







The Correlation Between Parenting Styles, Social Maturity, and Peer Interaction in Adolescents

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Abstract

This study was conducted to test and understand the influence of parenting styles mediated by adolescent social maturity on adolescent peer interaction. The study was conducted on 420 high school students in Magelang, Indonesia. The sampling technique used in the study was random sampling. This quantitative study used three measurements, namely the parenting style scale (a modification of the parenting scale developed by Gafoor & Kurukkan (2014)), the social maturity scale, and the adolescent social interaction scale (a modification of the scale developed by Kurniawati (2019)). The SEM-PLS test was performed to determine the influence between the three variables. The results of data analysis show that parenting styles independently influence social maturity ($t=18.506$; $p<0.05$) and adolescent peer interaction ($t=8.108$; $p<0.05$), adolescent social maturity influences peer interaction ($t=4.473$; $p<0.05$), and that parenting styles mediated by adolescent social maturity also have a positive effect on peer interaction ($t=4.198$; $p<0.05$).

INTRODUCTION

Adolescence is one of the critical and sensitive transition periods in human development. The reason is that experiences during this period have a strong influence on brain function, even within a limited developmental window (Feldman, 2015). In general, adolescence begins with biological changes, commonly referred to as puberty. In addition to being frequently associated with physical changes, puberty becomes one of the factors affecting the development of the adolescent brain, during which teenagers can become very sensitive to their social environment (Peper & Dahl, 2013).

Unlike early adolescence, which generally emphasizes physical and biological changes, late adolescence tends to highlight social events. At this time, adolescents go through a period of social reorientation, a time when the opinions or views of peers begin to become more important than those of the family (Blakemore & Mills, 2014; Ghufon, 2024). This is marked, among other things, by the gradual change of strong authority relationship between parents and children during childhood and the simultaneous increase of adolescent autonomy. At this stage, conflicts between parents and children usually occur more frequently (Raboteg-Saric & Sakic, 2013).

In contrast to the dependence between adolescents and parents, which tends to decrease in adolescence, the dependence between adolescents and peers, especially close friends, tends

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to increase at this stage (Raboteg-Saric & Sakic, 2013). The intensity does not only increase in terms of quantity but in the quality of friendships between individuals themselves. At this stage, the perception of parents who were previously the main support system for individuals will decrease and gradually be replaced by the perception of the peer support system (Kushendar & Maba, 2022). At this time, adolescents will learn a lot about various new responses that support the process of brain maturation and more intense social involvement that encourages the development of emotional control (Bundy et al., 2018).

In relation to the more intense social involvement during adolescence, an individual's belief about themselves will be greatly influenced by peer acceptance (Blakemore & Mills, 2014). One study conducted by O'Brien & Bierman (1988) found that evaluations from peers influenced their personal and social values in teenagers aged 13-17 years. Some teenagers even reported that rejection from peers indicates their inadequacy as an individual. These poor and unpredictable social environmental responses have brought various impacts on teenagers, such as a decline in physical and mental health. The negative psychological impacts include low self-esteem, increased aggressive behavior, low perception of social support, poor emotional regulation ability, emotional development disorder, and poor life satisfaction (Karaer & Akdemir, 2019; Raboteg-Saric & Sakic, 2013).

Regardless of the unpredictable social responses, it turns out that parenting patterns at home also greatly influence the psychosocial development of adolescents, which then affects their social interactions with peers. From several previous studies, it was found that differences in parenting styles applied by parents have created variations in behavior formed in adolescents to adulthood. The concept of parenting is associated with parents' attitudes toward their children, which will form the emotional climate of the parent-child relationship (Handayani, 2024; Raboteg-Saric & Sakic, 2013). Parenting is generally categorized into three types, namely authoritarian, authoritative, and permissive parenting (Baumrind, 2016). These three different parenting styles will form and produce different behaviors in the children.

