

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY



The Relationship Between Parenting Styles and Social Anxiety

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Abstract

Aims: This research aimed to understand the relationship between parenting styles and social anxiety among the undergraduate students of different universities. Baumrind's theory of parenting involvement indicates that the kind of parenting and conduct of children are in close relation to each other.

Methodology: A descriptive research design was employed for this study. The sampling frame included 100 baccalaureate students. The sample for the study was selected from the baccalaureate students from different universities, using convenient sampling technology.

Data Analysis: For data analysis SPSS was used. Sociodemographic characteristics of participants, validity and reliability, descriptive statistics, correlations between parental authority, fear or anxiety and avoidance, and linear regression analysis was done.

Results: Pearson's correlational coefficients showed significant linear correlation between Parental Authority, Fear or Anxiety (-.488), Avoidance (-.495). Linear regression analysis showed that parental authority predicted fear or anxiety $R^2 = .238$, $F(1,98) = 30.677$, $p < .001$. Parental authority predicted avoidance significantly $R^2 = .245$, $F(1,98) = 31.724$, $p < .001$. The coefficients indicate that, fear or anxiety decreases by 0.493 (95% CI -0.67; -0.31) with each additional parental authority score point, avoidance decreases by 0.505 (95% CI -0.68; -0.320) by increase in lower parental authority (more parental flexibility).

Conclusion: The research concludes that there exists a relationship between parenting styles and social anxiety. Based on the findings of the study, it is suggested that parents should do research about various parenting methods and their impacts. It is recommended that future studies should be conducted in Pakistan in order to fill the research gap and Pakistani culture should be taken into consideration.

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Introduction

Parenting style is a set of characteristics and attitudes towards the kid that are transmitted to the child and, when combined, form an emotional environment in which the parents' actions are manifested (Darling & Steinberg, 1993). Social anxiety is the most common psychological condition among children and teens, and it not only interferes with daily communication but also has an impact on the patient. Social anxiety is described as a human emotion characterized by an acute dread of being judged by others in social relationships (Morrison & Heimberg, 2013). One of the most important aspects in a child's socialization is the parent's style of parenting. Parents control their children's educational activities logically as well as instinctively, introducing a variety of patterns from their own main households. Positive parenting is a parenting style that entails showing warmth, compassion, understanding, and attentiveness to the kid (Kawabata et al., 2011).

If people accept their positions, they become vulnerable to societal prejudices that they grew up with as well as those that exist in the world around them (Havigerová et al., 2013). Parents play a significant role in upbringing of their kids, the environments, rules, and boundaries they set for their kids to follow. Sometimes those exact rules and boundaries take a toll on the kids' minds. Parents are the source of their kids' success. It is when the child feels most secure when their parents believe in them. They give them the confidence to move forward in society with such high self-esteem (Kagan, 1999).

Parents teach their children the techniques of how to tackle problems when faced. There are various types of parenting styles; *Authoritarian, Authoritative, Uninvolved, and Permissive*. The Authoritarian describes those parents who have a very high expectations towards their kids and show shallow involvement in their matters. Parents exhibiting Authoritarian parenting styles

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do not offer any interest, which creates a fear in the child that if they do not meet their parents' requirements it might make them bad in their parents' eyes and be called a loser by society, which can then instil feelings of social anxiety in the child (Trautner, 2017). The kids can develop the anxiety of not doing things right, exactly as their parents wanted. They reduce their social engagement and grind into the race of becoming the winner in every aspect. They don't take the 'no' for anything as ruining their health in achieving things just so their parents could brag about them in their social circle.

The second type is called Authoritative, who show equal interest in their kid's life if that is demanding some hard work. This makes the kid feel secure and proud that someone believes in them. It makes them feel independent. Instead of just demeaning the child's every demand, they show equal response and interest and sometimes correct them if they find them on the wrong side (Pearson, 2013).

Child, no matter what, craves for their parents to feel proud of them as they are working hard to make their parents feel proud and confident in society. Watching this, the child develops an anxiety against society's and parents' high hope. This makes them weak in some way as they won't handle it when someone is rejecting them. The other type we have in our lobby is Uninvolved parents with low interest in their kids' lives. This will make the kids rebellious as well as spoiled kids too. Giving too many facilities without setting any limits will have the kid imagine that he/she could do anything with the opportunities his/her parents have given them (Bhatia, 2012).

Moreover, society will be playing its role too as we know that the friend's company would have a significant impact on someone's image in the society, if they get caught by some bad people out there it would add fuel to the fire as they already don't have the involvement of their parents who will teach them good to bad and wrong to the right. This will make them exactly the company

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they are a part of. No matter what parents should keep a check on their kid's life; they would need their guidance and acknowledgement that they believe in them (Guo, 2014).

The Permissive type of parenting describes the group of parents who have low demand from their child and showing high responsiveness in their lives matter. They develop friendly behaviour with their kids to keep them motivated. They let their child make decisions themselves. Kids of these groups are dependent upon their parents as their guardians have given them many facilities. And if they won't achieve anything good, they manipulate their parents into giving them more, making them believe that if they provide them with the good, they'll perform even better. The parents are the reason why a child stands with confidence in a society. Also, they could be the reason why their child has social anxiety. If the parents neglect the child's basic needs, such as emotional support, the child will fall at some point in their life. It should be their responsibility to give their child a confident and secure feeling (Arsalan, 2018).

Significance

The following study will help to understand the relationship between parenting styles and social anxiety. The following study will fill the research gap in Pakistan that exists in this field. The study will also provide scientific evidence for creating and promoting healthy parenting attitudes, that will then lessen the social anxiety among children.

Study Aims

- To examine if there exists any connection between social anxiety and parenting styles.
- To examine if unhealthy parenting styles can be the leading cause of social anxiety among children.
- To understand out of four which parenting style can be the healthiest one.

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Research Questions

1. How parenting styles can play a significant role in the development of social anxiety in a child?
2. How gender-based variation in the development of social anxiety in individuals is led by parenting styles?

Hypothesis

- There is a significant relationship between parenting style and social anxiety.

