



PARENTING STYLE AND ASSERTIVENESS AMONG ADOLESCENTS WITH LEARNING DISABILITIES

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ABSTRACT Parents influence children's conduct, emotions, and personality. This study examined parental style and assertiveness in teens with and without learning difficulties. The researcher drew 80 student demographics to do this. 40 with learning impairments and 40 without were chosen. T-test and correlation were used to examine the data. The study found a difference in assertiveness between learning disabled and nondisabled teens. The study found a moderate association between authoritative, authoritarian, permissive/indulgent, and negligent parenting and assertiveness. The study recommended that parents of teens be mindful of how parenting style affects their children's assertiveness.

KEYWORDS : Adolescents, Parenting styles, Assertiveness, Learning disabilities

INTRODUCTION

Parents help children become autonomous and confident by protecting, guiding, and nurturing them. Children's health, safety, and self-esteem are affected by routine, control, and parenting. Parenting uses age- and developmentally-appropriate approaches to enhance independence, resilience, assertiveness, discipline, socialisation, and alignment of expectations and accomplishments. Bandura's approach teaches all behaviours through modelling and indirect learning. Family influences social learning, hence it shapes personality.

Diana Baumrind proposed three parenting styles in the 1960s. Authoritarian parenting comprises rules and punishments. Unresponsive, unhelpful parents. Permissive parenting reduces duties. Immature and impulsive. Uninvolved parents are forgiving, care, and communicate. Permissive parents' children experience problems, low happiness, and poor grades. Unhappy, socially incompetent, and insecure were authoritarian-raised youngsters. Authority-raised children are capable, rich, and joyful. Uninvolved parenting leads to children lacking self-control, self-esteem, and competitiveness.

Assertiveness is knowing and expressing one's own needs, rights, wants, and goals while respecting others' (Williams, K., & Shultz, J., 1982). Glandding defines assertiveness as the ability to openly express sentiments, state intentions, and develop meaningful relationships. Assertive people can communicate positive and negative emotions without fear or violence. Assertiveness boosts self-esteem through emphasising direct expressing of thoughts, feelings, and desires. Assertive people know who they are, are open to feedback, have realistic connections, and share their feelings. Cattle said assertiveness had three dimensions: assertive, passive, and aggressive. Positive, non-aggressive, and aggressiveness exist. Positively aggressive people express themselves, achieve goals, and are happy. Non-aggressive people worry about social interactions, esteem others less, and struggle to complete tasks. Negative, aggressive persons violate others' rights, desires, and feelings. A confident personality is forceful. Parents influence assertiveness. Forceful parenting produces youngsters mature, autonomous, prosaic, active, success-motivated, and adaptable of adolescent demands, according to Ellis. Permissive parenting harms kids' competence, independence, and self-control. Studies relate strict parenting to negative teen outcomes. Parents influence children's behaviour and emotions most. Family shapes early experiences, behaviour, and behaviour determination. Hargie & Owen say social behaviour is instructive (1990). Unloved kids don't behave well. Parenting styles affect social skills. Parenting style affects life skills. Alberti and Emmons argue assertiveness is knowing what you want and need, being able to articulate those demands, and believing you're valuable enough to try again. Being assertive helps you understand needs, communicate skills, and respect yourself and others.

Need and Significance

Parents influence assertiveness. Assertiveness involves respecting others' rights and dignity. This improves openness, self-worth, judgement, consciousness, etc. Authoritative parents raise more mature, independent, pro-social, and achievement-oriented children,

according to studies. Permissive parents raise self-reliant, responsible children. Successful parenting helps children acquire positive social skills.

Research Objective

- The objective of research is to investigate parenting styles in relation to assertiveness.
- To find parenting styles adapted by parents of adolescents with and without Learning disability.
- To find out the assertiveness among adolescents with and without Learning disability.
- To find out the relationship between Parenting style and assertiveness among adolescents with and without Learning disability.

Hypotheses

- There is no difference in parenting style adapted by parents of adolescents with and without Learning disability.
- There is no significant difference in assertiveness expressed by adolescents with and without Learning disability.
- There is no significant relationship between parenting style and assertiveness.

Research Methodology

The study aimed to compare the assertiveness of adolescents with and without learning disabilities. Descriptive quantitative correlational design was utilised. A cross-sectional survey collects data from many respondents across age groups. A cross-sectional survey was utilised to collect data from many pupils at once. Convenience sampling was utilised to enrol 80 individuals for the study. Data collection included 11- to 14-year-olds with and without learning disabilities. This study included 80 high school students (40 LD and 40 WLD) from Thrissur. Pre-diagnosed Clinical population includes children with learning disabilities who are currently in training. Equal numbers of teens with and without learning difficulties were studied. The study required parental and principal consent.

Tools

Along with the questionnaire, a personal data sheet is provided to collect information on age, family, parental education, socioeconomic status, school, class, etc. The study used Dr. Abdul Gafoor's parenting scale (2014) half the items measure responsiveness and the other half control. Responding and controlling were scored individually. Total scores determine a parent's grade. High-responsiveness, high-control parents are authoritative (below median) Parental neglect. High-responsiveness, low-control parents are indulgent and authoritarian. Spencer Rathus's (1973) Rathus Assertiveness Scale measures assertiveness. The 30 items range from extremely me to very unme. After reversing inverted things, sum each item's numerical score.

