

The Moderating Role Of Emotion Regulation In Parenting Styles And Social Anxiety Among Adolescents

Sana Faryad¹, Fouzia Iftikhar², Kamran Sher^{3*}, Sana Shamim⁴, Ayesha Arooj⁵, Majida Mansoor⁶, Faiza Naeem⁷, Muhammad Umar⁸

¹Working as a Clinical Psychologist at Maaz Hospital (Principal Author)

²Working as Community Counselor in Active Help Organization

³Lecturer Psychology, Govt Graduate College of Science, Faisalabad, Email.chaudharykamran810@gmail.com

⁴PhD fellow and Lecturer at Institute of Professional Psychology, Bahria University, Karachi

⁵Clinical Psychologist at Autism Spectrum disorder welfare Trust

⁶Instructor Speech and language pathology at Shifa tameer -e- Millat University Islamabad

⁷Counselor, Beaconhouse School System Main campus Faisalabad.

⁸Lecturer Psychology Govt. Murray College, Sialk

***Corresponding Author:** Kamran Sher

*Email.chaudharykamran810@gmail.com

ABSTRACT

The present study examines the moderating role of emotion regulation in the relationship between parenting styles and social anxiety among adolescents. Drawing on a sample of 220 adolescents (43.7% girls and 50.9% boys) aged 13 to 20, the research explores how authoritative, authoritarian, and permissive parenting styles influence social anxiety, and how adolescents' capacity for emotion regulation impacts this relationship. Using a correlational research design and convenience sampling, participants were assessed through well-established measures, including the Social Anxiety Questionnaire (SAQ), Emotion Regulation Questionnaire (ERQ), and Parenting Style Questionnaire (PSQ), administered in Urdu. The findings suggest that emotion regulation serves as a critical buffer, particularly enhancing the positive effects of authoritative parenting while mitigating the negative impacts of authoritarian or permissive parenting. Adolescents with effective emotion regulation skills reported lower levels of social anxiety, regardless of parenting style. However, limitations related to the broad age range (13–20) must be noted, as adolescents at different developmental stages may exhibit varying capacities for emotion regulation and social anxiety. To address these challenges, the study recommends tailored intervention programs to enhance emotion regulation, parental education initiatives, and the integration of emotion regulation into school curricula. Additionally, future research should adopt longitudinal designs and include diverse cultural and demographic samples to capture the nuances of adolescence and ensure the generalizability of findings. These recommendations aim to foster a holistic approach to supporting adolescents' emotional well-being.

INTRODUCTION

Emotion is a fundamental factor of human psychology, includes the conscious and subconscious processes through which people manipulate their emotional states. This essay explores the definition, sorts, and theoretical frameworks of emotion regulation, drawing insights from current studies in psychology. Emotion regulation encompasses diverse techniques people employ to modulate the depth, length, and expression in their emotions. It plays a vital position in psychological well-being, interpersonal relationships, and usual adaptive functioning (Gross, 1998). Cognitive reappraisal involves re-framing one's mind about a scenario to modify its emotional effect. Research indicates that folks that often use cognitive reappraisal have a tendency to revel in better intellectual fitness outcomes. Expressive suppression is the inhibition of the outward expression of feelings. Whilst it is able to assist adjust visible signs and symptoms of emotion, research suggest that immoderate suppression may want to result in bad consequences, consisting of increased physiological pressure. Emotional suppression refers to efforts to down regulate or lessen the intensity of emotional experiences. This approach has been associated with decreased emotional well-being, as highlighted in research inspecting its impact on mood and mental fitness (Gross, 1998).

