

PARENTAL STYLES AND MODELS AND EMOTIONAL DEVELOPMENT IN ADOLESCENCE

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Abstract: *The family has undergone a permanent evolution over time, leaving its mark on the transformations of economic and social life, morals, traditions and customs. It can be said that between the family, on the one hand, and social life as a whole, on the other hand, there is a permanent process of influence, conditioning, and adjustment. A sample of 61 adolescents, aged between 16 and 19 years old, has been assessed with Rosenberg's Self Esteem Scale, the Freiburg Personality Inventory and the Inventory for measuring the parental education models (EMBU). The objectives aim to identify: (1) adolescents' perception on parental styles and models; (2) the difference in the development of emotional personality traits of adolescents based on the perceived parental style. Results show that boys report a low level of involvement of fathers in their lives, a low level of parents' willingness to cooperate and the efforts made by their parents to cooperate with them. Subjects perceive the mother's behavior as more affectionate (38%), although in the desire of mothers to give them as much security as possible they become overprotective. The low level of parental support, as reported by the study subjects, translates into the fact that the subjects perceive the parents' behavior in relation to their educational experiences as less supportive, a low tendency of parents to express satisfaction and appreciation. There is a direct correlation between extraversion / introversion and parental educational behavior of performance orientation. And also, 45% of the studied persons manifest a series of specific characteristics in the spheres of impulsivity and emotional instability. The importance of these results is discussed in the end.*

Key words: *Self-esteem; inhibition; emotional stability; sociability; sensibility; parental style; adolescence.*

1. Family and parental style

The family is a basic unit of study in social science disciplines (Sharma, 2013), with many variations and nuances regarding its definitions, due to culture, historic period or country.

The family is and behaves as a fundamental life matrix for the existence and formation of the child's personality, as a determining educational environment, but also as a source of maladaptation and deviant behavior (Mitrofan and Ciupercă, 1998). The family is considered the natural and fundamental element of society; it is one of the oldest and most specific social constructions in ensuring continuity and affirmation of the human species. In the conception of modern anthropology, the family is the smallest social unit.

Starting from various definitions of the family, found in the literature (Băran-Pescaru, 2004; Lușșa and Bratu, 2006; Newman and Grauerholz, 2002; Mitrofan and Mitrofan, 1991), we can highlight a number of its characteristics, like: The existence of a certain number of members; The reunion of these members as a result of a civil document, usually a marriage certificate; There is a set of legally guaranteed rights and obligations between the members of the family group; Interpersonal relationships between all members of biological, psychological and moral order; Climate or psychosocial atmosphere; The set of norms and rules regarding the conduct of the family group members; Structural organization, with a certain distribution of family roles and tasks; Fulfilling certain functions in relation to the society.

Family system enables growth, socialization and the development of its member's identity, while promoting values, expectations and rules of the society (Gunindi, Sahin and Demircioglu, 2011). Ogburn and Nimkoff (1955) classified 6 important family functions: (1) Emotional – family provides the frame for the emotional development of its members, modeling their emotional traits and providing emotional security; (2) Economic – family is a production and consumption unit, fulfilling the needs of food, clothing, and housing for its members; (3) Recreational – entertainment in its various ways is an important part of family life. Feasts, holidays and different family events make this institution a center of recreation for its members; (4) Protective – families take care of the sick and old aged members, providing the necessary health conditions. Also, families exercise social control over their members and align them with the accepted social standards; (5) Religious – all the members in a family practice certain religious rites, rituals, ceremonies. Children learn different religious values from their parents, while sometimes adopting their parent's religious beliefs and attitudes; (6) Educational – family is a primary educational institution that teaches its offspring skills and knowledge, that molds their character, teaches them discipline, obedience, manners, etc.

