

Parent-Adolescent Conflicts Viewed from Emotional Independence and Parenting Styles

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Parent-Adolescent Conflicts Viewed from Emotional Independence and Parenting Styles

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Abstract. The level of parent-adolescent conflicts increases after children attain puberty, facilitated by hormonal changes and cognitive development, which are believed to contribute to adolescents developing a sense of emotional autonomy from parents. These changes often lead to parent-adolescent conflicts, facilitating more mature and equal relationships between both parties. Parenting styles in responding to adolescents' growing need for independence also influence the conflicts. Therefore, this study aimed to investigate the impact of adolescents' emotional autonomy and parenting styles on the level of conflicts. To achieve this objective, a quantitative study was conducted on 386 Junior and Senior High School students from X Foundation, Denpasar. The results of multiple regression analysis showed that both emotional autonomy and parenting styles significantly impacted parent-adolescent conflicts. The contribution of these variables was more pronounced for mothers (50%) than fathers (43%). Both authoritative and authoritarian parenting styles were found to influence conflicts. Therefore, reducing parent-adolescent conflicts required considering adolescents' emotional autonomy and fostering authoritative parenting styles.

Keywords: Parent-adolescent conflicts, emotional autonomy, parenting styles, adolescents

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Introduction

Adolescence is a stage characterized by rapid biological, cognitive, and psychosocial changes, which significantly affect relationships between adolescents and parents. Most parents often feel the strain, experiencing an increase in the frequency and intensity of arguments. In this context, conflicts of low intensity and frequency are common and can benefit adolescents' cognitive development and self-discovery. Conflicts are part of the give-and-take process inherent in interpersonal relationships, optimizing development (Ryan & Deci, 2000).

Prolonged and high-intensity conflicts can have a negative impact on both adolescents and parents. Santrock (2016) identified several problems resulting from intense and prolonged conflicts, including running away from home, dropping out of school, early pregnancy and marriage, involvement in cult groups, as well as illegal drugs. Other studies have shown that conflicts can lead to anxiety, depression (Jannah et al., 2021; Zhang et al., 2022), and juvenile delinquency (Isabella, 2016). Therefore, studying

parent-adolescent conflicts is crucial for understanding the nature and dynamics of the two parties. The results can be used to develop more effective strategies to help both parents and adolescents adjust relationship patterns in response to developmental needs.

A widely used theory in discussing parent-adolescent conflicts is the Behavioral-Family System model, proposed by Robin and Foster (1989). According to this theory, parent-adolescent conflicts arise from adolescents' efforts to gain greater independence from parents. This behavior disrupts the established homeostatic family relationship patterns. In response, the family system aims to restore control and balance. Some conflicts that occur during the adjustment period are normal as both parties navigate the challenges of adolescent individuation. The resolution or escalation of these conflicts depends on three family patterns, (1) problem-solving skills, (2) belief systems and cognitive distortions, and (3) family structure.

Emotional independence is the first form of independence adolescents develop during puberty.

According to Steinberg (2017), emotional independence relates to changes in close relationships, particularly with parents. It consists of four components, namely individuation, de-idealization of parents, recognizing parents as individuals, and non-dependency.

Individuation is a gradual and progressive process that helps sharpen one's sense of self as an independent, competent individual, distinct from parents. De-idealization of parents occurs when adolescents replace childhood perceptions of parents with a more mature view, no longer considering them as all-rounders. The "parents as people" component refers to the stage where adolescents recognize parents as individuals with distinct identities, transcending parental roles. Meanwhile, nondependency is the ability of adolescents to stop relying on parents and to avoid immediately finding help when faced with challenges.

Steinberg and Silverberg, the initiators of emotional independence concept, reported that emotional independence is an important requirement in adolescent development (Steinberg & Silverberg, 1986). The development of emotional independence is adaptive, in the long term, as emotional distance from parents allows adolescents to start relying on their internal resources. Steinberg also emphasized that emotional independence during adolescence involves a transformation, rather than a severance of family ties (Steinberg, 2017). Adolescents can gain emotional independence without completely separating from parents. Some studies are not in accordance with the results, where Ryan and Lynch (1989) specifically stated that emotional independence is related to feelings of insecurity and being less loved by adolescents. High emotional independence may also relate to a sense of separation from parents. According to Parra and Oliva (2009) and Parra et al. (2015), emotional independence might reflect underlying family dynamics that hinder the individuation process of adolescents.

The contradictory results regarding emotional independence and its relationship to behavioral family system conflicts theory make the study of the relationship between emotional independence and parent-adolescent conflicts particularly interesting. Although emotional independence is a normal and important developmental component as adolescents' transition to adulthood, this process can also increase conflicts. When adolescents' need for independence impacts the relationships with parents, parents' responses to children's struggles for autonomy could also influence the nature of interactions. Even though the relationship between parenting styles and parent-adolescent conflicts has not been fully defined in any model, Shek (2002) hypothesized that deficiencies in

parenting skills (expressions of responsiveness) and excessive negative parenting behaviors (parental harshness) could contribute to conflicts. This has led to the identification of parenting issues as triggers of conflicts.

Baumrind's theory (1991) is the most widely used framework in the study of parenting styles. Initially, Baumrind categorized three types of parenting styles based on a combination of two dimensions, namely demandingness and responsiveness. Parental demandingness is the degree to which parents set rules and expectations for behavior and expect children to comply. Meanwhile, parental responsiveness refers to the degree of sensitivity parents show toward children's needs and how love, warmth, and attention are expressed. The three parenting styles identified are authoritarian, authoritative, and permissive.

Authoritarian parenting style is characterized by high demandingness and low responsiveness. Authoritarian parents tend to be strict, controlling, and punitive in arbitrary ways to gain compliance but rarely provide explanations and allow discussions with children. They also show less love and warmth, being demanding without responding to children's needs or desires, leading to limited emotional attachment. Authoritative parenting involves high levels of both demandingness and responsiveness. Authoritative parents are supportive and warm, clearly establishing rules while consistently applying discipline. They also provide clear and definite directions and rules, with explanations being provided for each rule, facilitating discussions when children express different opinions.

