

# Relationship between Perceived Parental Practices, Emotional Behavioral Problems and Empathic Concern among Adolescents

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**Abstract:** *In current time adolescents experience substantial emotional, behavioural problems and lack of empathic concerns due to inappropriate parental practices. Therefore, the present study aims to investigate the relationship between perceived parental practices, emotional, behavioural problems and empathic concern among adolescents of Gujranwala. The current research is based on survey research design, and stratified sampling technique was used for the data collection. The sample size comprised of 150 adolescents with age range of 12-17 years. The findings of the present research revealed that a significant negative correlation exists between positive parental practices, and subscales of emotional-behavioural problems. Furthermore, a significant positive correlation exists between negative parental practices, and emotional, behavioural problem. Empathic concern found to be positively correlated with positive parenting practices. The findings of the present study also revealed that gender, age, class, parent's education, parent's occupation, the family system has significant mean differences among adolescents. The results are discussed in term of the clinical implication of perceived parental practices and adolescents mental health.*

**Keywords:** Parental Practices, Emotional Behavioral Problems, Empathic Concern, Adolescents

## INTRODUCTION

The adolescent is the period of transition from childhood to adulthood. The adolescent period is considered a crucial or critical period as they experience physical, mental, emotional, social, and biological changes. Apart from emotional, behavioural and psychological alteration, they encounter many changes which include all aspects of their lives. Above all their relationship with their parents also changes as according to Laursen & Collins, (2009), parent-adolescent conflict develops in the early adolescent. These conflicts include personal, social, academic and occupational life. Parents interfere in their academic, personal and social decision making and set particular goals towards life. Parenting also affects the emotional developmental, behavioural habits, approach towards life. It is important that parents must be present in the adolescent's developmental period to foster confidence and growth in many areas. It is not enough for the parents to present only physically; they need to be emotionally involved with their adolescents. Parental lack of emotional involvement, tend to raise adolescents with symptoms of distressed, less involved in play activities, and more prone to unhealthy activities (Volling et al., 2002). These conflicts can result in the home running, juvenile delinquency, academic failure, emotional, behavioural decline, early pregnancy and substance use. The role of perceived parental practices is crucial in adolescents life. Parenting with love and a high level of warmth provide a range of support compulsory for various accepts of adolescent's emotional-behavioural health (Landry, Smith & Swank, 2006). The adolescents perceive parental involvement positively, exhibit less problematic behaviour.

Perceived parental practices are certain responses that are used by parents to interact with their adolescents. It includes positive and negative reinforcement, monitoring daily activities, affection, involvement and emotional bond (Baumrind, 1978). It consists directions, strategies, rules and regulations, limitations which are related to several measures of emotional and behavioural problems, academic achievements or outcomes, self-confidence, self-esteem, relationships or behaviour with others (Baumrind, 1978; Brody & Flor, 1998). Since parenting practice have a significant role in the development of their adolescent, both physically and mentally. It can both affect positively and negatively. Positive parenting help adolescents to grow as a healthy individual (Barber, 2002). Positive parenting practices such as acceptance, encouragement, responsiveness, and warmth is

associated with a low level of behavioural problems, aggressive behaviour, depression, low self-esteem, high grades (Amato & Fowler, 2002; Reitz, Deković & Meijer, 2006). Positive parenting, which includes support and discipline focus, seems to be strongly associated with conflict management and expressiveness (Kolak & Volling, 2007). It is involved in monitoring which is related to the low level of adolescent behavioural as well as emotional problems, low level of depression, anxiety and stress (Jacobson & Crockett, 2000; Reitz, Deković & Meijer, 2006). Negative parenting, such as physical punishment or discouragement from parents cause both emotional and behavioural problems.

In contrast, lack of rules at home is related to less success, in both academic or professional lives and cause emotional, behavioural problems. Parental and social pressure/stress due to which adolescent develop emotional, behavioural and psychological problems (Caspi et al., 2000). These emotional, behavioural problems are throbbing and costly caused by negative parenting practices (National Institute of Health, 2001). These problems can be the origin of stress, tension and anxiety for parents, adolescents and communities (WHO, 1977; Cummins Mental Health Center, 2003).

