

Difference of Teen Emotion Based on Parenting Patterns

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Keywords: Teens, Emotions, Parenting Patterns.

Abstract: This study aims to identify the emotional differences of junior high school students and to know whether or not the emotional differences of parental care. Parents have a big influence on teen emotional patterns because it is a supporting element of children to actualize themselves. Adolescent emotions have an effect on adjustment, so the role of parents is crucial in shaping the child's personality. This study is a comparative study that compares the similarities and differences between parents' parenting patterns to teenage emotions. The sample of this research is Junior High School which is 40 samples by using simple random sampling technique. The research instrument used the teen emotional scale and parenting patterns. Test data analysis using t test. The results showed that adolescents grown by parents of democratic style and permissive style have different emotional conditions. The results of this study indicate that teen emotions based on parenting patterns of democracy have an average score of 80.75, while the permissive has an average score of 78.50. The results of data analysis obtained a significance value of 0.322 ($p > 0.05$), which shows there is a difference between teenage emotions that have parenting patterns of democracy and teenage emotions that have parenting patterns, permissive parents.

1 INTRODUCTION

Teenagers are in the tumultuous phase of human life because they are experiencing growth and development both physically and psychologically. Teenagers will also often have an unstable level of emotion, due to moods that are unstable. Emotions in adolescents have an important role in life. Emotions have an effect on the individual, individual or social adjustments. According to Cooper K. (2002), emotions are organizers in the space of thought and deeds that are still in the corridor of rationality.

While Sarlito Wirawan (Yusuf, 2016). States that if the management of emotions well can have a direct impact on the power of one's affections. The family has a great influence on the emotional development of the teenager, how he behaves, expresses his thoughts, and expresses his desires and emotions in a social interaction is very dependent on the family. The child's personality in the adult phase is defined role in the family.

Research has shown that emotions play a significant role in the learning process and academic achievement. However, the fact that measurement of emotions during or after instruction usually requires written responses on lengthy research instruments has been given as a reason why researchers have tended to avoid research on this topic in classrooms. Consequently, we developed a short Likert-scale

instrument which used only three items within the three factors of interest, well-being and boredom to measure adolescent emotions during instruction in science education. We present four different studies in four populations to assess the validity of the scale. In order to determine the reliability and validity of the instrument, it was administered to pupils across arrange of grades (grades 6-12) after being taught standardised lessons by 14 teachers in south-western Germany. The data generated were analysed statistically in terms of their reliability and validity. As the three independent factors (interest, well-being and boredom) had been derived from theoretical constructs, confirmatory factor analysis was applied. In a second study based on pupils from different age groups, grades and school subjects, we found different scores according to age and subject, suggesting that the scale is sensitive to these parameters. A third study used two standardised educational programs in zoology and botany for 5th and 6th graders to assess the scale's sensitivity towards changes in emotions. Pupils rated the zoological topic as more interesting than the botanical topic, as less boring and they felt better.

External validity was determined by correlating the data that was generated using our scale in a fourth study on University students with the data generated by an established measurement of motivation (the

shortened German version of the KIM—Kurzkala zur Intrinsischen Motivationl). The data generated suggest that the three factors cluster satisfactorily and that the instrument, which can be administered with minimum disruption of classroom time, is both reliable and valid (Christoph Randler, dkk, 2011).

According to Yusuf (2016) Emotions that occur in adolescents including from the psychological event. So that every individual is likely to have different situations. Adolescence is a phase of developmental transition from the early childhood phase to early adulthood.

The result explained brain growth and change is a key factor in adolescent development, influencing cognitions, emotions, and behavior. As technology has improved, so has the research on the adolescent brain. School counsellors working with adolescents need to be familiar with recent literature to be more effective in their work with middle and high school students. Understanding changes in teens' brains and the impact it has on cognitive and personal/social development may assist school counsellors in building a developmentally appropriate secondary school counselling program that better meets the needs of adolescent student populations (Gail K. Roaten and David J. Roaten, 2012).