Parenting style is a hard and fast of traits and attitudes in the direction of the kid which can be transmitted. To the child and, while mixed, form an emotional surroundings wherein the dad and mom's movements. Social tension is the maximum commonplace psychological. Situation among adolescence teens, and it no longer best interferes with daily conversation but also has an impact at the patient. Social tension is defined as a human emotion characterized by an acute dread of being judged by others in social relationships (Morrison & Heimberg, 2013). One of the maximum critical aspects in a baby's socialization is the determines fashion of parenting. Mother and father manage their adolescence academic activities logically as well as instinctively, introducing a Form of styles from their own primary households. Tremendous parenting is a parenting fashion that Involves displaying warmth, compassion, understanding, and attentiveness to the adolescences. If human beings be given

their positions, they become vulnerable to societal prejudices that they grew up with in addition to people who exist inside the international around them (Havigerova & Haviger, 2014; Kawabata et al., 2011).

Social anxiety, moreover called social phobia, is a psychological situation characterized by means of an awesome worry of social conditions and a chronic subject about being judged, criticized, or humiliated through others. People with social tension regularly enjoy severe tension and soreness in various social contexts, which could considerably effect their each day lives and functioning. Social anxiety can take place in differing types and stages, and researchers have overall performance tension fear of appearing in front of others which includes giving a speech offering in an assembly or acting on stage (Leary & Kowalski 1990). Worry of conducting conversations or social interactions regularly due to issues about announcing or doing something embarrassing or being judged by means of other. Worry of being located or watched by others even in normal activities inclusive of ingesting consuming or writing. Further integrating findings on fears of advantageous and poor assessment. Fear of relationship or undertaking romantic relationships due to issues about rejection or judgment.

Public speaking tension particular fear related to speaking in public or addressing a target market. It's important to notice that social anxiety can vary in severity and may coexist with different intellectual health conditions. Treatment options regularly consist of cognitive-behavioral remedy (CBT), medicine or a combination of both. In case you or a person you know is struggling with social tension, it's encouraged to be seeking expert assist for a thorough evaluation and appropriate intervention. One distinguished type of social tension is overall performance anxiety where people worry judgment and negative assessment at some stage in sports inclusive of public speaking acting on degree or accomplishing any task wherein they agree with others are staring at them (Gross, et al., 2007). Some other kind is interpersonal anxiety, which entails anxiety in normal social interactions and fear of rejection or embarrassment in one-on-one or institution settings. Generalized social anxiety ailment (SAD) incorporates a broader worry of various social situations, leading to pervasive and persistent tension throughout different components of lifestyles (Katerelos, 2008).

LITERATURE

Childhood and adolescence are essential developmental periods marked by complex social and emotional challenges. The impact of parenting styles on youth emotional well-being has garnered substantial attention in the literature. Baumrind's seminal work (1967) on parenting styles remains a key reference, categorizing parenting into three main patterns: **authoritative**, **authoritarian**, and **permissive**. These styles have been linked to various adolescent developmental outcomes, including competence, psychological well-being, and susceptibility to mental health issues such as social anxiety (Hoover & Sandler, 1995). In recent years, the role of **emotion regulation** has emerged as a crucial factor in adolescent development, influencing how they manage stress and anxiety. This review focuses on how emotion regulation moderates the relationship between parenting styles and social anxiety in adolescents, drawing on foundational theories such as **attachment theory** (Bowlby, 1982) and **social learning theory** (Bandura, 1977).

Baumrind's typology of parenting styles includes three main patterns, each associated with distinct adolescent outcomes:

Authoritative Parenting: Characterized by warmth, clear boundaries, and open communication. Authoritative parents are both demanding and responsive, promoting independence while providing emotional support (Colley et al., 2003). Research shows that authoritative parenting is associated with lower levels of social anxiety in adolescents, as the balance between high expectations and emotional warmth fosters confidence and competence in social settings (Finkenauer, Engels, & Meeus, 2002).

Authoritarian Parenting: Defined by strictness with little warmth. Authoritarian parents impose high demands but offer limited emotional support. This style has been linked to increased social anxiety in adolescents due to the rigid rules and lack of open communication, which can undermine self-esteem and increase fear of negative evaluation in social situations (Buckingham, 2005).

