral inhibition (Coplan & Wilson, 2006). Adults who are highly sensitive to behavioral constraint also frequently display anxious attachment, which is marked by intense anxiety about losing the attachment figure, a need for proximity to the figure, and suffering upon separation (Meyer & Roth, 2005).

A number of definitions have been given to the idea of behavioral inhibition (BI). Children that exhibit behavioral inhibitions are described as afraid and apprehensive by their peers (Fox, et al, 2001). Professionals have compared traits like shyness to social awkwardness, caution to boldness, and sensitivity to adaptability (Kagan, 1984).

Young toddlers with behavioral inhibition exhibit increased consciousness to unfamiliar acoustic and illustrative stimuli, avoid strange environments, and avoid those (Fox et al, 2005; Kagan et al, 1984). The BI newborn may need to approach, yet they

may be stopped from doing so, indicating a technique-avoidance conflict. This motivating condition differs from the controlled shyness that Confucian civilizations, like those in mainland China, admire (Xu, 2009). Regulated shyness suggests emotional restraint and the ability to behave reservedly to promote institution cohesion (Xu, 2009).

Young infants with BI exhibit increased sensitivity to novel hearing and illustrative cues and stay away from unexpected settings and individuals (Fox et al, 2005; Kagan et al, 1984). Inhibition shows a technique-avoidance struggle because the BI child may also need to technique but is prohibited from doing so. The regulated shyness that Confucian cultures, especially those in mainland China, value, is different from this driving event (Xu, 2009). Regulated shyness is a sign of emotional maturity and the ability to behave subtly in order to support institutional cohesion (Xu, 2009).

2.6.1 Factors Impacting the Adolescent with Behavioral Inhibition

Researchers have recently become quite interested in the temperamental trait of behavioral inhibition. Infants who exhibit excessive physiological reusability and negativity are frequently afterwards labeled as having behavioral inhibition in later life (Rothbart, 2004). These kids are typically quite reserved and shy, and they could develop anxiety and depression later in life (Kimberly, 2010). Anxiety and behavioral inhibition are related but distinct concepts (Fox, 2001).

2.6.2 Behaviorally Inhibited Adolescent Characteristics

As instances of their conduct, restrained children may show a lack of communication, happiness, eye contact, unfavorable feelings, and a reluctance to leave the caregiver to go exploring. They frequently exhibit attention based biases for avoidant coping and threat (Eisenberg, 1998; Pauw, 2010). Additionally, they exhibit internalising

problems, low self-esteem, subpar social abilities, subpar academic performance, and low self-esteem. When playing with a new classmate, the BI youngster may turn to simpler play techniques (Kimberly, 2010).

According to physiology, infants with behavioural inhibition have "unresponsiveness, motor immaturity, and difficulties with physiological homeostasis" (Crockenberg, 1981). Kagan and colleagues also found that early infants who were ultimately classified as behaviorally restricted had a high degree of reusability. Kagan and Sniderman studied a group of newborns from four months old through their second year in their ground-breaking study, identifying 20% of them as inhibited and 40% as uninhibited. It was found that the inhibited group had high activity levels and steady, high heart rates (Kagan & Sniderman, 1991). An association between BI and high activity levels was discovered in another study, but only when people experienced unpleasant emotions (Calkins, 1996; Putnam, 2005; Eisenberg, 1998). According to Calkins, inactive infants with negative mood began to exhibit behavioural inhibition at nine months and had inhibited behaviour at fourteen months (Calkins, 1996).

According to Cosi, anxiety is a key aspect of the child who exhibits behavioural inhibition (2001). 5–17% of children and teenagers experience anxiety-related issues (Cosi, 2001; Otto, 2007). Long-held theories suggest that the formation of internalising problems is influenced by behavioural inhibition (Marysko, 2009; Bishop, 2003). Many of these children exhibit physical symptoms of anxiety, such as severe constipation, stomach problems, sleeplessness, enuresis, allergies, and asthma (Pauscharat, 2001). Anxiety problems have been connected to attentional biases. The BI child's impressive level of deliberate control may be able to overcome these attention based biases (Pauw,

2010). Attention problems include, for instance, an inability to disengage or focus attention in areas far from potential threat sources. Hyper-vigilance to environmental risks is another example (Cisler, 2010).

A setting that is stressful can encourage behavioral restraint. The outcome for the mother-child dyad is also influenced by the mother's level of social support (Rutter, 1979). Ego resilience, which has been discovered to be low in moms with BI children, is associated with the capacity to engender social support (Bakel, 2002). However, women who experience high levels of stress or who have kids with irritable personalities can benefit from social assistance. The most crucial element for facilitating maternal coping is emotional support from a partner, according to research (Crockenberg, 1981). Contacting the mother's doctor frequently is also crucial. Grandparents, neighbors, or older siblings can serve as additional support systems. Such extended family members can even have a direct impact on the child by offering them tender care and a sense of security. It's interesting to note that research has shown that these bonds can benefit the basic parental attachment system itself. A responsive substitute caregiver allows the child to avoid being emotionally attached with an unresponsive mother, minimizing the impact of her unresponsiveness on daily life (Crockenberg, 1981).

2.6.3 Behavioral Inhibition and Developmental risk

The term "child's preliminary behavioral responses to surprising human beings, things, and environment, or tough circumstances", behavioral inhibition refers to these early behavioral responses (Kagan et al, 1985). As early as 4 months of beginning, individual variations in physiological and sentimental responses to new stimuli can be constantly hooked up. Even whilst these reactive tendencies aren't behavioral inhibition

in and of themselves, they're indicative of behavioral inhibition inside the toddler time (Fox et al, 2001; Snidman, 1991). Toddlers are pronounced to display behavioral inhibition after they technique novel stimuli slowly and live near caretakers once they come upon unknown individuals or novel items. It is thought that these moves result from a reduced threshold for activating the neurological and physiological systems connected to novelty detection, orientation, and protecting reaction. Functionally, toddlers with behavioral inhibition behave in methods that hold them bodily other than bizarre stimuli, imparting an instantaneous, if relatively inflexible, source of regulation (Jacobus, 2013).

The balance of the phenotypic and its relationships to social and emotional consequences are quantified in research at the route of behavioral inhibition. Longitudinal research show widespread consistency within the appearance of behavioral inhibition over early and middle infancy, from early life to early maturity (Fox et al., 2001; Kagan et al., 1987; Kerr et al., 1994; Sanson et al., 1996; Gest, 1997). The persevering with manifestation of BI is thought to restrict kid's stories as they mature, especially in uncommon situations and/or with unknown humans. In the little one and preschool years, for instance, early behavioral inhibition predicts accelerated social apprehension and the use of inert and moderately inefficient social crisis-fixing techniques with unknown peers (Degnan et al., 2016; Walker et al., 2013). Due to this, youngsters with behavioral inhibition miss out on studies that might have fashioned them and helped them develop socially. Numerous research show connections between behavioral inhibition and different ways of socio-emotional maladjustment into center and later childhood, supporting this viewpoint (Crozier, 1999; Rubin et al., 2009).

It's good sized that the bad results that have an effect on kids with behavioral

inhibition have some specificity. Behavioral inhibition is a primary hazard thing for some of anxiety disorders, but the link with SAD is specifically strong (Biederman et al., 1995; Phillips, 2001). For instance, whilst examined in youth, children whose moms often classified them as having high behavioral inhibition between the a while of 14 months and seven years had round four instances the chances of having SAD for the relaxation of their lives (Tuscano et al., 2009). Clauss and Blackford (2012) revealed a 7% upward thrust inside the likelihood of a later SAD analysis for children with a records of behavioral inhibition, main them to draw the realization that behavioral inhibition is one of the tough unmarried threat factors for the emergence of SAD in a latest meta-analysis of seven researches evaluating the relationship between behavioral inhibition and SAD. But it is critical to do not forget that quite a few SAD cases show up without behavioral inhibition. Additionally, a few children with behavioral inhibition cross directly to accumulate SAD in addition to other anxiety issues. The behavioral inhibition to SAD relationship as a consequence shows one exact developmental passageway for behavioral inhibition -affected youngsters. We hypothesized that a baby's route alongside this passageway is fueled, at the least in component, by way of relationships between BI and automated and controlled processing techniques. This pathway contains a specially expanded chance for SAD (Blackford, 2012).

Double process models are principal to cognitive and affective developmental theories (Fabes, 1992; Evans, 2011). This consciousness on the ontogeny of man or woman versions is prolonged by using Rothbart's version of temperament (Rothbart and Derryberry, 1981), which is specifically pertinent to behavioral inhibition and a developmentally targeted, twin-processing paradigm. Temperament is regarded in

Rothbart's version as constitutionally grounded man or woman variances in hasty and self-regulatory techniques that have an effect on how kids engage with their surroundings (Rothbart & Bates, 2006).

2.6.4 Reward Processing in BI

In evaluation to young people without a records of formative years BI (Behavioral inhibition), Guyer and his colleague (2006) discovered that youth with a records of BI (Behavioral inhibition) displayed elevated striate sensitivity to rewards. According to Edgar et al. (2014), a fraction of youngsters with BI (Behavioral inhibition) who've a certain dopamine-associated gene might also have this improved sensitivity. Similar consequences have been stated by means of Bar-Haim et al. (2009), specifically while participant behavior changed into required so as for reward consequences to be found out. These first three findings join Behavioral inhibition to progressed striate response at some stage in anticipation of rewards (Edgar, 2014).

Although studies imply there are few to no variations among adults and teens of their checks of threat and notion of it, adolescent threat-taking behavior is once in a while characterized as impulsive and irrational (Gerrard et al., 1996; Cauffman, 1996; Spear, 2000). This implies that young adults understand the dangers associated with taking risks, just like adults. Thus, the anticipated worthwhile price of (sure) danger behaviors can be higher for children than for adults, which can also account for the found difference in threat taking conduct between the two age companies (Leijenhorst et al., 2010; Spear, 2011). The advantages of volatile interest can also actually be more for adolescents than for adults (Crone & Dahl, 2012).

Teenagers may also be greater susceptible to rewards than adults are. In reality,

Chein and his colleagues in 2011 discovered that youngsters who underwent a danger-taking project showed increased pastime in praise-related mind structures. However, this growth became only seen in young people who underwent the assignment inside the organization of friends. Peers found that teens exhibited higher hazard-taking behavior because of this reward sensitization, which turned into gift not best at a neuro-cognitive degree (e.g. brain interest), however also at a behavioral degree (e.g. venture overall performance). While conducting the workout with peers, adults did now not exhibit this heightened interest or more risk-taking (Chein et al., 2011).

According to this study, young adults but not adults had been more likely to praise unstable behaviour when friends were present. The notion of the expected benefit whilst engaging in risky activity seems to alternate while friends are gift (Spear, 2011), a trade this is simplest visible in teenagers and not in adults. When supplied with the equal profitable stimuli, adults and adolescents respond neurologically in diverse ways, in addition to how they understand rewards otherwise (Ernst, 2005; Galvan et al., 2006; Leijenhorst et al., 2010).

Another study found that kids proven a heightened neural response closer to incentives in a selection-making project whilst as compared to adults and youngsters. Participants had the option of choosing a high-chance guess or a low-chance wager (decrease danger and better praise) (higher chance and higher praise). FMRI methods were used to measure brain pastime even as the project changed into being completed. The findings showed that praise-associated systems top in activation in the course of early life in reaction to volatile selections, with a ability for highly profitable outcomes (Leijenhorst et al., 2010).

Individual differences in praise sensitivity amongst young adults, whether or not added on by means of improved neurological reactions or extra ability reinforcing values of undertaking those danger activities, can also assist to give an explanation for why some adolescents participate in volatile behaviors like substance use greater than others. For a few human beings in positive occasions, taking a threat can be extra worthwhile than for different humans in exceptional circumstances (Dawe et al., 2004; Galvan et al., 2007).

According to analyze with the aid of Hemel Ruiter et al. (2015), who located that young people (twelve to eighteen years old) who obtained extraordinarily on reward sensitivity got extra closely in comparison to teens who were less sensitive to reward, increased praise sensitivity may also contribute to more chance taking behaviors in praise sensitive teens. Additionally, Xiao et al. (2013) discovered variations in praise sensitivity among adolescent binge drinkers and abstainers the use of the Iowa Gambling Task (IGT; a calculate notion to judge version in praise sensitivity, (Franken and Muris, 2005; Cauffman et al., 2010). The indulge drinkers were located to be greater sensitive to rewards than the abstainers. These findings together suggest that unstable behaviors like consuming are without delay related to man or woman variations in reward sensitivity. Moreover, the degree to which behavioral manipulate have to be used is prompted by the more sensitivity to praise seen in children as compared to adults and youngsters (Somerville et al., 2011).

2.6.5 Behavioral Control and Risk Behavior

Many neurobiological adjustments occur throughout childhood, a number of which can be encouraged through pubertal development and hormones (Giedd, 2008;

Blakemore et al., 2010; Peters et al., 2015). While different mind regions, such the motor and visual cortex, are by now totally fashioned in early life (Gazzaniga et al., 2002), the prefrontal cortex continues to be undergoing best-tuning for the duration of adolescent development (Luna et al., 2004; Blakemore and Choudhury, 2006). In managing the conduct, the prefrontal cortex is vital. We evaluated developments and personality trends, which include acting without questioning, as well as cognitions which might be idea to be involved inside the law of behavior (Moffitt et al., 2011), such as the reticence of responses (e.G., reaction inhibition) and delaying satisfaction (Krueger et al., 1996) (Barratt, 1983; Evenden, 1999).Self-stated behavioral manipulate, or effortful control, and cognitive control, had been the two behavioral manage additives that we evaluated (i.e., response inhibition and operating reminiscence, Peeters et al., 2015).

More than a few research from numerous disciplines have set up the position of behavioral manipulate in the starting and protection of chance conduct (Garca et al., 2008). Adolescent substance use, as an example, has been related to problems with effortful manipulate, self-suggested impulsivity, inhibition issues, and behind schedule responses (Fernie et al., 2013; White et al., 2011; Piehler et al., 2012; Romer et al., 2010).

Behavioral manipulate seems to be critical inside the initiation of alcohol intake and the development of complex consuming conduct in teenagers (Squeglia et al., 2014; Peeters et al., 2015; Nigg et al., 2006). Teenagers are more likely to start drinking alcohol early and expand dangerous ingesting habits once they have inhibition problems, each cognitively and behaviorally assessed. Even among teens who had simply started out ingesting, Whelan et al. (2012) found decreased waves in the brain crucial for cognitive control, indicating that easy to be attacked in neural circuits underlying cognitive control

may exist previous to the onset of consuming behavior in children (Wetherill et al., 2013).

All matters taken into consideration, our findings suggest that incredibly early behavioral manipulate flaws might also placed children at danger for early engagement in risky behavior and the emergence of associated problems. Adolescents with behavioral manage troubles are much more likely to behave swiftly and much less likely to wait responding, which increases their involvement in volatile hobby and decreases the attention they acquire for its bad consequences. This justification is consistent with the theories put forth by using Krueger et al. (1996) and Tarter et al. (2003), who believed that behavioral control troubles early in life brought about the later growth of externalizing psychopathology. Increased computerized strategies might also lessen the associations among early BI and risk of social maladjustment or tension, in keeping with a number of studies (Tarter et al., 2003).

Individual differences in interest are associated with BI kid's developmental pathways as early as the first year of existence. Edgar (2010) specifically looked at the relationships between BI, which changed into frequently measured among 14 months and seven years of age, and automated interest orienting at the age of 9 months. The quantity to which attention was drawn by using neutral, all of sudden acting, beside the point to the assignment stimuli became measured the usage of a disrupted stimulus attention paradigm. A sample of growing behavioral inhibition over early life became found in the have a look at 9-month-old infants who had their interest speedy and repeatedly switched from a important visual cue to the outer edge assignment-relevant cues. Further, preliminary tiers of behavioral inhibition anticipated found social soreness in a laboratory

peer combination evaluation in adolescence (mean age 14.02 years), but simplest for individuals who showed enormously low tiers of constant interest at 9 months. It is fascinating to be aware that 9 month orienting become not related to mean stages of behavioral inhibition at 14 months, but rather, a sample of growing behavioral inhibition over the years. This locating indicates that overall notice orientation may be an associated feature of behavioral inhibition (vs a core function) and that reciprocal associations rise up among attention orienting, behavioral inhibition, and developmental danger (Edgar, 2010).

Additionally, starting Behavioral inhibition (BI) tiers handiest anticipated social pain for participants who had a low degree of sustained interest at 9 months of age in a laboratory peer dyad assessment of adolescents (imply age 14.02 years). It's interesting to have a look at that 9 month orienting showed a pattern of growing BI via time instead of being related with suggest tiers of BI at 14 months. This finding shows that international attention orienting might not be a primary factor of BI however alternatively one among its linked characteristics, and that interest orienting, BI, and developmental hazard are all related in a reciprocal manner (Edgar, 2010).

