



RESEARCH ARTICLE

NEGATIVE PARENTING STYLE AND ATTACHMENT INCREASE THE NUMBER OF
BEHAVIOUR DIFFICULTIES

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ABSTRACT

Parents can benefit from an understanding that how they parent, or their parenting style, provides a basis for many healthy developmental outcomes during adolescence. Understanding the different parenting styles and their impact on the parent-teen relationship and behavior outcome may help parents and their adolescence navigate adolescence more smoothly. Adolescence parents and adolescence (boys and girls) who referred by doctors for behaviour difficulties, poor parenting, and poor scholastic performance, (more than 6 months), referred at Medical College NKPSIMS and LMH, Nagpur were included in the study (n=162). An Analysis of variance showed t-value is significant at $p < 0.05$ significant (Means are different) different means say that there is an effect of level of negative parenting style, attachment increased the number of behavior difficulties. Present study showed that adolescence behavior depends on parenting style and attachment and maintaining the guidelines for healthy relationships. As a result, most of the parenting style and attachment are lack respect and responsibility in guiding their own behaviors and making decisions that are truly in the best interest of their children, the children are showed different behavior – depression, anxiety, withdrawal, aggression, lack of interest on study, conduct problem, or hyperactivity, and most of the children showed lack of confidence, low Social skills, and low communication.

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INTRODUCTION

Adolescence is a time for developing independence. Parents and doctors must distinguish occasional errors of judgment from a degree of misbehaviour that requires professional intervention. The severity and frequency of infractions are guides. For example, Inattention, Hyperactivity, rule breaking behaviour, abusing language, not showing respect, showing aggression, temper tantrum, conduct problem, depression, anxiety, arguments with adults, frequent episodes of fighting, truancy, and steals are much more significant than isolated episodes of the same activities. Other warning signs include deterioration of performance at school and running away from home. Lin *et al.* (2009) found that children in migrant families had significantly more psychological problems, such as loneliness, depression, and social anxiety than local children. Parenting style and attachment is one of the important factors in family education and is a relatively stable behaviour pattern and tendency in raising and educating adolescence through daily activities. Attachment is a word used by psychologists to describe the relationship between children and their caretakers.

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When we watch the behavioral patterns that characterize this relationship, four types of attachment are seen: secure, avoidant, ambivalent, and disorganized and Parenting styles generally fall along a continuum between the two anchors of being lax and overly punitive, with extremes in either direction defined as negative (Stevens, 2014). Collins and Reed (1990) propose that early attachment histories are the basis of an internal working model for adult relationships whereby persons with secure childhood attachments show higher levels of trust, closeness, and dependability while insecure childhood attachments predict the reverse (Bowlby, 1973, 1980, 1982).

Figure 1: Bartholomew's four –category model of adult attachment (after Bartholomew and Horowitz, 1991). However, there are other variables within a parent child relationship that might also predict the outcome of the child's future interpersonal relationships. One of these variables is that of parenting styles. Positive parenting is a strategy that involves warmth, sensitivity, acceptance and responsiveness toward the child (Kawabata *et al.*, 2011). Previous studies indicated that parenting style and idea were important influencing factors for children's psychological and behavioural development (Brennan *et al.*, 2013). Some studies showed that adolescences parenting style, parents tended to usually adopt some negative parenting styles (e.g., punishment

and authoritarian) and seldom adopt positive parenting styles (e.g., emotional warmth and understanding). A parent who has high levels in both categories is described as an authoritative parent. This is considered to be the most positive parenting style. As an authoritative parent you would have a strong emotional tie to your child, but would also be highly demanding, with rules and expectations you expect your child to meet. This often leads to a healthy relationship in which both parent and child are capable of reasonably negotiating, and the child feels encouraged to strive to his parent's expectations. Authoritative style characterized by high demandingness and high responsiveness (Arnett, 2010). Contrary to the previous style parents set rules and expectations but are open to discussion and negotiation as the parents are willing to listen to their children and guide them when questions arise (Arnett, 2010). Authoritative parents always maintain the power to say "no" but also they want their children to be assertive, socially responsible, self-regulated and cooperative (Darling, 2011). A child who grows up in a family where the parents utilize this style are more likely to grow up independent, have self-control, have more develop social skills, able to communicate and make friendships, have healthy relationships and emotional attachments (Arnett, 2010). From growing in a balanced environment they are less likely to have psychological problems and they become balance adults by themselves.