Permissive Parenting: Highly responsive but less demanding. Permissive parents are warm and indulgent but often avoid confrontation and set few boundaries. This lack of structure can contribute to difficulties in managing social situations, potentially increasing social anxiety (Twenge et al., 2018). Studies have consistently found that parenting styles are important predictors of adolescent social anxiety. For example, authoritarian parenting has been associated with higher levels of social anxiety, while authoritative parenting tends to have a protective effect, fostering better social adjustment and reducing anxiety (McLeod, Wood, & Weisz, 2007).

Emotion regulation refers to the strategies individuals use to monitor and modify their emotional responses to achieve desired outcomes (Gross, 1998). Strategies such as **cognitive reappraisal** (reinterpreting situations to alter emotional impact) and **expressive suppression** (inhibiting emotional displays) play key roles in managing emotional experiences. Effective emotion regulation is critical for maintaining psychological well-being and building healthy interpersonal relationships (Eisenberg, 1998). In adolescence, strong emotion regulation skills help mitigate the impact of anxiety-inducing situations, such as navigating social interactions. Adolescents with poor emotion regulation are more likely to experience internalizing problems, including social anxiety, as they struggle to manage emotional discomfort in stressful or challenging social contexts (Aldao, Nolen-Hoeksema, & Schweizer, 2010). Additionally, activities like mindfulness, seeking social support, and constructive problem-solving can enhance emotion regulation, providing adolescents with tools to cope with social anxiety (Compas et al., 2017).

Emotion regulation acts as a moderator in the relationship between parenting styles and adolescent social anxiety (Morris et al., 2007). The ability to regulate emotions can either buffer or exacerbate the impact of parenting styles on social anxiety: Adolescents with strong emotion regulation skills may be better able to manage the emotional stress of authoritarian environments, potentially lowering their risk of social anxiety. However, those with poor emotion regulation may experience heightened social anxiety due to the strict and often punitive nature of authoritarian parenting (Luebbe et al., 2014). Adolescents raised by permissive parents often face challenges due to the lack of structure and clear expectations. Those with strong emotion regulation can navigate these social uncertainties more effectively, reducing the risk of social anxiety. Conversely, those with weak emotion regulation may struggle in ambiguous social situations, increasing their vulnerability to anxiety (Brenning et al., 2015). High emotion regulation skills can further amplify the protective effects of authoritative parenting. The combination of supportive parenting and strong emotion regulation results in lower levels of social anxiety, as adolescents feel more secure in social interactions (Morris et al., 2011). Neglectful parenting, which lacks both warmth and structure, can have particularly detrimental effects on adolescents with poor emotion regulation, significantly increasing their risk for social anxiety. Even those with strong emotion regulation may struggle due to the absence of parental guidance and support (Garnefski et al., 2001). Two key theories provide a foundation for understanding the relationship between parenting styles, emotion regulation, and social anxiety: (Emphasizes the role of observational learning and modeling in the development of behaviors. Adolescents often model the emotional responses they observe in their parents, learning to regulate emotions based on parental behavior. For example, parents who model healthy emotion regulation strategies can help their children develop adaptive coping mechanisms (Neapolitan, 1981; Bowlby, 1982; Ainsworth, 1978). Focuses on the importance of early emotional bonds between caregivers and children.

A secure attachment is critical for the healthy social and emotional development of children. Adolescents with secure attachments are more likely to develop strong emotion regulation skills, which can buffer against social anxiety. In contrast, insecure attachments may result in poor emotion regulation and increased susceptibility to anxiety (Holland, 2002; McLeod et al., 2007 Bandura, 1977). Given the critical role of emotion regulation in moderating the effects of parenting styles on social anxiety, interventions aimed at enhancing emotion regulation may prove effective in reducing anxiety. Programs that teach adolescents cognitive reappraisal, mindfulness, and emotional awareness could help buffer against the negative effects of authoritarian or permissive parenting (De Witte et al., 2020). Furthermore, future research should explore how different dimensions of emotion regulation interact with specific parenting styles to influence adolescent anxiety outcomes.

