Parenting 21ST Century Adolescents through Multi Parenting Styles Skills (MPSS): Implications for Counseling

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*Abstract: Adolescent behavior patterns are more often linked, to the parenting style prominent in the family setting. Arguments in favor of this view, fail to recognize the import of many other factors that are equally competing with the efforts of parents in influencing the behavior patterns of the adolescents. The effects of social media platforms and increasing peer influence have been recognized as apt, in defining adolescents more than those of parents. Adolescents are more often confused on the choice of; what should define their behavior patterns, between culture (parents), peer group and the social media. The peculiarity of adolescence as a period of 'stress and storm' suggests that, no single parenting style can exclusively guarantee successful parenting. The position of this paper is that, parents may need more education on all parenting styles' skills to be successful in parenting the 21st century adolescent. Parents may need to switch in between dominant parenting styles and abridge the positive skills in several parenting styles among the established modes, including authoritative, authoritarian, permissive and the uninvolved, in parenting the 21st century adolescent. The paper canvasses for the adoption of **Multi Parenting Styles Skills (MPSS)** by parents to achieve, successful parenting of the 21st century adolescent.*

Keywords: adolescent, authoritative, authoritarian, parenting, permissive, uninvolved.

Introduction

Parenting is an umbrella word used to describe how parents (biological/ adopted) exert influence on the behavior patterns of their children and those under their care. Behavior in this context, refer to what, Bolarin & Badejo, (1996), described as activity which involves more than manner, conduct or attitude that can be observed, recorded and measured. The authors contend that, behavior refer to the totality of a person's activities, in fact, whatever he does or engages in, all form part of his/ her behavior. In a different context, parenting is defined as the act or process of becoming a parent, or caring for someone in a parent-like manner. It is also the process of raising children by parents. The methods of raising children and giving them safety and care in order to promote their healthy development into maturity are also referred to as parenting.

A strong parental orientation can be seen in the history of child rearing (upbringing), meaning that parents have a tendency to raise their kids in accordance with their own needs and ideals. However, a shift from a parental to a kid focus has occurred over time (Joseph and John, 2008). In the majority of countries, culture and religion are important components of parenting education. Although parenting approaches are not formally taught in schools or cultures, it may not be difficult to agree with Odebunmi (2007) that many parents have relied only on their own parenting experiences to guide their child rearing.

Understanding parenting styles

According to psychologists, the family is crucial to a child's growth and development, and society views children's behavior as a reflection of their parents. When a person acts morally, the parents are praised, and when he or she acts badly, the parents are shamed. However, according to et al. (2009), parents are typically held accountable for the criminal or delinquent behavior that their children exhibit. In Pakistan, some courts even punish parents for their children's disrespectful or rude behavior. According to Faranesa et al. (2013), parenting styles have been connected to kids' academic success, behavior, and lifelong accomplishments. Through the sphere of influence, parents essentially mold and shape their kids into adults, and an authoritative parenting approach can support intensive training and media campaigns. Parenting style was defined by Darling and Steinberg (1993) as the general atmosphere of parent-child interactions. It serves as a kind of effective framework that establishes the tone for how the parent will engage with the youngster. The psychological and social functioning of the children is influenced by the parenting style, which is a determining element in child development. The influence of one's own parents has a significant impact on parenting style.

According to Odebunmi (2007), parenting in any society is influenced by one or more of the following elements: the society's culture, the traditional child rearing (upbringing) practices, the norms and values of the society, the society's traditional beliefs, the society's economic development, and the traditional political freedom. In a similar line, socioeconomic variables are thought to influence parenting practices to some extent. Parents from the middle class and lower classes frequently have distinct priorities when it comes to the values they instill in their children. Lower and working class parents have a tendency to (1) emphasize obedience and respect for authority; (2) be more restrictive and authoritarian, using power assertive discipline more frequently; (3) reason with their children less frequently; and (4) show less warmth and affection than middle and upper class parents. Parenting techniques are also influenced by the significance and place of parents' religious views.

