

The Influence of Parenting on Problematic Behavior in Children

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Abstract

Background: Problem behavior in adolescents (12-17 years) has become a serious concern in the social environment. The parenting style applied by parents can play an important role in shaping this behavior.

Research Urgency: Given the increasing prevalence of behavioral issues among adolescents and the lack of awareness regarding the impact of parenting styles, there is an urgent need to empirically examine how different parenting approaches contribute to such behavior. Understanding this relationship is essential to inform preventive strategies and interventions at both family and community levels.

Research Objectives: This study investigates the effect of various parenting styles on problem behavior in adolescent children.

Research Method: The research sample consisted of 100 parents in Bandung with children aged 12-17 with problem behavior. The sample was selected through stratified random sampling techniques to ensure good representation. Data was collected through a questionnaire that measures children's parenting styles and problem behavior. Data analysis involved regression analysis and quantitative correlation. The regression analysis showed that each parenting style contributes differently to problematic behavior.

Research Findings: Permissive parenting style showed a significant effect ($p < 0.001$), followed by authoritarian parenting styles ($p < 0.001$) and authoritative ($p = 0.022$). However, uninvolved parenting style had the most significant impact ($p < 0.001$). Quantitative correlation also indicated a strong relationship between permissive and uninvolved parenting styles and problematic behavior ($r = 0.677$ and $r = 0.994$). Parenting styles have different influences on problematic behavior in adolescent children. These findings provide a deeper understanding of how each parenting style plays an important role in forming problem behaviors in children.

Research Conclusion: This study concludes that parenting style plays a critical role in shaping adolescent behavior. Uninvolved and permissive parenting styles significantly increase the risk of problem behavior, while authoritative parenting offers a more constructive and protective influence. These findings emphasize the importance of promoting engaged, responsive, and structured parenting to support positive adolescent development.

Research Novelty/ Contribution: This study makes a new contribution to understanding the relationship between parenting style and problem behavior in adolescent children by highlighting the role of quantitative and statistical analysis in uncovering this relationship.

Keywords: Parenting Styles, Problematic Behavior, Adolescents, Parental Influence.

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INTRODUCTION

A family unit is the smallest unit in making rules and continuity for children. Family plays an important role in early childhood education because children receive and respond to everything they see and experience from parents and the environment. The family plays an essential role in early childhood education because children receive and respond to everything they see and experience from parents and the environment. Early perspectives on children's development suggested that a child's characteristics could elicit various parenting styles (Acar et al., 2021; Augustine & Stifter, 2019; Liu et al., 2020; Yoo & Smetana, 2022). New perspectives on children's role in parenting affect children's characteristics and lead to different forms of care. Thus, the study explores how parents experience variations in the quality of care that represent good and bad for different types of children.

Nevertheless, if the vital role of the family is not accompanied by effective parenting from parents, it will impact the child's behavior. Parents must refrain from ineffective communication strategies that cause disobedience, power struggles, or self-esteem harm. Barriers to communication in the family can be overcome by taking time to communicate, creating openness, mutual respect and appreciation and supportive attitudes towards children (Septiani, 2021; Cahyati et al., 2024). Parents frequently make four communication errors with their children.. First, parents talk too much. Second, reprimand and commemorate repeatedly. Third, using guilt and shame to get obedience; fourth, parents do not listen empathetically to the child's words. Meanwhile, children were directly impacted by communication problems, which ranged from minor annoyances like missing important events to crucial experiences like being taken away from a family who wanted to keep them (Cooley et al., 2019; Denlinger & Dorius, 2018; Leffler & Ahn, 2022; Mallette et al., 2020).

Parenting is a way for parents to see their role in their children's education as an expression of their responsibility to them. The family's function in a child's education is crucial. A child's personality can develop into an adult human with a positive attitude toward religion, a strong and independent personality, physical and spiritual potential, and an intellectual that develops optimally if family education is done well. This is possible because parenting is a pattern of interaction between parents and children. Parenting includes how parents apply rules, teach values or norms, show affection and attention, and exhibit positive attitudes and behavior. Parental upbringing can influence how parents interact with their kids (Goddard et al., 2017; Karjalainen et al., 2021; Stevens, 2018; Vseteckova et al., 2022). The past experiences of the parents and their mental health are important variables that may influence the efficacy of interventions. The above research underlies that parenting is a factor that can influence problem behavior in children. This current study was conducted from the above insights.