Any type of education as a process of formation of the child must begin and take place within the family group. The people in charge of raising the child are, first of all, the parents. The mental traces left by the family to each individual later exert social influences in terms of their predisposition and in terms of creative power in the field of tradition, art and religion. In this context, Enăchescu (2003) speaks about the existence of a family complex. Parents make the rules. Some of them impose these rules; others remain open to dialogues, explaining their reasons and giving the reasons why the rules must be followed and examples of situations in which they apply. Thus, it can be said that the family environment can be either a positive or a negative one, and it is interposed as a filter between the educational influences exerted by social factors and institutions and the psycho-behavioral acquisitions made by the children.

Specialists in the field of analysis and intervention on the family group have reached a common conclusion: of all the environments that influence human development, the family has some of the most important tasks. It builds the emotional, social and cultural universe of the future adult, or, in other words, family context provide observational learning, modeling and social referencing (Sheffield Morris, Silk, Steinberg, Myers and Robinson, 2007). Therefore, inevitably, deprived family environments run the risk of disfavoring or impeding the normal development of children. Knowing specific characteristics of family environments is extremely useful in prophylactic and therapeutic intervention, in order to prevent and remedy conflicting relationships unfavorable to the balance of each family member, children in particular. Kari Killen (1998) reminds of the following deficient family environments: rigid/ libertine/ naïve/ anxious/ conflicting and disorganized family environment. The consequences of these types of family climate reside in delinquency and externalizing behavior (Button, Lau, Maughan and Eley, 2008), antisocial behavior (Snyder, Schrepferman and Peter, 1997), conflicting or hostile attitudes (Matthews, Woodall, Kenyon and Jacob, 1996), timidity, lack of self-confidence, low development of moral values, internalizing symptoms (Crawford, Schrock and Woodruff-Borden, 2011), depressive mood (Aydin and Oztutuncu, 2001), arrogance, negative self-image (Kichler and Crowther, 2001) or overestimation of one's possibilities with a domination tendency, manipulation, low life experience.

We can thus conclude that the educational style of the family shapes the development of the child's entire personality. Parenting is a component of family life,

which can be constructed differently and can be discussed at family macro-and micro-analysis. The educational style adopted by parents in transmitting values, attitudes or knowledge refers to the nature and characteristics of family relationships within which the educational process is carried out. Darling & Steinberg (1993) define parental style as a constellation of parental attitudes and practices that are transmitted to the adolescent and that create an emotional climate in which parental behaviors are expressed.

Although the role of parents is to influence, teach and supervise their children, people choose different ways to do these things. At one extreme are those who want to exercise absolute control over children and adolescents, placing great pressure on their shoulders, and at the other pole are those parents who limit themselves to performing only the tasks proposed by parental status.

Baumrind (1991) proposed authoritative, authoritarian and permissive typologies of parenting styles. Frías-Armenta, Sotomayor-Petterson, Corral-Verdugo and Castell Ruiz (2004) describe these styles as follows: (1) Authoritative parenting consisted of factors of expression of affection, rational guidance, and encouragement of independence; (2) The authoritarian style is indicated by factors of authoritarian control such as verbal hostility, corporal punishment, and non-reasoning punitive strategies; (3) Permissive parenting confirmed factors such as ignoring misbehaviour and lack of follow through.

Enăchescu (2003) distinguishes the following parental types: (1) An aggressive, violent, authoritarian, intolerant parent; (2) A gentle, warm, friendly parents, (3) An anxious, depressed, closed, defeatist parent; (4) A loving, sympathetic parent, seen as a demigod.