The results from past research that used either novel or adversely valence stimuli in the putting of an attention estimation further help the belief of reciprocal impacts among attention orienting, behavioral inhibition, and developmental hazard. First, Sutherland et al. (2009) used an element to rare, complex unique stimuli in an auditory oddball project to investigate the modulator position of novelty sensitivity in early life. Only among teenagers with a childhood history of behavioral inhibition did his look at discover that responsiveness to novelty drastically multiplied hazard for anxiety analysis.

Similar results were visible in a second have a look at, whilst chance moderation changed into measured by means of a heightened startle reaction to safety cues in place of to threats. The dot-probe undertaking was hired in 3 investigations to show comparable styles of risks moderation through automated modes of processing. In one examine, Edgar (2011) discovered that early-lifestyles behavioral inhibition was not associated with risk biases at age 5, but that the affiliation between early-lifestyles behavioral inhibition and age-5 anxiety became handiest found in children who did showcase chance biases.

Edgar et al (2010) established a parallel affiliation in which early behavioral inhibition expected social removal in adolescence but most effective for those who additionally showed an attention unfairness to risk in early life. In the third observe, Hardee et al., (2013) used fMRI with the do probe assignment inside the identical cohort studied by Edgar et al (2010a) however once they were young adults. This latter take a look at located that patterns of amygdala–prefrontal connectivity moderated the relation between adolescence behavioral inhibition and internalizing symptoms in younger adulthood (Hardee et al., 2013).

Edgar et al. (2010) observed a similar affiliation in a second study, but best for participants who also displayed an interest bias to chance at some stage in adolescence. Early behavioral inhibition become found to are expecting social withdrawal in childhood on this study. In the third have a look at, carried out at the equal cohort as Perez-Edgar et al. (2010a), however with individuals who have been teens, Hardee et al. (2013) hired fMRI with the do probe venture. This later take a look at observed that the relationship with formative years BI and internalizing signs in young adults was mediated through

patterns of amygdala-prefrontal connection. According to Ghera (2005), BI is linked to wonderful physiological and neurological reaction patterns in addition to distinguished behavioral tendencies that appear at some stage in time and primary appear in early adolescence in herbal environments (Rothbart & Hwang, 2002).

This consists of elevated reactivity and a terrible reaction to novelty in infancy (Kagan et al., 1984), in addition to chickening out, socially reticent behavior during adolescence in unexpected social occasions (Fox et al., 2001; Hastings, 2002). BI is a particularly substantial and clinically relevant danger marker because of the prominence of those trends and their well-mounted linkages to next psychopathology. Importantly, the surroundings may have an impact on the relationships among BI and pathological effects (Morrarty et al., 2012; Rapee et al., 2010). Peer businesses become a mainly critical supply of socialization at some point of youth, having the maximum effect all through center early life and then progressively waning following (Collins & Steinberg, 2006; Rubin et al., 2006).

The surfacing of the peer group as a main influence in childhood coincides with a pointy increase in threat behaviors and the beginning of psychiatric problems (Nelson et al., 2005). The coinciding growth of peer institution salience and charges of psychopathology increases the likelihood that peer connections have an effect on intellectual health. Adolescence as a result serves as an inflection factor, offering a great time to look at traits of the peer social community, their impact on psychosocial trajectories, and implications for person mental health (Rapee et al., 2016).

The emergence of peer institution as a substantial element in early life is observed by using a quick upward push in risky behaviors and the start of intellectual fitness

problems (Nelson et al., 2005). The likelihood that peer networks have an effect on mental fitness is extended with the aid of the parallel upward thrust in peer institution salience and prevalence of psychopathology. Thus, adolescence acts as a turning factor, making it the right period to investigate peer social community developments, their consequences on psychosocial trajectories, and their effects for person mental health (Rapee et al., 2016).

Peer social networks develop in early adolescence and increase in complexity and scale (Collins & Steinberg, 2006). Psychosocial health is favorably correlated with high degrees of social integration as measured by the size of social networks (Ennet et al., 2006; Ueno, 2005). Additionally, peer groups that people belong to and their views of these groups' norms play significant roles in influencing people's attitudes and behavior (Bukowski et al., 2007; Terry et al., 2000). Particularly, the societal standards of the peer group (such as the extent of contribution in social activities within the peer group) both affect and reflect an individual's level of participation in social activities. Collectively, the amount of a social network and the degree of involvement in peer groups can be used to measure social participation and the subsequent exposure to peer interactions (Brenden, 2011).

Teenagers with a historical record of behavioral inhibition may experience special consequences depending on how involved they are in their peer groups socially. Children who are socially inhibited avoid interacting with new classmates and withdraw from their peer groups. Additionally, they frequently associate with other inhibited peers (Rubin et al., 2006), possibly as a result of selection procedures based on 'homophily' principles i.e., the concept that youngsters are drawn to and become mates with

individuals who resemble to them (Morton, 2007; Lovin, & Cook, 2001; Ennet & Bauman, 1994). Particularly for teenagers with a history of behavioral inhibition, participation in socially engaged peer groups may be able to reduce social avoidance, support adaptive regulating abilities, and boost elasticity in the context of behavioral inhibition -related anxiety risk. Peer interaction modifies behavioral inhibition -related risk in a way that is consistent with other research on the moderating effects of early social experiences on the persistence of behavioral inhibition (Almas et al., 2011).

A few samples who were identified as temperamentally at risk in infancy were tracked for more than two decades into adulthood (Rauch, 2003). The possibility of an adolescent peer social site mitigating the impact of risk has not been considered by those who have been followed. Large implications for avoidance and intervention result from the identification of adolescent social variables that interact with up and down tendencies to buffer risk. In the earlier investigations, the relationship between young adult psychopathology and childhood behavioral inhibition was also investigated, as well as the moderating impact of adolescent social involvement on this temperament psychopathology relationship. Additionally, other characteristics during adolescence (such as teenage anxiety and/or a history of therapeutic intervention) may have an impact on the level of adolescent social interaction. Therefore, allowing for these possible confounds, we assessed the moderating impact of social activity on BI-related risk. Based on prior research, it was anticipated that stable childhood BI would predict psychopathology, notably anxiety disorders, and that adolescent social involvement would mitigate this risk (Clauss & Blackford, 2012).

It has been used to quantify behavioural inhibition to look at physiological

processes like heartbeat patterns, cortisol levels, and amygdale activity on fMRIs. There are questionnaires for parents, teachers, and students, as well as in-home, lab, and other psychological evaluation techniques. To assess the behavioural inhibition of newborns at various developmental stages, Mary Rothbart measured how long it took a child to respond to novel items in her initial research. Her initial research led her to the conclusion that a baby who was hesitant to respond at six months would still be hesitant at twelve months. Furthermore, Rothbart (1994) discovered that the heart rates of these newborns were higher than those of unrestrained infants. Nevertheless, it has been discovered that children who fall on the extreme ends of the spectrum tend to be classified as either uninhibited or inhibited in later life (Arcus, 2001). Behavior inhibition is a major risk factor for young people acquiring pathological anxiety (Muris et.al, 2011).

If they sense a weak support structure around them, adolescents are more likely to feel nervous and irritable (Bangee et.al, 2014). They may also have some trouble focusing, retaining their attention, and their memory may decline, according to a number of studies. All these emotional challenges, along with loneliness, may be connected by poor parent-child relationships and unfavorable peer experiences including victimization and a lack of social acceptance (Parello, 2008).

2.7 Socio-emotional Problems

Inadequate development is the cause of socio-emotional difficulties since kids typically don't learn how to solve social problems or regulate their emotions (NAGC, 1969). These characteristics could include increased awareness, worry, tension, problems with peer connections, and identity-related worries. As a result, in order to help their children develop robust socio-emotional health, parents and other adults who care for

children must remain in touch with them. Understanding child mental health illnesses is crucial because they can create pain for both the affected children and those around them, impede social and academic growth, and even result in long-term social and psychiatric issues (Rutter, 1996). The effects of biological risk factors may affect developmental outcomes, including behavioral performance, when social situations are unfavorable (Goodman, 2007; Lund et al., 2010; Lund et al., 2011; Masten & Gerwitz, 2006; Sameroff & Fiese, 2005).

According to John Santrock in *Adolescence*, socio-emotional processes are "the changes in a person's personality, connections with others, and social situations" (Santrock, 2010). Parents have a big influence on their kids' environments and can help them become more socially and emotionally intelligent (NIMH, 2000). Early interactions with peers and adults, as well as social and emotional experiences with primary caregivers, provides base for next educational and one's internal growth and carry other areas of development (Denham & Brown, 2010).

Children and adolescents' emotional health is a crucial public health challenge around the world and a pressing matter for study and governmental initiatives (Wahlbeck, 2014; Juventud, 2009). In a different study, specific social and emotional issues like anxiety and depression also had a negative impact on future academic success (Kohen et al., 2010). Contrarily, social and emotional maladjustment may limit children's capacity to operate in home, educational, or other environments, according to study (Campbell, 2006). The relevance of healthy psychological and social development to total child well-being is acknowledged by experts in child development from a variety of fields (such as education, medicine, and child welfare), and the topic is continuing to garner attention in

public debate (Cooper, 2009).

Lack of stable connections with caretakers may prevent children from subsequently communicating, regulating their emotions, or forming healthy peer relationships (Sroufe, 2005). Early emotional or behavioral issues are associated with health and behavioral issues in adolescence, such as juvenile delinquency and school dropout (Brauner & Stephens, 2006).

According to Moreno et al (2009), the own family surroundings has a sizeable effect at the actions and responses, social, physiological, emotional, and rational improvement of its individuals (Martnez, 1996; Schwarth & Pollishuke, 1995). It also shapes the attitudes of teenagers toward social norms and actions, which can be necessary for actively taking part in neighborhood life. The circle of relatives climate can be concept of because the surroundings that the family individuals perceive and interpret. It is a time period that refers to the social and psychological along with the basic values and arrangement of institutions of the relatives (family unit) and its surroundings (Guerra, 1993; Kemper, 2000). Accordingly, a healthful family surroundings promotes cohesion, help, closeness, and self assurance amongst own family participants, encourages open and empathetic patterns of communication with family, and strengthens kids' psychosocial assets (Lila & Buelga, 2003; Musitu & Garca, 2004; Aken & Branje, 1999).

Families and mental fitness stakeholders have a similar concern approximately the emotional and behavioral problems (EBP) that kids and adolescents revel in. Most EBP (emotional and behavioral problems) start in early formative years or early life and have an impact on day by day functioning, together with college attendance, mastering potential, substance use, violence, and interpersonal relationships. They additionally

regularly last into maturity. The forms of issues may additionally vary relying on the kid's age and may consist of a extensive range of troubles like conduct troubles, delinquent conduct, tension, melancholy, and substance abuse, which might be a number of the most commonplace troubles referring to kid's and young people' intellectual health (Gracia, 2010).

However, extraordinarily little is understood approximately the intellectual health of younger people dwelling on the African continent, regardless of extended efforts to obtain a global perspective on infant and adolescent mental fitness. The lack of research on children's and children' mental health appears to preclude the formula of powerful policies. By targeting EBP (emotional and behavioral problems) and their variant for the duration of gender and age in kids and youngsters residing in Kenya, one of the sub-Saharan nations on the continent, this examine tries to shut this know-how hole. Researchers usually concur that emotional and behavioral troubles in children and kids are robust indicators of a huge range of poor person effects, which includes primary difficulties in parenting practices, psychological well being, training, and job. For example, it's far widely known that oppositional defiant signs and symptoms in adolescence would possibly predict substance use, unstable sexual conduct, and widespread criminal acts in childhood and adulthood in addition to conduct sickness and delinquent persona disorder (Kemper, 2011).

According to Vitaro et al. (2015), a few disruptive children may interact in delinquent behavior, which will increase their likelihood of becoming violent, extreme, and continual offenders and lengthens their delinquency careers by means of a component of to a few. Similar to this, research indicate that emotional problems worsen

with age and placed affected children at threat for now not most effective tension issues and depressive disorders however also for getting to know difficulties, educational underachievement, cognitive deficiencies, social hassle-fixing skills deficiencies, and mastering troubles. Children with affective and action reaction issues are therefore much more probable to revel in future issues that intervene with various elements in their lives and harm their emotional health (Vitaro, 2015).

Researchers have shed mild at the effect of parental involvement on scholar adjustment and fulfillment (Desforges & Abouchaar, 2003; Goodall & Montgomery, 2013; Owen, 2008). Research has recognized a mixture of things that could have an effect on parental involvement, together with racism, socioeconomic repute, deprivation, and poverty, all of which can also contribute to academic underachievement (Rashid, 2005; Barn, 2006; Strand, 2007). Definite tribal companies are more closely connected to these effect procedures as compare to others (Coghlan et al., 2009; Barn, 2006; Sunder & Uddin, 2007; Cole, 2006; DCSF, 2008). When as compared to Indian and Chinese ethnic groupings, those businesses, Pakistani and Bangladeshi, usually do worse (DCSF, 2008; Cole, 2006).

As a result, there are many things to highlight regarding the parenting styles of Pakistani households in this literature evaluation. There are amazing traditional properties of the Pakistani people that can be used to how they perceive children and schooling (Bhatti, 2002). It is clear that parenting techniques differ (Zaman, 2014). Despite the prior, this cluster (or contributors to this institution) is excessively bad, and we acknowledge that social class and poverty have an impact on parenting practises (Coghlan et al., 2009; Craig, 2007); indicating that Pakistani families may find it difficult

to entice their children to pursue education (Craig et al., 2007).

It is essential to memorize that not all Pakistani family units are the similar and that there are differences in terms of culture, wealth, and gender among them. Last but not least, despite the fact that Pakistani children often seem to perform poorly in university, this isn't the true for every child within this group (Rashid, 2005; Barn, 2006; Strand, 2007). There are numerous plausible descriptions for this, and one of them is that taking part of parents is a significant aspect in clarifying the extent that how an adolescent will respond in future (Desforges & Abouchaar, 2003). Therefore, it is definitely valuable to examine the strategies that are in use among this diverse group. We acknowledge that Pakistani business is culturally distinct and that culture and faith have a positive impact on parental participation. (Zaman, 2014).

The dynamism of Indian society, industrialization and urbanization has resulted boom in nuclear households. Women of the circle of relatives spend most of their time out facet in contrast to older times. Thus, lack of time propels them to spend nearly ten hours out of doors houses. They are kept busy in sports apart from college too. Many young people feel that their parents do no longer recognize them and their requirements of behavior are old-fashioned. This is because of the cultural hole than do variations in age. The attention (entertainment) a kid must obtain from his/ his own family is now obtained outdoor. The communication hole is growing among youngsters and their mother and father. Some guardians have the tendency of overprotecting the child; as an end result, they develop signs and symptoms of over dependency. Over protection develops anxiety, inattentiveness, as loss of awareness, brief stressing out, lack of self-confidence and excessive sensitivity in the direction of grievance in youth. On the other

hand, a few guardians supply their youngster's permission for the entirety or whole freedom, in that situation, infant go out of manipulate (Sundar, 2010).

Some guardian criticize their children often, their criticism damages their self-assurance. Domestic symptoms environment with frequent quarrel and fights between parents additionally affects the mentality of kids completely. Singh and Udainiya (2009) Studied on self-efficacy and properly-being of adolescent's results found out a enormous effect of form of family and gender on self- efficacy. The interplay between kind of family and gender became additionally located to be large; but, neither own family type nor gender had considerable impact on the measure of properly-being. Yasin and Dzulkipli (2010) worked on the connection among social guide and mental issues amongst college students this observe found out that there have been widespread negative relationship among social help and psychological issues suggesting that the higher the social guide, the lower is the psychological problem. Sekhri and Lal (2011) worked on a have a look at of despair and social assist among children. Result discovered that there may be extensive gender distinction on depression and social aid (Lal, 2011).

Borah (2011) worked on Family Environment and Academic Achievement of Adolescent college students of Jorhat District result indicated that the own family surroundings plays a vital position in pupil's lifestyles. It has a wonderful impact on instructional success of the students. Meggiolaro and Ongaro (2012) worked on Family contexts and youngsters' emotional repute Results suggested that youth dwelling in non-conventional households aren't necessarily at better chance of affective affliction than others are. Just youngsters who live in stepfamilies display a decrease stage of emotional well-being than the ones living in two-biological-discern families and own family sources

do now not mediate this effect. Uchenna (2013) has labored on The single parenting, psychological health and educational act of adolescents in Lagos, Nigeria. This research found out that children appeared to income psychologically and academically while both mother and father provide components of an orderly and nurturing home lifestyles (Uchenna, 2013).

Parental characteristic models are quite critical, because of the truth consuming behavior of dad and mom, and specifically the equal-intercourse determine, is definitely related to externalizing troubles of children. Pappa (2013) has labored on Relationship among parent's marital reputation and the mental nicely-being of young people in Greece, stop result became decided that a top notch discern's toddler dating modified into related to the adolescent's mental fitness (Pappa, 2013).