Parenting styles significantly influence adolescents' emotional well-being, particularly in relation to social anxiety. However, emotion regulation plays a key moderating role, determining how adolescents manage anxiety in response to different parenting environments. Adolescents with strong emotion regulation skills are better equipped to cope with authoritarian or permissive parenting styles, while those with poor regulation may experience heightened social anxiety. Interventions that focus on fostering emotion regulation could reduce the negative impact of unfavorable parenting styles and promote healthier emotional outcomes in adolescents.

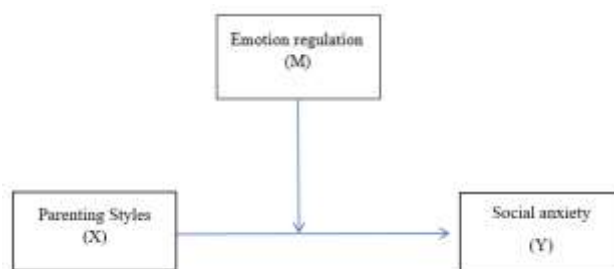
HYPOTHESIS

1. There would be significant positive relationship between parenting styles, emotion regulation and social anxiety among adolescence.
2. There would be significant positive relationship between authoritative parenting styles subtype, authoritarian parenting style subtype, permissive parenting style subtype, emotion regulation and social anxiety among adolescence.
3. Parenting styles would be significantly predictor of social anxiety among adolescence.
4. Emotion regulation would be significantly moderated the relationship between parenting styles and social anxiety among adolescence.
5. There would be significant gender differences emotion regulation, parenting styles and social anxiety among adolescence.

OBJECTIVES

1. To investigate the relationship between adolescent parenting styles and social anxiety.
2. To examine the role of parenting styles in buffering the positive effects of social anxiety on mental health outcomes.
3. To examine the moderating role of emotion regulation in relationship between parenting styles and social anxiety.
4. To suggest potential interventions that can be implemented to perceived parenting styles and improve mental health outcomes in adolescence living with social anxiety.

THEATRICAL MODEL



Figure

Emotion regulation refers to the process through which individuals manage, modulate, and express their emotions in response to internal and external stimuli. It involves a set of cognitive, behavioral, and physiological strategies that enable individuals to adaptively respond to emotional experiences while maintaining psychological well-being. Emotion regulation is a dynamic and multifaceted construct that encompasses various mechanisms aimed at influencing the intensity, duration, and expression of emotions (Gross, 2015).

Parenting styles refer to the broad patterns of attitudes, behaviors, and emotional responses that parents consistently exhibit in their interactions with their children. These styles play a crucial role in shaping a child's development, behavior, and overall well-being. The concept of parenting styles was popularized by Diana Baumrind, who identified three main types: authoritarian, authoritative, and permissive (Baumrind, 1971). Social anxiety, also known as social phobia, is a psychological condition characterized by intense fear or anxiety in social situations, where individuals may experience excessive self-consciousness and worry about being negatively judged or evaluated by others. People with social anxiety often avoid social interactions or endure them with significant distress, leading to impaired functioning in various aspects of their lives.

METHODOLOGY

Population of the Research

The adolescents in this study, along with their parents, made up the population. Age range of adolescence (13–20).

Sample of the Research

The sample size of 220 was considered for the current study, 220 adolescence boys and girls, age range 13 year to 20 year were selected. In adolescence sample 43.7% were girls and 50.9% boys participated.

Method of Sampling

The present study employed the convenient sampling technique to gather data. Convenience sampling is a non-probability sampling method where researchers use subjects who are easy to contact and obtain their participation. Researchers find participants in the most accessible places, and they impose no inclusion requirements. Convenience sampling is also known as opportunity or availability sampling.