Permissive parenting is characterized by low demandingness and high responsiveness. Permissive parents are warm and loving but give children the freedom to do whatever they want, fail to provide adequate discipline or control behavior, and do not demand for more mature behavior. Several studies conducted on white families show that parenting styles are related to parent-adolescent conflicts and can predict its frequency and intensity. The results show that adolescents with authoritative parents tend to experience lower frequency and intensity of conflicts compared to those with authoritarian parents (Smetana & Rote, 2019; Sorkhabi & Middaugh, 2014). Similar results were observed in families in Iran (Assadi et al., 2011). However (Bi et al., 2018) examined adolescents in China, reporting no significant difference in the frequency of conflicts between parenting styles. However, there were differences in the intensity of parent-adolescent conflicts, with adolescents' authoritarian and neglectful parents experiencing higher levels of conflicts intensity compared to those with permissive parents.

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Methods

There is a dearth of investigation in Indonesia relating parenting styles and parent-adolescent conflicts. However, based on discussion, this study hypothesized that parenting styles impacts parent-adolescent conflicts in Indonesia. The process of achieving adolescent independence cannot be separated from the influence of parenting styles on conflicts between adolescents and parents. Therefore, the objective was to examine the simultaneous impact of both variables to explain parent-adolescent conflicts at Junior and Senior High School of X Foundation in Denpasar, Bali. Adolescents' perceptions of parents' conflicts were divided into two categories, namely conflicts between adolescents and mothers, and conflicts between adolescents and fathers. This distinction was made because the frequency and intensity of conflicts differ between mothers and adolescents compared to fathers and adolescents. According to [Steinberg \(2017\)](#), this can be attributed to differences in the quantity and quality of adolescents' relationships with both parents. Adolescents tend to be closer to and interact more with mothers, feeling more comfortable discussing emotional issues. In contrast, fathers tend to be distant authority figures, interacting primarily on objective matters. Fathers often learn about their adolescents' issues through mothers. As a result, adolescents tend to have more frequent conflicts with mothers, who are seen as the more controlling parents, although this does not threaten the closeness of mother-child relationship.

Adolescents' perceptions of parenting can be measured separately for mothers and fathers. This distinction is necessary because adolescents' perceptions of fathers' parenting may differ from the mothers'. When parents have different parenting styles, it may reflect marital discord. This shows family system's dynamic, where parents' marital relationship affects other relationships, including the relationships between each parent (father/mother) and adolescents ([Amett, 2018](#)). Based on discussions, this study aimed to investigate the impact of adolescents' emotional independence and parenting styles (permissive, authoritarian, authoritative) of parents on parent-adolescent conflicts. Therefore, the following hypotheses were formulated; Hypothesis 1: Emotional independence and mothers' parenting styles both impact mother-adolescent conflicts in Junior and Senior High School students at X Foundation in Denpasar City, Bali. Hypothesis 2: Emotional independence and fathers' parenting styles both impact father-adolescent conflicts in Junior and Senior High School students at X Foundation in Denpasar City, Bali.

Study Design

This study used a quantitative method to test a specific theory by examining the relationship between variables through various instruments. The data obtained were analyzed using appropriate statistical procedures ([Creswell, 2014](#)). Moreover, the dependent variable was parent-adolescent conflicts, and the independent variables were emotional independence and parenting styles.

Respondents

The population comprised all Junior and Senior High School students at X Foundation in Denpasar, Bali. Respondents were from Grade 7 to 12, to observe changes in parent-adolescent conflicts and emotional independence as age develops. Furthermore, a nonprobability with saturated sampling was used. Out of a total target population of 476 students, 386 agreed to participate by completing the questionnaire.

Study Measurement Tools

This study used five measuring tools, namely Conflict Behavior Questionnaire 20 (CBQ20), consisting of CBQ20—Mother and CBQ20—Father, Emotional Autonomy Scale, and Parental Authority Questionnaire (PAQ), consisting of PAQ—Mother and PAQ—Father. Validity and reliability tests were conducted for each measurement tool. The validity correlation was calculated using Pearson Correlation statistical method. The results were compared with Lisa Freidenberg's validity criteria (dalam [Azwar, 2017](#)), stating that the statement items can be used when the r value $\geq .30$. Meanwhile, reliability was calculated using Cronbach's Alpha statistical method, which is considered usable when the reliability value is $\alpha \geq .70$, confirming high reliability ([Guilford, 1956](#)).

Sociodemographic data

Sociodemographic data were collected to provide an overview of respondents. The data included age, gender, education level, parental education and marital status, and whether the child lives with parents.

Parent-adolescent conflicts measurement tool

Parent-adolescent conflicts were measured using the Conflicts Behavior Questionnaire 20 (CBQ20), adapted by [Apriyeni et al. \(2019\)](#) to assess parent-adolescent conflicts. Originally designed by Robin and Foster and later developed by [Prinz et al. \(1979\)](#), this tool measures general conflicts between parents (father or mother) and adolescents, specifically assessing communication-conflict behavior at home. There are two components measured in CBQ20,

namely one assessing parental behavior and the other assessing interactions with parents.

Respondents completed two versions of CBQ-20, namely CBQ20 – Mother to measure adolescents' perceptions of conflicts with mothers, and CBQ20 – Father to measure adolescents' perceptions of conflicts with fathers. The format and the content of the statement items were identical, with the exception of reference to parents' gender. This questionnaire comprises 20 items with two response options, "Appropriate" and "Not Appropriate".

An example of a statement measuring parental behavior component (father) is "My father often belittles me." Meanwhile, a statement measuring the interaction component of parents (mother) includes "My mother gets upset when I express my own opinion."