The parent's dating after divorce became also associated with the adolescent's intellectual fitness and more particularly with internalizing and externalizing issues. Siedlecki et al. (2013) Studied on The Relationship amongst Social Support and Subjective Well-Being across Age and the researcher determined that existence pride changed into expected through enacted and perceived guide, incredible have an effect on was anticipated with the aid of own family and furnished help, And poor have an effect on was predicted with the aid of perceived assist. Tewari and Suryawanshi (2015) has worked on "emotional need fulfillment in adolescents of joint family and nuclear family", and found in the level of emotional want completion of youngsters of joint and nuclear family. Individuals from the joint own family gadget had been extensively better at emotional want success (Leme et al.,2015).

Studied on social abilities social, aid and properly-being in youngsters of different

own family configurations. Results indicated that own family configuration isn't always related to the psychological nicely-being of youth. The social talents of empathy, strength of mind, civility, social resourcefulness and affective technique as well as the social help appraisals from pals and circle of relatives had been the great predictors of adolescent mental well-being. Expect something from your children simplest after nicely spotting their persistence and functionality. Parents want to growth interactive communication with their kids. The more tolerance mother and father are the greater ego strength in the baby. Do now not over guard them. Do now not over manipulate them. The relation must be first rate among mother and father and youngsters. Every lady who's working should spend time together with her youngsters. Our kids should never be afraid to speak with us. We can have own family meetings to resolve our problems. Parents ought to offer a toddler with unconditional love and care, and must set boundaries and regulations.

Talk to your infant each day. Talk to your little one the usage of that tone and phrases which you want him to use with others. Express your love each day. Social guide may be considered as a form of social capital and is typically defined with the resource of structural additives of human beings' relationships (e.g., range of ties, organization memberships, and so forth.) and express skills (e.g., emotional, in-formational, instrumental assist) they will serve. Social manual has been diagnosed as a key protective detail for intellectual well-being. Positive relation-ships with own family and pals are idea to function buffers to the terrible impacts inside one's on the spot environment. Although there's no consensus on the mechanisms of the manner social guide absolutely influences highbrow fitness, typically, two large classes of supportive behaviors are prominent: emotional sustain and lively coping assist. Emotional sustenance are

demonstrations of demanding, valuing, and know-how with the resource of (awesome) others even as active coping assistance relates to supporters giving recommendation or implementing hassle-focused and emotion-targeted coping strategies that they might use themselves (Yang et al., 2010).

Both have an effect on mental fitness in any other way, emotional sustenance has on the whole an indirect have an effect on thru social mental mechanisms (e.g., social have an effect on/assessment, social manipulate, function-primarily based motive and this means that, self-esteem, sense of manage, belonging) at the same time as lively coping assistance extra frequently than no longer has an immediate have an effect on mental health for an outline of the mechanisms of social support to highbrow health). Some studies discovered gender variations for the connection between societal guide and highbrow health issues. Schraedley and colleagues determined that the intellectual health problems of women were more associated with the quantity of social manual than for boys. Furthermore, well-mounted gender versions exist for highbrow health issues in famous. Depression, tension, and psychological distress have an effect on girls to a extra amount than boys all through excellent international locations and ranging contexts. For these motives we are able to pay particular interest to gender variations in the empirical analyses. We contribute to the prevailing literature in three strategies. First, awful mental health has important results for the wider health and lengthy-time period development of teens and is related to numerous fitness and social outcomes inclusive of unemployment, higher alcohol, tobacco and illicit materials use, adolescent being pregnant, college dropout and delinquent behaviors (Schraedley et al., 2016)

In health phrases, intellectual fitness problems are related to untimely mortality

(up to 20 years because of suicide or from other sicknesses which is probably often left unattended consisting of HIV, cancers, cardiovascular ailment, and diabetes. Suicide is within the top 3 motives of dying for younger people amongst 10 and 25 years of age. The long term consequences of bad intellectual fitness make it critical to investigate the determinants of highbrow health problems on the age while they may be identified to maximum possibly increase. We adopt a vast interest via reading not quality depression but additionally misery and tension for boys and women separately. Second, to the great of our facts this is the first Belgian population-based definitely examine on adolescent intellectual fitness issues and classified ads to the scarce population-primarily based research at the relation among social aid and intellectual fitness troubles among teenagers (Bierman, 2013).

Third, with the useful resource of the use of successive waves of the Belgian Health Survey, we're able to take a look at the evolution in the prevalence of three highbrow health problems throughout gender and in this way make contributions to the literature that documents evolutions in intellectual issues. In this regard, several studies indicated an boom in highbrow health problems over time for ladies however now not necessarily for boys. A latest take a look at with the aid of the use of Fink et al. In England indicated that girls however not boys said extra emotional troubles in 2014 than in 2009. More research is wanted to assess if those gender-precise trends also are observable in other international places. The period blanketed with the resource of our information (2008 to 2013) is specifically exciting as it issues one of the maximum excessive financial and monetary crises because of the truth WWII with immoderate unemployment charges especially amongst young human beings. An essential component

of a toddler's development is psychological autonomy, which is linked to factors of self-manipulation and related self-techniques, mastering drive, and competence (Bridges, 2003; Maccoby & Martin, 1983).

In order for a child to connect with their environment and develop psychological autonomy, parental autonomy-granting is a crucial component of this process (Barber, 1997; Steinberg, 2001). With great parent-adolescent interaction and healthy teenage development and behaviour, appropriate will development in mental autonomy over the course of adolescent development may be daily. Finding out if adolescent behaviour issues are mediated by parents' parenting techniques and adolescent conceptions of mental autonomy is interesting. Negative aspects of parent-child relationships that are exemplified by conflict may also have an impact on how parenting affects teenage behaviour. Higher levels of parent-child conflict may also mirror a typically unfavourable dynamic that would have the effect of reducing parental influence. For instance, young individuals may be less likely to willingly reveal information about their behaviour when there is conflict. Without being pushed, children are more likely to divulge information about their conduct that will help parents better understand how to raise their adolescent child. Parental expectations and supervision are also likely more effective when there is a relative lack of conflict (Steinberg, 2001).

The level of mental liberty parents provide their children is a source of conflict between parents and teenagers (Smetana, 2002). While trivial boost in clash between parents and their adolescents can be considered usual or even appropriate (Steinberg, 1990; Collins & Larson, 1992), increasing parental support for adolescent intellectual independence may also reduce conflict between parents and their children, creating an

environment that is more conducive to parental influence. Nowadays, when there is less conflict and more mental autonomy among adolescents, parenting methods may also have a stronger impact on their behaviour. Teens may be less secretive and more talkative so that parents can be informed about their adolescents and better capable to give advice, guide, and manage their behaviour. This is similar to the volume that discern-teen war is unassuming and perceived mental autonomy is rather excessive (Smetna, 2001).

As a result, several aspects of the adolescent-decide dating process may also provide crucial circumstances that affect how well certain parenting techniques work. Of course, the issues are complex by the possibility of mutual determine-toddler members of the family, whereby determine behaviour may have an impact on present-day and prior toddler behaviour just as much as toddler behaviour has an impact on determine behaviour (Kerr & Stattin, 2003; Patterson & Fisher, 2002). Significant study demonstrates that ineffective parenting techniques may also be the cause of unresponsive and uncontrollable children in addition to being a cause of child behaviour issues (Patterson et al., 1992). Over time, there may also be recurring patterns in the interactions between parents and their kids, with mothers and fathers becoming more in tune in reaction to toddler behaviour issues. Therefore, it is essential to evaluate them over time in order to have a better considerate of the links between parenting and actions (Stattin, 2003).

2.7.1 Gender Differences in Socio-emotional Context

Cury (2000) highlight the significance of taking into account the unique characteristics of each group when identifying mental health problems. Boys typically have more externalizing issues and girls typically have more internalizing issues.

Schools' contributions

According to Wigelsworth (2019), schools are the major setting for fostering children's social and emotional development as well as their ability to operate in society. As a result, warnings have been issued regarding adolescent children who exhibit a variety of social emotional behaviors, including happiness, loneliness, and violent cultural feelings like fighting, anger, and rudeness in public places like schools (Mnyanyi, 2020). These social emotional behaviors may, in certain ways, hinder adolescent students' ability to study and feel connected at school (Panayiotou et al., 2019). Scholars contend that children's social emotional behavior relates to their positive or bad school behavior (Hymel, 2014; Swearer & Hymel, 2015). Students who struggle with self-awareness, stress management, social awareness, and aggressive management may develop poor learning habits as a result (Sospeter et al., 2020).

According to estimates, 3 to 7% of teenagers between the ages of 13 and 15 and less than 1% to 2% of those under 13 years old experience social emotional difficulties such as depression, anxiety, and isolation. This suggests that adolescents in between years of 13 and 19 are susceptible to developing social emotional issues (Sospeter et al., 2020). Additionally, adolescents in secondary schools have social emotional issues in the range of 16% to 41%. (Pathak, et al., 2017; 2011). According to estimates, between 14% and 50% of students in India suffer from social emotional difficulties, which may make it difficult for them to manage their learning. According to Hymel (2014), social emotional difficulties among kids are one of the main causes of academic underachievement and school dropout. Undeveloped cultural feelings lead to poor academic achievement, school rejection, difficulties sustaining relationships with other kids, and little interest in

schoolwork (Musoga, 2017).

Social emotional difficulties may impair learners' social emotional competences, which are essential for self-control, emotion control, and rational decision-making (McCormick et al., 2015). This indicates that social emotions exert control on a child's attention, motivation to learn, modification of the choice of learning procedures, and self-regulation of learning (MacIntyre & Vincze, 2017). This is the situation in Tanzania, where Shaveg (2014) discovered that the teacher-student interaction at classroom regulated the kids' ability to regulate their emotions and boosted their pro-social feelings. Emotions typically play a role in students' identities and consequently have an impact on personality growth, psychological health, and physical health (Meza, 2016), all of which are crucial factors in determining academic achievement. Rowe and Fitness (2015) contend that social emotional issues have an impact on students' ability to think critically, logically, and analytically when they are learning. Additionally, they undermine students' enthusiasm, active participation, and lack of prioritizing in information processing during the process of learning (Ekman, 2016).

2.8 Association between Parent-Adolescent Relationships, Behavioral Inhibition, Socio-emotional Problems

Monitoring parental awareness and behavioral control, which affect adolescents' autonomy, has been proven to have the biggest impact on children's involvement in problem behaviors (Hoeve et al., 2009). Researchers looked into the possibility that children with high levels of anxiety also have high levels of paternal psychological control (Aunola & Nurmi 2005). Children learn the self-assurance and competence necessary to establish connections, solve problems, and deal with emotions as they

develop their social and emotional skills (Sheikh, 2003). Healthy parent-child interactions have been linked to better outcomes for adolescents, but bad parent-child interactions can cause a lot of emotional, behavioral, and cognitive issues in kids (Fatima and Sheikh, 2009).

Teenage suicide seems to be linked to a bad view of family ties, particularly an uneasy attachment to parents, as well as a negative view of parenting methods and parent-adolescent interactions. Concerned parents as loving and supportive reduces the risk that adolescents will acquire psychiatric issues, such as self-harming behavior, and fosters healthy growth, according to research on parenting styles (Enhavall et al., 2008; Keehn, 2007). Similar to this, Groholt (2000) discovered that adolescents who had engaged in self-destructive behaviors that led to hospitalization felt parental support much less than adolescents from community samples, regardless of whether they had reported engaging in such activities. Additionally, some externalizing behaviors like criminality and drug abuse appear to be linked to parental control (Oliva et al., 2008; Willet, 2011). But there is no empirical proof that parental control and adolescent self-destructive conduct are related (Leung, 2019). Study has also shown a connection between diminished emotional stability and self-destructive behaviors and parental rejection. Rejection was found to be positively linked with suicide ideation and attempts in a study of 12 and 13 year old adolescents (Cox et al., 2006).

This connection appears to be more pronounced in females. Similarly, a longitudinal study revealed that suicidal thoughts in adolescence and young adulthood was linked to high parental rejection and low parental acceptance (Steinhausen, & Metzke, 2014).

Research has repeatedly shown that healthy developmental trajectories, well-being, higher self-esteem, better self-concept, and more favorable family relations are all correlated with the security of attachment, whose essential element is the emotional tie (Rocha et al., 2011; Yan et al., 2008). Additionally, Mattanah and associates (2011) discovered data highlighting the significance of parental connection in the process of individuation following separation. In contrast, unsatisfactory attachment styles are linked to both internalizing and externalizing symptoms (Lee & Hankin, 2009; Roelofs et al., 2006). Insecurities in the mother-child emotional bond seem to be linked to depression symptoms in particular (Allen & Land, 1999).

Additionally linked to self-destructive activities, suicidal thoughts, and depressed symptoms are insecure attachment patterns. Suicidal inclinations, according to Adam, Sheldon-Keller, and West (1996), are thought to develop from attachment patterns formed during infancy and to be especially linked to preoccupied connection patterns. Adolescents who have experienced insecure attachments tend to have negative self-perceptions, which can result in low self-esteem, hopelessness, and problems controlling their emotions and maintaining social connections. These problems can encourage the growth of psychological mal-adaptation, such as self-destructive behaviors. Suicidal thoughts and behaviours have been linked to attachment insecurities, according to numerous studies (DiFilippo & Overholser, 2000; Wichstrom, 2009).

Freedom and psychological self-regulation, essential components in the development of teenage identity, can flourish in the context of secure attachment. As a result, parents should foster a safe environment where teenagers can feel comfortable exploring and relying on their emotional connections with their family (Land, 2020).

Psychological well-being has also been linked to family functioning. Cohesion and compliance are essential elements in comprehending and evaluating, even from a clinical perspective, a family system's equilibrium, in accordance with the Circumflex model of family functioning (Olson & Gorall, 2003), which was the model used in this study. The term "cohesion" refers to the emotional ties that exist between the many family members and indicates how the family views the harmony between unification and individuation. In terms of adaptability, stability and change must coexist in harmony. The ability of a familial system to change its structure, roles, and relational rules in response to various circumstances and developmental stress is referred to as adaptability. The body of research appears to support links between family functioning and many types of dysfunction, particularly symptoms of anxiety and depression (Guberman & Manassis, 2011) and suicidal conduct (Kirpinar, 2011).

The abilities of adolescents may have an impact on their mental health. Perosa in 2001, found that teenagers' perceptions of familial coherence and flexibility were linked to their capacity for emotional expression and effective stress management. In a latest research on teenagers with a mean age of 14 (Wilkinson et al., 2011), it was shown that complicated family dynamics predicted suicide attempts irrespective of symptoms of depression, even when the teenagers in the study were receiving therapy. Similar findings were made by other authors (Randell et al., 2006), who discovered that adolescents at risk for suicide were different from their peers who were not at risk in terms of the degree of family disagreement, negative understanding of the family's capacity to achieve their objectives, a lack of perception of cohesiveness, and a high degree of negative affection (Wilkinson et al., 2011).

The existence of psychological symptoms, particularly depressive and anxiety symptoms, is common in adolescents reporting self-destructive behaviors, despite the possibility that they do not have a psychological disorder as defined by the DSM-IV-TR (Goldston et al., 2009). According to Hetrick et al., 2012; Ougrin et al., 2012), the existence of these symptoms appears to be a strong predictor of self-destructive behaviors as well as other risk behaviors including alcohol and drug use (Graa & Muoz, 2000). The propensity to injure oneself appears to be substantially correlated with feelings of hopelessness and low self-esteem. Self-esteem has been recognized as a protective element against maladjustment because it enables adolescents to handle stressful events in more healthy ways, keeping them from participating in self-destructive behaviors and promoting wellbeing (Sharaf et al., 2009).

Although, there is no proof that self-esteem declines as self-destructiveness becomes more severe (Thompson, 2010). It also appears that familial factors, such as high levels of family clash and a lack of maintenance, have an impact on adolescents' sense of self-worth (Siyez, 2008), which may add to the complexity of the correlations between this component and self-destructive behaviors. Younger and older adolescents appear to engage in self-destructive activities and thoughts at different rates. Compared to men, women frequently engage in more self-destructive actions and internalizing symptoms, especially depressive symptoms (Brown et al., 2012; Lewinsohn & Clarke, 2000; Ougrin et al., 2012). Additionally, a number of authors have discovered that non-suicidal self-harm often begins at a younger age while suicidal actions are more frequently connected with older teens (Ougrin et al., 2012).

As a result, some parents exhibit excessively protective, dictatorial, and

controlling behaviours, even though they are completely meaningless, in an effort to minimize their children's emotional struggles (Rubin et al. 1999). As a result, their children grow more reliant on people and internalize the notion that they can't handle stressful situations on their own (Gazelle & Ladd 2003). The more advice and knowledge a person receives from their own family, friends, teachers, and other people, the stronger their subjective social support is. Perceived support in social perspective is a one's emotional practice (Kang et al., 2018). Adolescents typically receive social support from those in their immediate family, school, and community. As a result, their perceived social support is divided into three aspects: family support, peer support, and other support (Hyun et al., 2015; Wang et al., 2017).

Adolescence is a time of speedy physiological and intellectual growth, in this time kids frequently display rebellion, emotional volatility, and learning issues. According to Relational Regulation Theory (RRT), positive and healthy emotions and behaviours are inextricably linked to perceived social support.

