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Personality Traits Moderate Parental Style and Emotional-Behavioral Problems in Adolescence

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The purpose of the present study was to examine the effect of parenting styles on emotional behavioral problems in late adolescents and examine the moderating role of personality traits. The hypotheses of the current study were that there will be a negative effect of parenting styles on emotional behavioral problems in late adolescents, and there will be a moderating role of different personality traits (extraversion, agreeableness, conscientiousness, negative emotionality and open mindedness) on parenting styles and emotional behavioral problems among late adolescents. The research design used was a cross-sectional survey. The total number of participants were 384 comprising both women and men. Convenient sampling was done and late adolescents from different colleges and universities from Islamabad and Rawalpindi with an age range of 17-22 years participated. Pearson Correlation Coefficient, Regression Analysis, Chi Square Mean, Standard Deviation, Skewness and Kurtosis were used to analyze the results of the research through SPSS. The results of the study were that there is a significant negative effect of parenting style on child's emotional behavioral problems and there is a moderating role of different personality traits (extraversion, agreeableness, conscientiousness, negative emotionality and open mindedness) on parenting styles and emotional behavioral problems among late adolescents. This study will assist parents in implementing effective parenting techniques and will reveal the importance of right parenting at appropriate time.

Keywords: parenting styles; emotional behavioral problems; personality traits; adolescence

Parenting, according to Ghafoor (2014), is the collection of activities parents perform with the goal of supporting their child's development. According to Maccoby and Martin (1983), responsiveness and demandingness are the two primary elements which underpin parental behavior. Baumrind (1967) asserted a connection between parental practices and children's socialization. The relevance of examining the impact of parenting style on a child's development has been emphasized by numerous research (Kordi et. al, 2010). Baumrind first proposed three parenting philosophies that permissive, authoritarian, and authoritative were adopted by many of the studies. But in 1971, he added negligent parenting.

To foster their children's development, parents use a variety of parenting approaches from an early age. The four primary parenting styles are permissive, authoritarian, authoritative, and negligent. Poor parenting can seriously injure children and destroy their personalities and may subsequently affect the children's interactions with peers, spouses, and other adults, positive parenting promotes children's growth. As a result, the current study highlights the need of timely and effective parenting. For children to thrive, they need affection, warmth, and care (Kordi et. al, 2010).

However, there have been many studies on the relationship between parenting practices and emotional behavioral issues in children. Investigating how ways of parenting affect emotional behavioral issues in adolescents, with an emphasis on the moderating function of

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personality traits, is the aim of the current study. The five primary personality traits listed by many personality psychologists are agreeableness, conscientiousness, neuroticism, openness, and extraversion. Finding out how different personality traits exacerbate, lessen, or contribute to the relationship between parenting practices and emotional behavioral issues in adolescents is the aim of the current study.

In numerous investigations, the literature has identified four different parenting styles. (Baumrind, 1960). Authoritative parenting is the first; these parents react favorably to their children. They help children who are impoverished and they also have a close relationship with their children. Being both demanding and receptive are characteristics of authoritative parenting. The second type of parenting is authoritarian; these parents don't help their children as much. They are quite controlling and want their children to follow the rules. Parents are very demanding and unresponsive. The third is permissive parenting, in which parents support their children in anything they desire without conditions. They are very understanding. These parents have great expectations, are quite sensitive and are incredibly accommodating and understanding. Finally, neglectful parenting occurs when parents fail to monitor their children. They also don't assist their children. They are less responsive and don't even put demands on their children. (Baumrind, 1960).

A child with emotional issues is one who avoids social situations and shows symptoms of melancholy, anxiety, and depression (McCrae, 2010). Children who are experiencing behavioral issues tend to behave aggressively. They get enraged. Their interpersonal relationships suffer because of their ongoing arguments (McCrae, 2010). The emotional and behavioral issues that children and teenagers encounter often worry parents and other mental health specialists. According to Magai and Malik (2018), most emotional behavioral issues begin in childhood or adolescence and affect everyday activities such as learning, attending school, using drugs, acting violently, and socializing with people. These impacts frequently persist until maturity.