Authoritarian (the parent is highly demanding, but not particularly responsive, with a weaker emotional tie), Authoritarian parents are strict and have high expectations from their children, have set rules and expect obedience without questioning and without really explaining their reasoning to their children (Berger, 2005). They are obedience and status oriented and expecting their orders to be obeyed without explanation (Darling, 2011). A child that grows up in a family environment where they do not have the opportunity to communicate, and constantly feel they have to act in a certain way, will have serious problems in many aspects of their development. They will grow up with low self-esteem, might be depressed, anxious and frustrated and they lag behind in social skills and social adaptability (Berger, 2005; Arnett, 2010). The next two parenting styles are the permissive and the neglectful, or disengage style. Less positive parenting styles are Permissive (there is a strong emotional tie, but the parent sets no expectations or rules for the child), and Rejecting-Neglecting (the parent is neither demanding nor responsive, has no rules/expectations, and is not emotionally invested in the child). Permissive parents are not demanding, they hardly ever punish their children and do not have a lot of control of their children as they usually let them do whatever they want (Arnett, 2010). They seem to want to be more like their children's friends instead of their parents. Children growing up in a permissive family will be more likely to have higher self-esteem, but they will have poor emotional regulation, are immature and irresponsible (Arnett, 2010). Neglectful parenting demanding, but unresponsive to the child, tends to use punitive and harsh punishment, physical enforcement, reprimands, and prohibitive interventions (Kochanska, Kuczynski, and Radke, 1989). Similarly so, the outcomes of authoritarian parenting tend to overlap the characteristics of avoidant attachment. The children of authoritarian parents have been described as anxious, angry, aggressive, and having low self-esteem (Baumrind, 1967; 1971). In like manner, Elicker, England, and Sroufe (1992) have described avoidant children as angry, aggressive, isolated

and disliked by their peers. They may show some developed social skills but actually do not possess them as they have been used to always getting what they want. The inadequate emotional regulation appears to be a problem for friendship formation (Berger, 2005). The disengaged or neglectful parenting style is characterized by parents who do not care about their children. These parents are low in both demandingness and responsiveness and they may seem little emotionally attached with their children (Arnett, 2010). Children growing up with this parenting style are exposed to an indifferent environment, without any guidance or support and are most likely to be depressed, impulsive and have poor social skills (Arnett, 2010). In general this type of parenting is associated with negative outcomes in a child's development in all domains of their life.

Aim and Objectives of the Study:-

The study was conducted with following objects in mind:

Parents can benefit from an understanding that how they parent, or their parenting style, provides a basis for many healthy developmental outcomes during adolescence. Understanding the different parenting styles and their impact on the parent-teen relationship and behavior outcome may help parents and their adolescence navigate adolescence more smoothly.

Hypotheses

- There is significant gender difference in attachment style of the adolescence.
- There is a significant correlation on parenting style and adolescence attachment.

MATERIALS AND METHODS

- Place of Study: This study was conducted at central India Nagpur (Maharashtra)
- Period of Study: February 2017 to February 2018 (1 Year)

Inclusion Category

- Adolescence (boys and girls) (Age group 11 to 18 years)
- Adolescence (boys and girls) who referred by doctors for behaviour difficulties, poor parenting, and poor scholastic performance

Exclusion

- Adolescence (boys and girls), (Parents complain about behaviour, and poor scholastic performance, duration more than six months), at different schools from central India Nagpur.