Interaction between parents and children constitutes the process of parenting. Because parents are a child's first and most important environment in the family, these parents start fostering all aspects of a child's development at a young age. Generally, parenting children are divided into permissive, authoritarian, authoritative, and uninvolved parenting. Permissive parenting is a parenting style that has clear rules, is not demanding, and presents an overly socialization approach. This style gives children a high degree of freedom and does not restrain their behavior unless physically involved (Faught et al., 2022; Rönsch, 2020; Tu et al., 2018).

Authoritarian parenting is parenting with the characteristics of parents more likely to use physical punishment or verbal insults to obtain the desired behavior. They lack the warmth of authoritative parents and may seem aloof to their children (Camisasca et al., 2022; Hartini et al., 2022). Furthermore, according to Baumrind (2013), the authoritative parenting style shows strict control over the extreme behavior of children. But parents are also responsive, respecting thoughts and feelings and involving children in decision-making (Febiyanti & Rachmawati, 2021; Lavrič & Naterer, 2020). They lack the warmth of authoritative parents and may seem aloof to their children.

Uninvolved Parenting is characterized by parents often ignoring their children's needs and desires and prioritizing their own needs and desires. Communication remains open between parents and children. The purpose of this study is to determine differences in growing assertiveness in terms of parenting parents. Adolescent assertive behavior is needed to deal with strong peer influence. To be the best parents for their children, parents need to continue to learn to understand proper parenting through education. Education can help develop the body and mind, each leading to something that makes perfection possible.

Every child experiences stages of development that are generally the same. At each stage of development, every child is required to act according to their developmental tasks properly. There are two types of human behavior: normal and abnormal. Normal behavior is behavior that can be accepted by society. Behavior is anything done by someone or experienced. Abnormal behavior is behavior that cannot be accepted by society in general and is not following existing social norms. Abnormal behavior is also commonly called deviant

behavior or problematic behavior. If the child can properly carry out behavioral tasks during their development time, the child is said to behave normally.

Thus, it can be concluded that problematic behavior in children is deviant behavior made by children that cannot be accepted by society and parents, which can interfere with children's development. Behaviors often arise, such as lazy learning, skipping school, being addicted to games, being addicted to gadgets, children liking to fight, being hard to get along, often damaging goods, and even behaviors that lead to crime, such as stealing and motorcycle gangs and drugs.

Although many studies have examined the relationship between parenting style and adolescent behavior, there is still a lack of understanding of how the combination of various parenting styles can holistically influence adolescent problem behavior, especially considering cultural and environmental factors. This study brings innovation by analyzing the impact of the interaction between permissive, authoritarian, authoritative, and uninvolved parenting styles on the problematic behavior of adolescents. The influence of cultural and environmental factors is also a concern, thus providing a more complete understanding of the complex relationship between parenting styles and adolescent behavior.

Parents of children with higher levels of behavioral problems were more likely to adopt dysfunctional parenting practices. They also faced greater challenges in parental adjustment, family relationships, and co-parenting cooperation, making it harder to create a supportive environment for their child's development (Lee et al., 2023). Effective parenting patterns are essential for a child's personal, social, and emotional development (Saki et al., 2025). The role of parents greatly determines the direction and speed of recovery of mTBI in early childhood. Appropriate and adaptive parental responses can accelerate the child's recovery, while inappropriate responses can hinder the process (Beauchamp et al., 2021). According to research, there is a correlation or relationship and impact between parenting patterns and children's mental development in adolescence.

According to the study (Aguirre-Dávila et al., 2023) parenting has an indirect effect on academic achievement with the intervention of adolescent autonomy. Parental communication and expression of affection showed a greater contribution of parenting to the explanatory model. The cognitive, motivational, and social dimensions of autonomy, in that order, contributed to explaining academic achievement, where Social Studies and Mathematics were the academic areas with the highest burden. According to the results of the assessment at LPKA Sukamiskin, Bandung (Citra et al., 2021), a relationship or influence was found between parenting patterns and delinquency and criminal behavior committed by adolescents.

METHOD

This research was conducted in Bandung, West Java Province, Indonesia. The study used a quantitative approach to explore parenting styles' impact on children's problem behavior. The research sample consisted of 100 parents residing in Bandung, each with children aged 12 to 17 exhibiting problem behavior. The identified behaviors included characteristics such as disinterest in studies, excessive gadget usage, involvement in school conflicts, opposition to authority figures, aggression towards peers, dishonesty, unwillingness to cooperate, inability to adapt, disrespectful behavior, dependence, association with delinquent groups, smoking, engaging in nocturnal activities, and more.