Inclusion criteria

Adolescence between the ages of 13 and 20 was covered in the study. WHO defines 'Adolescents' as individuals in the 10-19 years age group (World Health Organization, 2007). This study included a sample of both boys and girls. Teenagers from various residential facilities and institutes were chosen at random. Participants who satisfy the requirements is included in the research. No participant was excluded from the study because of a physical disability; everyone was accepted. After providing their informed consent, participants were admitted into the study.

Exclusion criteria

1. Teens who are not agree were not allowed to participate in the study.
2. Every person who suffered from mental and physically was exclude.

Instruments

Demographic sheet

Demographic sheet became designed by way of the researcher to obtain demographic records from the individuals. Demographic incorporate private records like age, gender, training, fame this record changed into accumulated as per the necessities.

Social Anxiety Scale for Adolescents (SAS-A)

The Social Anxiety Scale for Adolescents (SAS-A; La Greca, 1999; Bano & Ahmad, 2014) was used to measure adolescents' social anxiety levels. The SAS-A consists of **22 items**—18 of which measure three subscales: Fear of Negative Evaluation (FNE), Social Avoidance and Distress-New (SAD-New), and Social Avoidance and Distress-General (SAD-General). Four items are filler items that are not scored. Sample items include: FNE: "I worry about what others think of me." And SAD-New: "I feel nervous when I meet new people." And SAD-General: "I am usually shy." The items are rated on a 5-point Likert scale, ranging from 1 = Not at all true to 5 = Very true. The SAS-A has demonstrated high internal consistency across the subscales: Fear of Negative Evaluation: Cronbach's alpha = 0.91 Social Avoidance and Distress-New: Cronbach's alpha = 0.85 Social Avoidance and Distress-General: Cronbach's alpha = 0.80 Its construct validity has been supported by multiple studies, showing a significant correlation with other anxiety measures and social avoidance behaviors.

Adolescent Adjustment Screening Inventory (AASI)

The Adolescent Adjustment Screening Inventory (AASI; Reynolds, 2001) was employed to assess the psychological adjustment of adolescents. The AASI consists of 36 items, which are designed to screen adolescents for potential emotional and behavioral adjustment problems. It includes subscales measuring depression, anxiety, anger, and disruptive behavior. Sample items include: "I feel lonely a lot." and "I argue a lot with my parents." And "I get into fights often." Items are rated on a 3-point scale ranging from 1 = Never to 3 = Often. The AASI shows strong psychometric properties: Internal consistency: Cronbach's alpha ranging from 0.75 to 0.92 for various subscales. Test-retest reliability: Coefficients of 0.70 to 0.85 over a 2-week period. The AASI has shown good convergent validity with other measures of adolescent behavioral and emotional adjustment.

Parenting Authority Questionnaire (PAQ)

The Parenting Authority Questionnaire (PAQ; Buri, 1991) was used to assess the three primary parenting styles (authoritative, authoritarian, and permissive). The PAQ consists of 30 items, with 10 items dedicated to each parenting style: Permissive Parenting: Sample item - "I allow my child to decide most things for themselves without asking me." Authoritative Parenting: Sample item - "I encourage my child to talk about their feelings." Authoritarian Parenting: Sample item - "I expect my child to obey without question or discussion." The PAQ uses a 5-point Likert scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Buri (1991) reported internal consistency coefficients (Cronbach's alpha) for the subscales as:

Authoritative Parenting: $\alpha = 0.79$, **Authoritarian Parenting:** $\alpha = 0.85$, **Permissive Parenting:** $\alpha = 0.65$. The PAQ also has good construct validity, with authoritative parenting being positively correlated with child adjustment outcomes, and authoritarian parenting correlating with higher levels of social anxiety in children.