Literature Review

This study aims to explore the relationship between different parenting styles and the consequent development of social anxiety in young adults over the course of their childhood and adolescence. Social anxiety disorder, often confused with but remarkably different from shyness, is defined as an excessive fear of everyday social situations and interacting with other people, in fear of scrutiny and being judged negatively by others. As per the Diagnostic and Statistical Manual of Mental Disorders – 5th edition, (Edition, 2013), individuals suffering from social anxiety tend to either avoid social situations of any kind or suffer through them on a significant level of anxiety and discomfort, and both of these alternatives can have a negative impact on the different aspects of the individual's routinely life, such as their interpersonal relationships or academic performance.

According to the modern research, social anxiety can be caused by a mixture of environmental and biological influences, though the exact cause is unspecified (Higuera, 2018). This study will focus on the main approaches by parents—authoritative, authoritarian, permissive

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and uninvolved—and how their different methods of employment throughout childhood and the adolescence can affect an individual's chances of developing social anxiety. Healthy authoritative parenting practices, such as enforcing clear boundaries and having high hopes in how the parent wants the child to act while also being accepting, open-minded and encouraging, lead to a child having a clear self-concept and higher self-esteem, and thus, these children go on to be well-adjusted and mentally healthy individuals once they are older (Pamela, 2022).

On the other end of the spectrum, authoritarian parenting style can have the opposite effects on a child, causing plunges in their self-esteem as they may not feel autonomous or good enough because these kinds of caregivers usually tend to be overtly critical or controlling and enforce many rules and boundaries while also asking too much of the child. Permissive parenting, where the individual is given too much freedom and not enough supervision, and uninvolved parenting where the parent is absent from the child's life entirely can also lead to a fair share of problems in a child growing up.

Although a small portion of people develop social anxiety disorder later in their lives, it is generally said to develop in childhood and the adolescence, with the typical age of manifestation being early to mid-teenage, way before people reach their 20's (National Collaborating Centre for Mental Health, 2013). For this reason, we are reviewing literature that focuses on studying the relationship between parenting styles and the social anxiety development during childhood and adolescence.

According to Cederlund (2013), overprotective parenting practices are linked to a higher risk of development of social anxiety in children. This kind of parenting involves the parent exercising a large amount of control on their child, while constantly questioning and criticizing the child's own choices. As a result, the child does not properly learn how to handle high-pressure situations they may face in the future and lacks a sense of autonomous control, even after they

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leave the parents' child-rearing styles behind. Uninvolved parenting behaviours, where the parents seem to reject the child and appear dismissive, are also linked with social anxiety. The combination of the two has been recorded in previous retrospective studies where adults suffering from various anxiety disorders reflected on their childhood.

Rork and Morris (2009) also mention a gender difference but in the context of how maternal and paternal overprotection affect boys and girls differently. Maternal overprotective tendencies and negative feedback/commands have a relationship with social (and general) anxiety in boys, while paternal parenting factors play into social anxiety in girls, with no links between maternal overprotection and girls' social anxiety. Being in line with Cederlund's report, this research study also mentions the fact that adults suffering from social anxiety disorder labelled their parents as overprotective, dismissive and overall rejecting and uncaring towards them as children. Though limited by a small, educated sample who might have had an appropriate amount of knowledge about good parenting practices, the study found a moderate relationship between parental control and child social anxiety, but none between child social anxiety and parental warmth and socialization.

Fisak and Mann (2010) also found no associations between parental sociability—the parents' inclination towards social interaction and how often they do it—and adolescent social anxieties. The research aimed to explore the dimensions of the shame, modelling and sociability in the development of an individual's social anxiety. A significant relationship was found between the factor of shame and adolescent social anxiety, wherein parental communication regarding shame and instilling the fear of others' opinion in a child can elevate the risk of them developing social fears. Parental modelling of socially anxious behaviours, wherein the adolescent would pick up the caregivers' anxious tendencies was also found to be significantly associated with the development of social anxiety, which was inconsistent with previous research, perhaps due to

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methodological differences. It was concluded that parental instillation of social fear, rather than their tendency and frequency of social interaction, contributes to adolescent social anxiety. It was also mentioned that socially anxious adults who reflected back on their childhood said that they were more socially isolated and were filled with more concern about what others thought through verbal parental communication.

While parenting styles and behaviours can influence the development of social anxiety, they are more likely to have an impact during childhood rather than later in life, and research on their impact on social anxiety has been limited by methodological issues such as small sample sizes, retrospective reports, and contradictory operationalization of parenting constructs. However, research suggests that parental overprotection and regulation could be more consistently correlated with anxiety disorders, based on the current evidence (Rapee, 1997).

A study was conducted on the relationship between anxiety and parental styles among adolescents belonging to the low socio-economical class, with their families' maximum monthly earning being 20,000 Rupees (Rapheal & Varghese, 2017). The results showed that social avoidance and distress in new situations, and total social anxiety in general, both had significant positive association with an authoritarian parenting style. At the same time, the authoritative parenting had significant negative correlation with the total social anxiety. On the other hand, permissive style of parenting did not show any significant association with social anxiety or its components. From this, one may conclude that parenting style when it is positive (authoritative) can lessen the effect of social anxiety and when it is authoritarian can induce social anxiety in adolescents.

Other parental habits, such as criticism or a lack of support, can also contribute to anxiety, but their impact on social anxiety has been less well known. Anxiety disorders were strongly predicted by baseline observations of parental overprotection, but not rejection or lack of warmth,

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according to a longitudinal analysis, while mood disorders were predicted by rejection and lack of warmth, but not by overprotection (Beesdo et al., 2010).

Ballash (2006) further confirmed that the pathway leading from faulty parenting to adolescent anxiety occurs mainly because rearing situations incur a loss of sense of control in the children. Such lack of sense of control leads to the formation of a cognitive style by which the child is predisposed to interpret or process environmental situations as something beyond its control and ineluctable psychological vulnerability for anxiety ensue from it (Chorpita & Barlow, 1998).

In 2015, a group of 100 female students aged 15 to 18 years old from various schools across Pakistan were chosen to investigate the connection between self-esteem, parenting style, and social anxiety in girls (Yousaf, 2015). Low self-esteem, as well as an authoritarian parenting style, were shown to cause social anxiety. In addition, social anxiety and permissive parental styles were shown to have a negative relationship. Overall, it was conclusive with results that permissive and authoritative parenting styles both predicted social anxiety among adolescent girls.