The challenges might take many different forms, depending on the age of the child. Conduct problems, antisocial behavior, anxiety, depression, and substance misuse are among the most prevalent mental health conditions affecting children and adolescents. According to Magai and Malik (2018), a person's conduct disorder in late childhood and adolescence, oppositional behavior in preschool and school age, challenging behavior in infancy, and, if untreated, criminal activity, delinquency, and substance abuse in adulthood can all be signs that their desires and society's expectations are not aligned.

The findings of these several studies indicate that parental practices affect the behavioral issues children face. According to research, parents who were actively connected with their children and kept a close eye on them shown fewer emotional and behavioral issues than other parents. It was also determined from the literature analysis that the outcomes differed depending on the culture. One factor contributing to the findings' discrepancy was methodological limitations. It was added that additional understanding is required to examine different parenting-related concerns in greater detail.

Cui et al. (2019) conducted research to examine the relationship between Chinese children's emotions and behaviors and parenting practices. The study's findings demonstrated that children who experience good parenting practices, such as receiving adequate care and having parents who are protective of them, tend to develop more normally and experience fewer emotional and behavioral issues. Parenting care was adversely correlated with externalizing behavior, whereas care and overprotectiveness were favorably correlated with emotional and behavioral issues.

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Robert (2017) evaluated adolescent personality in one of his studies. The study's goal was to examine parenting practices and how they affect various aspects of personality. The findings showed that parenting practices and the personality dimension of adolescents are strongly correlated. Furthermore, extroversion and openness were encouraged by integrative parenting styles, but neuroticism was favored by autocratic, indifferent parenting methods.

Ehrler et al. (2015) investigated the relationship between behavioral issues in childhood and the Big Five personality traits. The findings indicated that emotional behavior issues were linked to several personality traits. Children who scored low on agreeableness also had hyperactivity, attention deficit issues, conduct issues, and social issues. Youngsters who scored poorly on the openness to experience scale also showed issues with conduct and social behavior. Depression and anxiety have been linked to the neuroticism trait.

This study will focus on the role personality traits play as a moderator between parenting styles and emotional and behavioral problems. Few studies have been conducted in Pakistan and around the world on the moderating influence of personality traits. Anxiety, warmth, and child temperament have all been examined in relation to parenting styles and emotional behavioral problems in studies conducted by Pan et al. (2021); Hankin et al. (2018); Sahithya (2021); and Wilson et al. (2018).

Very few studies have dealt with the personality traits variable along with parenting styles and emotional behavioral problems. Few of the studies are quoted below:

Akhtar and Iqbal (2021) looked into how children's personality traits were impacted by their parents' authoritarian parenting style. The study was significant because it gave parents a chance to evaluate their personality traits and parenting approaches and learn about the influences they have on their children' personality qualities, both positively and negatively. The results demonstrated a strong and favorable association between an authoritative parenting style and the four personality qualities of openness, extraversion, awareness, and agreeableness. However, there was a significant and negative correlation with neuroticism. In order to raise resilient and healthy children, it was advised that parents adopt an authoritative parenting style.

Ramesh and Ramana (2022) investigated the relationship between personality and parenting styles, which came to the conclusion that personality traits play a significant role in shaping parenting behaviors. The study then looked at the relationship between parental personality and parenting style. It looked at personality qualities in relation to different parenting styles and found that while neuroticism and low consciousness types were associated with authoritarian and permissive parenting styles, extraversion and openness were unrelated to any specific parenting style. The most advantageous and well-rounded personality type was believed to be the authoritative one.

Additionally, late adolescents (ages 17 to 22) have not received much attention. Nonetheless, this age group will be the main subject of this study. As the personality development is complete at this age, the effect of emotional behavioral problems can easily be identified. According to a study by Chen et al. (2021), whereas good parenting approaches such warmth are linked to improved emotional and psychological well-being, negative approaches like rejection and control can lead to psychological issues in late-adolescents aged 17 and up.