Kenneth Bryant (2001) describes four parental styles:

The authoritarian style, in which the parent expects obedience and the strict following of the rules and orders, even if he does not explain the reasons on which they are based. Dominated by high expectations and the desire for perfection, the authoritarian parent wants a competitive child who will make the most of his possibilities, which is why he pressures the child to study constantly. Even when the child is successful, the authoritarian parent does not show affection, rarely resorting to praise and reward. These parents are very strict and have many rules, they blame, they frequently argue with their children to get them on the path they want. Children do not have opinions and are not allowed to ask questions, as a result they do not learn to think for themselves or make decisions. Children are usually afraid of their parents. Usually, children whose parents use this parenting style get good school performance and do not have behavioral problems, instead do not demonstrate developed social skills, have low self-esteem and have high levels of depression. When they become teenagers, they often become rebellious in order to get rid of this rigidity. The disadvantages of this parenting style are, most often, increased hostility, decreased self-esteem, high levels of depression and impeding the development of social skills.

The permissive style: in relation to authoritarian parents, permissive ones have few rules and no clear boundaries. Parents give in to their children; if they impose a rule the children break it. Too permissive style leads to chaos, children being the ones in power, they are used to doing only what they want and will not follow the rules. Permissive parents are lenient and attentive to their children's needs, but have no clear expectations of them. Non-conformists and meek, they do not impose a certain type of behavior on children, but give them freedom, leaving the process of self-regulation to their discretion. The permissive parent applies an inconsistent discipline, avoids confrontations and gives in easily to the child's constraints or cries. He is rather close to

family members and communicative, preferring the role of friend of the child rather than that of parent. Children whose parents adopt a permissive style are more likely to have behavioral problems or poor school performance, but have high self-esteem, good social skills, and are less prone to depression.

The democratic style is one in which parents rely on the principle of giving their children a chance. They achieve equivalence between obligations and freedoms, have simple and concise rules, reasonable penalties for violating them, and spend a lot of time discussing with children the reasons why they set the rules. Children who grow up in such families learn that their choices are important, learn how to make decisions. These children will be independent and responsible. Democratic parents have clearly set standards for their children, constantly monitoring the extent to which they have been met. This parenting style does not remain without results; children have high scores on learning and good social skills.

Mixed style. The three parenting styles may not be distinct in everyday life. Each parent can go through each style, at different times of the day or his existence. For example, a democratic mother can become permissive when she is very tired. Most parents have a dominant style, which they use most of the time, but dynamic circumstances and relationships often produce a mixture of styles.

2. Implication of parent-adolescent relationship

The period of adolescence is characterized by the adaptation to adulthood, by the need to gain identity and intellectualized behavior (Crețu, 2009). The crystallization of the personality in adolescence implies many aspects of continuity compared to the previous stages, but at the same time many changes take place, so that adolescence can be appreciated as a second birth of the individual (Bonchiș, 2004). There are changes in the stabilization of some elements, the restructuring of others, in the emergence of new ones, especially those in the personality subsystem: a normative and axiological system, attitudes about oneself, about others, about various aspects of life, feeling belonging to the generation (Hayes and Orrell, 2010).

Adolescence is a turning point in the development of an individual, the field of his interests until then amplifying and moving to other areas of interest (Adams and Berzonsky, 2009; Muntean, 2009). Until this age, the adolescent did not show concerns for the role he could play in society, noting the emergence of social consciousness, when he becomes aware that he is a member of a community. From that moment on, he strives to gain the esteem of colleagues, teachers, and parents and becomes extremely sensitive to their influence.

Self-image is strongly influenced by the relationship between adolescent and parent. The image that the parents project on the adolescent is taken over and internalized, becoming a component of the self-image (Havighurst, 1948). If the parents reflect a positive image on the adolescent then he will tend to describe himself in positive terms, he will self-appreciate and self-evaluate, and if the parents project an unfavorable image on the child, then he will describe himself in unsatisfactory terms, he will not trust own forces, will manifest the tendency to self-devalue, self-depreciate. Parents are the first models with which the individual identifies, which conditions the shaping of the ideal ego.

The adolescent tries to form an identity through a permanent reporting and social comparison with other members of society, especially with members of the peer group (Sion, 2007). On the one hand the adolescent wants to have concerns, aspirations, conceptions, ideals, values and models common to those of the group, out of the need to be accepted and liked by others, on the other hand he feels the need to

differentiate himself from the group, to he seeks those elements through which he manages to distinguish himself from others, to outline a unique, original identity.