A plethora of theories that suggests that parenting styles and the environment a child is living in has an impact on the psychological growth of the child, for instance the Bronfenbrenner's Ecological Theory focuses on the role of parental social care for children's health and development and explains development of a teen in five systems; microsystem, mesosystem, exosystem, macrosystem and chronosystem (Clark & McManus, 2002). The socio-cultural theory presented by Vygotsky emphasize the value of parenting because a significant portion of child's learning occurs through social contact with parents (Vygotsky, 1978).

This research study will help to fill the research gap in terms of parenting styles and social anxiety in children, especially in Pakistan. Upbringing and even the most minute child-rearing

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practices can affect individuals, both in their childhood and also later in life when they enter university life.

By testing to see if parenting styles are related to social anxiety, we can see whether or not it is a cause for the development of social anxiety and it might even help with diagnosis in the long run. Also, by testing to see whether gender differences in the development of social anxiety exist, this study will contribute towards preventing social anxiety in a certain gender while also assessing how different parenting styles affect males and females' mental health differently.

Theoretical Framework

Diana Baumrind has been generally regarded as the founder of introducing authoritarian, authoritative and permissive parenting styles and control. According to her, she noticed varied sorts of conduct of pre-school children. Each form of conduct was closely linked to a certain sort of parenting style. Baumrind's theory of parenting involvement indicates that the kind of parenting and the conduct of children are in close relation to each other (Baumrind, 1991). Various parenting methods can lead to the development of various behaviors in a child. It is argued by Cherry (2020) and Baumrind (1966) that when it comes to parenting there are three very common types that include; authoritarian, authoritative and permissive.

Later on, modifications were being made by Maccoby and Martin (1983) and they further developed this concept of three parenting styles with the 2-dimensional paradigm by expanding it into the permissive and non-permissive style. Darling & Steinberg (1993) further summarizes Baumrind's views by saying that all of these four parenting styles represent various patterns of parental behaviors, beliefs and diverse patterns of natural behavior. From this point of view two

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main types can be classified into various parenting style that include response and demand from the parent.

Baumrind argues (1966) that demandingness is how a parent expects from his child to act in a mature way and how they control their behavior while responsiveness refers to how much a parent is present to respond to his child needs.

Simons et al. (2004) believe that parental demand may be evaluated via well-defined observation, physical confrontation and control. Therefore, it wouldn't be wrong to mention that parents who have high demands and standards are more demanding and fall into the category of non-permissive and uninvolved parent type while on the other hand parents who are responsive, are open to talk, are more accepting and have low standards for their children to maintain, thus they are involved type. Baumrind (1966) suggests that the receptivity level may be determined by parents' interaction, empathy and affection in dealing with the children.

Methodology

Sampling Design

A descriptive research design was employed for this study. The approach was survey based and a cross-sectional method was employed by giving questionnaires to record the responses of the participants.

In order to cover up for the situation caused by COVID-19, it was not possible to visit the field that is why questionnaire was developed on google form and was distributed to the students. A demographic form was established in order to have a little personal information about the gender and other personal and family characteristics of the participants.

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Sampling Avenue

In order to carry out the research, convenient sampling was used. The tools/questionnaire were transferred to google form, that included the consent and the demographic form. In order to communicate the google form, link to the students were sent through different universities groups via Facebook and WhatsApp.

Permission was needed to gain access to the groups. So, for that a permission letter was sent to the admin of the groups to conduct the survey among their group members along with the details of the study. Permission letter is attached in the appendix.

To ensure the privacy of the students, no student was asked for any roll number, name and e-mail address. A consent form was attached, where all the information regarding the study was provided. The email of the researcher was attached, in case any student had any query, he/she could directly mail to the researcher. Anonymity and confidentiality were maintained and no data was shared with anyone.

Selection Criterion

The sampling frame included 100 baccalaureate students. The sample for the study was selected from the baccalaureate students from different universities, using convenient sampling technology. Convenient sampling was used because it is fast and inexpensive, and the participants were readily available. As this is going to be an online study, convenient sampling would allow to randomly select the participants.

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Variables

In this research the independent variable is parenting styles and dependent variable is social anxiety.

Conceptual Definitions

Parenting Styles

Parenting styles is the approach and the attitudes of parents towards their children in terms of parenting. These styles involve permissive, authoritative, uninvolved, authoritarian (Smetana, 1995).

Social Anxiety

Social anxiety is the worry that other people will assess and evaluate adversely, leading to emotions of incompetence, self-consciousness, embarrassment, confusion, shame and sadness (Leary & Kowalski, 1997).

Operational Definitions

Parenting Styles

Parenting styles is a measure of the parental authority questionnaire by Dr. John R Buri (1991). The scale is split into 3 subscales authoritarian, authoritative, and permissive parenting.

Social Anxiety

Social Anxiety is a measure of the subscale of Liebowitz Social Anxiety Scale, with 24 items and scenarios to answer (Heimberg, 1999).

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Research Instruments

Parental Authority Questionnaire

The “Parental Authority Questionnaire” by Dr. John R Buri (1991) is used to assess parental authority and practices with 12 questions, rated on a scale of 1 (strongly disagree) to 5 (strongly agree). According to Buri (1991), the questionnaire has a high test-retest reliability (when retested after two weeks) and a high internal-consistency reliability (ranging from .75 to .85). It also has a high criterion and discriminant-related validity.

Liebowitz Social Anxiety Scale

The second tool used is the “Liebowitz Social Anxiety Scale” to assess the levels of social anxiety in our sample. The questionnaire given to the participants has 12 items, with scenarios to answer, two questions regarding situations: how much they fear it, and how often they avoid it, across a scale of 0-3. The test-retest reliability of the Liebowitz Social Anxiety Scale was found to be quite good (ranging from .79 to .83). The Cronbach’s alpha was all .79 or higher. It was also found to have a good convergent/discriminant validity, with the self-report scale correlating highly with the clinical version (ranging from .78 to .85) (Baker et al., 2002).