Chen et al. (2020) found a relationship between the emotional well-being of 18-year-old late adolescents and parenting approaches. In late adolescents (ages 19 and up), emotional problems are linked to negative parenting styles, while emotional problems are linked to positive parenting styles. Alem et al. (2022) claim that parental practices affect the emotional well-being of late adolescents, who are between the ages of 20 and 22 while poor parenting is associated

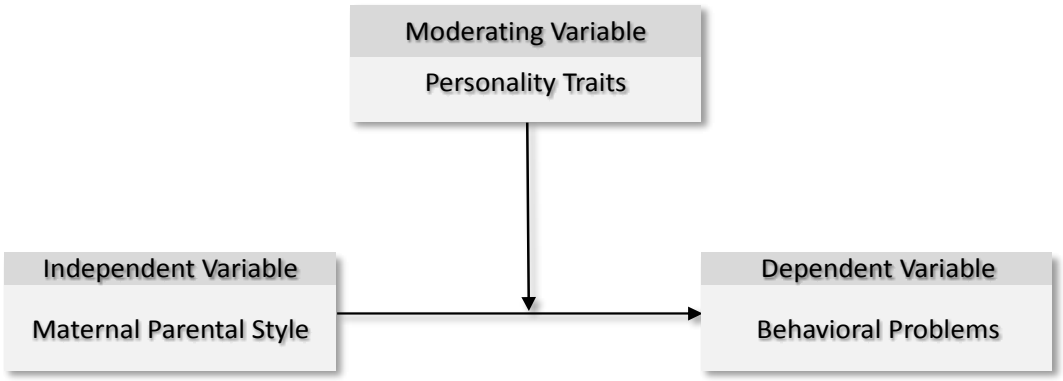
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with behavioral issues, positive, authoritative parenting is associated with better mental health.

The present study, through new findings will enhance the existing literature will help researchers to know the importance of parenting styles and why good parenting is important at an early stage for personality development of adolescents. The current study will add to the body of knowledge, produce new findings, and assist researchers in understanding the significance of parenting practices and the reasons early parenting is critical for the formation of an adolescent's personality. Inadequate early parenting can lead to emotional behavioral issues, influence many personality features, and develop behavioral disorders. Moreover, it can be so risky that mental illnesses may arise.

Figure 1

Framework of Proposed Model



Method

Cross Sectional Survey research design was used. A sample (N = 384) of male (N=150) and female (N=234) adolescents (17-22 years) from various (Roots, Quaid-e-Azam, FAST, NUML, Bahria, Air, Szabist and Riphah) colleges and universities were conveniently sampled for this study. Participants were included in the study if they ranged in age from 17-22 years. They were excluded if they suffered from mental disorders (clinically determined) and or assessed with a mental illness through questionnaire.

Assessment Measures

Parenting Style (PS)

Abidha and Ghafoor (2014) created PS with 38 items to assess parenting style (maternal parenting style was assessed for this study) with no reverse coded items. There are 19 Parental Control (PC) and 19 Parental Responsiveness (PR) items in the scale and are determined independently. A composite score is calculated by summing the scores of individual items within each subscale and then comparing them to pre-defined cut-off points. Specifically, each item is rated on a Likert scale (e.g., "always true" to "always false"), and the total score for each subscale (Parental Responsiveness (PR) and Parental Control (PC)) is determined by summing the scores of all items within that subscale. These subscale scores are then used to categorize parenting styles (authoritative, authoritarian, permissive, or neglectful). The scores for all items within a specific subscale (e.g., Parental Responsiveness (PR), Parental Control (PC)) are added together to get a total score for that subscale. A participant who scores higher than the median on parental control (PC) and parental responsiveness (PR) subscale, its composite score

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is classified as *authoritative*, i.e., the participant was exposed to authoritative parenting. If the parental responsiveness (PR) and parental control (PC) scores were lower than the median, parental style was deemed as *irresponsible*. A participant with high parental responsiveness (PR) and little parental control (PC) is considered *indulgent*. When there is high level of parental control (PC) and very less parental responsiveness (PR), it is considered *authoritarian*. Hence, it can be said that a parenting style is considered 'Authoritative' when there are high scores on both Parental Responsiveness (PR) and Parental Control (PC). It is 'Authoritarian' when there is high Parental Control (PC) and low Parental Responsiveness (PR). It is 'Permissive' when there is High Parental Responsiveness (PR) and low Parental Control (PC) and lastly, it is 'Negligent' when there are Low scores on both Parental Responsiveness (PR) and Parental Control (PC) Subscale.