Sample size: Adolescence (boys and girls) who referred by doctors for behaviour difficulties, poor parenting, and poor scholastic performance, (more than 6 months), referred at Medical College NKPSIMS and LMH, Nagpur were included in the study (N=162)

- **Study Design:** Cross sectional study (Questionnaire based)

Measuring Instruments

- A checklist developed by Frick, P. J. - Alabama Parenting Questionnaire (APQ)
- , was used to assess scale under – 5 different categories
- **Areas Studies:**1) Involvement, 2) Positive Parenting, 3) Poor Monitoring / Supervision, 4) Inconsistent Discipline and 5) Corporal Punishment
- A checklist developed by Carver, C. S. -Measure of Attachment Qualities (MAQ) The 14 items on his measure are rated as 1 = I Disagree with the statement a lot 2 = I Disagree with the statement a little 3 = I agree with the statement a little 4 = I agree with the statement a lot, and fore areas to measure , Avoidance, Ambivalence-worry and Ambivalence-merger.
- 3)A checklist developed by Cecil R. Reynolds, PhD, and Randy W. Kamphaus, PhD –Behaviour Assessment system for children, second edition (BASC-2),was used to assess Clinical scale under – 10 different categories and adaptive scale factors among children under 5 different categories.

Areas Studies

Clinical Scale	Adaptive Scale
1.Hyperactivity	1.Adaptability
2.Agression	2.Social Skills
3.Conduct Problem (Age 6-21 only)	3.Leadership (Age 6-21yrs)
4.Anxiety	4.Study Skills (Age 6-21yrs)
5.Depression	5.Functional Communication
6.Somatization	6.Adaptability
7.Attention Problem	
8.Learning Problem (6 To 21)	
9.Atypicality	
10.Withdrawal	

Statistical Analysis: The obtained data was statistically analyzed by applying descriptive (Mean, Standard Deviation, t-value) of significance of mean differences in term of various variable. We have entered all data and further Statistical Analysis was done with the help of IBM- SPSS-25 software.

Procedure of Data collection

For collection of data from NKPSIMS and LMH Nagpur city of Maharashtra was chosen. By keeping age and gender requirements in mind the subjects were selected more than the required then the test of APQ (Alabama Parenting Questionnaire), MAQ (Measure of Attachment Qualities) and Behaviour Assessment system for children, second edition (BASC-2), who referred by doctors for behaviour difficulties, poor parenting , and poor scholastic performance , (more than 6 months) , N 162 subjects have been selected randomly from different school going children’s, which consists 162 school going students (boys 92 and 70 Girls). First of all, checklist of trails was administered on the subjects to get their original viewpoint. The subjects were randomly selected sample in NKPSIMS and Latamangeshkar Hospital and Research center Nagpur, adolescence (boys 92 and 70 Girls) and parenting questionnaire each subjects took about 1hours to respond on the entire above tools. A period of twelve months was devoted for the data collection.

RESULTS

This study included two sets of participants: 1) school going adolescence; and 2) parents. The number of children selected at random who participated in this study were 205 however

during the study forty-three child was withdrawn by the parents leaving the sample size to be n = 162.The average age was 14 years (Table 1). Most of the participants were boys 92 (57%), and girls 70 (43%) (Table 1).

Table no.1. Adolescence Age and gender wise Average mean and percentage of

Areas	Age/ Gender	Average	Percentage
Age	12-13 Years	Boys	22
		Girls	17
	14-15 Years	Boys	45
		Girls	32
	16-17 Years	Boys	18
		Girls	15
	17-18 Years	Boys	7
		Girls	6
Gender	Boys	92	57%
	Girls	70	43%

Most of the participants were middle class family .All participants exhibited command over Marathi, Hindi language.