Baumrind (1967) was a trailblazing researcher who first established three fundamentally distinct patterns of parenting styles: authoritarian, permissive, and authoritative. Talib, Mohamad, and Mamat (2011) traced this classification of parenting styles (typologies) back to Baumrind. In contrast to Baumrind's three parenting styles, Darling (1999) asserts that there are actually four parenting types: indulgent, authoritative, authoritarian, and uninvolved. These parenting philosophies are based on various naturally occurring parental practices, behaviors, and a variable ratio of being demanding and being receptive. These two characteristics serve as the main building blocks for grouping and categorizing the prevailing parenting style in a household. According to Sarwa (2016), statements that parents should be incorporated into the community and family by their maturity expectations, disciplinary efforts, supervision, and willingness to address a disruptive child along the same lines of thought are examples of demandingness. According to Simons, Simons, and Wallace (2004), the degree of clearly defined monitoring techniques, direct confrontation, and discipline patterns used by parents can be used to determine how demanding a parent is. According to Maccoby and Martin, responsiveness has to do with the degree of communication, reciprocity, and warmth demonstrated by parents when dealing with teenagers (children) (1993).

It is clear from the research that parenting is more complex than is generally believed, particularly in third-world nations and in places with low levels of literacy. The challenges of the 21st century are by much more intimidating for adolescents (children) than those of previous generations, so parents are expected to intentionally learn from counselors about the fundamentals of the most effective parenting style.

Parenting Styles

There are various models of parenting styles as there are authors who have contributed to the subject. For instance, Ballantine (2001) identified four parenting styles and their unique characters. See table 1 while LeMasters' model specified five parenting styles. See table 2.

Table 1. Patterns of parenting styles (Ballantine, 2001).

Authoritarian Parenting	Authoritative parenting	Permissive parenting	Uninvolved parenting
High demandingness/ control and low acceptance/responsiveness. Engagement is strictly adult centered. These parents often fear losing control over children, and they discourage communication.	Moderate demanding/ control, and acceptance/ responsiveness. Open communication, trust and acceptance and encouragement of psychological autonomy are typical to this pattern.	High acceptance/ responsiveness, but non-demanding. These parents lack parental control.	Neither responsive nor demanding. These parents often fail to monitor or supervise the child's behavior. They are uninvolved.

Table 2. LeMasters' Listing of Parenting styles. (In Lamanna, M.A, Riedmann 1988)

The Martyr	The Police Officer	The Pal	The Teacher Counselor	The Athletic Coach.
Parents will do anything for their child. They always	Parents make sure child obeys all the rules at all times, and	They are friends to their children. They adopt a laisser- faire discipline policy, and	This model conceptualizes the parent as almost omnipotent in	The coach (parent) is expected to have sufficient ability and knowledge of the

do what the children want them to do.	they punish for even minor offences.	allow their children setting their own goals, rules and limits or no guidance from parents.	guiding children's development. If they do the right things at the right time, their children will more than likely be happy, intelligent and successful.	game of (life) and confident to lead players (children) to do their best and it is hoped, to succeed.