Emotional, behavioural problems also termed as internalizing and externalizing problems (Achenbach & Edelbrock, 1978). Internalizing problems may involve controlled behaviour depression, anxious behaviour, social isolation and somatic complaints (Achenbach & Edelbrock, 1978). On the other hand, externalizing involve more under controlled behaviours, including hyperactive, disruptive, aggressive behaviour (Zahn-Waxler et al., 2000). Negative parenting practices not merely affect the emotional, behavioural stability, rather demolish empathic concerns.

Empathy is defined as the understanding of other person's feeling, emotions and condition of mind. It is the ability to view the world from the other's reference or from other's perspective. It is often described as the ability to 'put oneself into other shoes or feel the emotions of others (Bellet & Maloney, 1991). Ineffective parenting decreases the probability to develop a feeling of empathy among adolescent. They feel less pain for other's suffering and manifest inappropriate emotions.

Empathy helps us to associate with others, particularly in adolescents where they establish close, sincere and expressive relations with others (Konrath, 2013; Twenge, 2014). In contrast, positive parenting develops emotional bonding and a sense of empathy for others among children. Adolescent's empathic behaviour purposefully try to benefit others has been resulted with various beneficial outcomes, including high self-esteem, educational achievements, and healthy relationships (Laible, Carlo, & Roesch 2004; Padilla-Walker & Carlo 2014). The above literature provides a comprehensive picture of how parenting practices are interlinked with emotional, behavioural problems and empathic concerns among adolescents in a diverse cultural context. The current study aimed at investigating the role of perceived parenting practices in developing emotional, behavioural problems and empathic concerns among adolescents of Gujranwala Pakistan. Pakistan, in a collectivistic culture and harsh or strict parenting, considered normal for child mental and physical development. The current study intended to investigate either parenting practices is interlinked with emotional, behavioural problems and empathic concerns of adolescents.

### **Conceptual Framework**

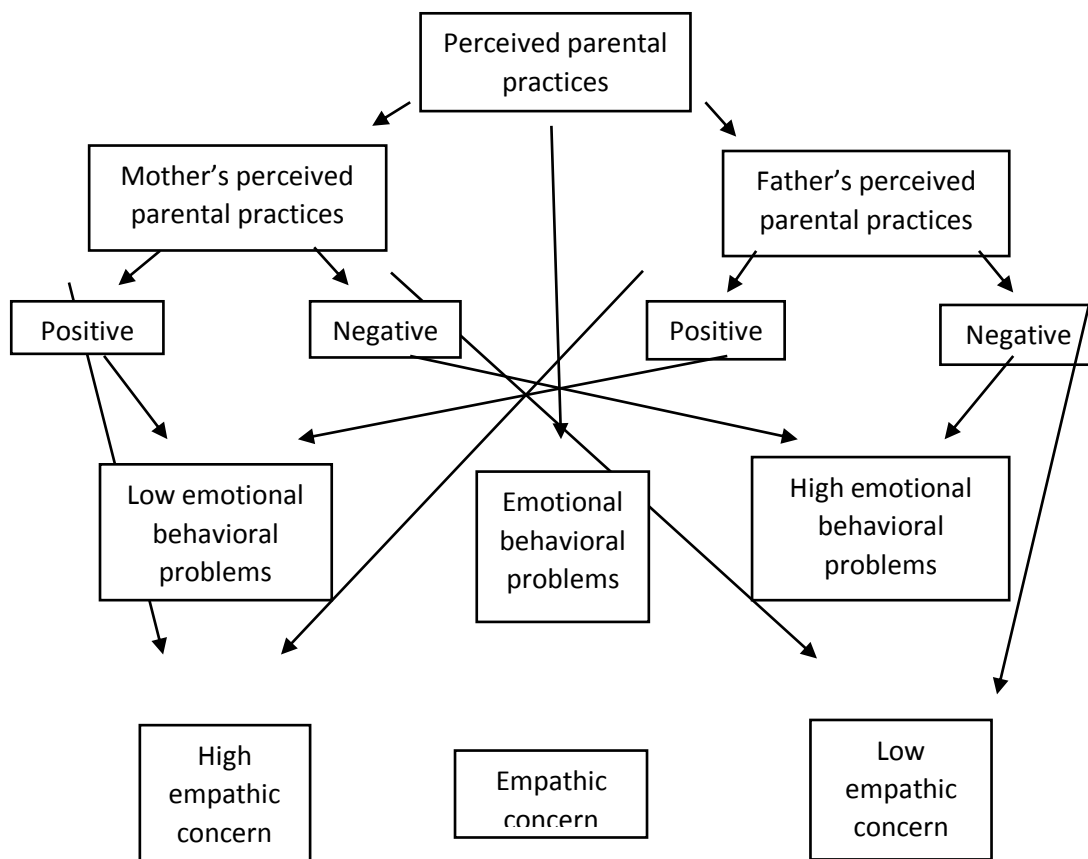


Figure 1. Proposed model of perceived parental practices, emotional behavioral problem and empathic concern