Previous research has found that authoritative parenting is one of the predictors of positive outcomes in adolescent behavior (Hoskins, 2014). Authoritative parenting often has a good influence on the psychological well-being of adolescents, with adolescents reporting higher satisfaction and happiness. In addition, it was found that social support can make an individual feel that they can rely on others (Bulgan & Çiftçi, 2018; Marianti et al., 2022). Several other studies have found that parenting where parents are warm to children and provide behavioral control but are balanced with giving children autonomy, also contributes to positive results in minimizing external behavioral problems in adolescents, especially with peers (Hancock Hoskins, 2014; Pinquart, 2017). Conversely, another research has found that harsh control from parents, authoritarian parenting, and also permissive parenting tend to lead to greater external behavioral problems (including in interactions with peers) during adolescence (Pinquart, 2017). Perhaps some teenagers growing up with authoritarian parenting will perform well at school and not show problematic behavior overtly. However, they may have low self-esteem, poor social skills, to high levels of depression (Raboteg-Saric & Sakic, 2013). Slightly different, teenagers with permissive parenting tend to have high self-esteem, better social skills than those raised with authoritarian parenting, and low levels of depression, but they tend to exhibit poorer academic performance and more intense external behavioral problems.

In relation to social maturity and peer interaction, research conducted by Buchanan & Bowen (2008) found that adolescents with positive support from adults and peers tend to show psychological well-being. Similarly, adolescents who have a good attachment to parents and peers tend to show greater life satisfaction, higher self-esteem, and lower levels of depression compared to adolescents who have low attachment to parents and peers (Nickerson & Nagle, 2004). Other research has found that the social relationships of adolescents outside of the family environment, one of which is peers, can be one of the mediators in the relationship between

parent-child relationships and adolescent adjustment (Raboteg-Saric & Sakic, 2013). Rubin et al. (2004) found that support from mothers can be a buffer in the social maturity of boys from the impact of low-quality interaction with peers. The same study also found that good-quality interaction with peers can be a protective factor against low support from mothers when it comes to internalization problems in adolescents, especially girls.

Rationale of the Study

The quality of the relationship between an individual and their caregivers, including parents in this case, is one of the important predictors that shape one's social competence and influence relationships with peers (Elicker et al., 2016). Previous studies have found a correlation between parenting styles, peer relationships, and psychological well-being, in which adolescents with good attachment to family and peers tend to show higher psychological well-being than their counterparts (Buchanan & Bowen, 2008; Nickerson & Nagle, 2004). Another study discovered that the attachment with parents at home and with peers influences each other (Raboteg-Saric & Sakic, 2013). In addition to these two variables, several other variables were found, such as psychological well-being and adolescent self-adjustment, which turned out to be related to the individual's relationship with parents (influenced by parenting styles) and relationships with peers. This research is important to be conducted to determine the correlation and influence between parenting styles at home and adolescent social maturity on their relationships with peers.

Purpose of the Study and Hypotheses

Based on the descriptions above, the purpose of the research was to explain in detail the correlation between parenting styles and adolescent social maturity with the quality of peer interaction in various settings. Specifically, the hypotheses proposed in the research were:

- H1: Parenting styles influence adolescent social maturity
- H2: Parenting styles influence adolescent peer interaction
- H3: Adolescent social maturity influences peer interaction
- H4: Parenting styles, mediated by social maturity, influence adolescent peer interaction

METHODS

Population and Sampling

The population involved in this study was high school students in Magelang (both the regency and the city). The sampling technique used in this research was random sampling, where the selection of samples from the population is done randomly without considering the strata within the population (Sugiyono, 2017). The sample size used in this research is based on Sugiyono's recommendation that the appropriate sample size for research is a minimum of 30 to 500. If the research employs multivariate analysis, then the minimum sample size is 10 times the number of variables studied. The sample size in this research was 430 high school students, thus meeting the minimum sample standard for this study.

Instruments

This study used a total of three instrument scales: the parenting style scale, the peer interaction scale, and the social maturity scale. To determine the parenting style or caregiver's approach at home, researchers used a modified version of the Parenting Style Scale developed by Gafoor & Kurukkan (2014). The parenting style scale consists of 20 items that have been adjusted by the researchers. An example of the items is "*Parents discuss the strengths and weaknesses of the subject I am studying.*" To measure the level of social maturity in adolescents, researchers modified the social maturity scale developed by Kurniawati (2019). The total number of social maturity scale items used in the study was 18. An example of the items is

“When someone makes me upset, I choose not to retaliate.” All scales use a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) to measure each item (1 for “Strongly Disagree” to 4 for “Strongly Agree”).

