



A systematic review of Parenting Influences on Adjustment and Self-Efficacy of Adolescents

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Abstract

Adolescence is a crucial developmental period where individuals experience significant physical, emotional, and psychological changes. Parenting styles and practices play a vital role in shaping adolescent adjustment and self-efficacy. This review examines the relationship between various parenting styles—authoritative, authoritarian, permissive, and neglectful—and their impact on adolescent adjustment and self-efficacy. Findings suggest that authoritative parenting is associated with positive adolescent outcomes, including higher self-efficacy and better psychological adjustment. Conversely, authoritarian and neglectful parenting styles may hinder adolescent development, leading to lower self-efficacy and maladjustment. This review highlights the need for parental involvement and supportive parenting practices to foster resilience and confidence in adolescents.

Keywords- Parenting styles, self-efficacy, Adolescents, Systematic literature review, adjustment

Introduction

Adolescence marks a period of transition from childhood to adulthood, characterized by identity formation, increasing autonomy, and emotional regulation. The role of parents in facilitating this transition is pivotal. Parenting styles significantly influence adolescent psychological well-being, academic performance, and social competence. Among the key psychological constructs affecting adolescent development is self-efficacy, which reflects an individual's belief in their ability to succeed in various life domains. This paper explores the interplay between parenting styles and adolescent self-efficacy and adjustment, drawing from relevant empirical studies and theoretical perspectives.

Parenting Styles and Adolescent Adjustment

Baumrind (1967) classified parenting styles into four categories:

1. **Authoritative Parenting:** High warmth and high control, promoting independence, self-regulation, and strong emotional bonds.
2. **Authoritarian Parenting:** High control but low warmth, often resulting in obedience but lower self-esteem and resilience.
3. **Permissive Parenting:** High warmth but low control, which may lead to poor self-discipline and difficulties in academic and social settings.

4. **Neglectful Parenting:** Low warmth and low control, often leading to emotional distress and maladjustment.

Research suggests that authoritative parenting fosters higher self-efficacy and better social and emotional adjustment in adolescents. In contrast, authoritarian and neglectful parenting styles are associated with anxiety, depression, and low self-confidence.

The Role of Self-Efficacy in Adolescent Development

Self-efficacy, a concept introduced by Bandura (1977), refers to an individual's belief in their capacity to execute behaviors necessary for specific outcomes. High self-efficacy in adolescents is linked to academic success, social competence, and emotional resilience. Parenting practices influence self-efficacy through:

- **Parental Support and Encouragement:** Encouraging autonomy and problem-solving strengthens self-efficacy.
- **Modeling and Reinforcement:** Parents who model perseverance and self-confidence instill similar qualities in their children.
- **Feedback and Communication:** Constructive feedback enhances self-efficacy, whereas excessive criticism may undermine it.

Implications for Parenting Interventions

Parenting programs should emphasize supportive and nurturing interactions that balance discipline with autonomy. Schools and community programs can also educate parents on effective communication and emotional coaching to enhance adolescent self-efficacy and adjustment.

Authors	purpose	Research design	Target population	Psychosocial assessment	Result
Jiyoung Park and Junghwan Park, 2012	To analyze the relationship between young children's decision making ability and their self-esteem.	Observational study	360 young children	Questionnaires	First, there was a strong positive association between young children's self-esteem and their ability to make decisions. Additionally, one crucial factor in determining their degree of self-esteem is their capacity for making decisions. This finding implies that in order to improve young children's self-esteem, an effective educational strategy might need to be implemented to enhance their capacity for making decisions.

Fulya cenkseven-önder and Oğuzhan çolakkadio ğlu, 2013	To examine subjective well-being with respect to problem solving, self-esteem in decision-making and decision-making styles in adolescents	Descriptive study	377 adolescents	Positive and negative affect scale, "satisfaction with life scale" (Diener et al., 1985) The adolescent decision making scale was developed by Mann et al. (1989) Problem solving inventory (PSI)	The analysis's findings demonstrated that subjective well-being and its components are significantly predicted by "problem solving" and "self-esteem in decision making." Additionally, the findings showed that "panic style" is a strong predictor of negative affect and subjective wellbeing, whereas "vigilance style" is a significant predictor of both.
Rashid Zaman et.al. 2014	To explore the new trend of parenting style emerging in the society and their impact on child behaviors by using unstructured interviews trough homogeneous sampling of parents located in Islamabad and native areas.	Qualitative study	20 respondent	Unstructured interviews	The study's conclusions support the idea that parenting style ultimately determines a child's behaviour, and that a variety of elements, including opportunity, support, love, affection, and the external environment, can influence parenting style. The ultimate result that works for most parents is excellent communication, which parents may use to assess their children's behaviour and modify their parenting techniques.
Bindu. Dr. P.K. Aruna 2014	To find out the extend of relationship between parental encouragement and process skills of secondary school students.	Comparative study	1000 secondary school students	Parental encouragement scale by Aruna and Bindhu (2011) and test of process skills in social studies by Aruna and Bindhu (2011).	The study's findings provide credence to the notion that a child's behaviour is ultimately determined by their parenting style, and that a range of factors, such as opportunity, support, love, affection, and the surrounding environment, can alter parenting style. For the majority of parents, the end result is good communication, which they can use to evaluate their kids' behaviour and adjust their parenting methods.