Target Data Collection

- A questionnaire was created for the aforementioned scales on Google form.
- Then link to the questionnaire was sent to university students.
- For the statistical procedures the results were exported to SPSS, where the relationship between parenting style and social anxiety was administered.

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Target Data Analysis

All statistical procedures were run with the help of SPSS (Statistical Package for Social Sciences, v.25). To explore the relationship between parenting style (independent variable) and social anxiety (dependent variable) sociodemographic characteristics of participants, validity and reliability, descriptive statistics, correlations between parental authority, fear or anxiety and avoidance, and linear regression analysis was done

Ethical Considerations

In this research study, it was ensured that the necessary precautions must be taken to protect confidentiality and anonymity to keep the identity of the participants safe. No names or identifiable information were asked of them while collecting the data. There was no deception, with the objectives of the research clearly stated in the cover consent form of the survey that asks for the participants consent to be a part of the data collection for the study. All of this was done while ensuring that no harm comes to the participants in any way. No student was forced to fill the questionnaire, they were able to leave the study whenever they want to. No participant was physically harmed, and the respect and dignity of every participant was taken care of. No data of the participant was shared to anyone. After the study all the data was discarded and the files from the computer were deleted.

Budget

This research study had no budget because it was conducted online through convenient sampling technique. Due to the situation caused by COVID-19, it was not possible to visit the field hence, questionnaire and consent form was developed on google form and was sent to the students online.

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Results**Table 1: Sociodemographic Characteristics of Participants****Table 1***Sociodemographic Characteristics of Participants*

Characteristics	Subcategory	<i>n</i>	Frequency	%
Gender	Male	100	40	40 %
	Female		60	60 %
Marital Status	Single	100	81	81 %
	Engaged		9	9 %
	Married		9	9 %
	Divorced		1	1 %
	Separate		2	2 %
Live with	Both parents	100	83	83 %
	Mother		4	4 %
	Father		3	3 %
	Husband/Wife		8	8 %
	Under 18		5	5 %
Age	18-21	100	23	23 %
	22-25		62	62 %
	26-29		8	8 %
	Above 30		2	2 %

Interpretation of Sociodemographic Characteristics of Participants

The sample included 100 participants in total. 40% were male, 60% were female. 81% were single, 9% were engaged, 9% were married, and 1% was divorced. Whereas, 2% lived separate, 83% lived with both parents, 4% lived with mother, 3% lived with father and 8% lived with husband/wife. 5% were under 18, 23% were in between the ages of 18-21, 62% were in between 22-25, 8% were between 26-29 and 2% were above 30. The detailed frequencies are shown in table 1.

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Table 2: Validity and Reliability of scales under study (N = 100)**Table 2***Validity and Reliability of scales under study (N = 100)*

Variables	Factor Loadings	Cronbach's Alpha
Parental Authority		.911
Item 1	.618	
Item 2	.578	
Item 3	.702	
Item 4	.624	
Item 5	.598	
Item 6	.628	
Item 7	.541	
Item 8	.645	
Item 10	.625	
Item 11	.703	
Item 12	.745	
Avoidance		.948
Item 1	.592	
Item 2	.547	
Item 3	.474	
Item 4	.538	
Item 5	.512	
Item 6	.492	
Item 7	.566	
Item 8	.584	
Item 9	.679	
Item 10	.760	
Item 11	.643	
Item 12	.644	

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Fear or Anxiety	.935
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Item 1	.675
Item 2	.601
Item 3	.460
Item 4	.531
Item 5	.615
Item 6	.555
Item 7	.703
Item 8	.704
Item 9	.671
Item 10	.737
Item 11	.781
Item 12	.660

Interpretation of Validity and Reliability of scales under study (N = 100)

Item numbers are mentioned instead of the whole statement of question as it was taking a lot of space. Detailed questions are mentioned in the questionnaire attached in the appendix. The Parental Authority Questionnaire's Cronbach's alpha was high with the value of .911, indicating excellent internal consistency. All factor loadings were greater than 0.5, except for 3 items that had lower values but were still included due to their close values to 0.5.

Reliability analysis examines the internal consistency of a scale. The inter-item correlation shows us how each item correlates with the others. In the case of 12 items, a value above .700 of Cronbach's alpha means that the scale's reliability is good.

Cronbach's alpha was high with the value of .948 in the subscale of Avoidance, and of .935 in the subscale Fear or Anxiety, indicating excellent internal consistency. Commonalities were examined of items on each subscale and they were greater than 0.5, except for 3 items that

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had lower values but were not excluded due to their close values to 0.5, thus, validity is accepted.

Detailed results are demonstrated in the Table 2.

A principal component factor analysis was conducted on the scale of PAQ to determine the items' fitness. Item no 9, that stated "As I was growing up my father/mother directed the activities and decisions of the children in the family through reasoning and discipline", was excluded from the scale for not holding values closer or greater than 0.5.

The Cronbach's alpha was high for all the scales with the values of .911, .948 and .935 indicating excellent internal consistency. All factor loadings were greater and closer than 0.5 except for 1, which was then excluded from the scale.

Table 3: Descriptive Statistics of Study Variables

Table 3
Descriptive Statistics of Study Variables

Variables	<i>M</i>	<i>SD</i>	Minimum	Maximum
Parental Authority	-0.20	10.13	-22	17
Fear or Anxiety	14.48	10.238	0	36
Avoidance	14.91	10.363	0	36

Interpretation of Descriptive Statistics of Study Variables

To assess the relationship between the parenting styles and social anxiety, the data were analyzed for the scale of PAQ (Parental Authority Questionnaire), and two scales of LSAS (Fear or Anxiety and Avoidance).

Descriptive statistics were calculated for the mean, standard deviation, minimum and maximum related to the primary study variables mentioned in the present research. These are presented in Table 3. Mean is the average score point on each scale, while standard deviation is the average difference from mean.