Almost all authors concur that the authoritative parenting style is the greatest and most effective parenting style, despite the fact that parenting styles can vary. According to Farzana et al. (2013), authoritative parenting combines high levels of attentiveness and demands. Parents that adopt this approach make reasonable requests, establish boundaries, and require that kids abide by established values. Warm and accepting of their children's opinions, authoritative parents encourage their involvement in decision-making and seek out their opinions during family discussions (Berg, 2011). They watch over and punish their kids reasonably while yet being incredibly supportive (Baumrind, 1971). Children reared in this manner are upbeat, socially responsible, independent, goal-oriented, and cooperative with both adults and other children (Joseph and John, 2008). Parenting in an authoritarian manner is demanding but unresponsive. Parents that adopt this approach have limited engagement with their kids on both sides and take the expectations of adults for granted. They employ coercive methods of socialization such as threats, demands, and physical force, stop authoritarian parents from using love withdrawal, and limit kids' freedom of expression and independence (Zupanic et al. 2004). Authoritarian parents are less caring than those who parent in other ways and associate love with accomplishment (Berg, 2011). According to Farzana et al. (2013), the permissive parenting approach maintains neutral or positive affective while following a few simple, predictable norms that are not always strictly enforced. They offer kids a lot of freedom and don't control their actions unless there's a risk of physical damage (Rossman and Rea, 2005). These parents are loving and nurturing, but they also refrain from placing restrictions and demands on their kids' behavior (Zupancic et al, 2004). They frequently treat their kids like friends and have little restrictions, with little to no expectations for them (Berg, 2011). All life domains get the lowest rankings for detached parenting. Children raised in this home are less capable than their peers, lack self-control, and have low self-esteem (Joseph and John, 2008).

It is simpler to infer from the research that the fundamental differences between each of the parenting philosophies are found in the level of parental demand and responsiveness. Every parenting approach includes some features that might have both positive and negative effects. According to Joseph and John (2008), children develop most effectively when their parents show them love, affection, and warmth and when they are included in the creation of rules and conduct norms. They won't learn self control, though, and may develop into selfish, rebellious, and lacking in direction if they are overindulged or ignored and given little supervision and control. They won't have many opportunity to be independent and won't have faith in their ability to make decisions on their own if they are given too much direction, as in authoritarian parenting.

Parenting the 21st Century Adolescents

In the traditional African society, everyone in the neighborhood was responsible for raising children. Oju meji ni bimo igba oju niiwo, which roughly translates to "a child is born by two individuals, although his upbringing is the responsibility of everybody," is a frequent metaphor among the Yoruba ethnic group in South-Western Nigeria that explains this practice. This adage's originators did not foresee the 21st century practice of restricting parenting to the nuclear family. One benefit of communal parenting is the chance to expose the developing child to many parenting philosophies and eventually let him and the nuclear family choose from a variety of parenting approaches that suit his life goals.

The array of evidence from the literature suggests that the dominant predictors of adolescent behavior pattern lie more in peer influence and the social media platform than those of parents, severely undermining the attribution theory, which links all behavior attributes of individuals to the dominant parenting styles of parents. Adolescents are subjected to seemingly popular behavior patterns that may be contrary to their culture, their social norms, and their home moral beliefs because of social media. Parenting in general is not the least of the parental influences on teenage behavior patterns; rather, it is mainly about behavior modification.

Challenges in Parenting the 21st Century Adolescent

The past few decades have seen a rise in research on family processes and how they relate to children's behavior and academic success. Talib et al (2011). This expression appears to relate to children, which includes those who are still reliant on one or both parents for schooling, clothes, and other necessities. This group accommodates the adolescent age spectrum. Olaogun (2016) claimed that adolescence is the most difficult time for a person, his parents, and all important people in his or her life because it marks a turning point in a child's development and serves as a precursor to and preparation for adulthood. The National Adolescent Health

Policy deems the age range of 10 to 24 to be a more suitable range for adolescence in Nigeria, but the World Health Organization (WHO) defined adolescence as the time from 10 to 19 years (AHI, 2003).

Depending on the angle from which that time is regarded, parenting teens may be difficult. The period was defined as one of tension and storm by G. Stanly Hall (1844–1924), who is considered as the father of research in adolescence (Stum und Drang), According to Busari (2010) and Conger (1997), adolescence starts with biology and ends with culture. Given the sheer number of adolescents, it is crucial to comprehend their issues and learn how to change their behavior patterns. According to UNICEF figures from 2022, there are 1.3 billion adolescents globally. According to the Nigerian adolescent demographic index, the country has a sizable population of adolescents, also known as youths. It is commonly believed that who wins the Nigerian presidential election in 2023 and beyond would depend on the resurrection and passion of the youth on issues around governance, accountability, and engagement in community safety.