Validity coefficients of the parental control subscale's (r = .76) and the parental responsiveness subscale's (r = .80) were good (Abidha & Ghafoor, 2014). One-week test-retest reliability of control (r = .81) and responsiveness (r = .83) subscales were adequate (Abidha & Ghafoor, 2014). The scale has validity and reliability for assessing the parenting style of students in higher secondary school, according to the validity and reliability indices (Abidha & Ghafoor, 2014).

Strength and Difficulty Questionnaire (SDQ)

Goodman (1997) developed this scale that can screen children (2-17 years) for emotional and behavioral issues. It is designed to assess both emotional and behavioral aspects of a child's or young person's well-being. Self-report versions are used, allowing older children and adolescents to answer questions about their own experiences. The Strengths and Difficulties Questionnaire (SDQ) can be used for adolescents older than 17, but it depends on the specific version and the individual's cognitive abilities. There are versions designed for young people aged 11-17, and another for those 18 and older. The Strengths and Difficulties Questionnaire (SDQ) is a 25-item scale used to assess emotional and behavioral problems in children and young people, and it is suitable for individuals aged 17-22. It is a brief screening tool that can be completed by the individual themselves (self-report) or by parents or teachers.

It measures the five domains: Pro- Social- Behavior (PB), Emotional Symptoms (ES), Conduct Problems (CP), Hyperactivity/Inattention (HI), and Peer Relationship Problems (PRP). The Emotional Symptoms (ES) assess symptoms of anxiety, depression, and somatic complaints such as unhappy, downhearted or tearful and Complains of headache/stomach ache. Conduct Problems (CP) subscale focuses on rule-breaking behavior and aggression. Items include "Often lies or cheats" and "Often fights with others". The Hyperactivity/Inattention (HI) subscale measures symptoms of hyperactivity, impulsivity, and attention difficulties such as "Restless, overactive, cannot stay still for long" and "Easily distracted, difficulty concentrating". The Peer Relationship Problems (PRP) subscale assesses difficulties in social interactions and relationships with peers. Items include "Gets picked on or bullied by other children" and "Has at least one good friend" and lastly the Prosocial Behavior (PB) subscale measures positive social behaviors and empathy. Items include "Often offers to help others".

The composite score of the questionnaire ranges between 0 and 40 points. This scale classifies strength and difficulty scores between 0 and 15 as normal, scores between 16 and 19 as borderline, and scores between 20 and 40 as abnormal. With .80 internal consistency, it is a validated tool that is useful in detecting behavioral and emotional disturbances in children and adolescents. (Goodman, 1997).

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The Big Five Inventory-2XS (BFI-2XS)

The original scale was developed by John et al. (1998; 2008), which measures big five personality traits namely, extraversion, agreeableness, conscientiousness, negative emotionality and open-mindedness. The extra-short form, the Big Five Inventory-2 (BFI-2XS), which has 15 items (Soto & John, 2017a; 2017b) measures each trait with 3 items. Reverse coded items are 1 (Extraversion), 7 (Agreeableness), 3 and 8 (Conscientiousness), 14 (Negative Emotionality) and 10 (Open-mindedness). Internal consistencies of neuroticism (α=.90); extraversion (α=.87); conscientiousness (α=.77); open-mindedness (α=.76); and agreeableness (α=.78) were adequate to excellent (Soto & John, 2017b).

Procedure

Official permission was taken from the principals of colleges and universities and department heads to collect data. Permission from the authors of the scales was also taken in order to incorporate them in the study. All the scales used are in the English Language. Consent of the participants or consent of caregivers were sought before the data was collected. Participants or their caregivers were assured that all personal and data information would be kept confidential under lock and key. And if the data was used in any kind of publication or exchanged with other researcher only coded version of the data was used making sure that personal information was concealed. Since several responses were manually collected in paper-pencil format it took a few months to receive the data.