#### Aims

The aim is to investigate the relationship between perceived parenting practices, emotional, behavioral problem and empathic concern.

#### Objectives

- To investigate the relationship between perceived parenting practices and emotional-behavioral problems, empathic concern among adolescents.
- To investigate the difference between the effect of perceived parental practices among male-adolescent and female-adolescent.
- To investigate the differences in the prevalence of these problems among adolescents.
- To investigate the effect of the perceived parental practices on emotional-behavioral problems and empathic concern.
- To investigate the consequences of negative or positive perceived parental practices on emotional-behavioral problems and empathic concern.

#### Material and Methods

150 adolescents (Girls = 80, Boys = 70) participated in the current study. The adolescents have been taken from the schools of the Gujranwala, from 7th 8th 9th and 10th-grade. Multistage sampling technique was used to choose the participants in the present study. Initially, the stratified sampling technique distributed the population into separate sets, i.e. Government and Private schools of Gujranwala. The substrata's were organised according to classes 7th, 8th, 9th and 10th. Then the participants were selected through simple random sampling technique from each stratum.

#### Research Measures

The following research tools have been used in the study to collect information about the variables.

**Parental practices Scale for Adolescents.** (Escalade PrácticasParentales para Niños) The EPP-N is a 27 item scale consists of five domains i.e. rejection, support, punishment, responsiveness and warmth. EPP-N is a five-point Likert scale range from 5 ‘very often’ to 1 ‘never’. The scale planned to measure the perceived parental practices for both the father and the mother. The psychometric properties observed to be valid and reliable.

**School children Problems Scale (SCPS).** School children’s Problems Scale (SCPS) measures the emotional, behavioural problems of school children. The SCPS contained 54 items; with the scoring key Rarely, Sometimes, “Never, and Often”. The psychometric properties of SCPS were acceptable and highly appropriate.

**Empathetic concern scale.** Empathetic Concern scale was utilized to assess the empathetic concern of adolescents (Davis, 1983). The scale has 7 items and consisted of a five-point running from 0 (does not describe me well) to 4 (describes me very well). The test-retest reliability of empathetic concern scale was .61.

### Data Analysis

Data of the present study were analysed by using SPSS version 21. The output data has been represented in the form of cross-tabulation for sample distribution, reliability and validity — t-test and ANOVA test.

### Results

The results of the current study are listed below.

**Table 1**

*Percentages of the Demographic Characteristics of the Participants (N=150)*

Variable	Boys	Girls	Total
	F (%)	F (%)	F (%)
Gender	70(46.6)	80(53.3)	150
Age			
12_13	28 (18.7)	20 (13.3)	48 (32.0)
14_15	20 (13.3)	36 (24.0)	56 (37.0)
16_17	22 (14.7)	24 (16.0)	46 (30.7)
Class			
7 <sup>th</sup>	18 (12.0)	14 (9.3)	32(21.3)
8 <sup>th</sup>	15 (10.0)	23 (15.3)	38 (25.3)
9 <sup>th</sup>	18 (12.0)	28 (18.7)	46 (30.7)
10 <sup>th</sup>	19 (46.7)	15 (10.0)	34 (22.7)

Table 1 indicates the sample distribution concerning gender, age and classes. According to the above table, the sample of the study comprised of 46.7% boys and 53.3% girls. Around 18.7% of boys and 13.3% of girls belonged to the age range of 12\_13 years, 13.3% boys and 24.0% girls belonged to 14\_15 years of age group. Around 14.7% boys and 16.0% girls belonged to 16\_17 years. Around 21.3% of participants belong to the 7th class, 25.3% of boys and girls were from 8<sup>th</sup> class, 30.7% of participants belonged to 9th class, and 22.7% boys and girls were from 10th class.