The boundaries of adolescence, according to Falaye (2001), are biological, which start with puberty and end with the ability to reproduce sexually, emotional, which start with separation from parents and end with the development of a distinct sense of identity, cognitive, which start with the emergence of advanced reasoning abilities and end with the consolidation of these abilities, and interpersonal, which start with the shift of interest from peer groups. By stating that adolescence is not defined by its problems but rather by the awkwardness, confusion, anger, and depression that all adolescents experience, many of whom make grave mistakes on the path to maturity, Berger (2011) has succinctly conceptualized adolescence as a distinct age in the human development strata. Additionally, some adolescents run into obstacles that completely halt their development.

Peer and communal environments, as well as the connection between children and their parents, alter as people mature and leave the traditional family homestead, particularly as they enter adolescence. Additionally, family changes like high divorce rates, maternal employment, and migration can have both beneficial and bad affects on how children are raised. The quantity of time children spend with their parents decreases, especially as they enter puberty. As a child becomes more independent, parents must deal with new behaviors such as the misuse of resources like the internet and mobile phones, drug abuse and exploitation, lack of social responsibility, etc. The conventional wisdom that an authoritative parenting style is best for a child's development must be challenged but depending on socioeconomic and cultural trends, (Myes- Wall et. al. 2006).

Which parenting style will the family adopt, in particular as the adolescent is starting to trust his or her peers more and the widening gap as the adolescent move on to satisfy higher developmental tasks, moving gradually beyond the sight of the parents, is the question that immediately comes to mind. According to Glasgow et al. (1997), adolescents who are raised (brought) in an authoritative environment consistently score higher on measures of internal distress and problem behavior than adolescents from non-authoritative families. This confirms that the influence of authoritative parenting does not diminish during adolescence. Children who are raised by negligent parents are the most disadvantaged because they do poorly on tests of social competence, academic achievement, and psychological adjustment. Talib et al. (2016) admit that while most parents desire the best for their kids, other factors including socioeconomic position also have an impact on how responsible or irresponsible they end up being. The 21st-century teenager is prone to straying from the ideals set in place during his formative years as peer pressure increases and social media platforms take the role of parental guidance once he leaves the home front.

Age and crime have a well-established relationship, according to criminologists. According to Cornelius et al. (2017), it is known that crime increases during adolescence, peaks around age 17, and then starts to decline over the course of a person's lifetime.

The age-crime curve refers to the observation that when plotting aggregate rates of crime against age, there is a sharp increase in criminal activity in mid- adolescence followed by an equally sharp decline in these rates in early adulthood. The shape of this curve encompasses four components:

1. A rapid increase in mid-adolescence
2. A peak in the curve in late adolescence
3. A precipitous decline in early adulthood and
4. A gradual, monotonic decline thereafter.