Results

Table 1 shows psychometric properties of scales and subscales these include means and standard deviations, internal consistencies, skewness and kurtosis etc. The analysis revealed internal consistencies of PS, SDQ, BFI-2XS and their subscales ranged from low to very strong (= .54 to .93). Many subscales had lower internal consistencies largely due to fewer number of items. Skewness and kurtosis for scales and subscales were less than 1 which ensured univariate normality on the data and could be used for further analyses.

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Table 1

Psychometric Properties of PS, SDQ and BFI-2XS Scales and Subscales

Scale-Subscale	*K*	*M*	*SD*	α	Range	Skewness	Kurtosis
PS	38	152.00	3.88	.93	38-190	-.02	.68
RS	19	56.05	2.35	.85	19-95	-.51	.75
CS	19	62.89	2.92	.86	19-95	-.45	.65
SDQ	25	45.75	1.50	.65	25-75	.42	.78
PB	5	7.80	1.14	.75	5-15	.56	.64
ES	5	10.10	1.14	.70	5-15	.04	-.73
CP	5	8.45	0.87	.70	5-15	.51	-.04
HI	5	9.20	0.94	.71	5-15	.32	-.08
PRP	5	8.90	0.80	.61	5-15	.27	.07
BFI	15	48.60	1.05	.76	15-75	-.71	.84
EV	3	9.17	4.14	.54	3-15	.02	-.19
AG	3	11.00	4.12	.54	3-15	-.37	.01
CN	3	9.91	4.14	.61	3-15	-.18	-.03
NE	3	9.77	5.14	.65	3-15	.05	-.77
OM	3	10.23	3.95	.75	3-15	-.18	-.05

Note. k = Number of items in the scale, M = Mean, SD = Standard Deviation, PS = Parental Style, RS = Responsiveness Scale, CS = Control Scale, PB = Prosocial Behaviour, ES = Emotional Symptoms, CP= Conduct Problems, HI = Hyperactivity/Inattention, PRP = Peer Relationship Problems, BFI = The Big Five Inventory-2XS, EV = Extraversion, AG = Agreeableness, CN = Conscientiousness, NE = Negative Emotionality, OM = Open Mindedness

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Table 2

Pearson Correlation among Scales and Subscales (N=384)

Scale	M	SD	PS	RS	CS	SDQ	PB	ES	CP	HI	PP	BFI	EV	AG	CN	NE	OM
PS	1.83	0.30	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
RS	4.00	0.63	.30**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CS	3.24	0.27	.05	-.11*	-	-	-	-	-	-	-	-	-	-	-	-	-
SDQ	9.17	2.39	-.15**	-.08	-.28**	-	-	-	-	-	-	-	-	-	-	-	-
PB	11.00	2.38	-.26**	-.22**	-.52**	.01	-	-	-	-	-	-	-	-	-	-	-
ES	9.91	2.39	-.35**	-.21**	-.20**	.19**	.31**	-	-	-	-	-	-	-	-	-	-
CP	9.77	2.97	.48**	.16**	-.38**	-.25**	.02	-.32**	-	-	-	-	-	-	-	-	-
HI	10.23	2.28	-.13*	-.11*	-.55**	.10	.24**	.31**	-.04	-	-	-	-	-	-	-	-
PP	74.28	11.91	-.21**	-.83**	-.11*	.09	.18**	.17**	-.17**	.11*	-	-	-	-	-	-	-
BFI	70.20	3.07	-.31**	-.95**	.10	.07	.20**	.20**	-.15**	.08	.65**	-	-	-	-	-	-
EV	2.02	0.51	.79**	.22**	.18**	-.23**	-.11*	-.30**	.61**	-.04	-.16**	-.23**	-	-	-	-	-
AG	1.69	0.39	.68**	.16**	-.08	.06	-.29**	-.17**	.15**	-.15**	-.07	-.17**	.33**	-	-	-	-
CN	1.84	0.42	.74**	.29**	.03	-14**	-.18**	-.30**	.36**	-.08	-.22**	-.30**	.45**	.33**	-	-	-
NE	1.78	0.36	.63**	.19**	-.04	-.08	-.18**	-.21**	.16**	-.10*	-.16**	-.17**	.30**	.34**	.29**	.27	-
OM	2.56	0.41	-.31**	-.29**	.32**	.02	.40**	.22**	.02	.23**	.28**	.25**	-.08	-.27**	-.29**	.29*	-.34*