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Table 4: Correlations between Parental Authority, Fear or Anxiety, and Avoidance

Table 4
Correlations between Parental Authority, Fear or Anxiety, and Avoidance

Scale	<i>n</i>	1	2	3
1. Parental Authority	100	-	-	-
2. Fear or Anxiety	100	-.488**	-	-
3. Avoidance	100	-.495**	.935**	-

Note. $p^{**} < .001$

Interpretation of Correlations

Pearson's correlational test was conducted to determine whether there was a linear correlation between the variables. Based on the Pearson's correlational coefficients, there is a significant linear correlation between Parental Authority, Fear or Anxiety (-.488), and Avoidance (-.495). In this case each participant was sampled once so it is fair to conclude that the data of parental authority and fear or anxiety, and avoidance are independent from each other.

Table 5: Linear Regression Analysis

Table 5
Linear Regression between Parental Authority, Fear or Anxiety and Avoidance

Dependent Variable	R^2	Unstandardized <i>B</i>	<i>SE B</i>	Sig.	95% CI
Fear or Anxiety	.238	-.493	.089	$p < 0.001$	-0.67; -0.31
Avoidance	.245	-.505	.090	$p < 0.001$	-0.68; -0.32

Note. Predictor: Parental Authority

Simple Linear Regression

The hypothesis aimed to test whether the level of parental authority was a predictor of fear or anxiety and avoidance. To examine these predictions, a simple linear regression (SLR) was performed separately for each variable.

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Interpretation of Linear Regression Analysis

A simple linear regression is used to determine the prediction level of one independent variable (X) on a dependent one (Y). In other words, what effect has the predictor variable on the dependent variable. It shows us exact value of the increase or decrease on the dependent variable's scale if there is a certain change on our independent variable's scale. The equation form is $Y = a + bX$, where b is the slope and a is the intercept. The assumptions for a linear regression model are the following:

- a) the dependent and the independent variables have to correlate linearly.
- b) the relationship between the independent variables (predictors) cannot be strong, they need to be relatively independent from each other.
- c) The values of the dependent variable are independent from each other and this can be only checked by thinking about the research design. The second one is not related to this study since simple linear regression analysis was conducted with only one predictor.

The second column represents the unstandardized beta (B) value. It simply represents the slope of line among the predictor and the dependent variables. So, for variable 1 which is Fear or Anxiety, it means that for every one-unit change in variable 1, the dependent variable decreases by -.493 units. Similarly, for variable 2 which is Avoidance, it means that for every one-unit change in variable 2, the dependent variable decreases by -.505 units.

After conducting the linear regression analysis, results showed that parental authority predicted fear or anxiety $R^2 = .238$, $F(1,98) = 30.677$, $p < .001$. Similarly, parental authority predicted avoidance significantly as well $R^2 = .245$, $F(1,98) = 31.724$, $p < .001$. Results are presented in Table 5. Observing the output, the estimate for the effect of parental authority on fear or anxiety was likely to be between -0.67 and -0.31, while it was likely to be between -0.68 and -0.32 on the scale of avoidance.

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The coefficients indicate that on average, fear or anxiety decreases by 0.493 (95% CI - 0.67; -0.31) with each additional parental authority score point, and avoidance decreases by 0.505 (95% CI -0.68; -0.320) by increase in lower parental authority (more parental flexibility). With increase in parental flexibility the fear or anxiety decreases by -.493 units and the avoidance decreases by -.505 units.

F-statistic (ANOVA)

To test the hypothesis, F-statistic (ANOVA) was observed. It provided the summary of the significance of the entire model which indicated that the null hypothesis is extremely unlikely since the p-value is very small ($p < .001$). Therefore, it can be concluded that the regression coefficient was different to zero. The model explains only a significant portion of the variation in the case of both fear or anxiety and avoidance.

Discussion

The first result is consistent with the hypothesis, and there exists significant link between parenting methods and social anxiety among the undergraduate students. The plethora of studies done in East and the West also supports the literature mentioned above. When adolescents are permitted to question, debate, and express themselves, Baumrind & Black (1967) discovered that these children not only outperformed their peers in developmental and cognitive tests, but they also presented to be more confident, self-reliant, and socially appropriate compared to children from the conventional homes. Parental love and support, according to Cooper (1994), helps children become more involved, secure, and self-assured as they grow into young adulthood.

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Separate research discovered that the aggressive parenting is associated with the higher levels of stress, anger, hostility, and anxiety in children (Armsden & Greenberg, 1987).

Furthermore, according to Berman et al. (1994), there is a negative relationship among affiliation with one's parents as well as feelings of loneliness and despair. Arrindell et al. (1983) discovered that individuals with social anxiety describe their parents as emotionally cold, hostile, and authoritarian. Additionally, several studies have shown that anxious parents are often regarded as cold, controlling, promoting avoidant conduct, and inhibiting good-social behavior (Bruch et al., 1989). It was observed that social anxiety symptoms were linked in general to parental rejection, over-control, and apprehensive upbringing. A child's emotional and social development is likely to be influenced by his or her early social interactions with their parents (Neal & Edelman, 2003).

The second research question that whether or not there is a difference in the levels of social anxiety in both genders, the results suggest that there is a gender difference in the levels of social anxiety. There is a correlation between social anxiety and gender. Children's reactions to stresses seem to influence their development of social anxiety, according to a new study. The findings are consistent with those of prior studies. According to the research conducted by Schneier et al. (1992), females experience greater anxiety than males as they have higher levels of emotionally sensitivity than males. It was coming to the conclusion by the researchers that social anxiety is much more prevalent in females than in males (La Greca & Lopez, 1998). Well-known research by Wittchen (1999) found that women had more social anxiety than men throughout their lifetimes. Social anxiety in females, according to DeWitt et al. (2005), is connected with parent-child disputes, early abusive behavior, and maternal mania, however male social anxiety is linked to a lack of parental or adult confidant. Additionally, in another research it was shown that greater levels of social anxiety among females were caused by gender-specific stressors that they were

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experiencing at the time, such as body dissatisfaction and restrictions on their gender roles (Deardorff et al., 2007).

It was evident from this study that Authoritarian parenting style was associated with a higher prevalence of social anxiety than other parenting styles. A child's capacity to discover and acquire new abilities on his or her own is diminished by excessive parental supervision, and as a result, the child's anxiety in perceived fear circumstances is likely to grow. The exclusion of children from their parents causes insecurity, which can lead to psychological abnormality. As a result, severe parental rejection and supervision may be connected with an increased risk of mental illnesses such as extreme social anxiety (Briggs-Gowan et al., 2001).