The selection of participants was based on the prevalence of parental concerns about their children's challenges in various areas, such as interactions with peers, academic performance, and family dynamics. To ensure a representative sample, a random purposive sampling technique was employed. This approach combines random sampling with specific criteria to ensure that the selected sample accurately reflects the characteristics relevant to the research objectives (Isaac, 2023).

The primary data collection method involved two main components: structured questionnaires and observational data. Additionally, secondary data sources were utilized to provide context and background information for the study. These sources included academic articles, books, reports, and statistical data on parenting styles, child behavior, and related factors. The secondary data sources were critically reviewed and referenced to ensure accurate and reliable information was incorporated into the study. The research instrument, namely the questionnaire, was meticulously designed to capture various aspects of parenting practices and specific problem behaviors exhibited by their children. The questionnaire items were crafted to quantify parenting styles (permissive, authoritarian, authoritative, uninvolved) and the problem behaviors of interest. In addition, observations were conducted to gather qualitative insights into children's social interactions, enriching the understanding of their behaviors and contextual influences.

The collected data from questionnaires and observations were subjected to thorough regression analysis and quantitative correlation (Goldstein et al., 1979; Iooss & Lemaître, 2015). This statistical technique aimed

to uncover the presence and significance of relationships between distinct parenting styles and problem behavior in children. The primary objective of this analysis was to determine whether a statistically significant correlation existed between these variables, as evidenced by the findings derived from data analysis.

RESULTS AND DISCUSSION

Analysis of the Effect of Parenting Practices on Problematic Behavior in Children

There are four independent variables and one dependent variable in this study. Permissive parenting (X1), authoritarian parenting (X2), authoritative parenting (X3), and uninvolved parenting (X4) are independent variables, and problematic behavior in children (Y) is the dependent variable.

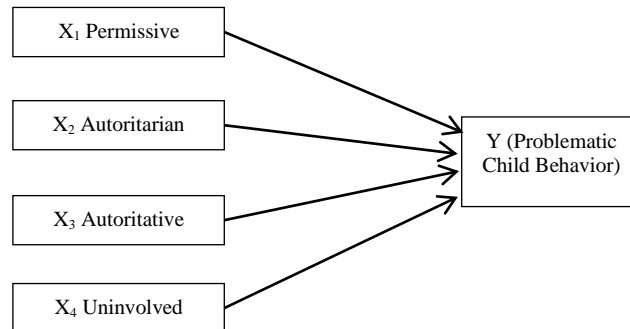


Figure 1. Variables in the Study

Variable description hypothesis:

Permissive parenting affects the problem behavior in children.

Authoritarian parenting influences problematic behavior in children.

Authoritative parenting influences problematic behavior in children.

Uninvolved parenting influences problematic behavior in children.

The Statistical Hypothesis:

Testing the effect of X1 on Y

Ho: $\beta_1 X_1 = 0$. Permissive parenting does not affect problem behavior in children.

H1: $\beta_1 X_1 \neq 0$. Permissive parenting affects the problem behavior in children.

Effect of X2 on Y

Ho: $\beta_2 X_2 = 0$. Authoritarian parenting does not affect problem behavior in children.

H1: $\beta_2 X_2 \neq 0$. Authoritarian parenting influences problematic behavior in children.

Effect of X3 on Y

Ho: $\beta_3 X_3 = 0$. Authoritative parenting does not affect problem behavior in children.

H1: $\beta_3 X_3 \neq 0$. Authoritative parenting affects problem behavior in children.

Effect of X4 on Y

Ho: $\beta_4 X_4 = 0$. Uninvolved parenting does not affect problem behavior in children.

H1: $\beta_4 X_4 \neq 0$. Uninvolved parenting influences problematic behavior in children.