Data Analysis

The primary data used in this study was quantitative data derived from survey results. To measure each item in the research questionnaire scale, researchers used a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). This study applied the PLS-SEM method (Partial Least Squares-Structural Equation Model) to test the series of relationships and to describe the simultaneous linear relationship between indicator variables and latent variables (Tisti Ilda Prihandini, 2017). This model was chosen because it enhances the feasibility of developing and testing new models in research (Hair et al., 2019).

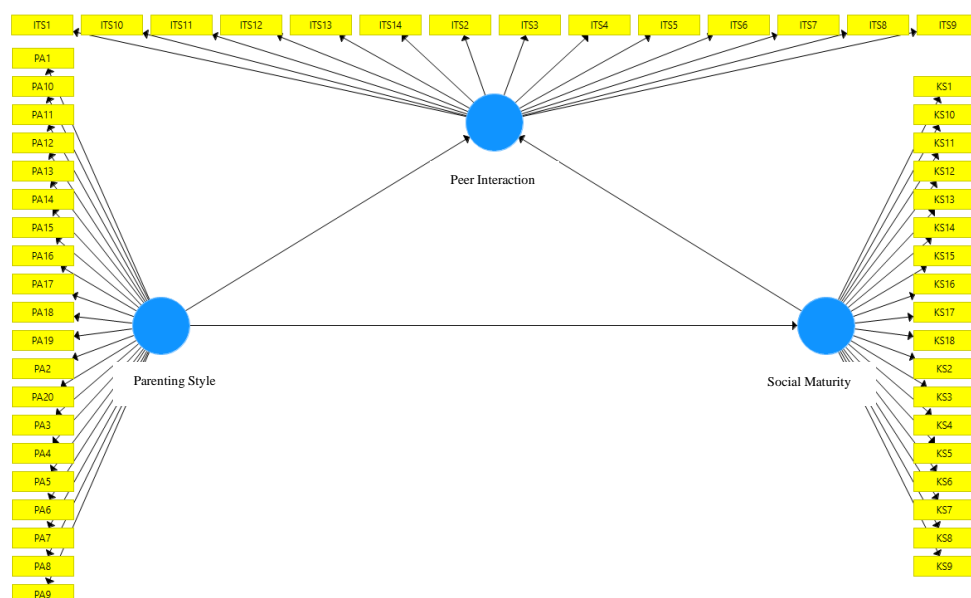


Figure 1. Research Hypotheses Model

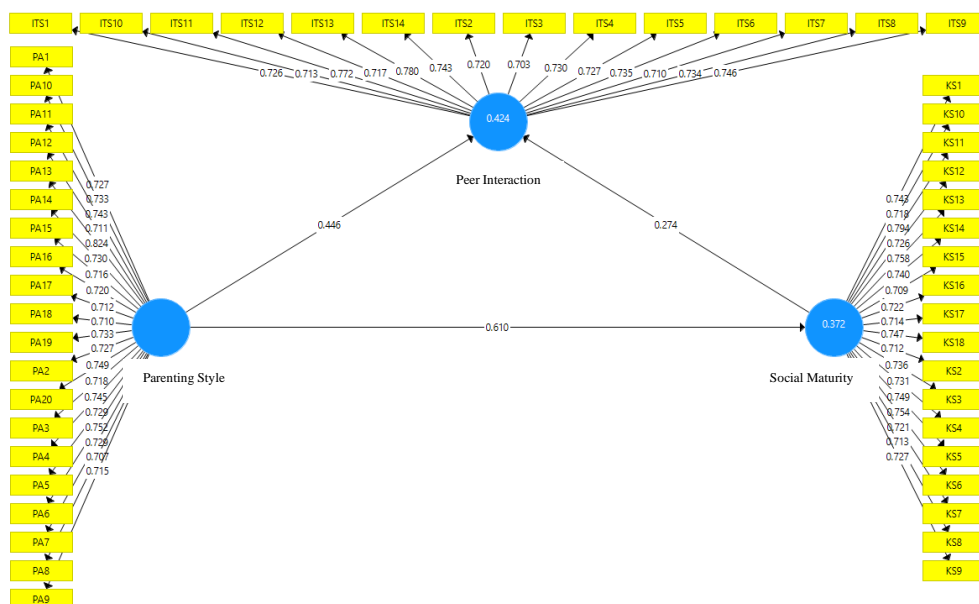


Figure 2. Result of PLS Algorithm

RESULTS AND DISCUSSION

Results

Based on Table 2, the loading value of each indicator is declared valid, as shown by the Average Variance Extracted (AVE) value being greater than 0.5 and the reliability threshold being greater than 0.7 (Ghozali & Latan, 2015). Table 2 also shows that the composite reliability values obtained by each construct are 0.942 for peer interaction; 0.955 for adolescent social maturity; and 0.958 for parenting styles. From this data, it can be understood that all constructions within this model are reliable.