In the adolescent phase of unexplained emotional change it is a character. Strom and stress are generally known. The reason is because the hormones in teenagers have differences with the previous phase and the rapid physical growth that occurs so that the impact on emotions that are not stable. In addition to the empirical validation of 'health and happiness' determinants, theoretical models suggesting where to ground actions are necessary. In the beginning of the twentieth century, intervention models focused on evaluation and empirical validation were only concerned about overt behaviours (verbal and non-verbal) and covert behaviours (cognitions and emotions) (Margarida Gaspar de Matos, 2016)

Parents have a major role in nurturing their children. The occurrence of a relationship crisis involving parents and children is largely due to the discretion of parents in applying parenting to their children (Apriastuti, 2013). The attitude of parenting is reflected in the pattern of parenting to different children because parents and family have certain parenting patterns. This study aims to determine the difference of teen emotions based on parental parenting. This study is expected to contribute to the study of adolescent development.

2 METHOD

This study is a comparative study that compares the similarities and differences between parents' parenting patterns to teenage emotions. The

population of this study is the students of Islamic Junior High School Al Hikmah Pondok Cabe which amounted to 274 students. The sample taken is 40 using simple random sampling technique or taking sample members from a random population without considering strata in a population with homogeneity consideration (Sugiyono, 2012). The sampling technique is run based on the table of determining the number of samples in the population developed by Isaac and Michael (Sugiyono, 2012).

The instrument uses adolescents' emotional scales based on indicators of adolescent emotional aspects. This scale directs respondents to rank each statement with a range of one to five answer options. To determine parental parenting using an open questionnaire. This study only examines adolescents who have parenting patterns of democracy and Permissive. The data analysis technique used is independent sample t-test that aims to distinguish between teen emotions based on parenting patterns.

3 RESULTS

The results showed that teen emotions based on parental parenting have a different average emotional score. The following is the exposure of the average score of an adolescent emotional score in the sample group:

Table 1: Results of the average teen emotional score.

| | democracy | Permissive |
|----------------|-----------|------------|
| N | 20 | 20 |
| Mean | 80.75 | 78.50 |
| Minimum | 70 | 70 |
| Maximum | 89 | 89 |
| Variance | 47.776 | 52.789 |
| Std. Deviation | 6.912 | 7.266 |

Table 1 shows that the average teenage emotional score of parent democracy pattern is 80.75. The highest score is 89, the lowest is 70, the variation is 47.78, and the standard deviation is 6.91. The average teenage emotional score of parenting permissive parenting was 78.50 with the highest score of 89, the lowest score of 70, the variation 52.78, and the standard deviation of 7.27.

To test the data analysis using independent t-test samples required an assumption of normality and homogeneity of data. The normality test here uses the one sample Kolmogorov-Smirnov test technique. Described in the table below:

Table 2: Test results of data normality.

| One-Sample Kolmogorov-Smirnov Test | | | |
|------------------------------------|----------------|-------------------|-------------------|
| | | Democracy | Permissive |
| N | | 20 | 20 |
| Normal Parameters ^{a,b} | Mean | 80.75 | 78.50 |
| | Std. Deviation | 6.912 | 7.266 |
| Most Extreme Differences | Absolute | .272 | .235 |
| | Positive | .169 | .225 |
| | Negative | -.272 | -.235 |
| Test Statistic | | .272 | .235 |
| Asymp. Sig. (2-tailed) | | .000 ^c | .005 ^c |

Based on normality test result, it can be seen that Asymp.sig (2-tailed) value on student subject of democracy parenting is 0.000 and on student subject from permissive parenting is 0,005. Because the value of significance is more than 0.05, the adolescent emotional variable in the sample is stated normal distribution.