The adolescent experiences a series of visible physiological transformations, which are associated with the desire to detach oneself as much as possible from the formula experienced in childhood, of living together with his parents. If during childhood the parents are the ones who actually initiate the child in establishing family relationships, then extended to the playgroup, during adolescence the parents can no longer supervise minors with great difficulty. In adolescence, young people aspiring to a status other than that of a child oppose their parents' desires.

Often these tendencies are interpreted and labeled as a conflict between generations, the young man complaining that his parents are outdated. Along with the physiological, psychological and behavioral transformations brought by adolescence, there will be obvious transformations of the projects common to parents and children. Adolescents need the unconditional support of their parents. The adolescent needs self-confidence, parental trust affection and love. It is about a strong and well-rooted education, which must be offered to a child starting from childhood, puberty and continued in adolescence, the age of turmoil, enthusiasm, the crystallization of friendships and love (Papalia, Wendkos Olds and Duskin Feldman, 2010).

Characteristic for this period of development is some decrease of communication with family members and the creation of relationships in extra-family environments, when the adolescent separates psychologically from the family and establishes his own identity, preferring the company of colleagues and friends instead of family (Papalia et al, 2010). During this time, parents find it difficult to get used to the new type of relationships of teenagers, they feel frustrated and may feel marginalized. The predominant problems of adolescents are friendship and love, the situation at school and vocational guidance, behavioral problems, conflicts with parents given by the desire to assert their personality and become independent, etc. Adolescents are uncompromising, make harsh judgments about parents and teachers, are concerned to assert themselves at all costs in front of a group of friends (Crețu, 2009).

There are also more complex situations, such as: depression, anxiety, insomnia, phobias, behavioral disorders, when adolescents turn to a psychologist, when they fail to balance their personality. Every child must learn to live in the community, to learn the equality of the way he is treated as an adult, to learn to cooperate, to acquire a relative harmony and to relate to another (Șchiopu and Verza, 1997).

3. Objectives and hypotheses

The main objectives of the research are: (1) To identify adolescents' perception on parental styles and models; (2) To identify the difference in the development of emotional personality traits of adolescents based on the perceived parental style.

The hypotheses are: (1) We presume there are significant differences between male and female adolescents regarding parental styles; (2) We presume there is a significant difference regarding self-esteem based on the perceived parental style; (3) We presume there is a significant correlation between inhibition and the perceived parental style; (4) We presume there is a significant correlation between emotional stability and the perceived parental style; (5) We presume there is a significant correlation between sociability and the perceived parental style; (6) We presume there is a significant correlation between sensibility and the perceived parental style.

4. Sample and methods

The sample comprised 61 young people, aged between 16 and 19 years old, of which 28 male (63%) and 33 female (37%), residents of Constanta County. 7% of adolescents are in 9th grade, 33% - 10th grade, 33% - 11th grade, and 27% - 12th grade. 10 adolescents have a parent missing (working in another country), 8 adolescents are part of single-parent families. Research ethics have been considered, as we obtained the written consent the participants or their tutors in order for them to participate in this study. The instruments that we used were Rosenberg's Self Esteem Scale, the Freiburg Personality Inventory and the Inventory for measuring the parental education models (EMBU - to assess the perception of adolescents regarding their upbringing).