As opposed to those parents who use a high level of affection, acceptance as well as self-restraint in their behavior, they raise children who are well-adjusted psychologically, with a strong sense of self-worth and self-confidence as well as the ability to regulate their own behavior and cooperate with others (Verhoeven et al., 2012).

Conclusion

No matter how well aware parents are of their children, they often don't consider how their actions can affect their children's mental wellbeing. When children are young, they are more susceptible to being influenced by others. This is the point at which their actions will be decided. Psychological well-being is one of the most essential factors in preserving health, and the findings of the current research indicate that parenting methods have an impact on this parameter. Parental education is essential in this situation. Significance of utilizing good parenting approaches, since puberty is important. This is a critical period in one's life during which one's own identity is developed.

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The current research discovered a substantial correlation in the both understudy variables; parenting methods and social anxiety, demonstrating that parenting method has a considerable impact on a child's mental growth and personality. It was discovered that authoritarian moms and absent dads are more likely to lead to social anxiety. Specifically, the findings show that when parents are too strict and tough throughout their children's development, the children experience feelings of anxiety and lack of trust in their social environment. Throughout adolescence, a person's ability to view and interpret society in his or her own manner is essential. Restricted, constrained, or excessively overprotective parenting techniques act as roadblocks to children's mental and social growth throughout these time period, according to this research. Finally, the findings revealed that females experience increased levels of social anxiety than males, suggesting that females are more vulnerable to social anxiety than boys.

This study shows how certain parenting styles can lead to the negative growth and development of a child. The findings of the study reveal that how certain parenting styles and behaviors that include strictness can either make a child rebellious or it can instill social anxiety in him/her. Moreover, as per the literature review guides it shows that the uninvolved mother is far more responsible for the social anxiety in a child as compared to the father. A person requires to be independent during adolescence, in order to perceive and examine society on his own. Over this phase, limited, regulated or excessively protective parents' styles are like barriers to the mental and social growth.

Implications

The theoretical significance of this work is derived from its contribution to two fields, namely development psychology and sociology, respectively. The study's practical

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implications seem to be that it draws attention to the fact that parenting methods have a substantial impact on the social development of the youth. This research may be beneficial for the children, caregivers, and educators in a way that it can help them understand that social anxiety can be a hindrance to their accomplishments and overall success in life, and that they must have the ability to tackle it.

Limitations and Future Research

The sample selection technique decreased the generalizability of the research, as well as the fact that such a small sample does not represent the entire population properly and may not allow full representation of the student body.

As far as the questionnaire is concerned, some people may not be completely open or truthful about their upbringing or current emotional state and may give socially desirable answers which will affect the validity of the study. In an effort to minimize this, the participants' anonymity is ensured and all necessary precautions are taken to protect their privacy.

The questionnaire regarding parental styles focuses on maternal and paternal behavior together and does not mention it separately; however, most of the child rearing is done by the mother traditionally and universally. For the concern that there may be children raised solely by their fathers, the parenting style is correctly judged by the questioning of both parents together.

The data was taken solely from learned boys and girls, and no information was obtained from their parents or guardians. This is because the start of social anxiety occurs in early teenage years, it is possible that the findings of the research may be more generalized if a larger sample of students from a younger age range were included in the study. In addition, the participation of

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parents and their perceptions of their own parenting techniques may be beneficial and informative as well.

Recommendations

This research suggests that most children's lives are shaped by their parents. As a result, children's conduct is heavily influenced by parents' ideas about how to raise them. This study revealed a correlation between social anxiety and parenting styles. Parenting style is not given as much consideration in the society.

According to a growing body of research (Breiner et al., 2016), parenting styles are linked to children's development, behavior, and willingness to follow social norms. To ensure the best results for the parents and their kids, it is suggested that parents should do research about various parenting methods and their impacts. It is recommended that future studies should be conducted in Pakistan in order to fill the research gap and Pakistani culture should be taken into consideration.

This research recommends that there should be educational programs for both parents and children to help them understand how important it is to be a good parent. Mental health professionals should try to make parents understand that the family is a social structure that has a major effect on their kids' growth and development.

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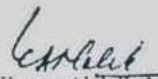
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Appendix – A**IRB Approval Certificate****FORMAN CHRISTIAN COLLEGE****(A Chartered University)****Institutional Review Board****IRB Approval Certificate****IRB Ref: IRB-301/07/2021****Date: 30-07-2021****Project Title: The Relationship between Parenting Styles and Social anxiety.****Principal Investigator: Zainab Asad Janjua****Supervisor: Dr. Shamaila Athar**

Institutional review board has examined your project in IRB meeting held on 30-07-2021 and has approved the proposed study. If during the conduct of your research any changes occur related to participant risk, study design, confidentiality or consent or any other change then IRB must be notified immediately.

Please be sure to include IRB reference number in all correspondence.



Dr. Kauser Abdulla Malik HI, SI, TI
Chairman, IRB
HEC Distinguished National Professor (Biotechnology)
Dean Postgraduate Studies
Director, Research, Innovation & Commercialization (ORIC)
Forman Christian College (A Chartered University)
Lahore

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

Appendix – B**(Permission Letters)****FORMAN CHRISTIAN COLLEGE (A CHARTERED UNIVERSITY)****Letter Seeking Permission to Conduct Survey Among University Group Members**

Researcher Name: Zainab Asad Janjua

Program: BSc. (Hons.)

Department: Department of Sociology (Social or Behavioral Sciences)

Institution: Forman Christian College (A Chartered University)

Address: Zahoor Elahi Road, Gulberg III, Lahore, Punjab, Pakistan 54600

Dear Sir/Madam,

I am an undergraduate student of BSc. (Hons.), Department of Sociology from Forman Christian College (A Chartered University) writing my thesis titled, “The relationship between parenting styles and social anxiety”, as a study to assess if parenting styles are related to social anxiety. I want to see whether or not it’s a cause for the development of social anxiety and it might help with the diagnosis in the long run. I’m doing my thesis under the supervision of Dr. Shamaila Athar, who can be reached out at this email shamailaathar@fccollege.edu.pk

I would like your permission to allow me to conduct and share my survey link among the members of your university group. I would like to conduct the survey under the following conditions:

- The survey would only last about 10-15 minutes.
- Participation in the survey is entirely voluntary and all of the information will be kept in utmost confidentiality.
- There is no compensation for responding nor is there any kind of known risk.
- No student will be asked for any roll number, name and e-mail address.