CBQ20 – Mother

Validity measurement of mothers' behavior assessment component showed all statement items were valid, with a correlation range of $r = .39 - .55$. However, one statement item was found to be invalid in measuring the interaction component with mothers. Validity testing was repeated after removing this item, resulting in a validity range of $r = .38 - .51$. Therefore, reliability measurements for the two components showed high reliability, with a range of $r = .74 - .81$. The conflict factor between mothers and adolescents, measured by 19 statement items, also had high reliability, with a coefficient of $r = .87$.

CBQ20 – Father

All statements in CBQ20 – Father that measure fathers' behavior assessment component were valid, with a coefficient range of $r = .35 - .62$. Meanwhile, one item in the interaction component with fathers was found to be invalid. A second validity test was conducted by removing the item, resulting in a validity range of $r = .30 - .69$. Both components of CBQ20 – Father showed high reliability, with a range of $r = .80 - .81$. Father-adolescent conflicts factor, measured by 19 statement items, also had high reliability, with a coefficient of $r = .89$.

Emotional independence measurement tool

This study used Emotional Autonomy Scale (EAS) adapted by Sinaga (2014), originally developed by Steinberg & Silverberg (1986) as an operationalization of Blos' concept of "separation-individuation". The original EAS consists of twenty Likert scale statements reflecting four components, namely two cognitive and two affective. The cognitive components are de-idealization and parents as people, while the affective components are non-dependency and individuation. Respondents were asked to rate

their level of agreement with each statement using four rating scales (Likert scales), namely "very appropriate", "appropriate", "not appropriate", and "very inappropriate". Examples of statement items for each subscale are presented as follows:

1. De-idealization component: "My parents hardly ever make mistakes."
2. Parents as people component: "I would probably be surprised at how my parents behave at a party."
3. Non-dependency component: "When I make a mistake, I ask my parents to correct me."
4. Individuation component: "There are some things about me that my parents do not know."

One invalid statement item was found in each component of EAS in terms of validity. After removing the four invalid items, the validity coefficient for each component was calculated as, de-idealization ($r = .30 - .44$), parents as people ($r = .32 - .46$), non-dependency ($r = .41 - .48$), and individuation ($r = .36 - .55$). The four components of adolescent emotional independence had moderate reliability in a range of $r = .60 - .67$. However, when the sixteen valid items were tested for reliability, the reliability coefficient was high, with $r = .79$.

Parenting style measurement tool

Parenting styles variable was measured using Parental Authority Questionnaire (PAQ), adapted by Abubakar et al. (2015) from the original PAQ developed by John Bury in 1991. PAQ is an operationalization of Baumrind's concept of parenting styles. It measures parental authority or disciplinary practices from children's perspective. Adolescent respondents completed two versions of PAQ, namely PAQ – Father and PAQ – Mother. PAQ – Father measures respondents' evaluations of the authority pattern applied by fathers, while PAQ – Mother measures respondents' evaluations of the authority pattern applied by mothers.

PAQ consists of 30 Likert scale items that reflect three parenting styles, namely authoritarian, authoritative, and permissive. The format of the instrument and the content of the items are identical, with the exception of the references to parents' gender. Examples of items for each parenting styles include:

1. *Authoritarian*: "In my upbringing, my mother would get very upset when I tried to disagree with her."
2. *Authoritative*: "During my upbringing, when family rules were established, my father would discuss the reasons for those rules with children."
3. *Permissive*: "In my upbringing, my mother let me decide most things for myself without much direction from her."

The measuring instrument contains 30 statements, and adolescents were asked to rate the level of agreement with each statement using four-point Likert scale, namely "strongly disagree", "disagree", "agree," and "strongly agree". The total score was obtained by summing the values of each statement item in each subscale.

PAQ – Mother

In the validity measurement, two invalid statement items were found in permissive subscale. Both items were removed, and the validity was retested. The second test showed eight valid statement items, with a validity range of $r = .30 - .48$. One invalid statement item was found in authoritarian subscale, and after removing this item, the validity range improved to $r = .38 - .59$. All statements in authoritative subscale were valid at the range of $r = .34 - .50$. Permissive, authoritarian, and authoritative subscales for mothers' parenting style had moderate-high reliability, with a range of $r = .66 - .79$. The reliability value of the 27 statement items had a high coefficient of $r = .72$.

PAQ - Father

One statement item in permissive subscale was invalid. After removing this item and retesting validity, the results showed a range of $r = .30 - .51$. All items in authoritarian ($r = .44 - .62$) and authoritative ($r = .50 - .74$) subscales were valid. Permissive, authoritarian, and authoritative subscales in PAQ - Father had high reliability, with coefficients range of $r = .76 - .89$. PAQ – Father, measured with 29 statement items, had a high reliability coefficient of $r = .89$.

Study Procedure

Respondents completed the five measuring instruments in the classroom. This procedure was carried out under the supervision of the teacher, who oversaw adolescent respondents filling out a total of 120 statements across the five measuring instruments. Teacher supervision was considered important to ensure the responses provided were more reliable and accountable. Furthermore, informed consent was obtained from the homeroom teacher, who acted as the guardian of the students' parents at the school. In addition to the homeroom teachers' consent, each respondent also filled out a personal informed consent form. The instruments were distributed and completed by respondents using Google Forms application.

Analysis Methods

This study used multiple regression analysis methods with Statistical Package for the Social Sciences (SPSS) version 25 application.

Results and Discussion

This section presents the descriptive analysis of the data, the results of hypothesis testing, and other statistical analyses contributing to the discussions and interpretation of results.

Descriptive Analysis Results of Respondents

Table 1 shows the comparison between the number of male and female respondents, which is nearly balanced. Most respondents were in the age range of 16 and 17 years, accounting for approximately 40% of the sample. The majority of respondents were in Grades 11 and 12, comprising about 41%. Moreover, a significant number reported living with both parents, and over 90% reported that both parents were still married.