5. Results and discussions

Objective 1 - *Identifying adolescent's perception on parental styles and models.*

Hypothesis 1 - *We presume there are significant differences between male and female adolescents regarding parental styles.*

Results we obtained on each scale, based on male and female adolescents' perception on mothers and fathers model and parental styles are summarized in the next table:

Table 1: Statistical indices for EMBU scales - perception of male and female adolescents on mother's and father's models and styles

EMBU Scales	Gender	N	Perception of mother's model		Perception of father's model	
			Mean	Std. Deviation	Mean	Std. Deviation
Punitive	Male	28	17.13	3.357	20.75	3.523
	Female	33	19.87	3.944	15.60	4.205
Abusive	Male	28	15.07	3.262	21.85	4.058
	Female	33	19.33	4.639	19.33	4.639
Overinvolved	Male	28	18.33	3.754	18.25	3.765
	Female	33	19.00	5.372	19.00	5.327
Overprotective	Male	28	23.13	5.181	17.13	4.400
	Female	33	15.07	3.262	17.13	3.357
Privative	Male	28	19.87	3.944	17.09	4.311
	Female	33	23.13	5.181	15.07	3.262
Tolerant	Male	28	19.60	4.793	18.16	4.914
	Female	33	19.60	4.793	23.13	5.181
Affectionate	Male	28	17.53	5.097	19.39	4.751
	Female	33	17.13	3.357	19.60	4.793
Stimulant	Male	28	18.20	3.726	17.94	3.694
	Female	33	17.00	4.408	17.00	4.408
Guilt generating	Male	28	17.13	4.658	20.60	3.768
	Female	33	17.93	5.092	17.93	5.092
Humiliating	Male	28	17.07	4.250	23.13	4.799
	Female	33	15.60	4.205	19.87	3.944
Repulsive	Male	28	17.33	3.830	17.32	3.743
	Female	33	17.53	5.097	17.53	5.097
Performance oriented	Male	28	21.13	4.138	15.02	3.101
	Female	33	22.87	3.907	22.87	3.907

We used the T-test for independent samples and we obtained the following significant differences: Privative (father): $t=3.188$ ($p<0.05$); Privative (mother): $t=3.533$

($p < 0.05$); Overprotective (father): $t = 3.016$ ($p < 0.05$); Overprotective (mother): $t = 3.471$ ($p < 0.05$); Repulsive (father): $t = 3.624$ ($p < 0.05$); Repulsive (mother): $t = 7.995$ ($p < 0.05$); Punitive (father): $t = 3.851$ ($p < 0.05$); Punitive (mother): $t = 6.155$ ($p < 0.05$). Our results are supported by other studies that show that adolescent boys report a low level of involvement of fathers in their lives, a low level of parents' willingness to cooperate and the efforts made by their parents to cooperate with them (Han, Miller & Waldfogel, 2010). The tendency of parents to use coercive methods in relation to the activities and school results of their children: punishments, authoritarian decisions, criticism is perceived as having an above average intensity (Gunnøe, 2013).

Subjects perceive the mother's behavior as more affectionate (38%), although in the desire of mothers to give them as much security as possible they become overprotective (29%). On the paternal line, adolescent boys scored higher on the following educational behaviors: humiliating, abusive, punitive, and guilt-generating. Paternal behavior in the perception of girls is perceived as tolerant ($m = 23.13$), orienting performance ($m = 22.87$), humiliating ($m = 19.87$). Performance-oriented parents follow their children's school work; advise them on career guidance for a successful career.

Discipline techniques by force - corporal punishment, withdrawal of privileges, threat, deprivation of affection, bring with it extreme dependence, no alternative ways of behaving are learned (Halpenny, Nixon & Watson, 2010). The low level of parental support, as reported by the study subjects, translates into the fact that the subjects perceive the parents' behavior in relation to their educational experiences as less supportive, a low tendency of parents to express satisfaction and appreciation (Kohl, Lengua & McMahon, 2000). From the perspective of parental educational behavior, it was found a family climate characterized by over-involved, privative and punitive behavior. It was found that the scores obtained by the girls in the group of subjects had values opposite to the boys participating in the study.