**Table 2. The following table indicated the internal consistency of the scales**

Variables	Subscales	No. of items	M	SD	$\alpha$	Range		Skew
						Potential	Actual	

### EPPN Scale

Mother rejection	07	12.08	6.028	.866	07-35	7-32	1.628
Mother support	04	14.04	3.425	.591	04-20	4-20	-.403
MP	06	10.29	4.526	.789	06-30	6-30	1.452
MR	06	25.17	3.846	.727	06-30	6-30	-1.387
Mother’s warmth	04	14.81	3.613	.759	04-20	4-20	-.756
Father rejection	07	12.48	7.338	.942	07-35	7-35	1.503

SCPS	Father support	04	12.37	3.766	.651	04-20	4-20	-.036
	FP	06	11.50	6.125	.896	06-30	6-29	1.07
	FR	06	23.49	4.754	.711	06-30	6-30	-.855
	FW	04	13.54	4.624	.863	04-20	4-20	-.415
	Total	54	149.76	15.70	.70	54-207	106-206	.747
	Anxiousness	12	24.93	7.852	.865	12-60	12-45	.728
	Academic p	08	17.52	4.979	.759	08-40	8-29	.387
	Aggression	08	17.46	4.916	.723	08-40	8-31	.518
	SW	07	16.64	3.895	.653	07-35	7-25	.153
	FR	15	29.69	10.923	.933	15-75	15-57	.902
EC	Psychosomatic	04	7.49	3.071	.414	04-20	4-20	.977
	Total	54	113.06	28.13	.944	54-270	62-178	.626
		07	9.49	8.597	.970	0-28	0-25	.577

**Note:** MP= mother's punishment, MR= mother's responsiveness, FP= father punishment, FR= father's responsiveness, FW= father's warmth, SW= social withdrawal, FR= fear of rejection

According to the above table the internal consistency for perceived parental scale .70. The domain wise internal consistency was acceptable as mother's rejection was found to be .866, mother's support .591, mother's punishment .789, mother's responsiveness .727, and mother's warmth .759. As far as father parental practices are concerned same goes for that as the internal consistency for father's rejection found to be .942, father's support .651, father's punishment .896, father's responsiveness .711, and father's warmth .863. The internal consistency for SCPS was found to be .944, for anxiousness .865, for academic problems .759, for aggression .723, for social withdrawal .653, for the feeling of rejection .933, for psychosomatic problems .414 and for empathic concern was .970.

Table 3

The following table indicated the inter-correlation for all three scales

	M R	MS	MP	MR	M W	FR	FS	FP	FR	FW	A	AP	A	SW	FR	PS	EC
M R	1	.44 1**	.86 5**	.44 6**	.54 4**	.64 2**	.52 0**	.60 2**	.48 1**	.52 1**	.501 **	.62 0**	.43 8**	.57 4**	.57 3**	.53 8**	.45 3**
M S	--	1	.53 0**	.63 6**	.61 9**	.56 3**	.61 7**	.52 5**	.62 3**	.64 1**	.717 **	.55 0**	.59 6**	.50 1**	.48 8**	.47 5**	.62 6**
M P	--	--	1	.55 8**	.55 9**	.60 5**	.51 2**	.56 9**	.52 6**	.55 0**	.492 **	.55 7**	.42 9**	.55 6**	.55 8**	.53 1**	.56 4**
M R	--	--	--	1	.75 4**	.70 6**	.62 5**	.64 3**	.78 4**	.83 4**	.482 **	.68 2**	.40 5**	.60 7**	.57 3**	.58 5**	.78 3**
M W	--	--	--	--	1	.71 7**	.68 1**	.64 8**	.86 7**	.92 7**	.663 **	.69 1**	.46 0**	.60 8**	.59 8**	.57 8**	.69 3**
F R	--	--	--	--	--	1	.77 5**	.91 2**	.69 4**	.74 1**	.705 **	.97 7**	.62 2**	.87 7**	.83 0**	.85 6**	.59 5**
FS	--	--	--	--	--	--	1	.76 1**	.69 9**	.69 4**	.647 **	.74 8**	.55 2**	.72 2**	.69 5**	.71 7**	.55 1**
FP	--	--	--	--	--	--	--	1	--	--	.579	.89	.58	.96	.92	.95	--