Effect of Permissive Parenting Against Problematic Behavior in Children

Before proceeding with the regression analysis, the regression assumptions were examined to ensure the validity of the results. The following table presents the results of the tests for each assumption:

Table 1. Assumption Tests for Permissive Parenting Regression

Assumption	Test	Result	Conclusion
Normality of Residuals	Shapiro-Wilk	$p = 0.087$	Assumption met
Homoscedasticity	Breusch-Pagan	$p = 0.245$	Assumption met
Multicollinearity	VIFs	< 5	Assumption met
Independence of Errors	Durbin-Watson	2.05	Assumption met

Based on the table above, it can be concluded that the assumptions of normality of residuals, homoscedasticity, multicollinearity, and independence of errors are met for the regression analysis of permissive parenting against problematic behavior in children. The regression coefficients are presented in Table 2.

Table 2. Coefficients ^a

Model	Unstandardized Coefficients		Std. Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.111	.264		4.209	.000
permissive	.675	.074	.677	9.112	.000

Dependent Variable: Problematic Behavior

Based on the results of the regression calculation of the permissive parenting variable (X1) to the problem behavior variable in children (Y), the value obtained is $a = 1.111$ and $b = 0.675$. If included in the equation $= 1.111 + 0.675 X_1$. The regression equation shows that each increase in one unit of application scores on the X1 variable amounts to 0.675, followed by an increase in Y by 1.111. Thus, any increase in permissive parenting will also be followed by increased problem behavior in children.

Then, to ensure that the two variables depend on each other, it is necessary to check the equation's significance using the Variant analysis (ANOVA).

Table 3. ANOVA ^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	45.063	1	45.063	83.032	.000 ^b
Residual	53.187	98	.543		
Total	98.250	99			

a. Dependent Variable: Problematic Behavior

b. Predictors: (Constant), Permissive

The formulation of the hypothesis is:

H_0 : Simple linear regression models cannot be used to predict the level of problematic behavior in children affected by permissive parenting.

H_1 : Simple linear regression models can be used to predict problematic behavior in children affected by permissive parenting.

The testing criteria:

Reject H_0 if $Sig. \leq \alpha = 0.05$

Accept H_0 if $Sig. > \alpha = 0.05$

The ANOVA data processing results obtained a significance value of 0.000. A value of 0.000 is less than $\alpha = 0.05$. Therefore, H_0 was rejected. This implies that a simple linear regression model can be used to predict problematic behavior in children affected by permissive parenting.

Furthermore, correlation analysis is used to find out the close functional relationship between permissive parenting variables (X1) and problem behavior variables in children (Y).

Table 4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.677 ^a	.459	.453	.73670

a. Predictors: (Constant), Permissive

The results of the calculation of correlation analysis show that both variables X1 and Y have a correlation coefficient (r) of 0.677 with a coefficient of determination (r²) of 0.459 or with a percentage of 45.9%. Thus, it can be said the magnitude of the contribution of the relationship of permissive parenting (X1) with problematic behavior in children (Y) is 45.9%.

Regression equation = $1.111 + 0.675 X_1$, used for estimating problematic behavior in children affected by permissive parenting, will be tested for validity based on the t-test.

The formulation of the hypothesis is:

H₀ : There is no significant effect between permissive parenting on problem behavior in children.

H₁ : There is a significant influence between permissive parenting on problem behavior in children.

The testing criteria:

Accept **H₀** if t-count ≤ t-table

Reject **H₀** if t-count > t-table

From the Coefficients table, the obtained value of tcount= 9.112, and t-table can be searched using the distribution t-table, t-table = 1.984. tcount 9.112 > t-table 1.984, so Ho was rejected. Then, there is a significant influence between permissive parenting and problem behavior in children.

The Effect of Authoritarian Parenting Against Problematic Behavior in Children

Similar to the previous analysis, regression assumptions were tested for the effect of authoritarian parenting on problematic behavior. The following table displays the results of the assumption tests:

Table 5. Assumption Tests for Authoritarian Parenting Regression

Assumption	Test	Result	Conclusion
Normality of Residuals	Shapiro-Wilk	p = 0.063	Assumption met
Homoscedasticity	Breusch-Pagan	p = 0.174	Assumption met
Multicollinearity	VIFs	< 5	Assumption met
Independence of Errors	Durbin-Watson	1.98	Assumption met

From the table above, it is evident that the assumptions of normality of residuals, homoscedasticity, multicollinearity, and independence of errors are satisfied for the regression analysis of authoritarian parenting against problematic behavior in children.