Because of common and emotionally important communications and collective activities like sports that successfully polish children's emotions, minds, and movements, protect young people from stress, encourage intellectual fitness, and prevent complex behaviours, perceived social support is a very first-class experience (Lahey & Orehek, 2011).

Numerous research have determined that children with inadequate perceived social support have poor emotional regulation and report feelings of loneliness, hopelessness, and mental anguish (Wang et al., 2018; Ren et al., 2018; Wang et al., 2018; Zhang et al., 2018). Whereas no empirical research has yet looked at the relationship

between perceived social support, FAR/MAR, and adolescent IA, some circumstantial evidence shows that perceived social support mediates the relationships between them. The most common way for young adults to receive perceived social support is through FAR/MAR (Shaheen et al., 2019), and daily, high-quality adult-adolescent discussion and behavioural associations help young people increase their perceived social support (Taylor et al., 2019).

The device gives decision making and behaviour an additional degree of adaptability and control, preventing impulsive reactions brought on by stimuli or temptations. Individual self-control is obtained through the manipulation of executive functions, which enable people to make thoughtful decisions and assessments that both restrain or outweigh impulsive behaviour (Hofmann et al., 2009; Gillebaart, 2018). It has been demonstrated that impulsivity and puberty are closely associated (Niv et al., 2012). In young adults, impulsivity is indicated by a decrease in cerebral cortical thickness in the region of choice (Pehlivanova et al., 2018)

Anxiety, depressive symptoms, physical complaints, and social withdrawal are all internalizing issues. Girls are less likely than males to experience internalizing symptoms after starting formal training. Numerous research have looked at the connection between parenting and one or more internalizing issues. Additionally, numerous reviews and meta-analyses attempted to organize the findings of all the published studies. The majority of current opinions and meta-analyses, however, only took into account a small amount of research, made associations without distinguishing between different parenting styles or child outcomes, failed to account for the early stages of internalizing symptoms, failed to differentiate between the results of various study designs, and failed to describe

potential moderators of the relationship between parenting dimensions and internalizing issues.

Recent breakthroughs in parenting dimensions/patterns and internalizing indications were made by Pinquart, who discovered modest contemporaneous and longitudinal institutions between them. In particular, it was found that harsh and psychological manipulation were likely to lead to an increase in internalizing symptoms over time, whereas parental warmth, conduct manipulation, providing autonomy, and authoritative parenting were likely to result in a decrease in internalizing symptoms. Internalizing symptoms were also a good indicator of parental psychological control (Pinquart, 2017).

Additionally, the results of sampling, the child's age and gender, structured variables (such as anxiety or depressive symptoms), parental gender, the rater of parenting and internalizing symptoms, the acceptability of measures, and book reputation appeared to moderate the relationship between parenting and internalizing symptoms. Overall, after adjusting for these factors, there is still some variation in how children internalize cues, which leads to minor impact sizes. Interesting gender differences were found when comparing parenting research with male versus female kid tension. Stronger associations between parental warmth and internalizing symptoms were found in studies involving more women, according to Pinquart's meta-analysis. She attributed this finding to gender differences in the occurrence of internalizing symptoms and to women's greater sensitivity to the quality of daily interpersonal relationships. Additionally, greater associations between behavioural control and internalizing symptoms were seen in studies including more boys, likely indicating that parental supervision is more crucial for

reducing internalizing symptoms in boys (Schmidt, 2010).

Social anxiety disease is the internalizing problem that has been examined the most. Parenting traits, such as excessive control, limited affection or rejection, and overprotection, have regularly been identified as risk factors for social anxiety disorder. The overview by Brook and Schmidt, however, helped to better define all the terrible parenting techniques linked to social anxiety disease, including practices of control, overprotection, rejection, overlook, lack of tenderness or affection, tense parenting, insensitivity, restrictiveness, social isolation, grievance, disgrace processes, behavioural tension, and problem with other people's opinions. Additionally, Brook and Schmidt outlined the systems through which the parenting techniques most often linked to children's stress could contribute to it. On the one hand, excessive parental control is likely to limit a child's capacity to discover their settings on their own, which could increase tension in situations when there is perceived fear (Brook et al., 2011).

On the other side, parents who reject their children frequently create an uneasy relationship with them, which is linked to the emergence of anxiety issues and hopelessness. However, it is not until later in a child's formative years that the strong correlation between maternal/paternal over-control and toddler anxiety is determined. Therefore, it appears to be important for the development of hysteria only as children get older to avoid needlessly aiding or taking part in the child's conduct or emotions. The same is true of maternal autonomy, which is linked to anxiety in kids older (but no longer younger than five years) as well. On the other hand, parental overprotection, which is characterized by extremely cautious and protective actions, is strongly linked to toddler stress even in the earliest years of life. Such a finding demonstrates that, at this age, it is

crucial to distinguish between these types of over participation. The finding that father severe behaviour is associated with increased anxiety in very young children is another intriguing finding. This emphasizes how important it is to look at how both mother and father parent because they both have distinct roles in the family and if one of those roles is dysfunctional, it could have different effects on the other. According to Moller and colleagues, there is a complex relationship between parenting style and child tension, and numerous factors have been identified to reduce it, at least in the early stages of adolescence. A large number of observational responsibilities were used to gauge baby anxiety, which is one of the many moderators of such courtship. As a result, studies with fewer observational tasks had better effect sizes determined (Moller et al., 2016).

Additionally, the method used to measure parenting behaviour emerged as a key mediator, with larger impact sizes for studies that used multiple evaluation measures. In a similar line, the size approach to child stress appeared as another significant mediator. In fact, studies that utilise questionnaires to measure children's anxiety provide different results from those that gauge newborn tension through observations. This unexpected result has significant ramifications for further study investigation since the specific aspects of child anxiety as measured by questionnaires and observations suggest the value of using a variety of methodologies for assessing such a complex construct. The design of the study suggests that there is little concomitant association between the two constructs (at least in the early years of life) in studies that allow for the capture of a significant link between parenting style and infant anxiety (Simon, 2012).

As compared with other children, shy and BI children report being more emotionally upset when unexpectedly rejected (Howarth et al., 2013) and express more

withdrawn and less assertive behaviors when excluded (Walker et al., 2014). Also, youth characterized by BI show greater activation in brain regions (dorsal anterior cingulate cortex, insula, and amygdala) for processing distress, uncertainty, and salience, when anticipating unpredictable social feedback and receiving negative evaluation (Jarcho et al., 2016).

BI is known to influence childhood social and emotional functioning (Fox et al., 2005) as inhibited children show difficulties in peer interactions, express social withdrawal (Hirshfeld-Becker & Kagan et al., 2004), and are at a 4-to 6-fold increased risk for developing anxiety disorders, particularly social anxiety (Rothbart & White) although only an estimated 40% will develop these disorders (Henderson et al., 2015). These findings foreshadow difficulties related to psychosocial outcomes in adulthood, a period with new challenges in achieving financial independence, vocational goals, and maintaining multiple social relationships. These children are usually very shy and withdrawn and may later suffer from anxiety and depression (Kimberly, 2010). Negativity and depression have been associated with behavioral inhibition (Calkins, 1996).

Jerome Kagan's definition of behavioral inhibition, which describes behaviorally inhibited (BI) children as consistently shy and affectively restrained (Kagan, 1988). In Mary Rothbart's initial studies she assesses the behavioral inhibition of infants at various stages of infancy by measuring how much time it took the child to respond to novel toys. In her initial research, she found that an infant who was reticent to respond to the unfamiliar at 6 months would also be reticent to respond at 12 months. She also discovered that the heart rates of such infants were higher than those of uninhibited

infants (Rothbart, 1994). However, it has been noted that in later years, the tendency to remain classified as either uninhibited or inhibited occurs most often when children are on extreme ends of the spectrum (Arcus, 2001). . In general, there is more consistency in behavioral inhibition from Forum on Public Policy 3 the toddler years to age five (Eisenberg, 1998). As children move into the middle childhood phase, their ability to regulate emotions and use display rules increases. Another confounding variable is that the differences in BI children's heart rates are subtler as they age (Arcus, 2002). Thus there is less information on interindividual consistency in the school years (Eisenberg, 1998).

Overprotective and intrusive parenting is a hallmark of mothers of behaviorally inhibited children. Maternal control is elicited by children with high levels of anxiety (Eley, 2010). This care is overbearing, and less granting of psychological autonomy (Muris, 2002). Behaviorally inhibited children are usually raised by parents who are especially anxious about letting them explore (Rubin, 1997). When a person is uncertain about his ability to control life's outcomes, he becomes anxious (Chopita, 1998). Anxiety precludes a child from feeling self-efficacy and may play a central role in the development of negative emotions (Chopita, 1998). In contrast, parents who use milder disciplinary methods and a minimal use of power generally produce compliance and an internalization of the parents' moral values. (Kochanska, 1997). Vygotsky asserts that a child learns from a mentor who teaches by scaffolding (Vygotsky, 1978).

Most stressors are related to interpersonal conflicts (Liu, 2010). The bidirectional nature of stress and depression can be seen in the context of the family, an entity that by its very nature is interpersonal. As such, there are many opportunities for conflict in a family.

Marital discord in the home is particularly devastating for a child and puts him at risk for psychiatric disorders (Rutter, 1979). Conversely, marital support and satisfaction promote effective parenting (Rutter, 1979). Marital discord is positively correlated with to poverty and inner-city living conditions (Rutter, 1979).

2.9 Theories

2.9.1 Bonding Theory

In 1969, Travis Hirschi published "Causes of Delinquency," which served as the foundation for his social bond theory. He suggested that people abstain from engaging in delinquent behavior because they are bound to society by societal norms.

Attachment. A person's sensitivity to other people's perspectives is referred to as attachment, which is the first component of the social connection (Wiatrowski et al, 1981). The degree of affection and respect a person has for important persons, such as parents and instructors, is what Agnew and Peterson (1989) defined as attachment. If people are considerate of the feelings and expectations of role models, they are less likely to engage in delinquent behavior (Thornberry et al, 1991).

Commitment. Reasoning is involved in commitment (Hirschi, 1969). Before engaging in delinquent action, the person must weigh the worth of their traditional stakes in society against the possibility of losing them. The person's assessment of the likelihood of being caught and penalized can be off. Possessions that might be forfeited if a person exhibits delinquent behavior are part of a commitment (Krohn & Massey, 1980; Polakowski, 1994).

Belief. The third component, belief, deals with how much a person believes they should abide by social norms. It is "the person's devotion to the fundamental principles of society" (Agnew & Petersen, 1989). People who do not strongly believe in the traditional values are more inclined to act in a delinquent manner (Krohn & Massey, 1980). Although belief presupposes the existence of a shared value system (Hirschi, 1969), the perpetrator of criminal behavior need not necessarily subscribe to it.

Involvement. According to Hirschi's (1969) theory, "participation in conventional activities is most obviously connected to delinquent behavior" among the components of the relationship to conventional society. Participating in traditional practices is linked to the proverb "the devil's workshop" A person won't have time to participate in criminal activity if they are preoccupied with regular tasks (Agnew & Petersen, 1989).

2.9.2 Attachment theory

In one of the frequent and useful methods for examining interpersonal interactions, is attachment theory. The hypothesis explains why a child's personality is greatly influenced by their relationships with their parents. In the 1940s, John Bowlby invented it. Bowlby drew substantially from ethological studies, such as the theories of imprinting put out by Konrad Lorenz (Bretherton, 1992), as well as from the fields of evolution, cognitive-developmental psychology, cybernetics, and community psychiatry. He had the opinion that kids who don't get their essential social, emotional and relational needs met as they raise up become lacking in their own interactions. The intergenerational transmission is a fundamental tenet of the philosophy.

It has been developed to examine adult attachments in personal relations (with a focus on intimate relationships), as well as individual-level psychological processes including emotion execution. Nowadays, this theory is the prevailing conceptual support for developmental psychology. Mario Mikulincer and Philip Shaver are the two adult attachment theory researchers who publish the most (Mikulincer & Shaver, 2007).

According to Bowlby's attachment theory, children are born with an attachment behavioral system—also known as a psychobiological system—that drives them to look for or retain close contact with an attachment figure (Bowlby, 1988).

The primary caregiver is typically the attachment figure since they are seen by the child as defending them from danger. Thus, proximity seeking serves as an innate or intuitive mechanism for regulating affect. The attachment behavioral system is based on a number of crucial assertions: Particularly during nerve-racking times, the youngster wishes proximity to the attachment figure (proximity seeking). The attachment figure offers the youngster comfort and stability (secure base). When the attachment figure is absent, the child objection (separation). As a result of the attachment figure's continuing responses to the child's distress, the attachment system begins to develop from six weeks of age and changes over time. The child's answers cause them to form what are known as inner or cognitive conceptual frameworks of themselves and others. Offspring are more expected to create good internal operational models of themselves and others when they get regular care that is sensitive to their needs. These kids develop an attachment sense of security, which includes ideas that the world is stimulating and protected, that it's possible to gain knowledge of new things and interact with others in productive ways, and that asking to facilitate from others is a good approach to deal with stress. Bowlby believed that in order for partnerships to develop successfully, attachment security was essential.

Children with inappropriate treatment and lack of warmth are more probable to have negative self-concept and same for others and have less buoyant internal effective models. These kids learn to manage their emotions by engaging in poor interactional patterns, which ultimately result in insanitary interpersonal connections. Affect modulation techniques come in two varieties: Hyper activation tactics, which involve clinging or coercive behaviors, are persistent attempts to develop proximity. Distancing

one self and using other thought-suppressing techniques are deactivation tactics that lessen or suppress proximity-seeking. Inner conceptual frameworks are at the core of attachment theory, although many unresolved issues still exist. The organization and structure of these models are one such set of inquiries.

For instance, new research envisions these models as including billions of neurons each in an associative succession of brain networks that reflect both particular and broad descriptions of thoughts, emotions, and thoughts at the most fundamental level.

Activation and suppression processes are triggered by repeated experiences, emotions, and thoughts. Over time, these processes create central tendencies that are linked to as working models. These ideas reflect the idea that information processing takes the shape of cognitive schemas or scripts, which is shared by many social cognitive theories.

However, there are important distinctions between these other cognitive structures and attachment working models. First, compared to impersonal working models, attachment working models are more difficult because they include knowledge about oneself and others in relationship circumstances. One of the communication and psychology theories that has received the most research is attachment theory. As a diagnostic tool, it has also been successfully used in family therapy, counseling, and education.

2.9.3 Behavioral and social theories

In classical conditioning, a behavior was only learned by association. Simply, two stimuli are joined together to originate a person/animal to find out a new responses. J. B. Watson recognized the value of classical conditioning for reducing children's concerns and managing issues like shyness. He thought that the careful application of classical conditioning offered parents a potent environmental tool to shape the development of

their children (Horowitz, 1992).

According to behaviorists, environmental factors either those that come before the behavior (stimulus) or those that come after it (consequences) shape the learner's activity. These prior events may have triggered the behavior, and the subsequent occurrences may have a good or negative impact on the behavior. The principle of contiguity states that these occurrences must take place close together in time in order for a link to form (Hergenhahn & Olson, 2013).

A nurse approaching a youngster with a visibly displayed syringe with the intention of immunizing him is an example of a preceding event. The young child is startled by the sight of the syringe, anticipates pain, begins to wail, and clings to his mother for support. After then, the child can continue to fear syringes until he grows up and perceives things differently. A mother's smile and hug assuring the youngster that he is secure and sound are two examples of reinforcing events. The child will turn to his mother in future threatening circumstances because he knows he can get comfort and safety from her. According to Erikson (Erikson, 1959), a teenager needs to consistently and meaningfully receive praise for his or her accomplishments in order to develop a strong and healthy sense of self (Erikson, 1978).

According to Erikson (1959), creating a meaningful self-concept in which the past, present, and future are interconnected is a necessary step in the identity-search process. The work has therefore grown more challenging during a historical era in which the past has lost the stability of familial and communal culture, the present is marked by social upheaval, and the future has become less certain. According to Erikson (1959), a teen may feel self-doubt, role diffusion, and role confusion if their search for identity is

unsuccessful. These setbacks can lead to even higher hazards, such teenagers developing despair or engaging in self-destructive conduct. Ahn (2011) discusses the lack of identity development in teens and comes to the conclusion that this lack of identity development can cause kids to become morbidly preoccupied with what other people think of them. They might also become distant and lose interest in themselves, which, according to the study, can cause personality turbulence, ego diffusion, and, in the worst cases, suicide attempts. All teenagers must complete a significant developmental stage called identity formation since failing to do so might have numerous negative consequences (Ahn, 2011).