Table 2. Means and SD of adolescence boys and girls parents attachment style along with their statistical significance of difference between means

Paired Samples Statistics

Pair	Attachment Style	Gender	Mean	N	Std. Deviation	Std. Error
						Mean
Pair 1	Security attachment style	Boys	12.67	162	8.096	.636
		Girls	4.07	162	3.363	.264
Pair 2	Avoidance attachment style	Boys	12.02	162	5.778	.454
		Girls	7.37	162	4.026	.316
Pair 3	Ambivalence (worry) attachment style	Boys	10.73	162	5.219	.410
		Girls	4.85	162	2.610	.205
Pair 4	Ambivalence (merge) attachment style	Boys	10.57	162	5.970	.469
		Girls	8.40	162	3.881	.305

Paired Samples Test

Pair	Attachment Style	Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Mean	Lower			
Pair 1	Security attachment style - (Boys /Girls)	8.599	9.089	.714	7.189	10.009	12.042	161	.000
Pair 2	Avoidance attachment style - (Boys /Girls)	4.648	6.998	.550	3.562	5.734	8.454	161	.000
Pair 3	Ambivalence (worry) attachment style - (Boys /Girls)	5.889	5.772	.453	4.993	6.784	12.986	161	.000
Pair 4	Ambivalence (merge) attachment style - (Boys /Girls)	2.167	6.739	.529	1.121	3.212	4.092	161	.000

Present study showed significant difference in attachment style in Security Attachment Style for his/her children, adolescence boys mean 12.67 ,and girls 4.07 .t- value 12.042is significant at 0.05 level. Securely attached children comprised the majority of the sample in Ainsworth’s (1971, 1978) studies. Such children feel confident that the attachment figure will be available to meet their needs. They use the attachment figure as a safe base to explore the environment and seek the attachment figure in times of distress (Main, and Cassidy, 1988). Avoidance Attachment Style for his/her children, adolescence boys mean 12.02 and girls mean 7.37, t-value8.454 is significant at 0.05 level. Insecure avoidant

children do not orientate to their attachment figure while investigating the environment. They are very independent of the attachment figure both physically and emotionally (Behrens, Hesse, and Main, 2007). They do not seek contact with the attachment figure when distressed. Such children are likely to have a caregiver who is insensitive and rejecting of their needs (Ainsworth, 1978). The attachment figure may withdraw from helping during difficult tasks (Stevenson-Hinde, and Verschueren, 2002) and is often unavailable during times of emotional distress. Avoidant children think themselves unworthy and unacceptable, caused by a rejecting primary caregiver (Larose, and Bernier, 2001). Ambivalent children have a negative self-image and exaggerate their emotional responses as a way to gain attention (Kobak *et al.*, 1993). Ambivalence (Worry) Attachment Style for his/her children, adolescence boys mean 10.73, and girls means 4.85, t- value 12.986 is significant at 0.05 level. As parents they have difficulty in maintaining clear levels of attachment with their children (Byng-Hall, J. (1999). In general, about 1-2% of the adult population is disorganize/unresolved in their attachment style. Usually they do not become adoptive parents as they are typically screened out of the home study process due to other lifestyle problems.

over-represented in groups of children with clinical problems and those who are victims of maltreatment (eg, nearly 80% of maltreated infants have disorganized attachment) (Cicchetti D, Barnett D 1991, Lyons-Ruth K *et.al.* 1991). Poor peer interactions and unusual or bizarre behaviour in the classroom (Jacobvitz D, Hazan N 1999) .These academic problems appear to be mediated through effects on self-esteem and confidence in the academic setting (Green J, Goldwyn R. 2002). Children with disorganized attachment have low self-esteem (Cassidy J. 1988), and at nine years of age are more often rejected by peers (Verschueren K, Marcoen A. 1999, Verschueren K. 2001). Attachment anxiety prompts intense emotions in social encounters in contrast to secure people who maintain emotional stability (Cooper, Shaver, and Collins, 1998). Table no.2 highlighted significant of Involvement parenting style for his/her children The mean value 13.65 for adolescence boys; and 4.07 for adolescence girls, t value is 13.75 . It shows parents are more involvement for their male child as compared to the female child. The dimension of parental form of child rearing is flexible and responsive to child needs but also enforces reasonable standards of conduct (Ang and Goh, 2006). Chen *et al.* (2005); Eke (2004).