If these are acceptable terms and conditions, please indicate so by replying to me through this email: 22-11238@formanite.fccollege.edu.pk

Thanks & Regards,

Zainab Asad Janjua

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

FORMAN CHRISTIAN COLLEGE (A CHARTERED UNIVERSITY)

Letter Seeking Permission to Use (PAQ) scale by Dr. John R. Buri

14/7/2021

Researcher Name: Zainab Asad Janjua**Program:** BSc. (Hons.)**Department:** Department of Sociology (Social or Behavioral Sciences)**Institution:** Forman Christian College (A Chartered University)**Address:** Zahoor Elahi Road, Gulberg III, Lahore, Punjab, Pakistan 54600

Dear Sir,

I am an undergraduate student of BSc. (Hons.), Department of Sociology from Forman Christian College (A Chartered University) writing my thesis titled, “The relationship between parenting styles and social anxiety”, as a study to assess if parenting styles are related to social anxiety. I want to see whether or not it’s a cause for the development of social anxiety and it might help with the diagnosis in the long run. I’m doing my thesis under the supervision of Dr. Shamaila Athar, who can be reached out at this email shamailaathar@fccollege.edu.pk

I would like your permission to use the “**Parental Authority Questionnaire**” by **Dr. John R Buri (1991)**. I would like to use and print your tool under the following conditions:

- I will use the tool only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through this email: 22-11238@formanite.fccollege.edu.pk

Thanks & Regards,
Zainab Asad Janjua

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

FORMAN CHRISTIAN COLLEGE (A CHARTERED UNIVERSITY)**Letter Seeking Permission to Use (LSAS) scale by Dr. Michael R. Liebowitz**

14/7/2021

Researcher Name: Zainab Asad Janjua**Program:** BSc. (Hons.)**Department:** Department of Sociology (Social or Behavioral Sciences)**Institution:** Forman Christian College (A Chartered University)**Address:** Zahoor Elahi Rd, Gulberg III, Lahore, Punjab, Pakistan 54600

Dear Sir,

I am an undergraduate student of BSc. (Hons.), Department of Sociology from Forman Christian College (A Chartered University) writing my thesis titled, “The relationship between parenting styles and social anxiety”, as a study to assess if parenting styles are related to social anxiety. I want to see whether or not it’s a cause for the development of social anxiety and it might help with the diagnosis in the long run. I’m doing my thesis under the supervision of Dr. Shamaila Athar, who can be reached out at this email shamailaathar@fccollege.edu.pk

I would like your permission to use the “**Liebowitz Social Anxiety Scale**”. I would like to use and print your tool under the following conditions:

- I will use the tool only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.



If these are acceptable terms and conditions, please indicate so by replying to me through this email: 22-11238@formanite.fccollege.edu.pk

Thanks & Regards,

Zainab Asad Janjua



RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

Approval from Dr. John R. Buri

	Gmail	Zainab Asad Janjua . <22-11238@formanite.fccollege.edu.pk>
Seeking Permission to use (Parental Authority Questionnaire)		
2 messages		
Zainab Asad Janjua . <22-11238@formanite.fccollege.edu.pk>	Wed, Jul 14, 2021 at 2:37 AM	
To: JRBURI@stthomas.edu		
<p>Dear sir, I hope you are doing well. I am an undergraduate student of BSc. (Hons.), Department of Sociology from Forman Christian College (A Chartered University) in Pakistan writing my thesis titled, "The relationship between parenting styles and social anxiety". I want your permission to use the "Parental Authority Questionnaire" by Dr. John R Buri (1991). Please see the attached file for further information. Waiting for your reply.</p>		
<p>Thanks and regards, Zainab Asad Janjua</p>		
<p> Seeking Permission to use Parental Authority Questionnaire.pdf 115K</p>		
Buri, John R. <JRBURI@stthomas.edu>	Wed, Jul 14, 2021 at 10:22 PM	
To: "Zainab Asad Janjua ." <22-11238@formanite.fccollege.edu.pk>		
<p>Thank you for your interest in the Parental Authority Questionnaire (PAQ). Please feel free to use the PAQ for any not-for-profit purposes. For further information about the PAQ (for example, scoring details, norms, reliability measures, validity), please see the following journal article:</p>		
<p>Buri, J. R. (1991). Parental authority questionnaire. J. of Personality Assessment, 57, 110-119.</p>		
<p>I wish you the best with your research project.</p>		
<p><i>John R. Buri, Ph.D.</i> <i>Professor - Dept. of Psychology</i> <i>U. of St. Thomas</i></p>		
<p>From: Zainab Asad Janjua . <22-11238@formanite.fccollege.edu.pk> Sent: Tuesday, July 13, 2021 4:37 PM To: Buri, John R. <JRBURI@stthomas.edu> Subject: [External] Seeking Permission to use (Parental Authority Questionnaire)</p>		