Comparing the results obtained by adolescents, on the paternal line, higher scores were observed for the following educational behaviors: orienting performance, privative, generating guilt towards maternal educational models. The average scores obtained by girls for maternal educational behavior is higher than the average scores obtained by adolescent boys. A very important role in the development of identity is played by the adolescent's perception of the family environment and the parental educational style. These factors affect the ability of each individual to self-regulate and self-control (Sheffield Morris et al., 2007).

At the level of the group of adolescents, both parents notice the high frequency of overprotective, performance-oriented and privative models for maternal behavior and of performance-oriented, privative and guilt-generating models for the father's behavior. Early maturation of adolescent girls compared to boys leads to parental reactions, thus increasing the level of conflict, isolation or confusion (Mendle, Turkheimer & Emery, 2007). Compared to the results of the boys and the results of the girls, it reveals various dysfunctions regarding the deficit of the parents' educational capacities.

Objective 2 - *Identifying the difference in the development of emotional personality traits of adolescents, based on the perceived parental style.*

Hypothesis 2 - *We presume there is a significant difference regarding self-esteem based on the perceived parental style.*

Corroborating the results of the scales studied above of the EMBU inventory and the results obtained after the investigation with the Rosenberg Scale by the girls and

boys in the research, following the application of the t test, the value $t_{\text{female}} = 2,917$ (for girls) was obtained for a significance threshold $p < 0.02$, and $t_{\text{male}} = 2,131$ (for boys) for a significance threshold $p < 0.02$.

Research on the correlation of self-esteem - behavioral practices of parents related to parenting style (authoritarian, indifferent, aggressive, and passive), family climate, family types, parent-child communication styles, conflicting manifestations reveals the following ideas: in terms of parenting practices, adolescents with high self-esteem perceive their parents as warm, loving, tolerant, they offer clear rules and fair punishments, there is mutual respect and little hostility between children and parents (Kazemi, Solokian, Ashouri, and Marofi, 2012). At the same time, it was found that the growth style with authoritarian tendencies - discipline based on explaining what made the child undesirable and providing alternative means to behave and learn, is best suited for good stress adaptation skills, a better psychological training and higher self-esteem (Kuppens and Ceulemans, 2019).

Growth styles are perceived differently by teenagers, depending on their personality type. At the same time, the socio-economic status of parents, school performance, maintaining healthy growth habits, unconditional love and support, can correlate with a higher self-esteem in adolescents, parents' demands must be realistic, related to the child's needs (El Nokali, Bachman & Votruba-Drzal, 2010). Also, self-esteem is correlated with the educational success or failure of the adolescent. Self-confidence is an extremely important attitude in the structuring and harmonious functioning of the personality; it conditions the effective interaction with others, with the tasks and situations that each one faces. With a weak self-image, distrustful of his own strength, the child is doomed to failure, a failure that means not only the failure, failure, unhappiness of an individual, but also a loss of society as a whole (Albarracín & Mitchell, 2004).

Hypothesis 3 - *We presume there is a significant correlation between inhibition and the perceived parental style.*

FPI 10 Scale (Extraversion, Inhibition) aims to identify extroverted / introverted individuals, inhibited, withdrawn, incapable of social contact, insecure and emotional. 64% of the subjects (obtained marks over 5) show tendencies of inhibition in front of social contacts, anxiety, unavailability for action, somatic manifestations before certain occasions that are important. 74% of boys are independent, able to relate socially, ready to experience, enterprising, eager to act.

The investigation of the relationship between the variables led to the following result: there is a direct correlation between extraversion / introversion and parental educational behavior of performance orientation, indicated by the value of the Pearson coefficient, $p = 0.834$, Sig. 0.001, the correlation is significant at 0.01 (2-tailed).

From the analysis of the results obtained by the girls, it can be stated that compared to the group of boys, they are inhibited, awkward, incapable of social contact, insecure and emotional, they do not feel able to fight for the achievement of ideals.