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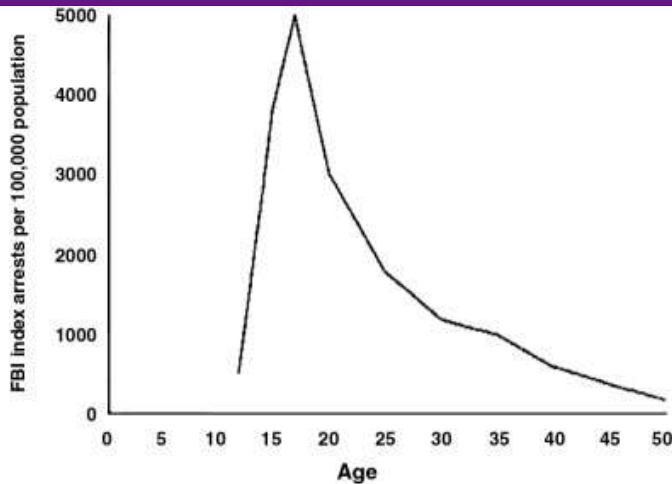
Scott (2017) agreed that the peer group influence affects judgment both directly and indirectly. in some contexts, adolescents might make choices in response to direct peer pressure , as when coerced to take risks that they might otherwise avoid. More indirectly, desire for peer approval (and fear of rejection) affects adolescent's choices. Even without direct coercion, teens appear to seek approval in group situations. Thus, it is not surprisingly that young offenders are far more likely than adults to commit to crimes in groups. Talib et. al;(2017), seem to suggest that the two types of parenting styles that appear significant in relation to children behavior and school achievement are authoritarian and authoritative. According to Coste,(2019) the attribution theorists do not recognize the seeming independence of the adolescent and the impact of peer and social media on the behavior patterns of the adolescence of this age. As Sarwar (2016), emphasized, juvenile (adolescence) is a time in which youths look for self identity and autonomy. Some of them engage in activities that are illicit in nature, and thus their parents become worried about their well being. Delinquent behavior is one of the most distressful problems during the period when people are considered adolescents, that is, between the age 13 and 18, Sarwa, (2016).

Conclusion

Sarwar (2016) acknowledged that many of the mothers in his sample supported an authoritative parenting style when comparing parenting styles across age groups; however, the literature suggests that an authoritarian parenting style is more suitable for young children in order to prevent them from becoming delinquent. For instance, literature emphasized that the authoritarian parent is strict, powerful, and believes that a child should follow rules, be obedient, and carry out their duties in a morally upright manner. This is crucial because in traditional families, parents are more concerned with the authoritarian parenting style.

The stance advocated by Sarwar (2016) tactically supports the use of Multi Parenting Style Skills (MPSS) in child rearing, progressing from authoritarian to authoritative style as children get older. Given the culture and socioeconomic position of each family, the MPSS may take into account the usage of parenting techniques that are age-appropriate and practical. It promotes the use of the best parenting technique when dealing with children and adolescents in every society, including authoritative, authoritarian, permissive, and uninvolved parenting styles. Given that research has similarly indicated, experience in some families shows that both mothers and fathers deployed authoritative parenting styles stronger to daughters and lower for their boys and less authoritarian to their daughters, the MPSS platform may offer fresh insights into parenting. According to Gottfried and Bathurst, neither mothers nor fathers are aware that they are in some ways favoring their daughters over their sons (1988).

To Essa (1999), the cost of early intervention in the lives of children may be expensive, but the cost is more than recovered in subsequent years through in subsequent years through greater schooling success, decreased need for special education, lowered delinquency and arrest rates and decreased welfare dependence.

Implications for Counseling

The main focus of this essay is on the value of ethical, moral, and age-appropriate parenting in the twenty-first century. This paper draws the general conclusion from the literature that no one parenting approach has all the keys to effective parenting. The report argued that all parents and would-be parents alike should be familiar with all of the parenting philosophies it emphasized. Consequently, counselors are charged with the spread of the knowledge and practice of parenting styles at Parent Forum (PF)

meetings in schools and Open Day programs. The following other recommendations are proffered to assist in better dispersal of information on parenting:

➢ Since the entire nation benefit and lose from the consequences of good and bad parenting, counselors in local government marriage registries should be interested in teaching would be parents, the different parenting styles that can help raise worthwhile citizens. Parenting styles skills can be translated to local languages and distributed periodically to parents in the community.
➢ The establishment of Community Counseling centers is also imperative in the local communities where trained counselors and social workers can help families with parenting issues.
➢ The religious institutions should make mandatory, lessons on parenting for intending couples.
➢ Anti natal centers can also have trained counselors that can discuss issues around parenting with expectant mothers.
➢ Parents should learn to reward appropriate behavior of their children with token.
➢ Juvenile correction centers should visit communities to publicize their roles in correcting and modifying behaviors of juveniles as against the false believe that they are prisons.

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