										.63 0**	.66 4**	**	4**	4**	7**	0**	3**	.48 5**
F											-	-	-	-	-	-	-	
R	--	--	--	--	--	--	--	--	1	.94 4**	.573 **	.67 2**	.40 5**	.58 8**	.56 8**	.59 1**	.70 4**	
F											-	-	-	-	-	-	-	
W	--	--	--	--	--	--	--	--	--	1	.610 **	.72 1**	.42 9**	.62 3**	.60 1**	.60 2**	.74 9**	
A												1	.68 1**	.73 5**	.54 6**	.53 8**	.51 6**	- 58 1**
A													1	.61 0**	.85 7**	.81 5**	.83 6**	- 57 0**
P	--	--	--	--	--	--	--	--	--	--	--							
A													--	1	.54 3**	.55 7**	.54 5**	- 40 3**
S															1	.90 2**	.94 1**	- 46 1**
W	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
F																1	.93 3**	- 46 2**
R	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
PS																	1	- 42 8**
P	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
E																		1
C	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
M	13. 23	13. 49	12. 22	21. 79	13. 85	14. 45	11. 70	12. 69	13. 58	13. 47	23.9 6	14. 51	16. 35	12. 67	12. 74	12. 35	21. 45	
S	6.6	5.9	6.4	8.4	5.1	9.1	4.7	6.8	5.0	4.9	11.9	9.0	7.2	6.6	6.7	6.5	8.7	
D	36	49	06	44	64	55	00	99	42	09	42	42	97	50	66	83	83	

**Note:** MR= mother's rejection, MS= mother's support, MP= mother's punishment, MR= mother's responsiveness, MW= mother's warmth, FR= father's rejection, FS= father's support, FP= father's punishment, FR= father's responsiveness, FW= father's warmth, A= anxiousness, AP= academic problems, A= aggression, SW= social withdrawal, FR= feeling of rejection, PSP= psychosomatic problems, EC= empathic concern.

The above table indicated that a significant positive correlation was found between mother rejection, mother punishment, father rejection, father punishment and anxiousness, academic problems, aggression, social withdrawal, the feeling of rejection, psychosomatic problems and significant negative correlation with empathic concern. Mother support, mother responsiveness, mother warmth, father support, father responsiveness, and father warmth have a significant negative correlation with anxiousness, academic problems, aggression, social withdrawal, feelings of rejection, psychosomatic problems. A significant positive correlation was found between mother support, mother responsiveness, mother warmth, father support, father responsiveness, father warmth, and empathic concerns.

Table 4

*Means Standard Deviations t and p-Values of Parental Practices among Gender*

Factors	Boys (N=70)		Girls (N=80)		T		p	95% CL		Cohen's d
	M	SD	M	SD						
mother's rejection	12.96	6.33	11.31	5.672	1.677	.096	-.293	3.583	0.274	
mother's support	13.70	3.84	14.34	3.00	-1.13	.267	-1.74	.469	0.18	
mother's punishment	12.16	4.91	8.65	3.43	5.11	.000	2.15	4.86	1.51	
mother's responsiveness	24.81	4.62	25.49	3.43	-1.07	.286	-1.91	.570	0.16	

mother's warmth	15.23	3.66	14.45	3.55	1.32	.189	-.387	1.94	0.21
father's rejection	13.34	8.11	11.73	6.53	1.35	.179	-.749	3.98	0.21
father's support,	12.13	3.95	12.58	3.60	-.723	.471	-1.66	.773	0.11
father's punishment	13.01	6.56	10.81	5.41	2.902	.004	.906	4.77	0.36
father's responsiveness	23.19	5.00	23.74	4.53	-.708	.480	-2.09	.988	0.11
father's warmth	14.56	4.92	12.65	4.17	2.56	.011	.439	3.37	0.41

There is no significant difference between gender on the domain of mother's rejection, support, responsiveness, warmth, father's rejection, support and responsiveness as the values are greater than 0.05 and there is a significant difference between gender on the domain of mother's punishment, father's punishment and warmth as the values are lower than 0.05.