Note. SDQ=Strength Difficulty Questionnaire, PS=Parenting Styles, BFI= Big Five Inventory, EV= Extraversion, AG= Agreeableness, CN=Conscientiousness, NE= Negative Emotionality, OM= Open Mindedness, RS= Responsiveness Scale, CS= Control Scale, EP=Emotional Problems, Conduct Problems, HA= Hyperactivity, PP= Peer Problems, PSO= Prosocial. **p<.01, *p<.05, p>.0.001

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A Pearson correlation analysis was conducted to examine the relationships among parenting styles, personality traits, and emotional-behavioral outcomes. Parenting styles were found to be significantly positively correlated with parental responsiveness, extraversion, agreeableness, conscientiousness, and negative emotionality (all *ps* < .01). A non-significant correlation was found with the parental control scale (*p* > .001). Parenting styles were significantly negatively correlated with scores on the Strengths and Difficulties Questionnaire (SDQ), prosocial behavior, emotional symptoms, hyperactivity, peer problems, the Big Five Inventory (BFI), and open-mindedness (all *ps* < .01).

Parental responsiveness showed significant negative correlations with control scale, prosocial behavior, emotional symptoms, hyperactivity, peer problems, BFI, and over-monitoring (all *ps* < .05 or .01), and significant positive correlations with control and pressure, control and negativity, and negative emotionality (all *ps* < .01). Its correlation with SDQ was non-significant (*p* > .001).

The control scale was significantly negatively correlated with SDQ, prosocial behavior, emotional symptoms, control and pressure, hyperactivity, peer problems, emotional validation, and over-monitoring (all *ps* < .01). Non-significant correlations were observed with agreeableness, negative emotionality, BFI, and control and negativity (*ps* > .001).

SDQ scores had a significant positive correlation with emotional symptoms (*p* < .01), and significant negative correlations with control and pressure, emotional validation, and control and negativity (*ps* < .01). Non-significant correlations were found with prosocial behavior, hyperactivity, peer problems, BFI, agreeableness, and over-monitoring (*ps* > .001).

Prosocial behavior was significantly positively correlated with emotional symptoms, hyperactivity, peer problems, BFI, and over-monitoring (all *ps* < .01), and significantly negatively correlated with emotional validation, agreeableness, control and negativity, and negative emotionality (*ps* < .01). The correlation with control and pressure was non-significant (*p* > .001).

Emotional symptoms were significantly positively correlated with hyperactivity, peer problems, BFI, and over-monitoring, and significantly negatively correlated with control and pressure, emotional validation, peer problems, and negative emotionality (all *ps* < .01).

Control and pressure had significant positive correlations with emotional validation, agreeableness, control and negativity, and negative emotionality (*ps* < .01), and negative correlations with peer problems and BFI (*ps* < .01). Its correlation with over-monitoring was non-significant (*p* > .001).

Hyperactivity was significantly positively correlated with peer problems and over-monitoring (*ps* < .05 or .01), and significantly negatively correlated with agreeableness and negative emotionality (*ps* < .05). Non-significant correlations were found with emotional validation and control and negativity.

Peer problems showed significant positive correlations with BFI and over-monitoring, and significant negative correlations with negative emotionality and control and negativity (*ps* < .01). A non-significant correlation was observed with agreeableness.

BFI was significantly negatively correlated with emotional validation, agreeableness, control and negativity, and negative emotionality, and positively correlated with over-monitoring (all *ps* < .01).

Emotional validation showed significant positive correlations with agreeableness, control and negativity, and negative emotionality (*ps* < .01), and a non-significant negative correlation with over-monitoring (*p* > .001).

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Agreeableness had significant positive correlations with control and negativity and negative emotionality, and a significant negative correlation with over-monitoring (*ps* < .01).
Control and negativity showed a significant positive correlation with negative emotionality, and a significant negative correlation with over-monitoring (*ps* < .01).
Finally, negative emotionality showed a significant positive correlation with over-monitoring (*p* < .01).