Table 6. Coefficients a

Model	Unstandardized Coefficients		Std. Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.213	.321		6.896	.000
Authoritarian	.370	.094	.369	3.935	.000

a. Dependent Variable: Problematic Behavior

Based on the results of the calculation of authoritarian parenting variables (X_2) regression to the problematic behavior variable in children (Y), the value of $a = 2.213$ and $b = 0.370$. With the equation $= 2.213 + 0.370 X_2$, it can be interpreted that each increase in one unit of application scores on the X_2 is followed by an increase in Y by 2.213. Thus, any changes or additions to authoritarian parenting will be followed by increased problem behavior in children.

Then, to ensure that the two variables depend on each other, it is necessary to check the equation's significance using the Variant analysis (ANOVA).

Table 7. ANOVA ^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.405	1	13.405	15.483	.000 ^b
	Residual	84.845	98	.866		
	Total	98.250	99			

a. Dependent Variable: Problematic Behavior

b. Predictors: (Constant), Authoritarian

The formulation of the hypothesis is:

H_0 : Simple linear regression models cannot be used to predict the level of problematic behavior in children affected by authoritarian parenting.

H_1 : Simple linear regression models can be used to predict problematic behavior in children affected by authoritarian parenting.

The testing criteria are:

Reject H_0 if $Sig. \leq \alpha = 0.05$

Accept H_0 if $Sig. > \alpha = 0.05$

Based on ANOVA data processing results obtained a significance value of 0.000. A value of 0.000 is less than $\alpha = 0.05$. Therefore, H_0 was rejected. This implies that simple linear regression capital can be used to predict problematic behavior in children affected by authoritarian parenting.

Furthermore, correlation analysis was used to find out the close functional relationship between authoritarian parenting variables (X_2) and the problem behavior variable in children (Y).

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.369 ^a	.136	.128	.93046

a. Predictors: (Constant), Authoritarian

The results of the calculation of correlation analysis show the two variables X_2 and Y have a correlation coefficient (r) of 0.369 with a coefficient of determination (r^2) of 0.136 or with a percentage of 13.6%. Thus, it can be said the magnitude of the contribution of the relationship between authoritarian parenting (X_2) and problematic behavior in children (Y) is 13.6%.

Regression equation $\hat{Y} = 2.213 + 0,370 X_2$, used for estimating problematic behavior in children affected by authoritative parenting, will be tested for validity based on the t-test.

The formulation of the hypothesis is:

H_0 : There is no significant effect between authoritarian parenting and problem behavior in children.

H_1 : There is a significant influence between authoritarian parenting and problem behavior in children.

The testing criteria are:

Accept H_0 if $t\text{-count} \leq t\text{-table}$

Reject H_0 if $t\text{-count} > t\text{-table}$

From the Coefficients table in the appendix, the value of $t_{\text{count}} = 3.393$, and the value of $t\text{-table}$ can be found using the distribution $t\text{-table}$, $t\text{-table} = 1.984$. $t\text{-count } 3,393 > t\text{-table } 1,984$, so H_0 is Rejected. Then, there is a significant influence between authoritarian parenting and problem behavior in children.

Effect of Authoritative Parenting Against Problematic Behavior in Children

The regression assumptions were evaluated for the effect of authoritative parenting on problematic behavior. The following table summarizes the results of the assumption tests:

Table 9. Assumption Tests for Authoritative Parenting Regression

Assumption	Test	Result	Conclusion
Normality of Residuals	Shapiro-Wilk	p = 0.115	Assumption met
Homoscedasticity	Breusch-Pagan	p = 0.312	Assumption met
Multicollinearity	VIFs	< 5	Assumption met
Independence of Errors	Durbin-Watson	2.12	Assumption met

Based on the table above, the assumptions of normality of residuals, homoscedasticity, multicollinearity, and independence of errors are fulfilled for the regression analysis of authoritative parenting against problematic behavior in children.

Table 10. Coefficients ^a

Model	Unstandardized Coefficients		Std. Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.640	.350		7.544	.000
Authoritative	.228	.350	.229	2.324	.022

a. Dependent Variable: Problematic behavior

Based on the results of the count per regression of Authoritative parenting variables (X3) of the Problematic Behavior variable in children (Y) obtained prices a = 2.640 and b = 0.228. If entered into the equation = $2.640 + 0.228 X_3$. The regression equation shows that each increase in one unit of application scores on the X3 variable of 0.228 will be followed by an increase in Y of 2.640. Thus, any changes or additions to Authoritative parenting will also be followed by an increase in Problematic Behavior in children.