Descriptive analysis of parent-adolescent conflicts variables

The level of parent-adolescent conflicts perceived by Junior and Senior High School students of X Foundation in Denpasar was low. Based on Table 2, the mean score for mother-adolescent conflicts was 4.19, and the mean score for father-adolescent conflicts was 6.86. Robin and Foster reported that the mean score for parent-adolescent conflicts from non-distress families, as measured by CBQ20 was 6.8, while the mean score from distressed families was 16.4. When an individual's score exceeds 13 (out of 20 statement items), it is considered to reflect conflicts with parents (Robin & Foster, 1989).

Table 1
Respondent Demographics

	Demographics	Freq.	Percentage
Gender	Male	194	50.26
	Female	192	49.74
Age	12 Years	20	5.18
	13 Years	44	11.40
	14 Years	66	17.10
	15 Years	60	15.54
	16 Years	76	19.69
	17 Years	81	20.98
	18 Years	36	9.33
Class	19 Years	3	.78
	Grade 7	57	14.77
	Grade 8	59	15.28
	Grade 9	47	12.18
	Grade 10	64	16.58
	Grade 11	78	20.21
	Grade 12	81	20.98
Living Place	Without both parents	15	3.89
	With only Father/Mother	35	9.07
	With both parents	336	87.05
Parents' Status	Married	360	93.26
Marital Status	Father/Mother Died	4	1.04
	Divorced	18	4.66
	No Answer	4	1.04

Table 2

Respondent Response Statistics Based on Variables

Components/Dimensions/Factors	Mean	Standard Deviation
Mother-Adolescent Conflicts	4.41	4.29
Assessment of Mothers' Behavior	2.65	2.69
Interaction with Mother	1.76	1.94
Father-Adolescent Conflicts	4.98	4.80
Assessment of Fathers' Behavior	2.82	2.78
Interaction with Fathers	2.16	2.26
Adolescent Emotional Independence	41.81	6.23
De-idealization	9.94	1.96
Parent as People	12.14	2.48
Non-dependency	7.78	2.04
Individuation	11.95	2.18
Mothers' Parenting Style	71.27	6.83
Permissive	20.69	3.17
Authoritarian	21.91	4.30
Authoritative	28.67	4.02
Fathers' Parenting Style	77.04	10.85
Permissive	23.35	3.88
Authoritarian	25.43	5.14
Authoritative	28.26	4.98

Hypothesis Testing Results

This study met the classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests before the hypothesis test. Furthermore, an analysis was conducted to determine both simultaneous and partial tests for each study variable. The first assumption test, normality, was carried out by examining the distribution of cumulative probability data between observation values and expectations, presented as follows.

Based on Figures 1 and 2, 6.99% of respondents reported having high conflicts with mothers, while 10.36% reported high conflicts with fathers. Therefore, the majority experienced a low level of conflicts with parents.

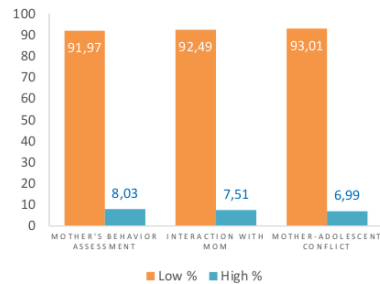


Figure 1. Respondent perception profile of mother-adolescent conflicts

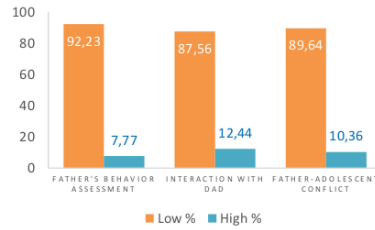


Figure 2. Respondent perception profile of father-adolescent conflicts

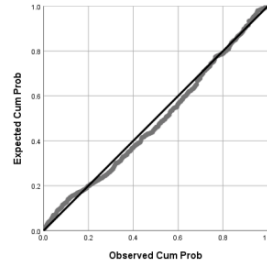


Figure 3. Normality Testing on Mother-Adolescent Conflicts Model

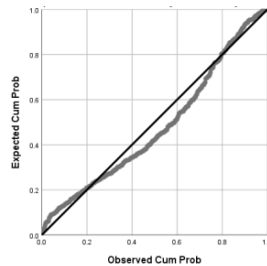


Figure 4. Normality Testing on Father-Adolescent Conflicts Model

Normality assumption for mother-adolescent and father-adolescent conflicts variables was fulfilled because the distribution of cumulative probability data between the observed and expected values from the analyzed regression equation formed a linear trend or straight line. Multicollinearity testing was conducted using Tolerance and Variance Inflation Factor (VIF) statistics. The test results produced Tolerance values of .86, .94, .79, and .88 for permissive mothers, authoritarian mothers, authoritative mothers, and adolescent emotional independence, respectively.

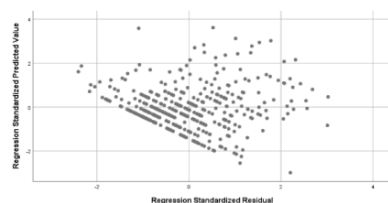


Figure 5. Homoscedasticity Test on Mothers-Adolescent Conflicts Model

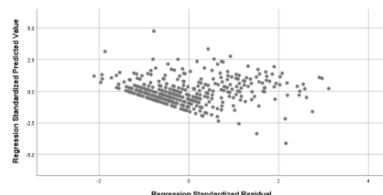


Figure 6. Homoscedasticity Test on Father-Adolescent Conflicts Model

In addition, VIF values for this assumption test were 1.17, 1.07, 1.27, and 1.14 for each independent factor analyzed. Similar testing was applied to the regression equation to assess the effect on father-adolescent conflicts. Tolerance values were .64, .86, .59, and .88 for permissive fathers, authoritarian fathers, authoritative fathers, and adolescents' emotional independence, respectively. VIF values in this test were 1.57, 1.17, 1.69, and 1.14 for each factor analyzed. The assumption of no multicollinearity is met when the resulting Tolerance value is greater than .01, with VIF value of less than 10. Based on these results, no multicollinearity was observed in the regression equation measuring the impact of conflicts between mothers (or fathers) and adolescents.