Table 3
Moderating Effects of EV, AG, CN, NE, and OM on Emotional-Behavioral Problems

	Model 1			Model 2		
Variable	*B*	*β*	*SE*	*B*	*β*	*SE*
PS	.09***	-.28***	.02	.09***	-.29***	.02
EV	-.04***	-.14***	.02	-.04***	-.14***	.02
PS X EV				.03***	.11***	.01
R^2	.10				.12	
ΔR^2					.014	
PS	.09***	-.31***	.02	.09***	-.30***	.02
AG	-.03***	-.14***	.02	-.03***	-.14***	.02
PS X AG				.03***	.10***	.02
R^2	.12				.12	
ΔR^2					.014	
PS	.09***	.31***	.02	.09***	.31***	.02
CN	.03***	.09***	.02	.03***	.09***	.02
PS X CN				.01***	.50	.02
R^2	.10				.10	
ΔR^2					.00	
PS	9.50***	.72***	.43	5.15***	.76***	.41
NE	4.56***	.64***	.42	2.13***	.15***	.12
PS x NE				2.66***	.14***	.25
R^2	.88				.89	
ΔR^2					.01	
PS	8.49***	.71***	.44	9.10***	.77***	.42
OM	2.17***	.24***	.44	2.13***	.18***	.42
PS X OM				1.92***	.12***	.25
R^2	.87				.88	
ΔR^2					.01	

Note. PS = Parental Style, EV = Extraversion, AG = Agreeableness, CN = Conscientiousness, NE = Negative Emotionality, OM = Open Mindedness
***p < .001

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Table 3 shows that there are two models which are used to illustrate the interaction effect of a moderator variable. The first model includes the main effects of the independent and moderator variables, while the second model includes the interaction term (the product of the independent and moderator variables) alongside the main effects.

It is done to examine the change in R-squared (R^2) and the significance of the interaction terms (typically calculated by centering the variables and creating interaction terms) to understand the moderation effects. In Model 1 for First Moderator independent variable (X) was included, along with the first moderator (Z1), and the interaction term (X*Z1) in the regression model and then the significance of the interaction term (X*Z1) was examined to determine if the first moderator significantly affects the relationship between the independent and dependent variables. In Model 2 for Second Moderator the process was repeated with the second moderator (Z2), creating a new interaction term (X*Z2) and then the significance of the interaction term (X*Z2) was assessed to determine if the second moderator affects the relationship between the independent and dependent variables.

Table 3 summarizes the moderation effects of EV, AG, CN, NE, and OM on emotional-behavioral problems. For EV (Emotional Validation), both PS and EV were negative predictors in Model 1, explaining 10% of the variance. In Model 2, the interaction term (PS × EV) also negatively predicted emotional-behavioral problems, with an increased explained variance of 12%. The change in variance from Model 1 to Model 2 was statistically significant. For AG (Affective Guidance), Model 1 showed that PS and AG negatively predicted emotional-behavioral problems, explaining 12% of the variance. In Model 2, the interaction term (PS × AG) added significantly to the model, increasing the variance explained by 2%. For CN (Control and Negativity), both PS and CN positively predicted emotional-behavioral problems in both models, explaining 10% of the variance. However, the interaction term (PS × CN) in Model 2 did not produce a significant change in explained variance. For NE (Negative Expressiveness), PS and NE were strong positive predictors in Model 1, explaining 88% of the variance. In Model 2, the interaction term (PS × NE) was also significant, though the variance explained decreased slightly to 85%, with a small but statistically significant change. For OM (Overprotection and Monitoring), both PS and OM positively predicted emotional-behavioral problems in Model 1, explaining 87% of the variance. In Model 2, the interaction term (PS × OM) contributed significantly, raising the explained variance to 88%.

Discussion

Based on the literature of effect of parenting styles on child's emotional behavioral problems, the 1st Hypothesis was formulated which was 'there will be a negative effect of parenting styles on emotional behavioral problems in late adolescents.'' Pearson Coefficient Correlation was applied on the data and the result was according to the prediction made in the hypothesis. Therefore, the hypothesis was accepted.