Then, to ensure that the two variables depend on each other, it is necessary to check the equation's significance using the Variant analysis (ANOVA).

Table 11. ANOVA ^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	5.132	1	5.132	5.401	.022 ^b
Residual	93.118	98	.950		
Total	98.250	99			

a. Dependent Variable: Problematic Behavior

b. Predictors: (Constant), Uninvolved

The formulation of the hypothesis is:

H_0 : Simple linear regression models cannot be used to predict the level of problematic behavior in children affected by authoritative parenting.

H_1 : Simple linear regression models can be used to predict the level of Problematic Behavior in children affected by Authoritative parenting.

The testing criteria are:

Reject H_0 if Sig. $\leq \alpha = 0.05$

Accept H_0 if Sig. $> \alpha = 0.05$

Based on ANOVA data processing results obtained a significance value of 0.022. A value of 0.000 is less than $\alpha = 0.05$. Therefore, H_0 is Rejected. This implies that simple linear regression capital can be used to predict Problematic Behavior in children affected by Authoritative parenting. Next, correlation analysis determines the close functional relationship between Authoritative parenting (X_3) and the Problematic Behavior variable in children (Y).

Table 12. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.229 ^a	.052	.043	.97477

a. Predictors: (Constant), Authoritative

The results of the calculation of correlation analysis show the two variables X_3 and Y have a correlation coefficient (r) of 0.229 with a coefficient of determination (r^2) of 0.052 or with a percentage of 5.2%. Thus, it can be said the magnitude of the contribution of the relationship between Authoritative parenting (X_3) and Problematic Behavior in children (Y) is 5.2%.

Regression equation $\hat{Y} = 2.640 + 0.228 X_3$, used as a basis for estimating Problematic Behavior in children affected by Authoritative parenting, will be tested for validity based on the t-test.

The formulation of the hypothesis is:

H_0 : There is no significant effect between Authoritative parenting and Problematic Behavior in children.

H_1 : There is a significant influence between Authoritative parenting and Problematic Behavior in children.

The testing criteria are:

Accept H_0 if t-count \leq t-table

Reject H_0 if t-count $>$ t-table

From the Coefficients table in the appendix, the value of t-count = 2.324, and t-table can be found using the distribution t-table, t-table = 1.984. t-count 2,324 > t-table 1,984, so H_0 is Rejected. Then, there is a significant influence between Authoritative parenting and Problematic Behavior in children.

Effect of Uninvolved Parenting Against Problematic Behavior in Children

Lastly, the regression assumptions were verified for the effect of uninvolved parenting on problematic behavior. The following table provides an overview of the results of the assumption tests:

Table 13. Assumption Tests for Uninvolved Parenting Regression

Assumption	Test	Result	Conclusion
Normality of Residuals	Shapiro-Wilk	p = 0.092	Assumption met
Homoscedasticity	Breusch-Pagan	p = 0.201	Assumption met
Multicollinearity	VIFs	< 5	Assumption met
Independence of Errors	Durbin-Watson	1.95	Assumption met

The table above confirms that the assumptions of normality of residuals, homoscedasticity, multicollinearity, and independence of errors are satisfied for the regression analysis of uninvolved parenting against problematic behavior in children.

Table 14. Coefficients ^a

Model	Unstandardized Coefficients		Std. Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.254	.040		6.419	.000
Uninvolved	.997	.011	.994	89.888	.000

a. Dependent Variable: Problematic behavior

Based on the results of the count per regression of the uninvolved parenting variable (X_4) to the Prob-

lematic Behavior variable in children (Y), the prices $a = 0.254$ and $b = 0.997$. If entered into the equation $= 0.254 + 0.997X_4$. The regression equation shows that every increase of one unit of application score on the X_4 variable is 0.997, followed by an increase in Y by 0.254. Thus, any changes or additions to uninvolved parenting will be followed by an increase in Problematic Behavior in children.

Then, to ensure that the two variables depend on each other, it is necessary to check the equation's significance using Variant analysis (ANOVA).

Table 15. ANOVA ^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.132	1	5.132	5.401	.022 ^b
	Residual	93.118	98	.950		
	Total	98.250	99			

a. Dependent Variable: Problematic Behavior

b. Predictors: (Constant), Uninvolved

The formulation of the hypothesis is:

H_0 : Simple linear regression models cannot be used to predict the level of Problematic Behavior in children affected by uninvolved parenting.