Dere Çiftçi, H , 2015	To determine the effects of adolescents' self-esteem levels on their decision-making processes.	Observations	608 adolescents	Adolescent Decision-Making Questionnaire	Their decision-making is influenced by their degree of self-esteem. When making decisions, students with high self-esteem are more resolute, vigilant, and selective; they also feel less complacent and panicked and do not avoid their duties.
C. Kalaivani Dr. N. Pugalenty 2015	To find the significant relationship between problem solving ability and Attitude towards science of higher secondary school students with reference to the background variables.	Comparative study	80 adolescents	Problem Solving Ability Test	The results indicate that there is no discernible difference between higher secondary school pupils' attitudes towards science and their capacity for problem-solving. Lastly, the researcher offers interpretations and suggestions based on the results.
Liyaqat Bashir and Hilal Bashir 2016	The present study aimed at exploring the level of parental encouragement among adolescents and find out the difference of parental encouragement among adolescents on the basis of locality.	Descriptive study	200 adolescents	Parental encouragement scale	The primary conclusions are that teenagers receive an average amount of parental encouragement and that there is a notable variation in this regard between adolescents in rural and urban areas.
Olivia Sunny Sendi Seb Rengma and Jinamoni Saikia 2017	To find out the emotional, social, and educational adjustment of adolescent and if there is any gender difference in adjustment level of adolescent.	Observational study	80(15-16 years) adolescent	Adjustment Inventory for School Students (AISS)	More than half of the respondents had great emotional adjustment, according to the study's findings. More respondents reported having a good degree of adjustment in the social and educational domains. Male respondents were shown to have a higher degree of emotional adjustment than female respondents, whereas female respondents had a higher degree of social and educational adjustment.

J. Srilavanya P. Karnan 2018	To find the relationship between parental encouragement and self image of XI standard students in Tiruvallur District.	Comparative study	256 adolescents	Parental encouragement Questionnaire by Dr. Mohana Sekar. Self-image Questionnaire by John Garlock.	In addition to finding that XI standard pupils have a high degree of self-image, the results showed that their level of parental encouragement is modest.
T. Borzoo et .al 2018	To compare social, educational and emotional adjustment among single-child and multiple-children female adolescents.	Descriptive study	427 female students	Sinha and Singh High School Students Adjustment Questionnaire	Although it is advised that additional research be done in this area, no discernible difference was observed between adolescents who had one kid and those who had several children in terms of several adjustment aspects.
Isabel martinez et. al. 2021	To the relationship between parental socialization practices, acceptance/involve ment, and strictness/impositi on, and different indicators of adolescent adjustment, taking into account the role of family self-esteem.	Descriptive study	848 adolescents	Structural equations models (SEMs)	By examining family self-esteem as a mediating variable rather than as an indication of adolescent adjustment, this study helps to elucidate the link between parental practices and adolescent adjustment. There is a discussion of the current findings and how they relate to parenting science.
Ravi P. Pandey et.al. 2023	To investigate the role of parenting style on adolescent self-efficacy and self-esteem.	Comparative study	140 adolescents	Scale of parenting style, general self-efficacy scale and Rosenberg's self-esteem scale,	The findings indicated that there was no significant correlation between parenting style and teenagers' self-efficacy and self-esteem. Self-efficacy, self-esteem, and parenting style did not significantly differ between males and females.
Azpiazu Lorea et.al. 2024	To analyses and compare two theoretical models to determine the prediction of teacher and peer support, resilience	Cross-sectional study	1397 adolescents	Administering an Adjustment inventory scale	The findings show that through issues with school integration and emotional engagement, perceived academic success is indirectly predicted by resilience, good affect, and

	and positive affect to school adjustment, measured through emotional engagement, school integration problems and perceived academic performance.				support from peers and teachers.
Azad Yashpal. 2024	To study focus the gender difference in social, emotional, and educational adjustment and its combined effect on academic achievement among boys and girls residential school students.	Comparative study	120 adolescents	Administering an Adjustment inventory (Sinha and Singh, 1971), and GPA for obtaining academic achievement scores.	The results indicate that when it came to social adjustment, boys did better than girls. But when it came to emotional and academic adjustment, there was no discernible difference between males and girls.

Conclusion

Parenting styles play a fundamental role in shaping adolescent self-efficacy and adjustment. Authoritative parenting is particularly beneficial, while authoritarian and neglectful styles pose developmental risks. Future research should explore culturally specific parenting practices and their effects on adolescent well-being. Understanding these dynamics can inform policies and interventions aimed at fostering positive youth development.

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