Cui et al. (2019) conducted a research to examine the relationship between Chinese children's emotions and behaviors and parenting practices. The study's findings demonstrated that children who experience good parenting practices, such as receiving adequate care and having parents who are protective of them, tend to develop more normally and experience fewer emotional and behavioral issues. Parenting care was adversely correlated with externalizing behavior, whereas care and overprotectiveness were favorably correlated with emotional and behavioral issues.

Nigkoogoftar and Seghatoleslam (2015) sought to investigate parenting practices and their impact on children's emotional behavioral problems. The findings showed that although fathers' authoritarian parenting style is linked to sadness, mothers' authoritarian parenting

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style is linked to both anxiety and depression. The lenient manner is also linked to conduct-related problems or troubles with mothers. The findings of this study, according to the authors, are in line with those of other studies that indicate parenting practices influence children's emotional and behavioural issues.

Affuso et al. (2020) conducted a study, the purpose of a study was to ascertain how different parenting styles affected children's behavioural and emotional problems. Along with the child's parents, teachers were also included in the sample for this study. According to the study's findings, an authoritarian style of parenting was linked to anxiety, hyperactivity, and aggressive behavior.

Halperin et al. (2016) looked into how parenting affected children's emotional issues and found that bullying was less common among parents who practiced more positive or ideal parenting. Bullying was evaluated in this study, which was specifically applied to youngsters with autism and hyperactivity. The findings showed that bullying has the power to change a child's perspective and seriously harm their personality. Therefore, it was proposed that in order to create well-adjusted people, good parenting was necessary.

Kogoya (2019) investigated the relationship between emotional behavioral issues and perceived parenting styles in teenage students in Nairobi County. According to the results, individuals with authoritarian parents exhibited greater emotional problems. Participants who had authoritarian parents were less likely to have emotional behavioral issues.

Based on the literature of moderating role of personality traits between parenting styles and emotional behavioral problems, the 2nd Hypothesis was formulated which was ‘‘there will be a moderating role of different personality traits (extraversion, agreeableness, conscientiousness, negative emotionality and open mindedness) on parenting styles and emotional behavioral problems among late adolescents.’’ Regression analysis was applied on the data and the result was according to the prediction made in the hypothesis that there is a positive moderating role of personality traits. Therefore, the hypothesis was accepted. Research findings are inconsonance with the findings of other researches in this field. In a study conducted by Gul et al. (2021) in Pakistan, the moderating role of perfectionism was discussed on relationship between parenting styles and personality disorders. It was mentioned that there is a significant moderating role of this particular personality trait.

Implications

This study will assist parents in implementing effective parenting techniques. There is a misperception that love and care are the only crucial factors. Perhaps, in addition to love, care, and warmth, a little bit of strictness at the appropriate moment is necessary to assist children learn life's challenges. Otherwise, the child would not be able to cope with life's challenges alone. Therefore, this study will help parents and children understand the importance of parenting. It will also teach adolescents that they can learn their own personal shortcomings as a result of the parenting style they receive, and that these shortcomings can also be improved as adults. One might recognize their shortcomings later in life and still get better because it’s never too late to learn. Hence, this study will be useful for parents and children both.

Limitations

One limitation of the study is that only adolescents were made a part of this study due to time constraints. Also, the generalizability is quite low as only the adolescents of Islamabad and Rawalpindi participated. This study was cross sectional, future researchers are recommended to use longitudinal study so that long term effect can also be seen.

Conclusion

After conducting this research, it can be said that parents should give their children a safe atmosphere in which to grow and develop. They should also adopt a less stringent parenting style to prevent children from being hard on themselves. Parenting practices have an effect on children's social relationships, academic performance, confidence, self-esteem, and mental health. There are various parenting styles that parents adopt at an early age to promote the development of their children. The main parenting styles are authoritative, authoritarian, permissive, and negligent parenting. Positive parenting fosters the growth of children, while negative parenting can severely harm children and shatter their personalities, which may eventually affect the children's relationships with peers, spouses, and other adults. Thus, the current study emphasizes the significance of good parenting and at the appropriate time. Children require love, warmth, and attention in order to flourish. Although, parenting styles and emotional behavioral problems in children have been the subject of much research, the current study emphasizes the significance of good parenting and at the appropriate time.

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