**Table 5**

Mean, Standard Deviations, *f* and *p*-Values of Parental Practices among Classes

	7 <sup>th</sup> (N=32)		8 <sup>th</sup> (n=38)		9 <sup>th</sup> (n=46)		10 <sup>th</sup> (n=34)			
Factors	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig</i>
Mother's rejection	12.50	6.375	11.18	5.229	12.09	6.442	12.68	6.099	.437	.727
Mother's Support	14.88	3.396	13.82	3.563	14.00	3.320	13.56	3.448	.912	.437
Mother's punishment	10.53	3.943	9.97	4.863	10.07	4.772	10.71	4.462	.222	.881
Mother's responsiveness	26.47	3.121	24.34	4.486	24.98	3.486	25.15	4.001	1.875	.136
Mother's warmth	15.59	3.609	14.58	3.382	14.72	3.686	14.47	3.816	.659	.578
Father's rejection	12.16	7.544	11.86	6.616	12.65	8.092	13.21	7.087	.217	.884
Father's support	13.13	4.148	12.24	3.837	12.52	3.716	11.59	3.359	.957	.415
Father's punishment	12.03	6.523	10.29	5.362	11.09	6.185	12.91	6.384	1.253	.293
Father's responsiveness	24.03	4.208	23.11	5.050	24.50	4.087	22.00	5.466	2.070	.107
Father's warmth	14.91	4.754	12.47	4.572	14.17	4.255	12.59	4.749	2.443	.067

There is no significant difference between classes in the domain of mother's rejection, support, responsiveness, punishment, warmth and father's rejection, support, punishment, responsiveness and warmth as the values are above than 0.05.

**Table 6**

Mean, Standard Deviations, *t* and *p*-values of EBP among Gender

	Boys (N=70)		Girls (N=80)		95% CL				
Factors	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>T</i>	<i>P</i>	<i>LL</i>	<i>UL</i>	<i>Cohen's d</i>
Anxiousness	23.96	7.82	25.79	7.82	-1.42	.15	-4.36	.700	0.23



Academic problems	18.01	5.69	17.09	4.24	1.13	.25	-.68	2.53	0.18
Aggression	18.64	5.42	16.43	4.18	2.82	.00	.66	3.77	0.45
Social withdrawal	16.10	4.12	17.11	3.63	-1.59	.11	-2.26	.241	0.25
Feeling of rejection	30.80	11.59	28.71	10.27	1.16	.24	-1.44	5.61	0.19
Psychosomatic problems	7.69	3.71	7.31	2.38	.74	.46	-.062	1.36	0.12

There is no significant difference between gender on the domain of anxiousness, academic problems, social withdrawal, feeling of rejection and psychosomatic problems as the values are above than 0.05 and there is a significant difference between aggressions as the value is .005.

Table 7

*Mean, Standard Deviations, F and p-values of EBP among Classes*

Factors	7 <sup>th</sup> (n=32)		8 <sup>th</sup> (n=38)		9 <sup>th</sup> (n=46)		10 <sup>th</sup> (n=34)		F	Sig
	M	SD	M	SD	M	SD	M	SD		
Anxiousness	22.91	8.51	25.05	7.54	25.07	7.52	26.53	7.90	1.19	.31
Academic problems	16.50	5.23	17.39	4.85	17.09	4.54	19.21	5.22	1.90	.13
Aggression	17.50	5.13	17.37	4.56	17.09	5.34	18.03	4.62	.24	.86
Social withdrawal	16.09	4.62	17.42	3.76	16.13	3.25	16.97	4.07	1.06	.36
Feeling of rejection	27.78	11.47	29.08	10.80	29.59	10.33	32.29	11.23	1.01	.39
Psychosomatic problems	7.06	2.299	7.32	2.303	7.76	4.083	7.71	2.929	.418	.741

There is no significant difference between classes in the domain of anxiousness, academic problems, aggression, social withdrawal, feelings of rejection and psychosomatic problems as the values are above than >0.05.



Table 8

*Mean, Standard Deviations, t and p-values of Empathic Concern among Gender*

Factors	Boys (N=70)		Girls (N=80)		T	P	95% CL		Cohen's d
	M	SD	M	SD			LL	UL	
Empathic concern	10.59	9.092	8.53	7.915	1.470	.144	-.70	4.83	0.24

There is no significant difference of empathic concern across the gender as the p value is .144.