Interaction Anxiousness Scale (IAS)

The Interaction Anxiousness Scale (IAS; Riaz & Bano, 2011) was utilized to measure interaction-related social anxiety in the participants. The IAS consists of 15 items designed to measure anxiety in interpersonal interactions. Sample items include: "I often feel nervous even in casual interactions with people." and "I avoid speaking in front of groups when possible." Items are rated on a 5-point scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree. The internal consistency reliability of the IAS in the translated version was reported as $\alpha = 0.88$, indicating high reliability. The scale has shown concurrent validity through its correlation with measures of general social anxiety.

Procedure

Before distribution of questionnaire adolescence were given complete statistics and explained the purpose of engaging in the research. Youth had been ensured approximately the confidentiality of their given information and assured that the records being provided by them will handiest be used for educational purposes. A translated model of social anxiety questionnaire (SAQ), emotion law questionnaire (ERQ), and parenting style questionnaire (PSQ). Was given first to the early life in Urdu language and in addition explanation changed into given to clear my confusion. Whole educations were given to the formative years concerning the way to clear up the questionnaire. All through the observe behavior of formative years was located and liked. Most effective the willing formative years participates signed the consent shape and crammed the records in the given look at questionnaire.

Ethical consideration

In conducting psychological research, ethical considerations play a pivotal role in safeguarding the rights and well-being of participants. Ensuring informed consent is obtained from individuals prior to their involvement in a study is paramount, requiring a transparent disclosure of the study's purpose, procedures, and potential risks. Confidentiality must be diligently maintained, with researchers taking measures to anonymize data and protect participants' privacy.

While deception may be employed in certain circumstances, its use necessitates justification and subsequent debriefing to address any concerns. Researchers must minimize harm, both physical and psychological, by carefully weighing risks and benefits. The principle of allowing participants the right to withdraw at any point without repercussions underscores the importance of respecting individual autonomy. Fair treatment and the avoidance of biases or discriminatory practices are imperative, emphasizing the need for equitable participant selection and treatment. Upholding professional competence, obtaining approval from ethical review boards, and reporting results accurately contribute to the overall ethical framework, ensuring the integrity and credibility of psychological research. Consideration of potential long-term consequences, both for participants and society, further underscores the ethical responsibility inherent in psychological inquiry.

Study Design

The quantitative research is based on a correlational studies layout. The research design for investigating the moderating function of emotion law inside the courting among parenting patterns and social anxiety among young people adopts a correlational technique, aligning with the have a look at's exploratory nature. The target sample comprises teens aged thirteen to twenty, selected from numerous backgrounds. Inclusion standards contain the absence of significant intellectual fitness problems, with express consent obtained from each contributors and their mother and father or guardians. The take a look at employs nicely-hooked up measures to evaluate the unbiased variable of parenting styles, the moderator of emotion law, and the dependent variable of social tension. The evaluation happens at more than one time points to seize capability developmental adjustments. A predefined timeline guides the research procedure, emphasizing clarity in participant recruitment, facts collection, and evaluation stages. Additionally, the finances allocates assets for player incentives, facts series gear, and necessary software, ensuring the take a look at's powerful execution.

The present present study employed sampling approach to gather data. Convenience sampling is a non-opportunity sampling approach in which researchers use topics who are clean to contact and gain their participation. Researchers find participants within the most available places, and they impose no inclusion requirements. Convenience sampling is also referred to as possibility or availability sampling. The sample size of 220 was considered for the current study, 220 adolescence boys and girls, age range 13 year to 20 year were selected. In adolescence sample 43.7% were girls and 50.9% boys participated.