Hypothesis 4 - *We presume there is a significant correlation between emotional stability and the perceived parental style.*

FPI Scale N 11 - (Emotional Stability) identifies for high scores neurotic people, uncontrolled, emotionally unstable, lacking coping mechanisms, and at the opposite pole emotionally stable people, with optimal control over their own behavior, confident per se.

The high scores, in 61%, recorded by the participants identify emotionally unstable people, lacking a coping mechanism, slightly uncontrolled, while the low

scores, in a percentage of 39%, attributed mostly to boys, reveal emotional stability, self-confidence, with optimal control of one's behavior.

The following personality traits characteristic of emotionally unstable adolescents can be listed: mood swings, depression, sadness, irritability, vulnerability, tension, preoccupation. Subjects are thoughtful, easily distracted from an activity, with daydreaming, worries, feelings of guilt, contact disorders, often feel misunderstood and wronged, or are indifferent. At the opposite pole are the subjects who obtained values between minimum 2 and maximum 6 and who allow their characterization as relaxed, patient, calm, positive, confident, and emotionally undisturbed.

Corroborating the results of the scales studied above, it results that 45% of the studied persons manifest a series of specific characteristics in the spheres of impulsivity and emotional instability. These dominant are: feelings of anxiety, low tolerance for frustration (feeling upset, disturbed even by trivial difficulties), some teenagers are impatient and anxious, inhibited, awkward, even unable to relate socially, are emotional and insecure, do not feel able to fight for the realization of ideals, they are depressed, sad, irritable, vulnerable, tense, preoccupied. Subjects are driven by thoughts, easily distracted from an activity, daydreaming, worry, feelings of guilt, contact disorders, often feel misunderstood or wronged (Malinen, 2010). The suggestiveness and curiosity of teenagers, ignorance and fashion, the search for sensations determine them to be more vulnerable and to resort to something new.

Knowledge and understanding by parents of the peculiarities of age, personality, the specifics of character accentuations, representations, expectations, fears of adolescents and blockages that diminish the quality of communication and parent-adolescent relationships ensure the optimal use of the pedagogical foundations of family educational action.

Emotionally unstable subjects are people who do not effectively control their emotions, states of tension, anxiety, stress, are people who do not consider themselves responsible for their own actions and behaviors. Emotional instability correlates positively in the case of adolescents in research with private parental educational behavior (Wright & Wright, 1993; Sandstrom & Huerta, 2013), after the calculated value of the Pearson coefficient $p = 0$. A family climate favorable to the harmonious development of children leads to a positive attitude towards them towards the instructive-educational activities and towards life. Children living in such families are more open, sociable, more interested in the new, easily cope with life's challenges, have more self-confidence, are more optimistic, and find the necessary emotional, spiritual, and physical support in the family. and intellectual..615, (Sig. 0.000), the correlation is significant at 0.01 (2-tailed).

Hypothesis 5 - *We presume there is a significant correlation between sociability and the perceived parental style.*

FPI 5 Sociability scale aims to detect sociable, cheerful or unsociable, restrained people, characterized by psychosomatic disorders motivated by subjective feelings, which are usually associated with nervousness and mental sensitivity. The high values recorded by adolescents signify vivacity, the tendency to establish social contacts, subjects who obtained marks of 4 and 5 (35%) are active, enterprising, communicative and with prompt reply. Adolescents with a stable, well-defined, expansive, enthusiastic and energetic Self have relationship skills, they are people who easily connect social relationships.

For the sociability indicator, at the level of the group of adolescents, low values were registered, which shows a reduced desire for interpersonal contact of the subjects; out of the total number of subjects, 43.2% find it difficult to enter into

relationships with other people, are withdrawn, sometimes distant and less enterprising.

From the perspective of parental educational behavior, it is assumed that a family climate characterized by over-involvement and over-protection can be vulnerable (Desforges and Abouchaar, 2003). This results from the correlational analysis between sociability and superimposed parental educational behavior there is a direct, positive, significant correlation, indicated by the value of the Pearson coefficient, $p = 0.756$ (Sig.0.004), the correlation is significant at 0.01 (2-tailed).