Homoscedasticity assumption was considered by examining the distribution of data between the predicted value and its residual, with results presented in Figures 5 and 6. Homoscedasticity assumption of mother-adolescent and father-adolescent conflicts variables was considered fulfilled because the distribution of the resulting data did not form a specific pattern and appeared random.

Descriptive analysis of parent-adolescent conflicts variables

The level of parent-adolescent conflicts perceived by Junior and Senior High School students of X Foundation in Denpasar was low. Based on Table 2, the mean score for mother-adolescent conflicts was 4.19, and the mean score for father-adolescent conflicts was 6.86. Robin and Foster reported that the

mean score for parent-adolescent conflicts from non-distress families, as measured by CBQ20 was 6.8, while the mean score from distressed families was 16.4. When an individual's score exceeds 13 (out of 20 statement items), it is considered to reflect conflicts with parents (Robin & Foster, 1989).

Based on Figures 1 and 2, 6.99% of respondents reported having high conflicts with mothers, while 10.36% reported high conflicts with fathers. Therefore, the majority experienced a low level of conflicts with parents.

Hypothesis Testing Results

This study met the classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests before the hypothesis test. Furthermore, an analysis was conducted to determine both simultaneous and partial tests for each study variable. The first assumption test, normality, was carried out by examining the distribution of cumulative probability data between observation values and expectations, presented as follows.

Normality assumption for mother-adolescent and father-adolescent conflicts variables was fulfilled because the distribution of cumulative probability data between the observed and expected values from the analyzed regression equation formed a linear trend or straight line. Multicollinearity testing was conducted using Tolerance and Variance Inflation Factor (VIF) statistics. The test results produced Tolerance values of .86, .94, .79, and .88 for permissive mothers, authoritarian mothers, authoritative mothers, and adolescent emotional independence, respectively. In addition, VIF values for this assumption test were 1.17, 1.07, 1.27, and 1.14 for each independent factor analyzed. Similar testing was applied to the regression equation to assess the effect on father-adolescent conflicts. Tolerance values were .64, .86, .59, and .88 for permissive fathers, authoritarian fathers, authoritative fathers, and adolescents' emotional independence, respectively. VIF values in this test were 1.57, 1.17, 1.69, and 1.14 for each factor analyzed. The assumption of no multicollinearity is met when the resulting Tolerance value is greater than .01, with VIF value of less than 10. Based on these results, no multicollinearity was observed in the regression equation measuring the impact of conflicts between mothers (or fathers) and adolescents.

Homoscedasticity assumption was considered by examining the distribution of data between the predicted value and its residual, with results presented in Figures 5 and 6. Homoscedasticity assumption of mother-adolescent and father-adolescent conflicts variables was considered fulfilled because the distribution of the resulting data did not form a specific pattern and appeared random.

The following results were obtained for the impact test analysis after meeting all the requirements for multiple regression testing.

The simultaneous impact of emotional independence and mothers' parenting styles on mother-adolescent conflicts

The analysis showed that the multiple linear regression model as a whole was significant, with an F value of (4,381) = 96.73 and a p-value < .001. Therefore, collectively, the variables of adolescents' emotional independence as well as permissive, authoritarian, and authoritative mothers' parenting styles made a significant contribution to mother-adolescent conflicts and were classified as very strong.

The R² value of .50 represented the coefficient of determination, confirming that the factors of adolescent emotional independence and permissive, authoritarian, and authoritative mothers' parenting styles contributed 50% to mother-adolescent conflicts. The remaining 50% was influenced by other factors not analyzed.

The simultaneous impact of emotional independence and fathers' parenting styles on father-adolescent conflicts

The R-value of the regression equation for father-adolescent conflicts was .65. This confirmed a fairly strong or moderate correlation and was statistically significant. The results also showed the impact of emotional independence and permissive, authoritarian, authoritative fathers factors on father-adolescent conflicts. The coefficient of determination, R² = .43, confirmed that permissive, authoritarian, authoritative fathers factors, along with adolescents' emotional independence, contributed 43% to father-adolescent conflicts (R² = .43, F(4,381) = 70,788, p < .001). The remaining 57% was influenced by other factors not analyzed.

Partial impact of emotional independence and parent-adolescent conflicts

Statistical analysis showed that emotional independence had an impact on both mother-adolescent and father-adolescent conflicts among Junior and Senior High School students of X Foundation, Denpasar. Table 3 shows that adolescents' emotional independence had an impact on mother-adolescent conflicts, with a regression coefficient of .31, and with a significance level of $\beta = .45$, $p < .001$. According to Table 7, adolescents' emotional independence also had an impact on father-adolescent conflicts, with a regression coefficient of .25 and a high level of significance testing ($\beta = .329$, $p < .001$). Therefore, the higher the score of emotional

independence in adolescents, the higher the perception of conflicts.

The correlation between the components of de-idealization, parents as people, non-dependency, and individuation and both mother-adolescent and father-adolescent conflicts showed a significant relationship at the 1% significance level. The correlation coefficients between each component of emotional independence and mother-adolescent conflicts, as listed in Table 5, ranged from $r = .35$ to $.45$. Table 8 shows the correlation between the four components of emotional independence and father-adolescent conflicts, with a range of $r = .20$ - $.41$. According to Sugiyono (2009), a correlation coefficient of .20 - .3999 confirms a low but definite relationship, and a coefficient between .40 - .5999 with a moderate relationship.

The impact of parenting styles and parent-adolescent conflicts

The results of the statistical analysis showed a significant impact between parenting styles and parent-adolescent conflicts among Junior and Senior High School students at X Foundation, Denpasar. These results supported various studies relating the variables of parenting styles and parent-adolescent conflicts.