According to Bandura, people actively participate in creating the lives they lead rather than being passive objects of external or internal influences. In other words, people take charge of their own life and are proactive rather than reactive (Bandura, 1986, 2001). According to Bandura's social cognitive theory, people pick up knowledge through watching how others behave in a group environment. People learn knowledge and skills, social norms and regulations, and develop opinions and attitudes by observing others. They keep track of which behaviors are accepted, appropriate, and appreciated by society. According to Skinner's theory of social cognitive development, people learn best by imitating the behavior of others and less so by experiencing the results of that action. This hypothesis contends that people primarily pick up new skills through seeing the achievements and mistakes of others (Santrock, 2014; Slavin, 2015). It's critical to distinguish between imitation and learning from observation. Imitating the observed behavior might or might not be a part of learning (Santrock, 2014).

Modeling behavior and models themselves are crucial ideas. Anything that

transmits information can serve as a model, including a person, a movie, a television show, a photo, or a set of instructions. Models communicate behavior-related messages. According to Bandura, three categories of behavioral determinants cognitive and personal variables, environmental events, and conduct interact in a reciprocal manner to determine behavior. Because both act as determinants of the other, the connection is reciprocal. It is impossible to comprehend behavior by looking at the interacting determinants in isolation. Depending on the circumstance, each factor has varying degrees of influence over behavior. This reciprocal link, which Bandura refers to as reciprocal determinism (Bandura, 1986; Hergenhahn & Olson, 2013).

2.10 Literature Review of the Variables in Pakistan

Teenage aggressiveness levels are indirectly influenced by parents because emotionally mature parents can build strong relationships with their kids, which reduces adolescent hostility (Batool, 2015). Numerous studies have examined the variables influencing students' academic performance and discovered connections between student behavior, learning, supervision, and parenting stress (Mushtaq, 2012). Since boys are socialized to exert more autonomy than girls, perceived gender superiority for boys has a distinct impact on parent-adolescent confrontations in Pakistan than it does other South Asian poor nations (Ashraf & Najam, 2011).

The link between the variables parent-adolescent conflict and social competence was examined to see if gender influenced it. Boys experienced conflict with their mothers more than they did with their fathers, while girls perceived conflict with their fathers more. Boys and girls had distinct disputes with their parents in terms of direction, which may be a sign of gender-based differences in the patterns of interaction and socialization

the adolescents received from their parents. These findings confirmed our hypothesis that the adolescent's gender could influence the association between their perceived disputes with their parents and social competence (Amin, 2014).

However, the mother-adolescent conflict and gender were significant predictors of social competence among adolescents. In another study, mother-adolescent conflicts of college students were also reported to be greater than father-adolescent conflicts. The perceived mother-adolescent conflict and social skills of the adolescents were affected by their gender. It's interesting to note that adolescents had more disputes with the parent of the other sex. The study is illustrative of the gender difference in Pakistan linked to adolescents' tumultuous parent-child relationships and the consequent developmental effects on their social skills (Ahmed, 2016).

In latest instances, children and adolescent duration is considered to be very crucial, as this era of increase and improvement is prompted with the resource of biological, bodily, affective, and societal elements (Nicolson & Ayers, 1997). Likewise, at the side of developmental variations, youngsters passes through many parental and societal pressures that also make this phase pretty annoying and thereby clarifying the description of the kid extra at risk of growing emotional, psychological, and behavioral issues (Caspi et al.,2000; Rowling, 2006). It can be stated then troubles in these areas can result in the shortcomings in affective, mental, social and educational domains. Generally, the ones troubles be inclined to vanish away in moment however if continue, may additionally bring about extreme harmful results (Saluja et al., 2004; Slemming et al., 2010).

The issues confronted via faculty youngsters are typically called affective and

behavioral issues or afterwards the phrases of internalizing and externalizing troubles (Achenbach & Edelbrock, 1978). Internalizing problems are noted extra over controlled behaviors which include symptoms associated with melancholy, anxiety, social extraction, and somatic objection (Baker et al., 2008; Merrell, 2001).

Externalizing troubles are mentioned greater underneath managed and obvious behaviors together with hostility, acting out dispositions, troublemaking, insolent, and agitated behaviors (Saleem & Mahmood, 2011). A sample of 5053 school youngsters (fifty-one percent girls and forty-nine percent boys) between the age of 13-17 from forty three government institutions within the town of Lahore have been chosen through multistage sampling technique. An indigenously advanced School Children Problems Scale (Saleem & Mahmood, 2011) turned into used as a self-file degree to establish the occurrence of emotional and behavioral issues of kids. Passing through the depth degree on the whole of SCPS 31% members fell in the intense class (one widespread difference above the suggest) of those sixteen percent lies in the very immoderate class (fashionable deviations above the suggest). By the frequency remember, twenty-one percent of the pattern scored above the ninetieth percentile. The maximum often pronounced hassle became Anxiousness (16%) followed with the resource of Feelings of Rejection (15%) and Academic Problems (15%). Outcomes are noted in terms of the demonstration of affective and response issues in university children in cultural and collectivistic atmosphere, and their affiliation with social demographic elements became additionally explored (Saleem & Mahmood, 2011).

Most determine-adolescent related studies reputation on moms, and the significance of fathers' attachment with younger humans have prolonged been unnoticed.

Living in a circle of relatives with the father away for an extended time span is a part of many young humans' life in Pakistan. In Pakistani way of life, shifting overseas for a process with the useful resource of a family member can also have complicated direct and oblique results at the left-at the back of adolescents. This attitude has no longer been discovered in Pakistani community. Khalid et al, (2018) located a first-rate relationship between less levels of parental warm temperature and depression signs amongst young people. Perceived determine- child relation modified into additionally explored when it comes to adolescent aggression (Fatima & Sheikh, 2016).

Researches on father attachment as regards to left-inside the back of young adults' externalizing internalizing troubles have not been lots investigated. In general, hobbies of this observe have become to examine the impact of father attachment on externalizing and internalizing troubles of left-behind children and furthermore, to discover the mediating role of own family functioning and moderating characteristic of mom nurturance in affiliation between father adolescent attachments, and externalizing internalizing issues in the left-within the returned of adolescent (Schwannauer , 2018).

Various studies have focused on predominant categories of disturbed kids, i.e., the competitive organization and the neurotic or nerve-racking institution. These classes represent no longer best the most commonplace psychiatric problems in children however also reflect a number of traits that may influence the destiny mental fitness of these individuals. The devices used to degree those problems encompass take a look at-list information acquired from dad and mom, instructors or the child or records from established interviews performed with a discern, toddler or a few other assets. One test-listing method, Rutter questionnaire has been maximum generally utilized in unique

international locations. This questionnaire, completed with the aid of instructors, has been capable of discriminate youngsters who have troubles from those who do now not, in addition to one-of-a-kind kinds of emotional and behavioral troubles. The present paper reviews the superiority of emotional and behavioral issues of faculty youngsters the use of this questionnaire. This epidemiological research was aimed to discover the sample of mental troubles in school youngsters and to evaluate the outcomes with the ones from other nations and with reports involving using identical scale. The occurrence of emotional and behavioral troubles in college kids the use of Rutter's kids behavioral questionnaire become 9.3% with delinquent problems being the commonest one. These issues are not best found in this tradition but additionally vary in terms of psychopathology with exclusive levels of training. The findings are discussed in terms of their relevance to intellectual fitness of kids with assessment of outcomes from other international locations (Khan 2019).

Family is a critical structure of society that has a valuable role in one's life. Parent- baby relationships are biologically based and individuals' development past childhood and childhood is prompted by using those determine-child relationships. The transaction between childhoods to maturity is an important developmental phase of lifestyles this is prompted with the aid of person, social and familial circumstances. Adolescents are generally university time periods and today university lifestyles is complete of challenges. Students may additionally face a number of pressures and troubles including emotional, instructional strain-related, and interpersonal courting. The cause of the cutting-edge take a look at is to discover the energy of relation of discern-child and the impact of the extent of great of the connection. Basically, it explains the

level of satisfaction in figure-toddler relationships, because the behavior of the mom toward the child and additionally the behavior of the father. How students understand it both is positive or bad (Rosenfield, 2013).

There is a lot of difference among the individualistic and collectivistic cultures. In individualistic subculture, essentially specializes in non-public increase and development, and self-actualization is primarily based on intrapersonal relationships and equality and private dreams. On the alternative hand, collectivistic way of life is essentially institution paintings and interpersonal relationships. Also, the support of others and emotions of belongingness from others. An indigenous scale became developed for assessing the satisfactory of relationships with parents in college students. Two important elements are extracted high quality best of relationship and terrible fine of dating in which primary elements are parental involvement, verbal exchange, emotional help, giving extra time to child, harshness, and discouragement from mother and father. Parents alter and shape their children's competencies and their acquirement of emotional law thru affiliation and interplay among determine and toddler. The socialization of emotional regulation is based totally on parental rearing practices, modeling, and the emotional surroundings of the home and those might be motivated by means of attachment, marital relationships, and parenting patterns. Results of this preceding take a look at suggest a higher dating among determine-baby interaction and emotional regulation. As consequences show that scholars who've a superb pleasant of courting with mum and dad have higher manipulate over their emotions and adopt healthful ways to regulate their feelings (Gisely, 2012).

Also Eisenberg et al (2005) located that parental love, warm temperature, and affirmative expression are result in the lowest degree of externalizing troubles in

adolescents that is related to the emotional regulation. Similarly additionally results found out that the negative fine of the relationship among mother and father results in emotional dysregulation. As present day research advised that the unsatisfactory or bad relationship pleasant between mother and father and kids may growth the high danger to expand unsatisfactory adult relationships in maturity. Also, Bowlby describes that early figure-baby relationships result in later life relationships and college students who had a negative and unsatisfactory dating with their parents have extra interpersonal troubles i.e. Low self-belief and volatile relationships. In Pakistani way of life, the modern observe shows that there may be a good sized relationship between the bad high-quality of mom-child family members and the first-rate of dad-baby relationships. Parents are taken into consideration authority figures and youngsters are restrained to obey each of them. Therefore, the mother's effective or poor dating satisfactory ends in the father's fantastic and terrible high-quality of courting respectively. The reason of the modern take a look at is to explore the electricity of relation of figure- infant and the effect of the extent of satisfactory of the relationship, basically, it explains the level of pride in figure-baby relationships, as the conduct of the mom toward the kid and additionally the behavior of the daddy. How college students understand it both is tremendous or terrible (Ahmed, 2015).

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The present research was planned to measure the impact of parent adolescent relationship and behavioral inhibition on socio-emotional problems. Therefore the current chapter includes research design which was used to conduct this study along with details of instrument used to measure the study variables.

3.2 Research Design

The present study was conducted by using cross sectional research design and it includes dual phases.

3.2.1 Phase I

To establish the psychometric properties of the scales (n=30) adolescents, Pilot study was conducted.

Sample

Convenient purposive sampling technique was used to collect the sample of (n=30) in which all the 30 adolescents were included. Age range of the participants is 13 years to 19 years.

Inclusion

Adolescents with both parents are included in this pilot study. All available discipline students lying in the desired age category and education level are the part of this study also.

Exclusion

Adolescents who missed the requirements and information which was necessary

for the study are excluded. Those adolescents whose upbringing was under guardian or grandparents are also not the part of this pilot study.

Table 3.1

Demographic characteristics of the pilot study (N=30)

Variables	<i>f (%)</i>	<i>M(SD)</i>
Age		14.20(1.648)
Gender		
Male	15(50.0)	
Female	15(50.0)	
Educational level		
Elementary	21(70.0)	
Metric	5(16.7)	
Intermediate	4(13.3)	
Family system		
Nuclear	21(70.0)	
Joint	9(30.0)	

f=frequency, %= Percentage, M= Mean, SD= Standard Deviation

Table 3.1 summarizes demographics of the Main study.

Procedure

After the agreement from Institutional Research Board, the colleges (Public and Private Sector) had been accessed and practical methods were used to get records series permission. Informed consent was taken from college students through assembly in colleges. Demographic sheet and questionnaires have been supplied at first. Then, directions and ethical consideration related to research e.g. confidentiality, safety, anonymity and privacy was assured.

Rawalpindi and Islamabad schools and colleges were accessed after taking permission by showing research letter regarding data collection issued by the university supervisor. Questionnaires along with data sheet was given to be filled by the adolescents which takes only 15 to 20 minutes. Peaceful environment was provided to increase the concentration and not to skip any single item of each scale.

Statistical plan

The collected data was assembled in SPSS-25 for analysis. After this, several analysis were performed such as descriptive analysis, bivariate correlation. The results along with interpretation are mentioned in the next section.

Table 3.2*Psychometric properties of the pilot study (N= 30)*

<i>Variables</i>	<i>No. of Items</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>Range</i>		<i>Skewness</i>	<i>Kurtosis</i>
					<i>Actual</i>	<i>Potential</i>		
Parent-Adolescent Relationship	30							
NRI Closeness (Father)	15	.79	47.13	7.51	15-75	15-75	-.122	.890
NRI Closeness (Mother)	15	.84	46.90	9.20	15-75	15-75	-.411	1.30
NRI Discord (Father)	15	.90	38.57	8.99	15-75	15-75	.164	-.118
NRI Discord (Mother)	15	.81	41.40	7.30	15-75	15-75	.198	.945
Behavioral Inhibition								
BIS	7	.75	21.63	3.36	12-26	7-28	.078	-1.61
Socio-Emotional Problems								
Total SDQ	20	.70	16.13	4.38	4-34	0-40	.222	.704

α= Cronbach's alpha, M= Mean, SD= standard Deviation

Table 3.2 summarizes the alpha reliability of each scale. All scales are showing above than .70 which is acceptable and these scales can be used for the main study. Mean and standard deviation along with actual and potential range of the scales is also mentioned in the above table.

Table 3.3*Correlation matrix of the pilot study variables (N= 30)*

Sr no.	Variables	1	2	3	4	5	6
1	NRI Closeness (father)	1	.68**	.05	.35	-.16	-.14
2	NRI Closeness (mother)		1	.09	.10	-.09	-.24
3	NRI Discord (father)			1	.74**	.00	.38*
4	NRI Discord (mother)				1	-.07	.30
5	Behavioral Inhibition					1	-.04
6	Socio-Emotional Problems						1

** $p < 0.01$

Table 3.3 shows the correlation among Parent-adolescent relationship, Behavioral inhibition and Socio-emotional problems. In Parents-child relationship, father's is significantly correlated with mother's Closeness and father's Discord is significantly associated with mother's Discord. Father's Discord is also related with the Socio-emotional problems at 0.05 level.

3.2.2 Phase II

In phase two, the main study sample was collected to perform the required analysis on the basis of formulated objectives and hypotheses.

3.3 Research Instruments

3.3.1 Demographic sheet

This sheet includes demographic variables such as gender, age, socio-economic status, birth order, education, family income, family structure, no. of siblings, etc on the study variables.

3.3.2 Network of Relationships Inventory (NRI)

The NRI-RQV (Relationship Quality Version) is a mixture of the Network of Relationships Inventory developed by Furman & Buhrmester in 1985. A family relationship measure was developed by Buhrmester and his colleague in 1991. This survey having thirty items has ten sub-scales with 3 items in each sub-scale. It assesses 5 positive relationship features, including companionship, disclosure, emotional support, approval, and satisfaction, and 5 negative relationship features including, conflict, criticism, pressure, exclusion and dominance.

In the present study, this scale measures parent-child relationship. A 5-point likert scale in which 1 denotes "Never or hardly at all", 2 denotes "Seldom or not too much", 3 denotes "Sometimes or somewhat", 4 denotes "Often or very much" and 5 denotes "Always or extremely much". The items are with the range of 30 to 150 and reliability of 0.88.

3.3.3. Strengths and Difficulties Questionnaire (SDQ)

The Strengths and Difficulties Questionnaire (SDQ) is a short emotional and behavioral screening questionnaire for children and youngsters. It was developed by Goodman et al in 1998. The first 25 items in this scale comprise 5 sub-scales of 5 items each which include 4 negative features as emotional symptoms, conduct problems, hyperactivity, peer problems and 1 positive feature of pro-social scale.

In the present study, this scale measures the socio-emotional problems of adolescents. A 3-point likert scale is used for first 25 items in which 0 means "Not true", 1 means "Somewhat true" and 2 denotes "Certainly true". Some items (7, 11, 14, 21 and 25) include reverse scoring. The items are with the range of 0 to 50 and reliability of .79.

3.3.4 Behavioral Inhibition Scale (BIS)

This "Behavioral Inhibition/Activation scale" developed by Carver, & White in 2013. It measures behavioral inhibition and behavioral activation. Items other than 2 and 22 are reverse scored. In this scale, only behavioral inhibition related items are taken for the current study requirement. A 4-point likert scale in which 1 denotes "very true for me", 2 denotes "somewhat true for me", 3 denotes "somewhat false for me" and 4 denotes "very false for me". It has seven items with range of 7 to 28 and 0.76 reliability.

3.4 Sampling Technique

This main study was conducted with cross sectional research design by taking 444 adolescents both boys (n=216) and girls (n=228) from Public and Private sector schools of Rawalpindi and Islamabad. Age range was from 13 to 19 years. Convenient purposive sampling technique was used in this process. After Phase I, the Phase II of the research was started which comprises of the main study in which the relationship among the study variables was examined within the local background.