Table 3. Means and SD of adolescence boys and girls parents parenting style along with their statistical significance of difference between means

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Involvement				
	Boys	13.65	162	7.898	.621
	Girls	4.07	162	3.363	.264
Pair 2	Positive Parenting Style				
	Boys	14.01	162	5.184	.407
	Girls	7.37	162	4.026	.316
Pair 3	Poor Monitoring/ Supervision				
	Boys	11.25	162	5.092	.400
	Girls	4.94	162	2.598	.204
Pair 4	Inconsistent Discipline				
	Boys	12.66	162	4.899	.385
	Girls	8.40	162	3.881	.305
Pair 5	Corporal Punishment				
	Boys	15.24	162	7.913	.622
	Girls	8.40	162	3.881	.305

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Involvement - (Boys/Girls)	9.580	8.866	.697	8.205	10.956	13.753	161	.000
Pair 2	Positive Parenting - (Boys/Girls)	6.642	6.432	.505	5.644	7.640	13.143	161	.000
Pair 3	Poor Monitoring/Supervision parenting style - (Boys/Girls)	6.309	5.641	.443	5.433	7.184	14.235	161	.000
Pair 4	Inconsistent Discipline parenting style - (Boys/Girls)	4.259	5.910	.464	3.342	5.176	9.173	161	.000
Pair 5	Corporal punishment parenting style - (Boys/Girls)	6.840	8.796	.691	5.475	8.204	9.897	161	.000

Ambivalence (Merge) Attachment Style for his/her children, adolescence boys mean 10.57, and girls mean 8.40, t- value 4.092 is significant at 0.05 level. Disorganized attachment is

Otuadah (2006), Umukoro (1997); Wu *et al* (1998) found in their researches that adolescents who were exposed to higher level of warmth, induction and monitoring would less likely to

be delinquents. According to Angand Goh (2006); Utti (2006), adolescents whose parents are demanding and responsive perform better in social competence than children from authoritarian background. Positive parenting style for his/her children mean value 14.01 for adolescence boys; and 7.37 for adolescence girls, t-value 13.14 is significant at 0.05 level. home without love, warmth, care, affection but have the parents harsh and aggressive may make the adolescent run away from home, rebellious and have negative associations and other delinquent behaviours follow (Ang, *et al* 2006; Odeunmi, 2007; Okpako, 2006; Otudah, 2006; Utti, 2006). Poor Monitoring parenting style for his/her children mean value 11.25 for adolescence boys; and 4.94 for adolescence girls, t-value 14.23 is significant at 0.05 level.

Table 4. Average mean of BASC-2 score and percentage of adolescent's boys and girls

Area	Gender	n	%
Hyperactivity	Boys	30	33%
	Girls	15	21%
Aggression	Boys	45	49%
	Girls	22	31%
Conduct Problem	Boys	15	16%
	Girls	6	9%
Anxiety	Boys	34	37%
	Girls	26	37%
Depression	Boys	20	22%
	Girls	38	54%
Somatization	Boys	68	74%
	Girls	50	71%
Attention Problem	Boys	82	89%
	Girls	40	57%
Learning Problem	Boys	88	96%
	Girls	38	54%
A typicality	Boys	56	61%
	Girls	30	43%
Withdrawal	Boys	67	73%
	Girls	40	57%