Analysis showed that authoritarian parenting styles of both fathers and mothers impacted adolescents' perceptions of conflicts with parents. Table 3 shows the regression coefficient between authoritarian mothers and mother-adolescent conflicts was .326, with a very high significant level ($\beta = .327$, $p < .001$). Based on Table 5, the regression coefficient between authoritarian fathers and father-adolescent conflicts was .383, with a significance level ($\beta = .411$, $p < .001$). Therefore, the more the adolescents perceive parenting styles as authoritarian, the higher the perception of conflicts.

Regression analysis showed that authoritative parenting styles negatively affected adolescents' perceptions of conflicts with parents. Table 3 shows the regression coefficient for authoritative mothers and mother-adolescent conflicts was -.224, with a significance level ($\beta = -.21$, $p < .001$). Based on Table 5, the regression coefficient for authoritative fathers and father-adolescent conflicts was -.353 with a very high significance level ($\beta = -.367$, $p < .001$). Therefore, the more the adolescents perceived authoritative parenting styles, the lower the perception of conflicts.

Statistical analysis showed permissive parenting styles did not impact adolescents' conflicts with parents although the other two parenting styles had a significant impact on parent-adolescent conflicts. In Table 3, the regression coefficient of maternal permissiveness and mother-adolescent conflicts was -

.19, with a significance level of $\beta = -.17, p > .05$ or 71%. Based on Table 5, the regression coefficient for paternal permissiveness and father-adolescent conflicts was $-.08$, with a significance level of $\beta = -.063, p > .05$ or 19.5%.

Discussion

Conflicts play a significant role in paving the way for adolescents' individuation from parents and facilitating the transformation of family relationships as children enter adolescence (Moed et al., 2015). As they grow older, adolescents increasingly demand autonomy, challenging the authority and decisions of parents (Laursen & Collins, 2009). Longitudinal analysis conducted by Hadiwijaya et al. (2017) confirmed that from the ages of 12 to 16, adolescents move away from parental authority and experience increasing conflicts with parents. Between the ages of 16 and 20, adolescents gain independence and experience improvements in relationship.

Parent-adolescent conflicts cause both parents and adolescents to review their respective roles and responsibilities. The increasing maturity and autonomy of adolescents are believed to serve an adaptive role in family relationships and the development of social-emotional skills. Functional forms of conflict involve attempts to reconcile and resolve disagreements, while dysfunctional forms tend to involve bipartisan hostility, anger, and prolonged negative emotions. According to Steinberg (2017), emotional independence is the first type of independence developed by children when entering puberty, before developing behavioral independence in middle adolescence and cognitive independence in late adolescence. Emotional independence facilitates emotional distance from close relatives, usually parents. Steinberg (2017) considered emotional independence as a process of individuation that individuals develop from childhood to late adolescence, gradually and progressively facilitating self-identity as an independent and competent individuals separate from parents. The process of individuation that develops in adolescents involves breaking away from childhood dependence on parents to become more mature, responsible, and less dependent. Adolescents who develop healthy independence can accept responsibility for choices and actions.

According to Steinberg (2017), emotional independence is an important requirement for adolescents' development, because without a specific emotional distance from parents, emotional development can be hampered. Therefore, being emotionally independent can make a positive contribution to adolescents' well-being and help in developing into independent and mature individuals.

Adolescents are expected to have a higher level of emotional independence as they get older. Steinberg & Silverberg (1986) showed an increase in the mean score of emotional independence among Grade 5 to 9 adolescents. An investigation on emotional independence in 386 Junior and Senior High School students at X Foundation in Denpasar (Grade 7 to 12) showed different results compared to the study conducted by Steinberg & Silverberg (1986). Figures 7, 8, 9, and 10 (on the Appendix page) show that the graph of emotional independence did not increase with age. This was supported by Sinaga (2014), reporting no significant difference in emotional independence scores between early and late adolescents. Longitudinal studies reported over 5 and 10 years by Parra et al. (2015) and Parra & Oliva (2009) also showed that emotional independence generally did not increase with age. However, when viewed per dimension, there were dimensions that experienced increases, decreases, or remained stable.

Ryan and Lynch (1989) showed that high levels of emotional independence were not a normative aspect of adolescents' development but could result from difficult family relationships or insecure attachment bonds with parents. Viewed from this perspective, very high emotional independence scores could be possessed by adolescents who had negative relationships with parents. Therefore, emotional disconnections could be formed with parents to address difficult interactions at home. Table 8 shows that adolescents whose parents were divorced had a higher mean score of emotional independence than those whose parents were married. This was supported by (Parra et al., 2015; Parra & Oliva, 2009), where high emotional independence could impact dynamic challenges in the family causing conflictual relationships with parents. Table 8 also shows significant differences in the perception of parent-adolescent conflicts between the two groups, where the group of adolescents with divorced parents reported a higher level of conflicts compared to adolescents with married parents.

There were differences in the components of adolescents' assessment of mothers' behavior, but not in the components of assessment of interactions with mothers when examined in more detail per component in parent-adolescent conflicts variable. The differences between the two groups are significant in assessing fathers' behavior and interactions with fathers, as supported by (Honest et al., 1997) among others. According to Honest, mothers from divorced families tend to make more compromises and build greater intimacy compared to fathers.

In a 5-year longitudinal study by (Parra et al., 2015; Parra & Oliva, 2009), an increase in emotional independence scores was observed in adolescents who

experienced worsening relationships with parents, while a decrease in emotional independence scores was experienced by adolescents who had improved relationship. Furthermore, the results of 5- and 10-year longitudinal studies reported by Jaminez and Olivia showed that emotional independence scores had a positive correlation with parent-adolescent conflicts and a negative correlation with adolescent and parent cohesiveness as well as adolescent life satisfaction when entering early adulthood. Moreover, (Parra et al., 2015; Parra & Oliva, 2009) reported that emotional independence was not a developmental task to be inherently possessed and developed by adolescents.