Inclusion

Adolescents with both parents and single parents are included in this pilot study. All available discipline students lying in the desired age category and education level are the part of this study also.

Exclusion

Adolescents who missed the requirements and information which was necessary for the study are excluded. Those adolescents whose upbringing was under guardian or grandparents are also not the part of this pilot study.

Table 3.4*Demographic Characteristics of the Main Study (N= 444)*

Variables	<i>f (%)</i>	<i>M(SD)</i>
Age		16.60(2.791)
Early Adolescents	82(18.5)	
Middle Adolescents	125(28.2)	
Late Adolescents	237(53.4)	
Gender		1.51(0.50)
Male	216 (48.6)	
Female	228 (51.4)	
Educational level		2.05(0.96)
Elementary	193(43.5)	
Metric	37(8.3)	
Intermediate	214(48.2)	
Family system		1.33(0.47)
Nuclear	297(66.9)	
Joint	147(33.1)	

Note: f = Frequency, % = percentage

Table 4 summarizes the demographics of the main study

3.5 Data collection

After the agreement from Institutional Research Board, the institutions (Army Public School and College, Punjab Group of College and Fouji Foundation) were reached out. Informed consent was filled by the students through conducting meeting in schools and colleges. Demographic sheet and questionnaires were offered at first. Then, brief guidelines, relation instruments and ethics related to research e.g. confidentiality, security, anonymity, right to leave the study at any point etc were guaranteed.

Rawalpindi and Islamabad schools and colleges were accessed after taking permission by showing research letter regarding data collection issued by the university supervisor. Questionnaires along with data sheet was given to be filled by the adolescents which takes only 15 to 20 minutes. Peaceful environment was provided to increase the concentration and not to skip any single item of each scale.

3.6 Data Analysis

The collected data was assembled in SPSS-25 for analysis. After this, several analysis were performed such as descriptive analysis, bivariate correlation. The results along with interpretation are mentioned in the next section

3.7 Research Ethics

The participants were told about the use of the present study and they were guaranteed that their data will only be used for research purpose. They were given the autonomy to restrain from the study at any point. They were also assured that any kind of physical or psychological harm will not be given to them at any stage of the present study.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

The research was to be pertained the relationship among Parent-adolescent relationship, Behavioral Inhibition and Socio-emotional problems. It was also the objective of the present study to explore the impact of parent-adolescent relationship, behavioral inhibition on socio-emotional problems of adolescents. The results were gathered in a document after running the statistical analyses on the main study sample. All the results which were obtained in previous mentioned analyses are verified in below given tables along with relevant interpretation of the data.

4.1 Descriptive Analyses and Reliability Evaluation of the Variables

The below table shows the values of descriptive statistics of the study variable on the sample (N = 444). All the values which were gained from the descriptive analyses along with Cronbach's alpha reliability are mentioned in table 4.1.

Table 4.1*Descriptive statistics of the main study variables (N=444)*

<i>Variables</i>	<i>No. of Items</i>	<i>a</i>	<i>M</i>	<i>SD</i>	<i>Range</i>		<i>Skewness</i>	<i>Kurtosis</i>
					<i>Actual</i>	<i>Potential</i>		
Parent-Child Relationship								
NRI Closeness (Father)	15	.93	49.05	11.31	15-75	15-75	-.16	.27
NRI Closeness (Mother)	15	.92	49.17	11.65	15-75	15-75	.009	-.17
NRI Discord (Father)	15	.85	39.57	10.15	15-75	15-75	.44	.56
NRI Discord (Mother)	15	.83	40.18	9.61	15-75	15-75	.36	.60
Behavioral Inhibition								
BIS	7	.70	19.94	3.10	12-26	7-28	.112	-.56
Socio-Emotional Problems								
Total SDQ	20	.70	16.48	5.13	4-34	0-40	.103	.27

α= Cronbach's alpha, M= Mean, SD= standard Deviation

Table 4.1 describes the alpha reliability of each scale which is above than .70 and it is acceptable. Mean, Standard Deviation along with actual and potential range is also given of each scale in the above table.

4.2 Relationship between Study Variables

Pearson product analysis was performed to investigate bivariate correlation between the study variables.

Table 4.2*Correlation matrix of the main study (N=444)*

No. Variables	1	2	3	4	5	6	7	8	9	10
1 NRI Closeness (Father)	1	-.04	.74**	.10*	.11*	-.11*	-.05	-.11*	-.06	-.11*
2 NRI Discord (Father)		1	.17**	.68**	-.01	.13**	.08	.20**	.04	.02
3 NRI Closeness (Mother)			1	-.03	.10*	-.09	-.05	-.15**	.03	-.08
4 NRI Discord (Mother)				1	-.03	.13**	.14**	.22**	.05	-.07
5 Behavioral Inhibition					1	.01	.11*	-.07	.05	-.10*
6 Socio-Emotional Problems						1	.72**	.69**	.66**	.63**
7 Emotional scale							1	.32**	.33**	.20**
8 Conduct scale								1	.27**	.30**
9 Hyperactivity scale									1	.27**
10 Peer problem scale										1
M	49.05	49.17	39.57	40.18	19.94	16.48	4.44	3.50	4.56	3.99
SD	11.31	11.65	10.15	9.61	3.10	5.13	2.19	1.85	1.67	1.78

** $p < 0.01$

Table 4.2 shows the correlation among parent-adolescent relationship and its dimensions of closeness and discord with each parent separately, behavioral inhibition and socio-emotional problems with its subscales of emotional symptoms, conduct problems, hyperactivity and peer problems. It describes that in parent-adolescent relationship, closeness of father is positively associated with the closeness of mother, discord of mother, Behavioral inhibition and similarly negatively associated with Socio-emotional problems, Conduct scale and peer problem. Then in parent-adolescent relationship, discord of father is positively linked with closeness of mother, discord of mother, Socio-emotional problems and its Conduct scale. Above table also shows that closeness of mother in parent-adolescent relationship is positively correlated with Behavioral inhibition and negatively correlated with conduct scale. Discord of mother is positive and significantly linked with Socio-emotional problems and its emotional scale and conduct scale. Behavioral inhibition is positively associated with emotional scale while negatively associated with peer problem scale. This table also describes that all subscales of Socio-emotional problems are positively linked with each other.

4.3 Effect of Demographic Variable on Study Variables

Across several demographical categories, group differences were examined based on gender and family structure. Independent sample t-test analyses were carried out to explore the group differences.

Table 4.3

Mean, standard deviations and t-values for male adolescents and female adolescents on Parent-child relationship, Behavioral Inhibition and Socio-emotional problems (N=444)

Variables	<i>Male</i>		<i>Female</i>		<i>t</i>	<i>P</i>	<i>95% CI</i>		<i>Cohen's d</i>
	<i>M</i>	<i>S.D</i>	<i>M</i>	<i>S.D</i>			<i>LL</i>	<i>UL</i>	
Parent-Child Relationship									
NRI Closeness (Father)	51.22	10.754	47.05	11.492	3.744	.000	1.981	6.359	0.37
NRI Closeness (Mother)	50.91	10.251	47.53	12.636	2.926	.004	1.109	5.648	0.34
NRI Discord (Father)	40.05	10.054	39.13	10.264	.912	.362	-1.070	2.924	-
NRI Discord (Mother)	40.28	9.400	40.07	9.913	.215	.830	-1.692	2.108	-
Behavioural Inhibition									
BIS	19.66	3.144	20.08	3.049	-1.354	.176	-1.027	.189	-
Socio-Emotional Problems									
Total SDQ	16.14	5.212	16.67	4.965	-1.049	.295	-1.532	.466	-
Emotional symptoms	4.39	2.151	4.43	2.197	-.179	.858	-.466	.388	-
Conduct problems	3.48	1.834	3.53	1.933	-.277	.782	-.423	.319	-
Hyperactivity	4.50	1.789	4.64	1.560	-.849	.397	-.471	.187	-
Peer problems	3.77	1.785	4.07	1.691	-1.729	.085	-.641	.041	-

Table 4.3 shows the significant differences between males and females on parent-adolescent relationship, behavioral inhibition and socio-emotional problems. It shows that the differences in parent-adolescent relationship and behavioral inhibition are significantly higher in males as compare to females. Socio-emotional problems tend to be higher in females than males.

Table 4.4

Mean, standard deviations and t-values for nuclear and joint families on Parent-child relationship, Behavioral inhibition and Socio- emotional problems (N=444)

Variables	Nuclear		Joint		<i>t</i> (442)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>S.D</i>	<i>M</i>	<i>S.D</i>			<i>LL</i>	<i>UL</i>	
Parent-Child Relationship									
NRI Closeness (Father)	48.79	11.50	49.59	10.97	-.66	.508	-3.15	1.56	-
NRI Closeness (Mother)	49.28	11.90	48.93	11.20	.28	.776	-2.07	2.78	-
NRI Discord (Father)	38.91	9.51	40.90	11.26	-1.85	.064	-4.09	.11	-
NRI Discord (Mother)	39.35	8.98	41.81	10.72	-2.41	.016	-4.45	-.45	.25
Behavioural Inhibition									
BIS	20.08	3.02	19.47	3.21	1.86	.064	-.03	1.25	-
Socio-Emotional Problems									
Total SDQ	16.07	5.32	17.10	4.50	-1.92	.05	-2.08	.02	-
Emotional symptoms	4.33	2.18	4.58	2.14	-1.09	.27	-.70	.19	-
Conduct problems	3.39	1.903	3.72	1.833	-1.661	.097	-.722	.061	-
Hyperactivity	4.52	1.673	4.66	1.677	-.789	.431	-.488	.209	-
Peer problems	3.82	1.767	4.13	1.676	-1.687	.092	-.672	.051	-

Note: CI=Confidence Interval, LL= Lower limit, UL=Upper Limit

Table 4.4 reveals that the differences in the parent-adolescent relationship were higher in joint families as compare to nuclear families except in mother closeness. Differences in behavioral inhibition and peer problems tend to be significantly higher in nuclear families and in joint families, differences were higher in socio-emotional problems in emotional, conduct and hyperactivity.

4.5 Regression Analysis

The results of prediction analyses along with their respective explanation are presented in the following tables.

Table 4.5

Multiple Regression Analysis on Socio-Emotional problems by Parent-child relationship (N=444)

<i>Socio-emotional problems</i>			<i>Emotional Symptoms</i>							
<i>Variables</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>		<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>	
				<i>LL</i>	<i>UL</i>				<i>LL</i>	<i>UL</i>
NRI	-.053	.022	-.118**	-.097	-.010	-.010	.010	-.050	-.028	.009
Closeness (Father)										
NRI Discord (Father)	.067	.025	.134*	.018	.115	.018	.011	.083	-.003	.039
R = .179, R ² = .032, (F = 6.592**)						R = .098, R ² = .010, (F = 1.916)				
<i>Conduct problems</i>			<i>Hyperactivity</i>							
<i>Variables</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>		<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>	
				<i>LL</i>	<i>UL</i>				<i>LL</i>	<i>UL</i>
NRI	-.018	.008	-.109*	-.034	-.002	-.008	.007	-.056	-.023	.006
Closeness (Father)										
NRI Discord (Father)	.037	.009	.199***	.019	.055	.007	.008	.043	-.009	.023
R = .227, R ² = .052, (F = 10.861***)						R = .071, R ² = .005, (F = 1.081)				

<i>Conduct problems</i>			<i>Hyperactivity</i>							
<i>Variables</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>		<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>	
				<i>LL</i>	<i>UL</i>				<i>LL</i>	<i>UL</i>
NRI	-.023	.007	-.143**	-.037	-.008	.006	.007	.038	-.008	.019
Closeness (Mother)										
NRI Discord (Mother)	.041	.009	.213***	.024	.059	.010	.008	.057	-.006	.026
R = .261, R ² = .068, (F = 16.018***)						R = .068, R ² = .005, (F = 1.010)				

<i>Peer problems</i>					
<i>Variables</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>	
				<i>LL</i>	<i>UL</i>
NRI Closeness (Mother)	-.012	.007	-.081	-.027	.002
NRI Discord (Mother)	-.013	.009	-.072	-.031	.004
R = .106, R ² = .011, (F = 2.522)					

Table 4.5 shows that Closeness of father in parent-adolescent relationship is a negative predictor of Socio-emotional problems ($\Delta R^2 = .032$, $F = 6.592^{**}$), and its conduct problems ($\Delta R^2 = .052$, $F = 10.861^{***}$) and peer problems ($\Delta R^2 = .013$, $F = 2.690$). Meanwhile, discord of father in parent-adolescent relationship is a positive predictor of Socio-emotional problems ($\Delta R^2 = .032$, $F = 6.592^{**}$) and its conduct problems ($\Delta R^2 = .052$, $F = 10.861^{***}$). The above table also shows that in the parent-adolescent relationship, closeness of mother is a negative predictor of conduct problems ($\Delta R^2 = .068$, $F = 16.018^{***}$). Meanwhile, discord of mother in parent-adolescent relationship is a positive predictor of Socio-emotional problems ($\Delta R^2 = .026$, $F = 5.802^{**}$), and its emotional symptoms ($\Delta R^2 = .023$, $F = 5.100^{**}$) and conduct problems ($\Delta R^2 = .068$, $F = 16.018^{***}$).

Table 4.6

Multiple Regression Analysis on Socio-Emotional problems by Behavioral Inhibition (N=444)

Socio-emotional problems			Emotional Symptoms							
<i>Variables</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>		<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>	
				<i>LL</i>	<i>UL</i>				<i>LL</i>	<i>UL</i>
Behavioral inhibition	.017	.08	.01	-.14	.17	.08	.03	.11*	.01	.15
R = .01, R ² = .000, (F = .043)						R = .12, R ² = .01, (F = 6.38*)				
Conduct problems			Hyperactivity							
<i>Variables</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>		<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>	
				<i>LL</i>	<i>UL</i>				<i>LL</i>	<i>UL</i>
Behavioral inhibition	-.04	.03	-.07	-.10	.01	.02	.02	.05	-.02	.08
R = .07, R ² = .005, (F = 2.20)						R = .05, R ² = .003, (F = 1.24)				

Peer problems

<i>Variables</i>	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>95% CI</i>	
				<i>LL</i>	<i>UL</i>
Behavioral inhibition	-.05	.02	-.09*	-.11	-.00

R = .09, R² = .09, (F = 4.03*)

Table 4.6 shows that Behavioral inhibition is positive predictor of emotional problems ($\Delta R^2 = .014$, $F = 6.384^*$) whereas negative predictor of its peer problems ($\Delta R^2 = .009$, $F = 4.030^*$).

4.6 Analysis of Variance on Study Variables

Across demographical categories, group differences were examined based on education category and age category. One-way ANOVA was carried out to explore the group differences.

Table 4.7*Difference among education category (N=444)*

<i>Variables</i>	<i>Elementary</i>		<i>Metric</i>		<i>Intermediate</i>		<i>F</i>	<i>p</i>	<i>ηp²</i>
	<i>(n=193)</i>		<i>(n=37)</i>		<i>(n=214)</i>				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Parent-Adolescent Relationship									
Closeness (Father)	48.79	10.17	48.14	11.75	49.47	12.24	4.48	.001	.054
Discord (Father)	37.37	8.88	39.94	11.44	41.49	10.65	3.19	.008	.039
Closeness (Mother)	47.94	12.02	48.06	10.76	50.47	11.39	2.26	.048	.028
Discord (Mother)	39.58	9.68	40.17	9.82	40.71	9.63	0.65	.660	.008
Behavioral Inhibition									
BIS	20.45	3.04	20.78	3.37	19.33	2.91	4.84	.000	.052
Socio-Emotional Problems									
Total SDQ	16.05	5.22	16.49	4.67	16.86	5.10	1.26	.282	.014
Emotional symptoms	4.37	2.08	4.68	2.13	4.46	2.30	0.96	.444	.011
Conduct problems	3.31	1.80	3.62	1.95	3.64	1.88	0.95	.451	.011
Hyperactivity	4.61	1.69	4.62	1.62	4.50	1.69	0.95	.449	.011
Peer problems	3.77	1.84	3.57	1.64	4.26	1.72	4.47	.001	.049

Table 4.7 reveals that parent-adolescent relationship is higher in intermediate passed students whereas behavioral inhibition is higher in metric passed ones. It also reveals that in Socio-emotional problems, and its conduct problems and peer problems are higher in intermediate while emotional symptoms and hyperactivity are higher in metric passed adolescents.