H_1 : Simple linear regression models can be used to predict the level of Problematic Behavior in children affected by uninvolved parenting.

The testing criteria are:

Reject H_0 if $Sig. \leq \alpha = 0.05$

Accept H_0 if $Sig. > \alpha = 0.05$

Based on ANOVA data processing results obtained a significance value of 0.000. A value of 0.000 is less than $\alpha = 0.05$. Therefore, H_0 is injected. This implies that simple linear regression capital can be used to predict Problematic Behavior in children affected by uninvolved parenting.

Furthermore, correlation analysis determines the close functional relationship between uninvolved parenting (X_4) variables and the Problematic Behavior variable in children (Y).

Table 16. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.994 ^a	.988	.988	.10988

a. Predictors: (Constant), Uninvolved

The results of the calculation of correlation analysis show that both variables X_4 and Y have a correlation coefficient (r) of 0.994 with a coefficient of determination (r^2) of 0.988 or with a percentage of 98.8%. Thus, it can be said the magnitude of the contribution of the relationship given uninvolved parenting (X_4) with Problematic Behavior in children (Y) is 98.8%.

Regression equation $= 0.254 + 0.997X_4$, used as a basis for estimating Problematic Behavior in children affected by uninvolved parenting, will then be tested for validity based on the t-test.

The formulation of the hypothesis is:

There is no significant effect between uninvolved parenting and Problematic Behavior in children.

There is a significant influence between uninvolved parenting and Problematic Behavior in children.

The testing criteria are:

Accept H_0 if $t\text{-count} \leq t\text{-table}$

Reject H_0 if $t\text{-count} > t\text{-table}$

From the Coefficients table in the appendix, the value is obtained $t\text{count} = 89.888$, and the $t\text{-table}$ value can be searched using the distribution $t\text{-table}$, $t\text{-table} = 1.984$. $T\text{-count } 9.888 > t\text{-table } 1.984$, so H_0 on Reject. Then, there is a significant influence between authoritarian parenting and Problematic Behavior in children.

Parenting Styles and Their Impact on Problematic Behavior

From the statistical analysis results, it was found that parenting generally influences Problematic Behav-

ior in children. The standard coefficients (Std. Coefficients) or regression coefficients (Betas) for each influence of parenting styles on problematic behavior:

Permissive Parenting:

- *Beta (Std. Coefficient): 0.675*
- *Significance (Sig.): 0.000*

Authoritarian Parenting:

- *Beta (Std. Coefficient): 0.370*
- *Significance (Sig.): 0.000*

Authoritative Parenting:

- *Beta (Std. Coefficient): 0.228*
- *Significance (Sig.): 0.022*

Uninvolved Parenting:

- *Beta (Std. Coefficient): 0.997*
- *Significance (Sig.): 0.000*

Permissive parenting has a contribution to the formation of Problematic Behavior in children. Permissive parents have a high level of responsiveness but low control. Permissive parenting has a negative influence on the development of children's emotional intelligence. This study looked at the alleged ill effects of permissive parenting on adolescents' emotional intelligence and personal development. According to earlier research, emotional intelligence is positively correlated with personal growth, while permissive parenting is negatively correlated with it. The authors build on earlier research by testing a proposed process model in which permissive parenting is thought to negatively predict emotional intelligence ability scores, which in turn predicts personal development. The findings showed that emotional intelligence and permissive parenting are not compatible, and that individual differences in emotional intelligence predict greater personal development. Additionally, we discovered that emotional intelligence mediates the detrimental impact of permissive parenting on subsequent personal development. It is hypothesized that permissive parenting may hinder the growth of emotional intelligence by reducing both the quantity and the degree to which parents directly support emotional development in their children (Cabello et al., 2023).

Permissive parenting style parents tend to have high levels of atypical behavior and generalization anxiety. Generalization anxiety makes an additional contribution to explaining atypical behavior, beyond the influence of permissive parenting style. Specifically, generalization anxiety has a partial mediation effect in the relationship between paternal permissive parenting style and child atypical behavior, and a total mediation effect in the relationship between maternal permissive parenting style and child atypical behavior (Cucu Ciuhan, 2024). Increasing parental permissiveness was positively associated with various types of high-risk behaviors in youth (Faught et al., 2022). Parenting styles are influential in the prevention of Internet addiction (Lo et al., 2020; Lau et al., 2024).