The homogeneity test on the difference test is intended to assess that each group to be compared has the same variance. The test was performed with a test of homogeneity of variance from SPSS Version 23.0 for windows on the determination of significance level $\alpha \geq 0.05$. Data analysis with the help of SPSS for windows 23.0 version get the following results:

Table 3. Homogeneity test results and independent sample t-test.

| Levene's Test for Equality of Variances | | -test for Equality of Means | | |
|---|------|-----------------------------|--------|-----------------|
| F | Sig. | t t | Df | Sig. (2-tailed) |
| .977 | .329 | 1.003 | 38 | .322 |
| | | 1.003 | 37.906 | .322 |

From table 3 it can be seen that the significance value of the Levene's test is 0.329 which means greater than 0.05. Thus, it can be argued that both groups of samples, teen emotions based on parenting patterns of democratic and permissive parents, share the same variance.

The result of independent t-test (independent sample test) produces significance of 0.332 which means lower than 0.05. Thus, the hypothesis of this study, regarding the difference between teen emotions based on parental parenting, is acceptable. Adolescents with parenting styles democratic style have higher emotions than those raised in a permissive manner.

4 DISCUSSION

Emotional freedom, according to Coleman and Hammen (Darwis, 2006), cannot but be an important point of departure for teenagers. At least there are four functions it has. First, emotions are energy generation. Without human emotions the same as death, because life is feeling, experiencing, reacting and acting. With human emotions, it awakens and regulates the energy it has. Second, it serves as the bearer of information. The state within oneself can be known through the emotions experienced. Third, emotion serves as both intrapersonal and interpersonal communication. Fourth, emotion is used as information about the success that has been achieved.

The role of basic emotions in SLA has been underestimated in both research and pedagogy. The present article examines 10 positive emotions (joy, gratitude, serenity, interest, hope, pride, amusement, inspiration, awe, and love) and 9 negative emotions (anger, contempt, disgust, embarrassment, guilt, hate, sadness, feelingscared, and being stressed). The emotions are correlated with core variables chosen from three well-known models of L2 motivation: Gardner's integrative motive, Clément's social-contextual model, and Dörnyei's L2 self system. Respondents came from Italian secondary schools, and most participants were from monolingual Italian speaking homes. They described their motivation and emotion with respect to learning German in a region of Italy (South Tyrol) that features high levels of contact between Italians and Germans. Results show that positive emotions are consistently and strongly correlated with motivation-related variables. Correlations involving negative emotions are weaker and less consistently implicated in motivation. The positivity ratio, that is, the relative prevalence of positive over negative emotion, showed strong correlations with all of the motivation constructs. Regression analysis supports the conclusion that a variety of emotions, not just one or two key ones, are implicated in L2 motivation processes in this high-contact context (Peter, D. 2017).

Teenagers' relationship with parents is an indicator of teenage emotional condition. For example, if the harmonious relationship of adolescents with parents emotionally bound, then the adolescent has good social potential. The same thing was also expressed by Steinberg (1993). Their results show that adolescents who get the full support of a wisely channelled family will tend to be autonomous and self-controlled individuals. Conversely, adolescents who lack the support of their parents tend

to be less confident, less competent, and even less successful in learning. This happens because emotionally they have not gained the trust of the parents (Dacey and Kenny, 1997). The results, author discusses the theoretical and practical implications of these results in this study. Although recent studies have provided some explanation about the relationship between difficulties in emotion regulation and aggression in adolescence, the role of intervening variables in this connection has been ignored. The purpose of this research was to understand the relationship between adolescents' emotion regulation and aggression and to focus on the mediator function of social problem-solving and anger control. Participants comprised 413 adolescents (252 females and 161 males; mean age 15 years). The findings provided evidence for the partial mediator role of anger control and social problem-solving (Kuzucu, 2016).