Table 4.8*Post-hoc analysis of education categories (N=444)*

<i>Variable</i>	<i>(I)</i>	<i>(J)</i>	<i>Mean Difference</i>				<i>95% CI</i>	
			<i>(I-J)</i>	<i>(i-j)</i>	<i>S.E</i>	<i>p</i>	<i>LL</i>	<i>UL</i>
NRI Closeness (Father)	Elementary	Matric	E>M	.65	2.101	.757	-3.48	4.78
		Intermediate	E<I	-.68	1.187	.570	-3.01	1.66
	Matric	Elementary	M<E	-.65	2.101	.757	-4.78	3.48
		Intermediate	M<I	-1.33	2.085	.525	-5.42	2.77
	Intermediate	Elementary	I>E	.68	1.187	.570	-1.66	3.01
		Matric	I>M	1.33	2.085	.525	-2.77	5.42
NRI Discord (Father)	Elementary	Matric	E<M	-2.57	1.851	.166	-6.21	1.07
		Intermediate	E<I	-4.12*	1.046	.000	-6.18	-2.06
	Matric	Elementary	M>E	2.57	1.851	.166	-1.07	6.21
		Intermediate	M<I	-1.55	1.837	.399	-5.16	2.06
	Intermediate	Elementary	I>E	4.12*	1.046	.000	2.06	6.18
		Matric	I>M	1.55	1.837	.399	-2.06	5.16
NRI Closeness (Mother)	Elementary	Matric	E<M	-.12	2.153	.955	-4.35	4.11
		Intermediate	E<I	-2.53*	1.216	.038	-4.92	-.14
	Matric	Elementary	M>E	.12	2.153	.955	-4.11	4.35

NRI Discord (Mother)	Intermediate	Intermediate	M<I	-2.41	2.136	.260	-6.61	1.79	
		Elementary	I>E	2.53*	1.216	.038	.14	4.92	
	Elementary	Matric	I>M	2.41	2.136	.260	-1.79	6.61	
		Matric	E<M	-.59	1.791	.742	-4.11	2.93	
	Behavioral inhibition	Matric	Intermediate	E<I	-1.13	1.012	.266	-3.12	.86
			Elementary	M>E	.59	1.791	.742	-2.93	4.11
Intermediate		Intermediate	M<I	-.54	1.777	.763	-4.03	2.96	
		Elementary	I>E	1.13	1.012	.266	-.86	3.12	
Elementary		Matric	I>M	.54	1.777	.763	-2.96	4.03	
		Matric	E<M	-.34	.539	.531	-1.40	.72	
Socio-emotional problems	Matric	Intermediate	E>I	1.11*	.298	.000	.53	1.70	
		Elementary	M>E	.34	.539	.531	-.72	1.40	
	Intermediate	Intermediate	M>I	1.45*	.535	.007	.40	2.50	
		Elementary	I<E	-1.11*	.298	.000	-1.70	-.53	
	Elementary	Matric	I<M	-1.45*	.535	.007	-2.50	-.40	
		Matric	E<M	-.43	.919	.637	-2.24	1.37	
Matric	Intermediate	E<I	-.81	.508	.111	-1.81	.19		
	Elementary	M>E	.43	.919	.637	-1.37	2.24		
	Intermediate	M<I	-.38	.912	.679	-2.17	1.41		

Pro-social	Intermediate	Elementary	I>E	.81	.508	.111	-.19	1.81
		Matric	I>M	.38	.912	.679	-1.41	2.17
	Elementary	Matric	E>M	.06	.389	.880	-.71	.82
		Intermediate	E>I	.34	.215	.113	-.08	.76
	Matric	Elementary	M<E	-.06	.389	.880	-.82	.71
		Intermediate	M>I	.28	.386	.465	-.48	1.04
Emotional symptoms	Intermediate	Elementary	I<E	-.34	.215	.113	-.76	.08
		Matric	I<M	-.28	.386	.465	-1.04	.48
	Elementary	Matric	E<M	-.31	.394	.435	-1.08	.47
		Intermediate	E<I	-.09	.218	.664	-.52	.33
	Matric	Elementary	M>E	.31	.394	.435	-.47	1.08
		Intermediate	M>I	.21	.391	.586	-.56	.98
Conduct problems	Intermediate	Elementary	I>E	.09	.218	.664	-.33	.52
		Matric	I<M	-.21	.391	.586	-.98	.56
	Elementary	Matric	E<M	-.31	.333	.351	-.96	.34
		Intermediate	E<I	-.33	.184	.074	-.69	.03
	Matric	Elementary	M>E	.31	.333	.351	-.34	.96
		Intermediate	M<I	-.02	.330	.955	-.67	.63
Hyperactivity	Intermediate	Elementary	I>E	.33	.184	.074	-.03	.69
		Matric	I>M	.02	.330	.955	-.63	.67
	Elementary	Matric	E<M	-.02	.303	.959	-.61	.58
		Intermediate	E<I	-.02	.303	.959	-.61	.58

		Intermediate	E>I	.11	.168	.526	-.22	.44
	Matric	Elementary	M>E	.02	.303	.959	-.58	.61
		Intermediate	M>I	.12	.301	.686	-.47	.71
	Intermediate	Elementary	I<E	-.11	.168	.526	-.44	.22
		Matric	I<M	-.12	.301	.686	-.71	.47
Peer problem	Elementary	Matric	E>M	.20	.317	.530	-.42	.82
		Intermediate	E<I	-.49*	.175	.005	-.84	-.15
	Matric	Elementary	M<E	-.20	.317	.530	-.82	.42
		Intermediate	M<I	-.69*	.314	.028	-1.31	-.08
	Intermediate	Elementary	I>E	.49*	.175	.005	.15	.84
		Matric	I>M	.69*	.314	.028	.08	1.31

Table 4.8 shows that in discord of father significant mean difference is found between the groups of elementary and intermediate while in closeness of mother, group mean difference is significant between elementary and intermediate. In behavioral inhibition, group mean difference is significant between elementary and intermediate, similarly in metric and intermediate. This post hoc table also shows that in peer problem, significant mean difference is found between the groups of elementary and intermediate, similarly between metric and intermediate.

Table 4.9*Difference among age category (N=444)*

<i>Variables</i>	<i>Early Adolescents</i>		<i>Middle Adolescents</i>		<i>Late Adolescents</i>		<i>F</i>	<i>p</i>	<i>ηp²</i>
	<i>(n=82)</i>		<i>(n=125)</i>		<i>(n=237)</i>				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Parent-Adolescent Relationship									
Closeness (Father)	47.04	11.17	49.47	9.87	49.51	12.09	4.23	.001	.051
Discord (Father)	39.82	9.07	37.25	9.03	40.80	10.90	2.24	.049	.028
Closeness (Mother)	47.96	11.94	48.29	11.87	50.06	11.42	2.19	.054	.027
Discord (Mother)	39.82	9.89	40.21	9.24	40.27	9.85	0.33	.896	.004
Behavioral Inhibition									
BIS	20.45	3.32	20.60	3.06	19.41	2.87	4.32	.001	.047
Socio-Emotional Problems									
Total SDQ	16.43	4.93	16.40	4.94	16.54	5.30	0.92	.464	.010
Emotional symptoms	4.45	2.19	4.53	1.94	4.39	2.32	0.32	.900	.004
Conduct problems	3.52	1.75	3.40	1.77	3.54	1.94	0.99	.421	.011
Hyperactivity	4.65	1.75	4.71	1.45	4.44	1.77	0.55	.739	.006
Peer problems	3.80	1.81	3.76	1.79	4.17	1.75	3.69	.003	.040

Note: ηp² =Partial eta squared values are suggestive of significant effect size. Cohen (1969) classified effect of 0.2 as small, 0.5 as medium, and 0.8 or higher as large.

Table 4.9 reveals that parent-adolescent relationship is higher in late adolescents while behavioral inhibition is higher in middle adolescents. It also reveals that socio-emotional problems and its conduct problems and peer problems are higher in late adolescents whereas emotional symptoms, and hyperactivity are higher in middle adolescents than in early and late adolescents.

Table 4.10*Post-hoc analysis of age categories (N=444)*

<i>Variable</i>	<i>(I)</i>	<i>(J)</i>	<i>Mean Difference</i>				<i>95% CI</i>	
			<i>(I-J)</i>	<i>(i-j)</i>	<i>S.E</i>	<i>p</i>	<i>LL</i>	<i>UL</i>
NRI Closeness (Father)	Early adolescents	Middle adolescents	E<M	-2.43	1.696	.153	-5.76	.91
		Late adolescents	E<L	-2.46	1.552	.113	-5.52	.59
	Middle adolescents	Early adolescents	M>E	2.43	1.696	.153	-.91	5.76
		Late adolescents	M<L	-.04	1.297	.978	-2.59	2.51
	Late adolescents	Early adolescents	L>E	2.46	1.552	.113	-.59	5.52
		Middle adolescents	L>M	.04	1.297	.978	-2.51	2.59
NRI Discord (Father)	Early adolescents	Middle adolescents	E>M	2.56	1.510	.090	-.40	5.53
		Late adolescents	E<L	-.98	1.381	.479	-3.69	1.74
	Middle adolescents	Early adolescents	M<E	-2.56	1.510	.090	-5.53	.40
		Late adolescents	M<L	-3.54*	1.154	.002	-5.81	-1.27
	Late adolescents	Early adolescents	L>E	.98	1.381	.479	-1.74	3.69
		Middle adolescents	L>M	3.54*	1.154	.002	1.27	5.81
NRI Closeness (Mother)	Early adolescents	Middle adolescents	E<M	-.33	1.747	.851	-3.76	3.11
		Late adolescents	E<L	-2.10	1.598	.190	-5.24	1.04
	Middle adolescents	Early adolescents	M>E	.33	1.747	.851	-3.11	3.76

		Late adolescents	M<L	-1.77	1.335	.186	-4.40	.85
	Late adolescents	Early adolescents	L>E	2.10	1.598	.190	-1.04	5.24
		Middle adolescents	L>M	1.77	1.335	.186	-.85	4.40
NRI Discord (Mother)	Early adolescents	Middle adolescents	E<M	-.39	1.452	.787	-3.25	2.46
		Late adolescents	E<L	-.45	1.328	.733	-3.06	2.16
	Middle adolescents	Early adolescents	M>E	.39	1.452	.787	-2.46	3.25
		Late adolescents	M<L	-.06	1.110	.957	-2.24	2.12
	Late adolescents	Early adolescents	L>E	.45	1.328	.733	-2.16	3.06
		Middle adolescents	L>M	.06	1.110	.957	-2.12	2.24
Behavioral inhibition	Early adolescents	Middle adolescents	E<M	-.15	.428	.728	-.99	.69
		Late adolescents	E>L	1.04*	.386	.007	.28	1.80
	Middle adolescents	Early adolescents	M>E	.15	.428	.728	-.69	.99
		Late adolescents	M>L	1.19*	.333	.000	.54	1.84
	Late adolescents	Early adolescents	L<E	-1.04*	.386	.007	-1.80	-.28
		Middle adolescents	L<M	-1.19*	.333	.000	-1.84	-.54
Socio-emotional problems	Early adolescents	Middle adolescents	E>M	.06	.764	.940	-1.44	1.56
		Late adolescents	E<L	-.15	.699	.825	-1.53	1.22
	Middle adolescents	Early adolescents	M<E	-.06	.764	.940	-1.56	1.44
		Late adolescents	M<L	-.21	.584	.716	-1.36	.94
	Late adolescents	Early adolescents	L>E	.15	.699	.825	-1.22	1.53

		Middle adolescents	L>M	.21	.584	.716	-.94	1.36
Pro-social	Early adolescents	Middle adolescents	E<M	-.37	.323	.257	-1.00	.27
		Late adolescents	E>L	.03	.296	.924	-.55	.61
	Middle adolescents	Early adolescents	M>E	.37	.323	.257	-.27	1.00
		Late adolescents	M>L	.40	.247	.111	-.09	.88
	Late adolescents	Early adolescents	L<E	-.03	.296	.924	-.61	.55
		Middle adolescents	L<M	-.40	.247	.111	-.88	.09
Emotional symptoms	Early adolescents	Middle adolescents	E<M	-.19	.326	.569	-.83	.46
		Late adolescents	E>L	-.09	.299	.756	-.68	.49
	Middle adolescents	Early adolescents	M>E	.19	.326	.569	-.46	.83
		Late adolescents	M>L	.09	.250	.710	-.40	.58
	Late adolescents	Early adolescents	L<E	.09	.299	.756	-.49	.68
		Middle adolescents	L<M	-.09	.250	.710	-.58	.40
Conduct problem	Early adolescents	Middle adolescents	E>M	.08	.283	.774	-.48	.64
		Late adolescents	E<L	.01	.259	.957	-.50	.52
	Middle adolescents	Early adolescents	M<E	-.08	.283	.774	-.64	.48
		Late adolescents	M<L	-.07	.217	.755	-.49	.36
	Late adolescents	Early adolescents	L>E	-.01	.259	.957	-.52	.50
		Middle adolescents	L>M	.07	.217	.755	-.36	.49
Hyperactivity	Early adolescents	Middle adolescents	E<M	.00	.251	.985	-.50	.49
		Late adolescents	E>L	.20	.230	.380	-.25	.65
	Middle adolescents	Early adolescents	M>E	.00	.251	.985	-.49	.50

		Late adolescents	M>L	.21	.192	.282	-.17	.58
	Late adolescents	Early adolescents	L<E	-.20	.230	.380	-.65	.25
		Middle adolescents	L<M	-.21	.192	.282	-.58	.17
Peer problem	Early adolescents	Middle adolescents	E>M	.17	.260	.521	-.34	.68
		Late adolescents	E<L	-.28	.238	.243	-.75	.19
	Middle adolescents	Early adolescents	M<E	-.17	.260	.521	-.68	.34
		Late adolescents	M<L	-.45*	.199	.026	-.84	-.05
	Late adolescents	Early adolescents	L>E	.28	.238	.243	-.19	.75
		Middle adolescents	L>M	.45*	.199	.026	.05	.84

Table 4.10 shows that in discord of father of parent-adolescent relationship, significant mean difference is found between the groups of middle and late adolescents. In behavioral inhibition, group mean difference is found significant between early and late adolescents, similarly between middle and late adolescents. Lastly, in peer problem, significant group mean difference was found between middle and late adolescents.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The present study was conducted to measure the impacts of parent-adolescent relationship and behavioral inhibition on socio-emotional problems. In the current study, we used Correlation, Regression, T-test and ANOVA to analyze the study variables. For this purpose, tables of statistical analyses are mentioned in the chapter of results which shows significant relationship among main study variables i.e. parent-adolescent relationship, behavioral inhibition and socio-emotional problems. The present study also aimed to emphasize the role of demographical variables like gender, age, education and family system on study variables.

5.2 Findings

The findings of the present study show that the good parent-adolescent relationship and less level of behavioral inhibition protect the adolescents from the occurrence of future imbalance in their social and emotional domain. But the distance or distorted relationship and increased behavioral inhibition will destroy the adolescent population and will affect their other domains of life with the time respectively. Findings of the present study revealed that parent-adolescent relationship is higher in late adolescents while behavioral inhibition and socio-emotional problems are higher in middle adolescents. Moreover, findings show that the differences in parent-adolescent relationship and behavioral inhibition are significantly higher in males as compare to females whereas socio-emotional problems tend to be higher in females.

5.3 Discussion

The fundamental observe became carried out to look at the effect of discern-adolescent courting and behavioral inhibition on socio-emotional problems. In the prevailing have a look at, we used Correlation, Regression, T-test and ANOVA to investigate the take a look at variables. For

this cause, tables of statistical analyses are stated within the bankruptcy of consequences which indicates substantial relationship amongst main observe variables i.e. Figure-adolescent dating, behavioral inhibition and socio-emotional problems. The gift observe additionally aimed to emphasize the function of demographical variables like gender, age, education and own family gadget on take a look at variables.

For conducting additional analyses on the gathered statistics, the descriptives for the existing investigate variables, along with the frequencies and, method, of the demographic variables, along with gender, age, schooling, and family system, had been acquired. The primary goal of the recent study was to examine the relationship between parent-adolescent dating and behavioral restraint on socio-emotional issues. According to research, the institutions' parental setting is a crucial component (Calkins & Degnan 2006; Rubin & Burgess 2002). According to evidence, timid and reclusive behavior in response to social encounters with peers may also be a sign of internalizing problems in childhood (Caspi et al. 1996; Lonigan et al. 2003; Rubin et al. 1995).

Strong parenting styles are likely to develop as long as such attitudes, values, beliefs, and behaviours are upheld (Darling and Steinberg 1993). These patterns are now more often determined by the contact of parental warmth/responsiveness, manipulation, and contingency, with management/ contingency being further divided into restriction and corporate control (Maccoby & Martin 1983). There is a wealth of studies connecting certain parenting practises and its courtship to behavioural problems in children and adolescents as well as other social difficulties. In popular culture, authoritative parenting is linked negatively to internalizing and externalizing issues in early development and adolescence (Steinberg et al. 1994; 2006). Contrarily, both permissive and authoritarian parenting are unquestionably linked to internalizing and externalizing issues, such as internalised suffering, conduct disorder, and antisocial behaviour (Querido et al. 2002; Thompson et al. 2003).