Table 9

*Mean, Standard Deviations, F and P-Values of Empathic Concern among Classes*

Factors	7 <sup>th</sup> (n=32)		8 <sup>th</sup> (n=38)		9 <sup>th</sup> (n=46)		10 <sup>th</sup> (n=34)		F	Sig
	M	SD	M	SD	M	SD	M	SD		
Empathic concern	8.72	8.271	8.92	8.038	9.78	8.884	10.44	9.34	.294	.830

There is no significant difference of empathic concern across the classes as the p value is .830.

## Discussion

The emotional, behavioural problem among adolescents are prevalent in every society. In particular, adolescent in Pakistan experience emotional-behavioural problems on a high scale due to harsh parenting practices. Adolescents suffer from isolation, anxiety, low academic achievement, and psychosomatic complaints. Adolescents with emotional and behavioural problems often have problems in their daily life activities, actions, feelings, emotions, social relationships, personality, and academic achievements. The assessment of the poor perceived parental practices and proper teaching of their effects on adolescents are the best way to prevent them from emotional and behavioural problems. The adolescents experience harsh or negative parenting practice exhibit low empathic concerns for others. They develop a low interest in the problems of others and don't want to help others. Empathy helps the individuals to connect with others and view the world with their point of reference. Therefore, it's important to study and to have proper knowledge and understanding of the effects of perceived parenting practices on emotional and behavioural problems and empathic concern.

The present study aims to investigate the relationship between perceived parental practices, emotional-behavioural problems, and empathic concern. The results of the study indicate that mother rejection, mother punishment, father rejection, and father's punishment is positively correlated with anxiousness, academic problems, aggression, social withdrawal, feeling of rejection, psychosomatic problems. The results were supported by the study of Dieleman, Pauwa, Soenens, Mabea, Campbella and Prinzi (2018) proves that low parental competence and low attachment is associated with externalizing problems. Another study conducted by Culpin et al., (2019) which shows that conflict between parents and adolescent relationship is associated with the higher risk of the adolescent's behavior problems. Mother support, mother responsiveness, mother warmth, father support, father responsiveness, and father warmth have a significant negative correlation with anxiousness, academic problems, aggression, social withdrawal, feelings of rejection, psychosomatic problems. These results were supported by the study of Finkenauer, Engels and Baumeister, (2005). They conclude that parental approval was negatively associated with emotional, behavioural problems and mental, emotional dominance was positively related to emotional, behavioural problems.

A significant positive correlation was found between mother support, mother responsiveness, mother warmth, father support, father responsiveness, father warmth and empathic concerns and supported by the study of Farrant et al., (2012) conclude that facilitating parenting encourage the adolescents to take the perspective of others and develop prosocial behaviours in them. A significant negative correlation was found between mother rejection, mother punishment, father rejection, and father punishment and empathic concern and results were supported by Endedijk et al., (2019) that stressful parenting has lower levels of prosocial behaviour, empathic concern and perspective-taking.

According to the results of the current study, no significant difference exist between classes in the domain of mother's rejection, support, responsiveness, punishment, warmth and father's rejection, support, punishment, anxiousness, responsiveness and warmth, academic problems, aggression, social withdrawal, feelings of rejection and psychosomatic problems, and empathic concern. Zarra-Nezhad, Aunola, Kiuru, Mullola, Moazami-Goodarzi, (2015), the study contradicted the findings of the current study and suggested that females experience more

emotional-behavioural problems due to harsh parenting. In contrast, according to literature, parenting styles negatively affect the empathic concerns of among both genders (Barber, 2002; Farrant, Devine, Mayberry, & Fletcher, 2012). According to the present study findings, the emotional, behavioural problems and empathic concerns were significantly similar in all age groups. Leidy, Guerra and Toro, (2010) supported the findings of the current study and suggested no significant difference in age groups and the effects of harsh parenting on emotional, behavioural problems of adolescents.

### **Conclusion and Future Directions**

The current study provides an extensive picture of how parenting practices affect the emotional, behavioural well-being and empathic concerns of adolescents. The current study postulated the dire need to educate parents on how they can promote healthy emotional development of their children and make them a kind human being. The current study also highlights the role of student counselling as adolescents go through emotional, behavioural, and environmental suffering. Therefore they need counselling to cope up with these challenges for spending a healthy and productive life.

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