To measure discriminant validity, researchers use the Heterotrait-Monotrait (HTMT) value (Table 3). Based on that data, it is apparent that the square root of AVE (the diagonal numbers in the table) is higher than the correlation between one construct and another, and thus each construct satisfies good discriminant validity. Table 4 represents the data from the hypothesis testing of the research. The hypothesis was tested using a 5% significance level with a *t*-table value of 1.966 (*N*=420).

The influence of Parenting Styles on the Social Maturity of Adolescents

The test results of the parameter coefficient between parental upbringing and the social maturity of adolescents show a coefficient value of 0.610 and a *t*-test value of 18.506 (*p* = .000).

Table 1. Descriptive Characteristics of Participants

Description		N (%)
Gender	Male	36.19%
	Female	63.81%
Age	14 years old	0.71%
	15 years old	25.48%
	16 years old	44.05%
	17 years old	19.76%
	18 years old	9.05%
	19 years old	0.95%
Domicile	Village	47.86%
	City	52.14%

Table 2. Outer Model Test

Variables	Composite Reliability	AVE
Peer Interaction	.942	.537
Social Maturity	.955	.540
Parenting Styles	.958	.536

Table 3. Heterotrait-Monotrait (HTMT) Value

	Peer Interaction	Social Maturity	Parenting Styles
Peer Interaction	.733		
Social Maturity	.546	.735	
Parenting Styles	.613	.610	.732

Table 4. Hypothesis Test-Path Coefficients

	O	M	SD	T	p
Adolescent Social Maturity → Peer Interaction	.274	.274	.061	4.473	.000
Parenting Styles → Peer Interaction	.446	.449	.055	8.108	.000
Parenting Styles → Adolescent Social Maturity	.610	.614	.033	18.506	.000

Table 5. Hypothesis Test for Specific Indirect Effects

	O	M	SD	T	p
Parenting Styles → Adolescent Social Maturity → Peer Interaction	.167	.168	.040	4.198	.000

At a significance level (α) = 0.05, the t-test value is greater than the t-table value ($18.506 > 1.966$) and $p < 0.05$. Since the coefficient value is positive and the p-value is less than 0.05, it can be concluded that parental upbringing has a positive influence on the social maturity of adolescents.

The Influence of Parenting Styles on Peer Interaction

The test results of the parameter coefficient between parental upbringing and peer interaction show a coefficient value of 0.446 and a t-test value of 8.108 ($p = .000$). At a significance level (α) = 0.05, the t-test value is greater than the t-table value ($8.108 > 1.966$) and $p < 0.05$. Since the coefficient value is positive and the p-value is less than 0.05, it can be concluded that parental upbringing has a positive influence on peer interaction.

The Influence of Adolescent Social Maturity on Peer Interaction

The test results of the coefficient parameter between adolescent social maturity and peer interaction showed a coefficient value of 0.274 and a t-value of 4.473 ($p = .000$). At a significance level (α) = 0.05, the t-value is greater than the t-table value ($4.473 > 1.966$) and $p < 0.05$. Since the coefficient value is positive and the p-value is less than 0.05, it can be concluded that adolescent social maturity has a positive influence on peer interaction.

The Influence of Parenting Styles on Peer Interaction Mediated by Adolescent Social Maturity

The test results of the coefficient parameter between parenting styles and peer interaction mediated by adolescent social maturity showed a coefficient value of 0.167 and a t-value of 4.198 ($p = .000$). At a significance level (α) = 0.05, the t-value is greater than the t-table value ($4.198 > 1.966$) and $p < 0.05$. Since the coefficient value is positive and the p-value is less than 0.05, it can be concluded that parenting styles, mediated by adolescent social maturity, affect peer interaction. In other words, adolescent social maturity is a mediating variable between parenting styles and peer interaction.

Discussion

The total number of participants in this study was 420 students from various secondary schools in the Magelang (the regency and the city). The study employed a random sampling technique, where each student had an equal chance of being a research participant. After the data collection and analysis process was carried out, it was found that there is an influence of parenting styles on peer interaction mediated by adolescent social maturity.