This current study showed that adolescents' emotional independence affected the level of conflicts with parents. The higher the emotional independence, the greater the independence of the adolescents and parents, creating opportunities for greater differences. Emotional independence showed imbalance in the relationship with parents. Consequently, distancing can lead to a disturbance in the previously close parent-adolescent relationship. Excessive emotional independence reflects dynamic challenges in the family and conflictual relationship between both parties. Parenting styles that do not support the independence desired by adolescents can lead to higher levels of conflicts between parents and adolescents. Therefore, parents need to develop communication skills and strategies with adolescents, to ensure renegotiation process regarding disagreements over authority, autonomy, responsibility, and appropriate behavior.

Laitonjam and Jatinder (2014) in Punjabi, India, both supported the preceeding discussions. Male adolescents with high emotional independence scores considered fathers to be more rejecting, neglectful, and less loving than mothers. Female adolescents with high emotional independence considered fathers to be demanding, and mothers to be less respectful (both objectively and symbolically) and less loving. Positive parenting aspects such as protecting, respecting, loving, and giving rewards were associated with decreased emotional independence scores among adolescents. Beyers et al. (2024) reported that the definition of emotional independence and the scale developed by Steinberg and Silverberg measured adolescents' engulfment anxiety caused by parents perceived as very powerful and controlling, threatening the adolescents' sense of independence and personality.

Based on analysis, adolescents who grew up with authoritarian parents had higher conflicts compared to those with authoritative or permissive parents. This was supported by a study relating authoritarian style to a high frequency of conflicts (Smetana, 1995;

Sorkhabi & Middaugh, 2014), intensity (Assadi et al., 2011; Bi et al., 2018; Smetana, 1995), and total conflicts (Bi et al., 2018; McKinney & Renk, 2011). Malik and Kamal also measured parent-adolescent conflicts using CBQ. The results showed a positive correlation between authoritarian parenting styles and the component of the assessment of parents (both father and mother), but in the assessment of interaction with parents, a positive correlation only appeared in fathers and not in mothers (Khan et al., 2015).

Authoritarian parenting does not support the struggle of adolescents to gain independence. Emotional independence that develops in early adolescence is considered rebellion and disrespect by authoritarian parents, who may reject adolescents' need for independence. Strict rules and obedience to parents without explanation/reason behind the request prevent adolescents from practicing decision-making and taking responsibility for choices. This makes it difficult for adolescents to adjust when experiencing significant changes. Adolescents tend to rebel against the standards set by parents to assert independence more openly (Steinberg, 2017). Parent-adolescent conflicts that arising from this rebellion can be a response to frustration with parents' rigidity and lack of understanding.

(McKinney & Renk, 2011) showed that authoritative parenting style is associated with lower total conflicts. Furthermore, (Assadi et al., 2011) showed slightly different results, where the frequency of conflicts was lower in authoritative than authoritarian parenting, but the intensity of conflicts was found in authoritative parenting. According to (Khan et al., 2015), authoritative parenting style negatively correlated with two components of conflicts in the Conflicts Behavior Questionnaire, both adolescents' assessments of conflicts with parents. Adolescents with directive or authoritative parents reported less conflicts, were more open, and knew their parents better than adolescents with authoritarian parents (Smetana & Rote, 2019).

Adolescents' independence, responsibility, and self-esteem are supported by authoritative parents (Steinberg, 2017). In authoritative families, rules, standards, and guidance are flexible and explained appropriately. Furthermore, authoritative parents find it easier to make adjustments and modifications as children mature. Openness and opportunities for discussion enable children to renegotiate the balance between the independence desired by adolescents and parental authority, leading to a more equal relationship as adolescents grow older. The give-and-take process found in authoritative families helps develop healthy emotional independence. Gradual changes in parent-adolescent relationships in flexible

families allow adolescents to become more independent and responsible. This does not threaten emotional relationship between both parties (Steinberg, 2017). Therefore, the more adolescents perceived authoritative of parents, the lower the level of conflicts experienced.

Smetana and Rote (2019) showed that harsh control practices of authoritarian parents, as well as undemanding practices of unengaged parents and, to some extent, democratic parents, were associated with more negative indicators of parent-adolescent relationship compared to the extensive use of assertive/confrontational control (rational-demanding) by directive or authoritative parents. Rational and assertive parental control is associated with beneficial parent-adolescent relationship quality, even in middle and late adolescence. Therefore, practitioners should emphasize the importance of continued parental control during adolescence rather than solely granting autonomy.

The independence gained by adolescents is actually misguided although permissive parenting styles tend to support adolescents in gaining the desired independence. The lack of rules and guidance provided by permissive parents causes children to lack standardization in behavior (Steinberg, 2017). Although the regression coefficient showed a negative relationship (i.e., the higher the adolescent perceived the level of permissiveness, the lower the level of conflicts perceived), it was not significant enough to explain the impact of permissiveness on parent-adolescent conflicts.

Conclusion

In conclusion, adolescents' emotional independence and parenting styles significantly impacted parent-adolescent conflicts. These two variables had a significant impact of 50% on mother-adolescent conflicts and 43% on father-adolescent conflicts. Furthermore, emotional independence experienced by adolescents was not a form of independence developing with age. Higher levels of emotional independence were observed in divorced families than non-divorced families. The individual impact of emotional independence also significantly increased adolescents' conflicts with parents. Authoritarian parenting styles of either parents positively influenced conflicts, while authoritative parenting had the ability to reduce the level of conflicts. In addition, only permissive parenting did not significantly impact the level of conflicts.