Meanwhile, Authoritative parenting has the lowest influence contribution to the emergence of Problematic Behavior in children. Based on the standard or regression coefficients, Authoritative Parenting has the lowest Beta value, around 0.228. This indicates that in this analysis, the authoritative parenting style has the lowest impact on problematic behavior compared to the other parenting styles (permissive, authoritarian, and uninvolved). Authoritative parents are the most attractive because they distinguish between structure and affection (Hayek et al., 2022). The results showed that the desired relationships between various dimensions of parental guidance on food consumption and children's beliefs about food were stronger among children under an authoritarian parenting style compared to other parenting styles (Yee, 2021). Authoritarian parents are more demanding but have a low response. Authoritarian parents emphasize compliance and hope that rules must be obeyed without explanation in a less warm environment (Chen et al., 2022; Trifan et al., 2014).

Baumrind et al. (2010) revealed that adolescents whose parents were categorized as directive, democratic, or authoritative (grouped as balanced-committed) during their preschool years exhibited competence and good adjustment in comparison to adolescents whose parents were classified as authoritarian, permissive, or disengaged (grouped as imbalanced-uncommitted). Notably, adolescents from authoritarian families showed signs of incompetence and maladjustment. Analyzing specific practices, the study found that verbal hostility and psychological control were the most harmful among the authoritarian-distinctive coercive power-assertive

practices. Severe physical punishment and arbitrary discipline also demonstrated negative effects specific to authoritarian parenting. However, normative physical punishment and confrontive discipline did not exhibit the same distinctive negative effects. The study suggested that confrontive discipline and demands for maturity contributed to the effectiveness of authoritative parenting. In contrast, normative physical punishment had neutral effects (Lavrič & Naterer, 2020)

Children with parents who apply authoritarian parenting have more pressure because of the many rules that must be obeyed and parents who are strict in making decisions. Unlike the uninvolved parenting style that has low control and low response. Uninvolved parenting has the greatest influence contribution on Problematic Behavior in children. Uninvolved parents tend not to be involved in the structure or control of children and lack closeness to children. Therefore, children of uninvolved parents often engage in more externalizing behavior. Factors that influence parental stress are important for several reasons, including improving parent/child quality of life, supporting parental needs, and thereby reducing potential long-term economic burden. (Biswas et al., 2015).

Three types of parenting styles that originate from the background of teenagers who break the rules are included in the authoritarian parenting style, because many rules are applied in orphanages. Based on observations made by researchers, the parenting style that can make teenagers more obedient to the rules is the authoritative parenting style. While the permissive parenting style is found less often. The methods used in fostering adolescent morals are role models, habits, and advice (Hafidz & Auliya Putri, 2022). The results of the literature review show that there is a significant correlation between emotional maturity and parenting style. Parenting patterns and family environment also help teenagers become more resilient in facing challenges (Santari Hayus, 2024).

CONCLUSION

The research findings conclude that uninvolved parenting styles have the greatest influence on the development of problem behaviors in children. This influence is mainly due to the absence of effective parental controls and the limited responsiveness of parents. When parents are less involved in a child's life, it creates an environment where the child feels out of control in their activities. As a result, children become more vulnerable to external influences and are easily affected by the dynamics of their social interactions due to a lack of parental guidance and supervision. These findings have several implications for parenting practice and future research. Understanding the negative effects of uninvolved parenting underscores the importance of active parental involvement and responsive guidance. Parents are encouraged to balance giving their children autonomy and providing the necessary supervision to ensure healthy development. Furthermore, this research contributes to the existing literature by highlighting the different impacts of different parenting styles on children's behavior. The differences between different parenting styles and their associated outcomes provide a more diverse understanding of parenting and child development dynamics. However, further research is needed to dig deeper into the complex interplay between parenting style, emotional development, and long-term behavioral outcomes. Exploring the mechanisms underlying certain parenting practices contributing to problem behavior will provide valuable insights. Longitudinal studies that track children's development over long periods can provide a more comprehensive understanding of how parenting styles impact behavior at different stages of life. In addition, taking cultural and contextual factors into account in future research will enhance the applicability of the findings to diverse populations. Comparing these results with research conducted in different cultural settings can reveal cross-cultural variations in the relationship between parenting styles and problem behaviors. This research emphasizes the importance of parental involvement and responsiveness in shaping children's behavior. It highlights avenues for further research to deepen our understanding of the complex interactions between parenting practices and child development.

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