The results of the data analysis showed that parenting styles affect adolescent social maturity. This is indicated by the size of the coefficient which is positive, at 0.610 ($p < 0.05$). This is in line with explanations from previous research, which states that every parenting style, whether directly or indirectly, is closely related to psychological problems in children (Muarifah et al., 2023). Parenting styles itself is generally divided into three types: authoritarian, authoritative, and permissive (Timpano et al., 2015). In general, a parenting style where parents show and provide optimal and quality affection to children can increase happiness and life satisfaction. This then impacts the emotional stability and emotional maturity of the child. This emotional maturity, whether directly or indirectly, will affect the child's social maturity (Lo Cricchio et al., 2019). This proves that the presence of the family is very influential on the psychological development of the individual and becomes a determinant of the level of intelligence, specifically in terms of social and emotional aspects (Hartati et al., 2019; Hartati et al., 2018).

The second research finding indicates that parenting styles influence peer interactions among adolescents. This is evidenced by a positive coefficient value of 0.446 ($p < 0.05$). This

aligns with the explanations in the study by [Hartati et al. \(2019\)](#) which stated that differences in parenting styles affect children's behavior. Such behavior includes, among other things, whether the child will be open to their environment (including their peers) or tend to be introverted. In other words, the parenting style at home, both directly and indirectly, affects the child's ability and interest in forming social relationships ([Hartati et al., 2019](#); [Purwati et al., 2024](#)). The conversational language first learned within the family is one of the contributing factors to a child's social life ([Mulawarman et al., 2020](#)). Previous researchers agreed that social interaction is greatly influenced by language development, both receptive and expressive ([Romieh et al., 2023](#)).

The third data analysis indicates that social maturity influences peer interactions among adolescents. This is evidenced by the positive coefficient value of 0.274 ($p < 0.05$). Peer interaction refers to the interactions between individuals of the same age, interests, and experiences. The relationship with social maturity is that an individual's social and emotional conditions can be one of the factors that exacerbate risks and increase the probability of adolescents developing problems, including greater behavioral issues later on. Behavioral problems that arise will certainly affect the quality of peer interactions ([Chen et al., 2012](#); [Muarifah et al., 2023](#)).

The final analysis results show that parental upbringing patterns influence peer interactions mediated by adolescent social maturity. This is indicated by the positive coefficient value of 0.167 ($p < 0.05$). This relationship can be explained through the previous explanatory scheme, where both directly and indirectly, parenting and social maturity each affect peer interactions, and on the other hand, it was found that parenting itself also affects the social maturity of adolescents. After further explanation and analysis, it was found that parenting styles affect peer interactions mediated by the social maturity of the adolescents.

Implication

The implication of these findings underscores the intricate interplay between parenting styles, social maturity, and peer interactions during adolescence. By understanding how parenting influences social maturity, which in turn shapes peer interactions, educators, psychologists, and parents can implement targeted interventions. Cultivating supportive and nurturing parenting styles can potentially foster healthier social maturation in adolescents, thereby promoting positive peer interactions and overall developmental outcomes. This insight suggests that interventions focusing on improving parenting approaches may indirectly enhance adolescents' social skills and relationships with peers, contributing to their overall well-being and social adjustment.

Limitation and Recommendation for Future Research

Despite the valuable insights provided by this study, several limitations should be acknowledged. The complexity of human development means that other factors, such as individual personality traits, cultural influences, and socioeconomic status, were not fully explored and could also significantly impact peer interactions and social maturity. Additionally, the cross-sectional nature of the study limits the ability to draw definitive causal relationships between parenting styles, social maturity, and peer interactions. Future research should consider longitudinal designs to better capture the dynamic nature of these relationships over time and include a more diverse sample to enhance the generalizability of the findings.

CONCLUSIONS

Based on the analysis of research data, it can be concluded that the independent parenting style applied by parents influences the social maturity and peer interaction of adolescents. Another finding indicates that the social maturity of adolescents also affects their interactions

with peers. In conclusion, the parenting style mediated by social maturity influences peer interactions in adolescents.

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AUTHOR CONTRIBUTION STATEMENT

All authors contributed fully to the implementation of this research, manuscript preparation, revision and publication

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