Inconsistent parenting style for his/her children The mean value 12.66 for adolescence boys ; and 8.40 for adolescence girls, t-value 9.17 is significant at 0.05 level, Corporal punishment parenting style for his/her children The mean value 15.24 for adolescence boys ; and 8.40 for adolescence girls , t-value 9.89 is significant at 0.05 level. Physical punishment has also been proven to be a contributing factor for antisocial behaviour by children (Grogan-Kaylor, 2004), but the article dismissed the assumption that frequent use of physical punishment can increase the degree of children's antisocial behaviour because no relationship was established between them. The result is consistent with Lansford *et al's* (2011) findings which state that although physical punishment can influence externalizing behaviour in children, the degree of influence is however not associated with other factors like the age of the child. In current study boys easily distracted engages in off task activities, unable to sustain attention, impulsive, displays aggression, social deficits include having difficulty waiting turn, following rules, losing gracefully, curbing temper, showing consideration for other, frequently because overly excited or may act silly. In accordance with other studies higher incidence of ADHD and lower school achievements in children with tension type headache in comparison with children with migraine. One possible explanation is that low school achievements and symptoms such as inattention, hyperactivity and impulsivity, which often accompany learning difficulties, may be associated with stress in the family, with peers, and in school, each stress may in turn

contribute to symptoms of tension type headache (Mazzone L, Vitiello B, Incorpora G, MazzoneD, Cephalalgia).

DISCUSSION

Table no. 3 showed that the Involvement parenting style are significant and security attachment styles also significant at 0.05 level. Out of 162 parents 39 are showed Involvement parenting style and 46 are security attachment. Involvement parenting style is widely regarded as the most effective and beneficial parenting style for normal children. Involvement parents are easy to recognize, as they are marked by the high expectations that they have of their children, but temper these expectations with understanding a support for their children as well. This type of parenting creates the healthiest environment for a growing child, and helps to foster a productive relationship between parent and child. Collins and Reed (1990) propose that early attachment histories are the basis of an internal working model for adult relationships whereby persons with secure childhood attachments show higher levels of trust, closeness, and dependability while insecure childhood attachments predict the reverse (Bowlby, 1973, 1980, 1982). One of the most important traits to emulate in the Involvement parenting style and security attachment is the open communication style with the child. The child has a great deal of autonomy, affective sharing, cognitive flexibility, problem-solving ability and perseverance (Ainsworth, Blehar, Waters, and Wall, 1979). All of these outcomes indicate that secure attachment results in healthy family and peer relationships as well as, high self-esteem for the child (Bowlby, 1988).

If a parent can foster the ability to speak to their child without judgment or reprimand, they will be more likely to have insight into the child's life and understanding, providing the child with a deeper understanding of the world around them. The Positive parenting styles are significant and Avoidance attachment styles also significant at 0.05 level. Out of 162 parents 48 are showed Positive parenting styles and 50 are Avoidance attachment. Study showed around 74% adolescence boys and 71% adolescence girls showed somatization, 89% adolescence boys and 57% adolescence girls attention problem, 73% adolescence boys and 57% adolescence girls withdrawal, and 37% adolescence boys and 37% adolescence girls anxiety. Positive parenting, also called strict parenting, is characterized by parents who are demanding but not responsive. Positive parents allow for little open dialogue between parent and child and expect children to follow a strict set of rules and expectations. They usually rely on punishment to demand obedience or teach. While the structure and rules of Positive parent are necessary for healthy child development, all good things can be overdone. It is important to balance out the provided structure with open communication so the child knows exactly why it is important for them to follow the rules placed in front of them. Children of Positive parents are prone to having low self-esteem, being fearful or shy, associating obedience with love, having difficulty in social situations, and possibly misbehaving when outside of parental care. Utti (2006) in her research found that authoritarian parenting style influences adolescents' academic performance positively. On the contrary, parental demanding without responsiveness (authoritarian parenting style) may make adolescents rebellious and delinquent. The Poor monitoring parenting styles are significant and Ambivalence (worry) attachment style also significant at 0.05 level. Out of 162 parents 32 are showed