Procedure

The ethical aspects of the study was fulfilled by taking consent from the head of the institutions, parents and teachers of each student before commencing data collection. The purpose of the study was explained

prior to the administration of questionnaires. Each respondent used approximately 40 minutes to complete the questionnaire.

Analysis and Findings

Table 1: Parenting Style of Mothers of Adolescents with and without Learning Disabilities.

Mother Parenting Style	LD		NLD	
	Frequency	Percentage	Frequency	Percentage
Authoritative	14	17.5%	12	15%
Negligent	13	16.3%	13	16.3%
Indulgent	3	3.8%	11	13.8%
Authoritarian	10	12.5%	4	5%

Table demonstrates mother parenting styles of teens with and without learning disabilities. Mothers of Adolescents with LD rated authoritarian, indulgent, negligent, and authoritarian parenting styles. Mothers of NLD adolescents assessed Authoritative (15%), Negligent (16.3%), Indulgent (13.8%), and Authoritarian (5%) parenting styles. Thus, most mothers engaged in Authoritative Parenting, while those without NLD were more negligent.

Table 2: Parenting Style used by fathers of Adolescents with and without Learning disability.

Father Parenting Style	LD		NLD	
	Frequency	Percentage	Frequency	Percentage
Authoritative	9	11.4%	6	7.6%
Negligent	11	13.9%	7	8.9%
Indulgent	12	15.2%	10	12.7%
Authoritarian	7	8.9%	17	21.5%

Table 2 compares the fathers of adolescents with and without Learning Disabilities. Fathers of LD adolescents rated Authoritative Parenting Style (11.4%), Negligent Parenting Style (13.9%), Indulgent Parenting Style (15.2%), and Authoritarian Parenting Style (8.9%). Fathers of NLD adolescents rated Authoritative Parenting Style (7.6%), Negligent Parenting Style (8.9%), Indulgent Parenting Style (12.7%), and Authoritarian Parenting Style (21.5%). Thus, most fathers of adolescents with LD were indulgent, while fathers of adolescents without NLD were authoritarian.

Table 3: Total Parenting Style adopted by Adolescents with and without Learning Disabilities

Total Parenting Style	LD		NLD	
	Frequency	Percentage	Frequency	Percentage
Authoritative	9	11.3%	8	10%
Negligent	11	13.8%	9	11.3%
Indulgent	12	15%	11	13.8%
Authoritarian	8	10%	12	15%

Table 3 compares parenting styles of adolescents with and without Learning Disabilities. LD parents are more indulgent (15%) than authoritarian (10%). Parents of NLD teens scored higher on Authoritarian Parenting (15%) and lowest on Authoritative (10%). Thus Total Parenting Style, a blend of mother and father parenting styles employed with LD teenagers.

Table 4: Correlation between Parenting Style and Resilience among adolescents with Learning Disability

Variables	Pearson Correlation						
	MC	FC	PC	MR	FR	PR	Assertiveness
MC	1						
FC	-0.186	1					
PC	0.527	0.737	1				
MR	0.237	-0.005	0.159	1			
FR	0.042	0.238	0.235	0.166	1		
PR	0.191	0.142	0.254	0.799	0.726	1	
Assertiveness	0.182	-0.316	-0.148	0.152	0.283	0.279	1

Table 4 shows the parenting-assertiveness correlation. Parenting style and assertiveness have a moderate link. Father controls correlate

negatively with assertiveness. Father control reduces assertiveness.

Table 5: Mean, S.D and t-value of Resilience among adolescents with and without learning disabilities

Variable	samples	N	Mean	SD	df	t-value
Assertiveness	LD	40	38.10	35.872	78	2.40**
	NLD	40	54.95	26.177		

Table 5 compares adolescents with and without learning disabilities on assertiveness. Assertiveness between LD and non-LD adolescents was significant at 0.005 level (P<0.005). Non-LD adolescents were more assertive.

Conclusion

The present study uses nominal data (parenting style and learning disability), hence Chi-square test is performed. Parental responsiveness and control determine assertiveness, according to the study. Mothers of teens with and without LD were more likely to use an authoritative parenting style, while fathers of teens with LD were more likely to use an indulgent parenting style. Overall, parents of adolescents with LD were Negligent and indulgent, while those without LD were Authoritarian. Learning-disabled and non-LD teens differ in assertiveness. Non-LD teens were more assertive. Due to low samples, the study found no meaningful association. Widening the population and expanding the sample size could produce better findings.

Limitations and Implications

Self-report measures might have altered sample motivation and responses. Age, education, family type, working status of parents, siblings, birth order, and gender were not controlled and affected the scores. Authoritative parents raise more assertive and less aggressive children than authoritarian and permissive parents. Authoritarian parents raise more aggressive children than tolerant parents. This study couldn't analyse the current result. The researcher's handy sampling technique prohibits every member of the population from participating. The current study did not significantly associate parenting style to assertiveness, which was a key shortcoming. Increasing the sample size will help us get a better result. This study's findings will help identify the best parenting approach for building and improving adolescent assertiveness.

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