Hypothesis 6 - *We presume there is a significant correlation between sensibility and the perceived parental style.*

FPI Scale 4 (Excitability, Sensibility) aims to detect impulsive people, sensitive to frustration and challenges, irritable, with a high emotional tone, easily disturbed. Subjects who recorded high values (53%) have low tolerance for frustration (feel disturbed, disturbed even by trivial difficulties). It turned out that more than half of the young people with high grades in this factor (7), who come from single-parent families, with deficient parental relationships, have a weak self-confidence, a fragile emotional balance.

Subjects who recorded low values (26.6%) on the excitability scale, have low impulsivity and spontaneity, are emotionally controlled, patient, with a high tolerance for frustration. Adolescents who value and respect themselves are able to build positive relationships, interact easily with others, respect them and understand others. Most of the subjects of the studied group obtained grades between 3 and 7, the average 5 being considered high. The high values obtained by adolescents denote states of anxiety, tension, susceptibility and emotion. Bivariate correlational analysis was used to highlight the relationship between excitability and parental behaviors perceived by adolescents in the research group. There is a moderate positive correlation between emotionality and punitive parental educational behavior, indicated by the value of the Pearson coefficient, $p = 0.670$ Sig. 0.000, the correlation is significant at the level of 0.01 (2-tailed).

6. Conclusions

From the statistical processing, analysis and interpretation of the results obtained by the adolescents in the research group, it is obvious that the objectives have been achieved and the six presumed hypotheses have been confirmed. The results of the evaluation with the Rosenberg Scale of the researched group of adolescents highlights the fact that there is a fluctuation of self-esteem among the young people studied. In general, teenagers tend to rate themselves on average. Some days they take responsibility, they are proud of what they have accomplished, and other days they are not. However, girls' self-confidence is lower than that of boys. They are easily impressionable, they consider others more competent, more intelligent, they present inferiority complexes, and the way they evaluate themselves is one of underestimation.

The parental style adopted in the child's education puts its mark on his mental development, the main behavioral areas that define it being the cognitive and social-affective. In comparison, boys showed a tendency to obtain higher scores than those recorded by girls.

Following the application of the EMBU inventory it turned out that the main maternal parental models adopted by the adolescents in the study were performance-oriented, overprotective, punitive, and privative. In the perception of the participants, mothers are interested in the performance of their children, the grades obtained, the school situation and the desire to ensure that they listen to their advice, tend to be too

involved in children's work, decisions and autonomy. The main parental patterns adopted by the subjects in the study, in total, were: performance orientation, privative and guilt generator. The tendency of parents to use coercive methods in relation to their children's activities and school results: punishments, authoritarian decisions, criticism is perceived as having an above average intensity. Paternal behavior in girls' perception is perceived as tolerant, performance-oriented, and humiliating. Performance-oriented parents follow their children's school work and advise them on career guidance for a successful career.

Early maturation of adolescent girls compared to boys leads to parental reactions, thus increasing the level of conflict, isolation or confusion. Compared to the results of the boys and the results of the girls, it was revealed that there are various dysfunctions regarding the deficit of the parents' educational capacities. Socio-economic status of parents, school performance, maintaining healthy growth habits, unconditional love and support, can correlate with a higher self-esteem in adolescence, parents' demands must be realistic, related to the child's needs.

From the analysis of the obtained by the girls results on the FPI scales, it can be stated that compared to the group of boys, they are inhibited, awkward, incapable of social contact, insecure and emotional, they do not feel able to fight for the achievement of ideals. Knowledge and understanding by parents of the peculiarities of age, personality; the specifics of character accentuations; of representations, expectations, fears of adolescents and blockages that diminish the quality of communication and parent-adolescent relationship ensure the optimal use of pedagogical foundations for family educational action.

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