RESULTS

Table 4.1 Participants Demographics information (N=220)

Data	N	%	Cum%
Age			
13-15	112	50.5	50.9
15-18	77	34.7	85.9
18-20	31	14.0	100.0
Gender			
Male	113	50.9	51.4
Female	105	43.7	99.1
Education			
SSC	75	33.8	34.1
HSSC	116	52.3	86.8
Bachelor	29	13.1	100.0
Area			
Urban	70	31.5	31.8
Rural	149	67.1	99.5
Status			
Joint	106	47.7	48.2
Nuclear	112	50.5	99.1

The above table shows statistical information regarding demographic variables (frequencies, percentages) calculated from the sample (n=220) selected at random from the target population. The sample is selected at random and from the overall sample of 220 respondents from which 113 (50.9%) are male and other 105 (43.7%) are female respondents. The Cumulated percentages are 51.4% for male and 99.1% for female. In case of education level from the overall targeted population 75 (33.8%) having SSC students, 116(52.3%) are of HSSC, 29(13.1%) are of Bachelor level education students. The Cumulated percentages are 34.1% for SSC and 86.8% for HSSC and 100.0% for Bachelor. From the overall collected data 112 (50.5%) respondents having age from 13-15 years, 77 (85.9%) having age from 15-18 years, 31 (14.0%) respondents having age from 18-20 years.

Table 4.2: Cronbach’s Alpha for the Research Measurers (N=220)

Research Measure	A	Items
Social Anxiety Scale	0.814	18
Emotion Regulation Questionnaire	0.824	10
Parting Style Questionnaire	0.808	30

As per results shown above table data was used for defining the reliability using variables. Social Anxiety Scale Cronbach’s alpha value 0.814, emotion regulation questionnaire 0.824, Parting Style Questionnaire 0.808 looking into the individual values of each of the variable, it is evident that the data presents the strong reliability reflected through Cronbach’s Alpha value.

Table 4.3: Descriptive Statistics of Measurement Tools of moderating role of emotion regulation in parenting styles and social anxiety among adolescence (N=220)

Scales	K	A	M	SD
SA	18	.82	46.87	11.21
ER	10	.83	19.89	3.31
PS	30	.76	89.11	16.39

Table showing descriptive statistics for different measurement tools. Here's an interpretation of the table: SA (Scale A):K (Number of items/questions): 18 A (Cronbach's Alpha): 0.82 (a measure of internal consistency, with higher values indicating better reliability) M (Mean): 46.87 (the average score) SD (Standard Deviation): 11.21 (a measure of the amount of variation or dispersion in the scores) ER (Scale B):K (Number of items/questions): 10 A (Cronbach's Alpha): 0.83 M (Mean): 19.89 SD (Standard Deviation): 3.31 PS (Scale C): K (Number of items/questions): 30 A (Cronbach's Alpha): 0.76 M (Mean): 89.11 SD (Standard Deviation): 16.39 These statistics provide insights into the characteristics of each measurement tool. The number of items (K) represents the size of the scale, Cronbach's Alpha (A) assesses the internal consistency of the scale, the mean (M) is the average score, and the standard deviation (SD) measures the variability or spread of the scores around the mean. Higher Cronbach's Alpha values generally indicate better reliability, while higher means and larger standard deviations suggest greater variability in responses.

Table 4.4: Pearson Correlations between, Social Anxiety, Emotional Regulation and Parenting Style among Adolescence (N=220)

Variables	M	SD	Parenting Style	Authoritative Parenting	Authoritarian Parenting	Permissive Parenting	Emotional Regulation	Social Anxiety
Parenting Style	89.11	16.39	-	.23**	.33**	.34**	-.26**	-.37**
Authoritative-Parenting	-	-	-	-	.31**	.29**	-.21**	-.31**
Authoritarian-Parenting	-	-	-	-	-	-.21*	.19*	.21**
Permissive Parenting	-	-	-	-	-	-	.21**	-
Emotional Regulation	19.89	3.31	-	-	-	-	-	.15**
Social Anxiety	46.87	11.21	-	-	-	-	-	-

** $P < 0.01$

Table 4, presents the Pearson correlation coefficients among the variables of Social Anxiety, Emotional Regulation, and different Parenting Styles—namely Authoritative, Authoritarian, and Permissive—among adolescents ($N = 220$). The table provides insight into how these variables interrelate, with each cell containing the correlation coefficient between two variables, and statistical significance is denoted where applicable.