The results of parenting may also differ depending on the temperament of the child in

question (Propper and Moore 2006; Wood et al. 2003). According to indirect impacts of temperament and parenting in relative to internalising problems, mother behaviour that is overbearing and invasive with children who have high behavioral inhibition results in more social withdrawal later in life (Degnan et al. 2008; Rubin et al. 2002). Children with increased behavioral inhibition may also attract shield from others, and this support may help them to keep their inhibited behaviour over time (Mills & Rubin 1993). Children that exhibit early behavioral inhibition but do not experience overprotective parenting tend to have reduced social anxiety throughout childhood, according to evaluations (Degnan et al. 2008; Rubin et al. 2002). Additionally, many researches show that poor parental control increases internalising difficulties in children who are too regulated or overly scared and may contribute to stress in the formative years (Leeuwen et al., 2004). (Brakel et al. 2006)

Research on temperament, parenting, and externalising behavioral problem has also discovered confirmation for tortuous effects (Calkins & Degnan 2006). For instance, hard conditions and low fearfulness indicate that women's externalising blood pressure will rise from adolescent to youth (Leve et al. 2005). Additionally, research on samples of challenging or unproblematic children has revealed that parental control may also increase the child's annoyance and result in greater externalising behaviour (Degnan et al. 2008). While Leeuwen and colleagues (2004) claimed that externalising issues were more advantageous in the existence of poor parental control for children who were considered to be under managed, Gilliom and Shaw (2004) discovered that excessively bad maternal control interacted with low fearfulness to expect strong, excessive externalising trajectories (low on conscientiousness and benevolence).

However, the outcomes of parenting on externalizing issues for children high in behavioral inhibition are much less properly understood. So the above literature helps association in fundamental observe variables within the consequences and meets first hypotheses. First hypothesis turned into; there may be a positive affiliation among parent- adolescent relationship (discord) and behavioral inhibition on socio-emotional issues (emotional signs, behavior issues,

hyperactivity, and peer issues). And 2nd one changed into; there may be terrible affiliation between figure-adolescent dating (closeness) and behavioral inhibition on socio-emotional troubles (emotional symptoms, behavior issues, hyperactivity, and peer troubles).

The current study's third hypothesis was to determine whether changes in observable variables depending on demographic characteristics (gender, age, education, own family structure, and upbringing below). Studies by Addington et al. (2002), Capaldi & Shortt (2003), Snyder & Sickmund (1999), and others have found that behavioural problems are more ordinary in early and middle childhood than in early development and late adolescence, and that boys are more likely than females to experience these problems (Wiesner & Silbereisen, 2003). In a study, Kerr and Stattin discovered a negative correlation between children's disclosure of information and antisocial behaviour as well as a negative correlation between children's views of parental manipulation and teenage adjustment (Kerr & Stattin, 2000)

According to a meta-analysis by Chaplin and Aldao (2013), there are significant, albeit subtle, differences between how men and women express their emotions. Thus, boys express more externalising feelings like rage while women express more positive feelings and more negative internalising sensations like melancholy and anxiety. Even while women may employ more adaptive tactics than men, this does not stop the emergence of emotional issues. Instead, girls are more likely to employ maladaptive strategies than men, which increases their risk of developing emotional problems (Chaplin & Aldao, 2013). In a comparative study by Tewari and Suryawanshi, 2015, there is a significant difference between the emotional need development stages of children from nuclear and blended families. Subjects with close family ties performed significantly better in tests of emotional success.

According to several studies, women are more likely than males to have emotional disturbances (DSM-5; American Psychiatric Association, 2013), which can support a more prevalent belief that women are more in tune with their emotions and more likely to interact with them than men (Fujita et al., 1991; Hoeksema et al., 1999). Other writers (Zimmermann & Iwanski,

2014) highlight this change with age and find that adolescents between the ages of 13 and 15 exhibit less overall adaptive regulation strategies than those between the ages of 11 and 17. They discover that adolescents usually show a drop in their usage of tactics between the ages of thirteen and fifteen (mid-formative years), as opposed to earlier or later in life. The emotional difficulties and conflicts with parents that have been reported at this level can be used to describe this (Laursen et al., 1998).

On the person behavioral subset ratings women have confirmed true pro-social conduct and adult males had greater conduct troubles, hyperactivity, peer troubles, and better total trouble scores pretty in accordance with our look at effects. In any other study self-said strengths and difficulties questionnaire (SDQ) changed into administered on a representative sample of 17- 19 years vintage 1015 senior high faculty Swedish college students. In this examine it was determined that girls had extra emotional troubles and had higher pro-social costs. Males had more behavior and peer troubles.

Evidence from cross-sectional studies has demonstrated that children from single-parent and blended family circles are more expected to have poorer youth socio-emotional health (Amato & Keith, 1991; Dunn et al., 1998; McMunn et al., 2001; Pearce et al., 1985). The negative influence on health increases with the length of time spent in harmful situations (Mishra et al., 2009). The UK Millennium Cohort study was studied to establish whether changes in family structure (married, cohabiting, or single) between two time points were connected to behaviour at the beginning of primary school (Kiernan & Mensah, 2010).

Therefore, the aforementioned studies confirm the distinction between demographic variables' effects and the 1/3 hypothesis. There may be a considerable difference in gender on distinguish-adolescent dating and behavioural inhibition on socio-emotional concerns. to observe how the gender gap has become the main driver of the current investigation. But in addition, factors like age, education, and family structure were examined in this study. The sex of the child and the degree of dependence frequently affect the direct relationship between the child's

immediate family or parental expression and the consequences of the infant (Boyum & Parke, 1995).

The study's ultimate hypothesis was to investigate how behavioural restraint and parent-adolescent dating affect socio-emotional problems. When Yasin and Dzulkifli (2010) examined the relationship between social support and psychological issues among students, they found a significant negative relationship between the two, indicating that the psychological issue decreases as social support increases. In addition, positive techniques to managing stress and relationships, such as the law of emotional reactions to stress (Power, 2004) and irrelevant conduct, may be exhibited by parents who display clearly excessive levels of high-quality emotion and are supportive (Halberstadt et al., 1999).

After controlling for mother traits and cumulative lone parenthood in the early years, behavioural issues were still predicted by the wide range of family shape changes (referred to as "instability") between the ages of 5 and 14 years (Fomby & Cherlin, 2007). These conclusions may also specify that changes in family structure and their occurrence have an impact on newborn wellbeing; they may also suggest that exposure to single parenthood or reconstituted families should be avoided during the early formative years. Two studies that examined some of the several ways that a person's family structure could affect behaviour found that choice and the number of transitions (or "instability") were indicators of a child's behaviour (Fomby & Cherlin, 2007; Magnuson & Berger, 2009). Magnuson and Berger also discovered that cumulative experience to single-parent or reconstituted families and the type of transition were crucial; children who had turned into a single-parent family by the time they turned 12 had worse behaviour scores than kids who lived with both mother and father, whereas those who transitioned into a reconstituted family did not (Magnuson & Berger, 2009).

Extremely, decreased children's externalizing difficulties are correlated with parental warmth and support (Caspi et al., 2004; Rothbaum & Weisz, 1994; Dodge et al.). Similar to this, parental displays of positive emotions at home and in front of their kids (albeit no longer always

aimed towards the child) were linked to decreased externalizing issues (Eisenberg et al., 2001; Halberstadt et al., 1999). Hoffman (2000) contends that parents' aggressive or disciplinary lack of expressivity is likely to result in their children becoming overly emotionally stimulated, which can undermine control and learning in the given situation. According to Blair (2002), "younger kids characterized by negative emotionality are possibly to practice complexity within the application of advanced order cognitive strategies genuinely because their emotional responses do not call for insightful planning and problem-solving, and those abilities are underused and therefore under-advanced." In a similar vein, parental negativity is likely to extract negative feelings in children (Raver, 1996).

While parents are warm and encouraging, children are less prone to get over stimulated and are better able to take action to parental attempts to direct their attention and influence their conduct. This perspective is parallel with Vygotsky's (1978) theory that interactions with helpful, receptive adults help children develop their social and cognitive skills.

Research has shown that excellent cognitive regulative strategies seem to significantly add to both adaptive and maladaptive regulation in children and young people with excessive levels of anxious temperamental reactivity (e.g., behavioral inhibition) (Henderson, 2010; McDermott et al., 2009; Thorell et al., 2004). For youngsters high in behaviorally inhibition, it's far expected that the way wherein these separate cognitive techniques differentially participate to effective law of terrible reactivity has a robust impact on the risk for psychopathology (Degnan & Fox, 2007). High stages of interest transferring can also serve as a defensive factor in opposition to the development of tension signs in behaviorally inhibited kids.

Thorell and colleagues (2004) examined how laboratory assessments of behavioral inhibition and inhibitory control at age 5 were associated to socio-emotional performance at age 9. According to the findings, behaviorally inhibited kids with high levels of inhibitory control exhibited more teacher-reported social anxiety than behaviorally inhibited kids with low levels of inhibitory control. Fox and Henderson (2000) discovered comparable results in a younger

population; behaviorally inhibited 4-12 months olds with high inhibitory manipulate were much less socially in a position and more socially withdrawn than behaviorally inhibited children with low inhibitory control.

Similar findings were made by McDermott and colleagues (2009), who found that behaviorally inhibited children who also showed better reaction monitoring in their early years were more likely to experience scientific tension in adulthood than behaviorally inhibited children with low levels of reaction observation. Therefore, the aforementioned research confirms the effects of prediction in the main study and supports the final two hypotheses, the first of which is that discern-adolescent dating and behavioral inhibition are good indicators of socio-emotional problems in adolescents. The second hypothesis was revised to read: Parent-adolescent dating and behavioral inhibition are poor predictors of socio-emotional problems in children.

5.4 Conclusion

From the present study, it was concluded that the good parent-adolescent relationship and less level of behavioral inhibition protect the adolescents from the occurrence of future imbalance in their social and emotional domain. But the distance or distorted relationship and increased behavioral inhibition will destroy the adolescent population and will affect their other domains of life with the time respectively.

5.5 Limitations

Following limitations were notified;

- Data was collected from the twin cities (Islamabad and Rawalpindi) only.
- Much data was wasted just because of missing data.
- Scales were having more than thirty items which caused a noticeable decrease in the interest and attention of the adolescents.
- Participants were less acquainted about research significance, procedures, and ethics. They

had difficulty to understand the use of response categories.

- Study was aimed to collect data from urban school and college going students and rural areas were ignored.

5.6 Practical implications

By instilling excellent behaviours in kids and providing a safe, nurturing environment for them to flourish, this research can aid parents in raising their kids. Even single-parent families can benefit from it. Further research into gender differences in social and emotional challenges might be done qualitatively, which could aid in understanding the mechanisms underlying the findings of the current study.

The study relied on self-reported assessments of parent-child relations as perceived by adolescents. As with all self-report measures subjectivity bias may affect the results. Findings would be relied on more confidently, if multiple measures of parenting behavior using parent's reports and actual observations were also incorporated in the data. Further research should examine the relationship between parent-adolescent relationship scale Urdu version and other measures of parental interaction with adolescents as well as potential relations with other factors effecting parent- adolescent relations. In spite of the limitations the study has a great significance for providing a valid and reliable scale of parental relations in Urdu language to researchers and developmental psychologists.

Results can be taken as enriched guidelines for parents, teachers, policy-makers, practitioners, and researchers for prevention and intervention of problematic parent-adolescent relationship and behavioral inhibition to diminish social-emotional problems.

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APPENDICES

144

Instructions: The questions below ask about your relationships with each of your parent. Each statement requires two answers (for mother and father) by marking the options given above.

Sr no.	Statements		Never or hardly at all	Seldom or not too much	Sometimes or somewhat	often or very much	ALWAYS or EXTREMELY much
			1	2	3	4	5
1	How often do you spend fun time with these people?	Father					
		Mother					
2	How often do you tell these people things that you don't want others to know?	Father					
		Mother					
3	How often do these people push you to do things that you don't want to do?	Father					
		Mother					
4	How happy are you with your relationship with these people?	Father					
		Mother					
5	How often do you and these people disagree and quarrel with each other?	Father					
		Mother					
6	How often do you turn to these people for support with personal problems?	Father					
		Mother					
7	How often do these people point out your faults or put you down?	Father					
		Mother					
8	How often do these people praise you for the kind of person you are?	Father					
		Mother					
9	How often do these people get their way when you two do not agree about what to do?	Father					
		Mother					
10	How often do these people <i>not</i> include you in activities?	Father					
		Mother					
11	How often do you and these people go places and do things together?	Father					
		Mother					
12	How often do you tell these people everything that you are going through?	Father					
		Mother					
13	How often do these people try to get you to do things that you don't like?	Father					
		Mother					
14	How much do you like the way things are between you and these people?	Father					
		Mother					

15	How often do you and these people get mad at or get in fights with each other?	Father					
		Mother					
16	How often do you depend on these people for help, advice, or sympathy?	Father					
		Mother					
17	How often do these people criticize you?	Father					
		Mother					
18	How often do these people seem really proud of you?	Father					
		Mother					
19	How often do these people end up being the one who makes the decisions for both of you?	Father					
		Mother					
20	How often does it seem like these people ignores you?	Father					
		Mother					
21	How often do you play around and have fun with these people?	Father					
		Mother					
22	How often do you share secrets and private feelings with these people?	Father					
		Mother					
23	How often do these people pressure you to do the things that he or she wants?	Father					
		Mother					
24	How satisfied are you with your relationship with these people?	Father					
		Mother					
25	How often do you and these people argue with each other?	Father					
		Mother					
26	When you are feeling down or upset, how often do you depend on these people to cheer things up?	Father					
		Mother					
27	How often do these people say mean or harsh things to you?	Father					
		Mother					
28	How much do these people like or approve of the things you do?	Father					
		Mother					
29	How often do these people get you to do things their way?	Father					
		Mother					
30	How often do it seem like these people do not give you the amount of attention that you want?	Father					
		Mother					

Instructions: The questions below are the statements that a person may either agree with or disagree with. Please respond to all the statements. Choose/mark only one response given above to each statement. Please be accurate and honest to each statement.

Sr no.	Statement	Very true for me 1	Somewhat true for me 2	Somewhat false for me 3	Very false for me 4
1	Even if something bad is about to happen to me, I rarely experience fear or nervousness.				
2	Criticism or scolding hurts me quite a bit.				
3	I feel pretty worried or upset when I think or know somebody is angry at me.				
4	If I think something unpleasant is going to happen I usually get pretty "worked up."				
5	I feel worried when I think I have done poorly at something important.				
6	I have very few fears compared to my friends.				
7	I worry about making mistakes.				

Informed Consent

I am a student of M.Phil in Department of Applied Psychology (NUML), for my research study, collecting some data from students. It is a major project of my subject therefore i need your precious time for your involvement to fulfill my research requirement. I ensure that the information obtained during the study will not be disclosed and will only be used for the research related project. If you are willing to participate , then you are requested to fill the questionnaires given below.

Thank you.

Demographic Sheet

Name: _____

Age: _____

Gender: Male Female

Number of siblings (including yourself): _____

Birth order: _____

Class/Educational level: _____

Family system: Nuclear

Instructions: For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of how things have been for you **over the last six months**.

Sr no.	Items	Not True 0	Somewhat True 1	Certainly true 2
1	I try to be nice to other people. I care about their feelings			
2	I am restless, I cannot stay still for long			
3	I get a lot of headaches, stomach-aches, or sickness			
4	I usually share with others, for example CDs, games, food			
5	I get very angry and often lose my temper			
6	I would rather be alone than with people of my age			
7	I usually do as I am told			
8	I worry a lot			
9	I am helpful if someone is hurt, upset or feeling ill			
10	I am constantly fidgeting or squirming			
11	I have one good friend or more			
12	I fight a lot. I can make other people do what I want			
13	I am often unhappy, depressed or tearful			
14	Other people my age generally like me			
15	I am easily distracted, I find it difficult to concentrate			
16	I am nervous in new situations. I easily lose confidence			
17	I am kind to younger children			
18	I am often accused of lying or cheating			
19	Other children or young people pick on me or bully me			
20	I often volunteer to help others (parents, teachers, children)			
21	I think before I do things			
22	I take things that are not mine from home, school or elsewhere			
23	I get along better with adults than with people my own age			
24	I have many fears, I am easily scared			
25	I finish the work I am doing. My attention is good			



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ML.1-2/2022/PSY

Dated: 16-02-2022

To: **Irsa Rehman,**
1 Mphil/Psy/F20

Subject: **APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR**

1. Reference to Minute Sheet No. M.L.1-6/2021-Psy dated 18-11-2021, the Higher Authority has approved your topic and supervisor/s on the recommendation of Faculty Board of Studies vide its meeting held on 18th November 2021 at 1100 hours.

a. **Supervisor's Name & Designation**

Dr. Zafar Ahmad
Assistant Professor, Department of Applied Psychology
NUML, Islamabad.

b. **Topic of Thesis**

"Examining the Impact of Parent Adolescent Relationship and Behavioral Inhibition on Socioemotional Problems"

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by **30th Jan 2023** positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from the MPhil & PhD Coordinator, Department of Applied Psychology.

Telephone No: 051-9265100-110 Ext: 2098
E-mail: zaahmad@numl.edu.pk

Dr. Shakira Huma Siddiqui
Head,
Department of Applied Psychology

Cc to:
Dr. Zafar Ahmad

Thesis

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