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

Approval from Dr. Michael R. Liebowitz

	Zainab Asad Janjua . <22-11238@formanite.fccollege.edu.pk>
Seeking Permission to use (Liebowitz Social Anxiety Scale)	
3 messages	
Zainab Asad Janjua . <22-11238@formanite.fccollege.edu.pk>	Wed, Jul 14, 2021 at 3:34 AM
To: MRLiebowitz@yahoo.com	
<p>Dear sir, I hope you are doing well. I am an undergraduate student of BSc. (Hons.), Department of Sociology from Forman Christian College (A Chartered University) in Pakistan writing my thesis titled, "The relationship between parenting styles and social anxiety". I want your permission to use the "Liebowitz Social Anxiety Scale". Please see the attached file for further information. Waiting for your reply.</p>	
<p>Thanks and regards, Zainab Asad Janjua</p>	
<p> Seeking Permission to use Liebowitz Social Anxiety Scale.pdf 116K</p>	
Michael Liebowitz <mrliebowitz@yahoo.com>	Wed, Jul 14, 2021 at 11:34 PM
To: "Zainab Asad Janjua ." <22-11238@formanite.fccollege.edu.pk>	
Hello Zainab Asad Janjua	
<p>You have my permission to use the LSAS for the study you describe. Using it for any other purpose requires additional permission from me. Please put the added information contained in your attachment into the body of an email. I don't open attachments from people I am not well acquainted with.</p>	
<p>Best wishes Michael Liebowitz MD</p>	
<p>[Quoted text hidden]</p>	
Zainab Asad Janjua . <22-11238@formanite.fccollege.edu.pk>	Wed, Jul 14, 2021 at 11:57 PM
To: Michael Liebowitz <mrliebowitz@yahoo.com>	
<p>FORMAN CHRISTIAN COLLEGE (A CHARTERED UNIVERSITY) Letter Seeking Permission to Use Questionnaire Tool</p>	
14/7/2021	
<p>Researcher Name: Zainab Asad Janjua</p>	

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

Program: BSc. (Hons.)

Department: Department of Sociology (Social or Behavioral Sciences)

Institution: Forman Christian College (A Chartered University)

Address: Zahoor Elahi Road, Gulberg III, Lahore, Punjab, Pakistan 54600

Dear Sir,

I am an undergraduate student of BSc. (Hons.), Department of Sociology from Forman Christian College (A Chartered University) writing my thesis titled, “The relationship between parenting styles and social anxiety”, as a study to assess if parenting styles are related to social anxiety. I want to see whether or not it’s a cause for the development of social anxiety and it might help with the diagnosis in the long run. I’m doing my thesis under the supervision of Dr. Shamaila Athar, who can be reached out at this email shamailaathar@fccollege.edu.pk

I would like your permission to use the “**Liebowitz Social Anxiety Scale**”. I would like to use and print your tool under the following conditions:

- I will use the tool only for my research study and will not sell or use it with any compensated or curriculum development activities.
- I will include the copyright statement on all copies of the instrument.
- I will send a copy of my completed research study to your attention upon completion of the study.

If these are acceptable terms and conditions, please indicate so by replying to me through this email: 22-11238@formanite.fccollege.edu.pk

Thanks & Regards,
Zainab Asad Janjua

[Quoted text hidden]

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

Appendix – C**(Informed Consent Letter)**

Date:

Dear Respondents,

You have been invited to participate in a survey titled, “The relationship between parenting styles and social anxiety”. The study wants to assess if parenting styles are related to social anxiety, we can see whether or not it’s a cause for the development of social anxiety and it might help with the diagnosis in the long run.

The attached questionnaire will just require your 10-15 minutes approximately to answer. There is no compensation for responding nor is there any kind of known risk. The information provided will not be released to a third party and all efforts to protect your identity and keep the information confidential will be taken. Your participation in this study is completely voluntary and you have the full legitimate right to withdraw from this at any point. By signing this form, you are agreeing that you have read the above information and indicating your consent to participate or take part in this research study.

Name of the participant:

Signature:

Researcher: Zainab Asad Janjua

BSc. (Hons.), Department of Sociology, Forman Christian College

22-11238@formanite.fccollege.edu.pk

Date _____

Signature: _____

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

Appendix – D**(Survey Questionnaire)**

Demographics Questions:							
(Question 1 – Question 4)							
	Questions	Option (1)	Option (2)	Option (3)	Option (4)	Option (5)	Coding
1	What is your age?	Under 18	18-21	22-25	26-29	Above 30	1 2 3 4 5
2	What is your gender?	Male	Female	–	–	–	1 2
3	What is your marital status?	Single	Engaged	Married	Divorced	Widowed	1 2 3 4 5
4	Who do you live with?	Separate	Both parents	Mother	Father	Husband/ Wife	1 2 3 4 5

Parental Authority Questionnaire (PAQ) by Dr. John R. Buri (1991)						
(Question 5 – Question 16)						
5	While I was growing up my father/mother felt that in a well-run home the children should have their way in the family as often as the parents do.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
6	My father/mother feels that most problems in society would be solved if parents would not restrict their children's activities, decisions, and desires as they are growing up.					

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
7	As I was growing up my father/mother did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established them.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
8	As I was growing up my father/mother allowed me to form my own point of view on family matters and he/she generally allowed me to decide for myself what I was going to do.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
9	Whenever my father/mother told me to do something as I was growing up, he/she expected me to do it immediately without asking any questions.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
10	As I was growing up my father/mother did not allow me to question any decision he/she had made.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
11	My father/mother has always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
12	As I was growing up my father/mother would get very upset if I tried to disagree with him/her.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
13	As I was growing up my father/mother directed the activities and decisions of the children in the family through reasoning and discipline.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)

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14	As I was growing up, I knew what my father/mother expected of me in my family, but I also felt free to discuss those expectations with my father/mother when I felt that they were unreasonable.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
15	As I was growing up my father/mother gave me clear direction for my behaviors and activities, but he/she was also understanding when I disagreed with him/her.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)
16	As I was growing up, if my father/mother made a decision in the family that hurt me, he/she was willing to discuss that decision with me and to admit it if he/she had made a mistake.					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	(1, 2, 3, 4, 5)

Liebowitz Social Anxiety Scale (LSAS) by Dr. Michael R. Liebowitz (2002)**(Question 17 – Question 28)**

17	Telephoning in public				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
18	Participating in small groups				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

19	Eating in public places				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
20	Being the center of attention				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
21	Talking to people in authority				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
22	Acting, performing, or giving a talk in front of an audience				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
23	Going to a party				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)

RELATIONSHIP BETWEEN PARENTING STYLES AND SOCIAL ANXIETY

24	Working while being observed				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
25	Talking with people you don't know very well				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
26	Meeting strangers				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
27	Entering a room when others are already seated				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)
28	Looking at people you don't know very well in the eyes				
Fear or Anxiety	None	Mild	Moderate	Severe	(1, 2, 3, 4)
Avoidance	Never (0%)	Occasionally (1% - 33%)	Often (33% - 67%)	Usually (68% - 100%)	(1, 2, 3, 4)