Parents use a method or parenting way so that their children can grow and develop into socially mature individuals, called parenting. Adolescents may especially need social and emotional help. They're learning how to handle new demands in school and social life while dealing with new, intense emotions (both positive and negative), and they're increasingly feeling that they should do so without adult guidance. Social and emotional learning (SEL) programs are one way to help them navigate these difficulties. SEL programs try to help adolescents cope with their difficulties more successfully by improving skills and mindsets, and they try to create respectful school environments that young people want to be a part of by changing the school's climate in this article, David Yeager defines those terms and explains the changes that adolescents experience with the onset of puberty. Then he reviews a variety of SEL programs to see what works best with this age group. On the positive side, Yeager finds that effective universal SEL can transform adolescents' lives for the better. Less encouragingly, typical SEL programs—which directly teach skills and invite participants to rehearse those skills over the course of many classroom lessons—have a poor track record with middle adolescents (roughly age 14 to 17), even though they work well with children. But some programs stand out for their effectiveness with adolescents. Rather than teaching them skills, Yeager finds, effective programs for adolescents focus on mindsets and climate. Harnessing adolescents' developmental motivations, such programs aim to make them feel respected by adults and peers and offer them the chance to gain status and admiration in

the eyes of people whose opinions they value (David, S.Y. 2017).

The type of parenting mapping consists of (1) based on regulation (2) affection. Several research studies suggest a link between parents' emotion socialization and children's social competence and behavior problems. Parents contribute to their children's emotion socialization, more directly, through responses to their children's emotions. Early emotion socialization experiences with parents establish patterns of emotion experience, expression, and regulation that children carry into their broader social circles. The aim of this study was to document mothers' responses to their children's sadness, anger, fear, and being overjoyed. A study sample of 868 mothers of pre-schoolers completed the questionnaire in Turkey. The validity and reliability properties of the Responses to Children's Emotions (RCE) Questionnaire were also examined. We found that mothers in Turkey preferred to respond differently to children's different emotions. Mothers' responses generally did not differ according to the gender of their children; the only difference was found for sadness. Mothers' responses to their children's emotions related to the children's and mothers' ages, monthly family income, levels of mothers' education, mothers' employment status, birth order of children, and the city they lived in. This study is important in that it is the first to document mothers' emotion socialization strategies for their children in terms of one positive and three negative emotions. (Ersay, 2014).

Hurlock (1993) explained that parenting is divided into three namely authoritarian, democratic, and permissive. The characteristics of child authoritarian parenting must be submissive and obedient to the wishes of parents, Controlling parents on the behavior of children is very tight and less provide strengthening, often give punishment if failure, Control behavior through external control. While the democratic parenting pattern has characteristics Children are given the opportunity to independently and develop internal controls, the child is recognized as a person by the parents and involved in decision making. Permissive parenting pattern has characteristics Parental control is less, loose or free, Child less guided in self-regulating, Children are allowed to make their own decisions and can do as they wish themselves. (David Yeager, 2017)

In article links student and family characteristics, along with perceived purposes for doing homework, to homework emotion management as reported by 205 high school students in grades 9-10. A results revealed that adolescents' management of their

emotions was not related to grade level and amount of parental education. However, girls and students who received family help reported more frequently monitoring and controlling their emotions. In addition, intrinsic reasons and extrinsic reasons for doing homework accounted for an additional, significant percentage of the variance in homework emotion management, with higher levels of intrinsic and extrinsic reasons being positively associated with more frequent use of homework emotion management strategies (Jianzhong Xu, 2005).

In this research, there is two parents' parenting pattern which is found in the adolescent which is taken as the sample of democracy and permissive pattern. There is an emotional difference between adolescents with democratic and permissive parenting. Adolescents with parenting styles democratic style have higher emotions than those raised in a permissive manner. The results of this study provide a different picture of parenting parents. There needs to be a more in-depth study of research samples related to the high emotions of children who have parenting patterns of democracy.

5 CONCLUSIONS

This study explains that high or low teen emotions can be formed based on parental parenting factors. Then there is the difference of teen emotions based on parenting patterns, where parenting patterns of democracy and permissiveness produce different effects on teen emotions. Adolescents developed with a parenting pattern of democracy scores higher emotions than those developed in a permissive parenting pattern.

Other in the result this study aims to identify emotional problems in high school adolescents and to know whether or not there are differences in adolescent emotional problems in terms of parenting patterns applied by parents. Hypothesis proposed in the research is there are differences of adolescent emotional problems in terms of parenting pattern of parenting (Yandari A. T. and Tambunan, A. E., 2016).

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