poor monitoring parenting styles and 30 are ambivalence (worry) attachment. Study showed 49% adolescence boys and 31% adolescence girls showed aggression, 16% adolescence boys and 9% adolescence girls conduct problem, 22% adolescence boys and 54% adolescence girls depression, 73% adolescence boys and 57% adolescence girls withdrawal, and 96% adolescence boys and 54% adolescence girls faced learning problem. Poor monitoring parenting styles, also known as indulgent parenting is another potentially harmful style of parenting. These parents are responsive but not demanding. These parents tend to be lenient while trying to avoid confrontation. The lowest cognitive competence and self-regulation was found in adolescents from neglectful families (Steinberg *et al.*, 1994). Parenting is generally described as lax, and inconsistent, and use withdrawal of love as punishment (Connor, 1980). Other study showed their ambivalence about discipline by alternating praise and punishment (Baumrind, 1967).

Similarly, mothers of ambivalently attached children are described as lacking in responsiveness and sensitivity to their children, and as being either too lenient or too controlling of their child (Egeland and Farber, 1984). Baumrind (1967) reported that children of permissive parents have low self-control and self-reliance, and are very immature while ambivalently attached children are described as anxious, immature (Karen, 1998), and show little initiative (Egeland and Farber, 1984). The Inconsistent parenting styles and corporal punishment style are positively related to the ambivalence (merge) attachment styles. Out of 162 parents 23% are showed Inconsistent / corporal punishment parenting styles and 31 are ambivalence (merge) attachment. Study showed around 74% adolescence boys and 71% adolescence girls showed somatization, 89% adolescence boys and 57% adolescence girls attention problem, 73% adolescence boys and 57% adolescence girls withdrawal, and 37% adolescence boys and 37% adolescence girls faced anxiety, and adaptive scale- low leadership, poor study skills. Inconsistent parenting is one of the most harmful styles of parenting that can be used on a child. Inconsistent parenting is unlike the other styles in that parents rarely fluctuate naturally into Inconsistent parenting as a response to child behavior. If a parent recognizes themselves as Inconsistent parent, or if a friend recognizes that they may know an Inconsistent parent, it is important to understand that those parents (and the children involved in the situation) need assistance so that they can get back on track to having a healthy and communicative relationship within the family. Inconsistent parenting is damaging to children, because they have no trust foundation with their parents from which to explore the world. Parents tend to use punitive and harsh punishment, physical enforcement, reprimands, and prohibitive interventions (Kochanska, Kuczynski, and Radke, 1989). Children who have a negative or ambivalence relationship with their parent will have a harder time forming relationships with other people, particularly children their age. Physically abused infants were found to demonstrate high levels of negative affect (Erickson *et al.*, 1989) whereas neglected infants had blunted affect (Gaensbauer and Hiatt, 1984).

Conclusion

This study has a number of strengths first study was able to distinguish between the adolescence behavior risk associated with parenting style and attachment style. Second study analysis adjusted for key confounder variable, including,

behavior modification, parenting counselling or educational regarding adolescence behavior issues, academic achievement and social adjustment. Present study showed that adolescence behavior depends on parenting style and attachment and maintaining the guidelines for healthy relationships. As a result, most of the parenting style and attachment are lack respect and responsibility in guiding their own behaviors and making decisions that are truly in the best interest of their children, the children are showed different behavior – depression, anxiety, withdrawal, aggression, lack of interest on study, conduct problem, or hyperactivity, and most of the children showed lack of confidence, low Social skills, and low communication. It is these dynamics in which parenting style and attachment is initiated and encouraged. Each parenting style has its own characteristics and values which shape adolescence behavior and social life. From the study, we can also conclude that although inconsistent discipline and corporal punishment and ambivalence (merge) attachment has been said to lead to poor academic performance; it could lead to a positive influence.

Limitations and Scope for future research

First it's an area based research, second limited sample size, third future research is required to further delineate and characterize the prevalence, frequency, and psychosocial correlates related to the parenting style, attachment and behaviour problem experience by adolescents. Future prospect study should be developed in cooperating large sample size and mass study with appropriate methodology to capture the frequency and prevalence of parenting style, attachment and behaviour problem faced by adolescence.

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