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Appendix

Table 3

Testing the Partial Impact on Mother-Adolescent Conflicts

Dependent Variable	Independent Variable	Regression Coefficient	Standard Coefficient	t Value	Significance Level
Mother-Adolescent Conflicts	Constants	-8.874		-4.271	.00
	Adolescent Emotional Independence	.31	.45	11.671	.00
	Permissive Mother	-.19	-.14	-.369	.71
	Authoritarian Mother	.326	.327	8.774	.00
	Authoritative Mother	-.224	-.210	-5.148	.00

Table 4

Inter-Dimensional Correlation Analysis on Mother-Adolescent Conflicts

	Mothers' Behavior	Interaction with Mother
Permissive Mother	-.17 **	-.15 **
Authoritarian Mother	.44 **	.41 **
Authoritative Mother	-.38 **	-.37 **
De-idealization	.40 **	.44 **
Parent as People	.37 **	.35 **
Non-dependency	.36 **	.37 **
Individuation	.42 **	.45 **

** Correlation is significant at the 1% error level.

Table 5

Testing the Influence of Individuals on Father-Adolescent Conflict

Dependent Variable	Independent Variable	Regression Coefficient	Standard Coefficient	t Value	Significance Level
Father-Adolescent Conflicts	Constants	-3.558		-1.686	.093
	Adolescent Emotional Independence	.254	.329	7.947	.00
	Permissive Father	-.078	-.063	-1.298	.195
	Authoritarian Father	.383	.411	9.788	.00
	Authoritative Father	-.353	-.367	-7.282	.00

Table 6

Inter-Dimensional Correlation Analysis on Father-Adolescent Conflicts

	Fathers' Behavior	Interaction with Father
Permissive Father	-.22 **	-.21 **
Authoritarian Father	.24 **	.29 **
Authoritative Father	-.36 **	-.38 **
De-idealization	.38 **	.41 **
Parent as People	.30 **	.33 **
Non-dependency	.20 **	.23 **
Individuation	.34 **	.38 **

** Correlation is significant at the 1% error level.

Table 7

Gender Group Difference Test

Component	Female	Male	Homogeneity of Variance	Difference of Mean
De-idealization	10.38	9.51	Yes	.87 **
Parent as People	12.26	12.02	Yes	.24
Non-dependency	7.86	7.70	Yes	.16
Individuation	12.37	11.53	Yes	.84 **
Mothers' Behavior Assessment	3.11	2.19	No	.92 **
Interaction with Mother	2.03	1.49	No	.54 **
Fathers' Behavior Assessment	2.54	1.78	No	.75 **
Interaction with Father	5.83	4.14	No	1.68 **

** Significant difference at 5% error level

Table 8

Group Difference Test Based on Parents' Marital Status

Component	Married	Divorced	Homogeneity of Variance	Difference of Mean
De-idealization	9.88	10.89	Ya	-1.01 **
Parent as People	12.03	13.78	Ya	-1.74 **
Non-dependency	7.71	9.00	Ya	-1.29 **
Individuation	11.90	12.72	Ya	-.82
Mothers' Behavior Assessment	2.58	4.06	Ya	-1.48 **
Interaction with Mother	1.71	2.56	Tidak	-.85
Fathers' Behavior Assessment	2.06	4.17	Ya	-2.10 **
Interaction with Father	4.80	9.00	Ya	-4.20 **

** Significant difference at 5% error level

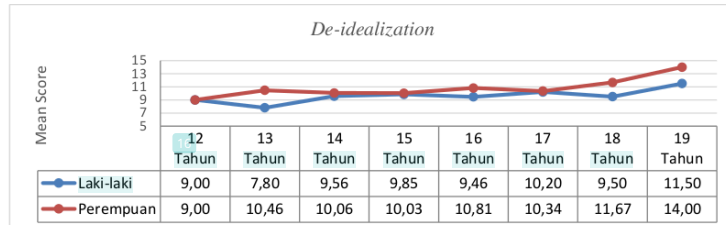


Figure 7. Comparison graph of the mean perception of male and female adolescents on de-idealization dimension in emotional independence based on age.

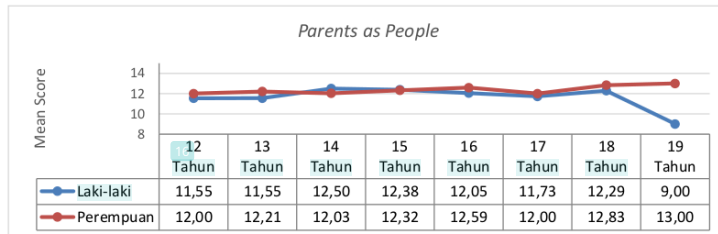


Figure 8. Comparison graph of the mean perception of male and female adolescents regarding parents as people dimension in emotional independence based on age.

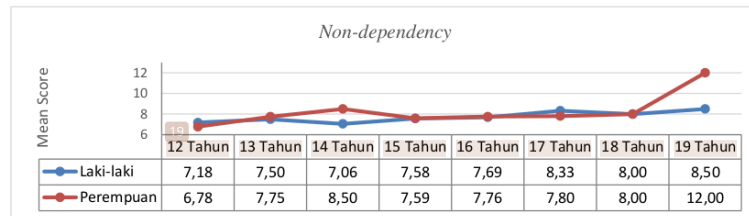


Figure 9. Comparison graph of the mean perception of male and female adolescents regarding the non-dependency dimension in emotional independence based on age.

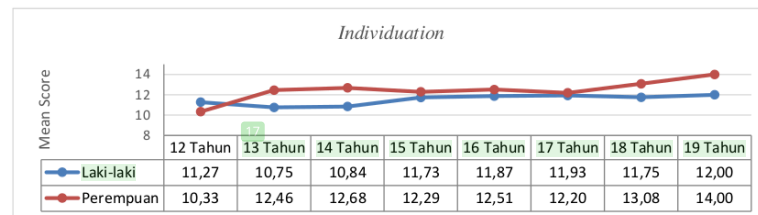


Figure 10. Comparison graph of the mean perception of male and female adolescents regarding the individuation dimension in emotional independence based on age.

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