Variables and Mean (M) and Standard Deviation (SD) Values

Parenting Style: Mean = 89.11, SD = 16.39

Emotional Regulation: Mean = 19.89, SD = 3.31

Social Anxiety: Mean = 46.87, SD = 11.21

Parenting Style and Parenting Styles

Authoritative Parenting: There is a negative correlation between Authoritative Parenting and Authoritarian Parenting ($r = -.31$, $p < 0.01$), suggesting that as Authoritative Parenting increases, Authoritarian Parenting tends to decrease.

Authoritarian Parenting: A small positive correlation is observed between Authoritarian Parenting and Permissive Parenting ($r = .21$, $p < 0.05$), indicating a slight tendency for higher Authoritarian Parenting to be associated with higher Permissive Parenting.

Permissive Parenting: A positive correlation is found between Permissive Parenting and Emotional Regulation ($r = .21$, $p < 0.01$), implying that more Permissive Parenting is related to better Emotional Regulation.

Parenting Styles and Emotional Regulation

Authoritative Parenting: There is a negative correlation with Emotional Regulation ($r = -.21$, $p < 0.01$), suggesting that higher levels of Authoritative Parenting are associated with lower Emotional Regulation. **Authoritarian Parenting:** A small positive correlation is observed with Emotional Regulation ($r = .19$, $p < 0.05$), indicating that higher Authoritarian Parenting is weakly associated with better Emotional Regulation. **Permissive Parenting:** A positive correlation with Emotional Regulation ($r = .21$, $p < 0.01$) is found, which implies that more Permissive Parenting is associated with better Emotional Regulation.

Parenting Styles and Social Anxiety

Authoritative Parenting: There is a negative correlation with Social Anxiety ($r = -.31$, $p < 0.01$), suggesting that more Authoritative Parenting is associated with lower Social Anxiety. **Authoritarian Parenting:** A small positive correlation with Social Anxiety ($r = .21$, $p < 0.01$) indicates that higher Authoritarian Parenting is weakly associated with higher Social Anxiety.

Permissive Parenting: A positive correlation with Social Anxiety ($r = .21$, $p < 0.01$) is noted, implying that higher Permissive Parenting is related to higher Social Anxiety.

Emotional Regulation and Social Anxiety

Emotional Regulation: There is a negative correlation with Social Anxiety ($r = -.37$, $p < 0.01$), indicating that better Emotional Regulation is associated with lower levels of Social Anxiety.

Parenting Styles: The correlations between different parenting styles reveal that Authoritative Parenting is generally associated with lower levels of Social Anxiety, while Authoritarian and Permissive Parenting show a tendency toward higher levels of Social Anxiety.

Emotional Regulation: Better Emotional Regulation is linked to less Social Anxiety. Among the parenting styles, Permissive Parenting has a positive association with Emotional Regulation, while Authoritative Parenting has a negative association.

General Trends: The table suggests that more effective Emotional Regulation is related to lower Social Anxiety, and this relationship is influenced by the type of Parenting Style. These correlations highlight the complex interplay between parenting practices, emotional regulation, and social anxiety, emphasizing the need for targeted interventions to address these dynamics in adolescent development.

Table 4.5: Summary of the Linear Regression Analysis Showing Parenting Style as a Significant Predictor of Highest Social Anxiety among Adolescents (N=220)

Predictors	R	R ²	Adjusted R ²	F	B	Df	Sign.
Parenting Style	.377	.142	.138	36.06	.258	218	.000

The provided table appears to be a summary of a linear regression analysis, focusing on Parenting Style as a predictor of Social Anxiety in adolescents. Here's an interpretation of the key metrics: Predictors: Parenting Style: This is the predictor variable being examined in the linear regression analysis. Model Fit Statistics: R (Multiple correlation coefficient): 0.377. R² (Coefficient of determination): 0.142. Adjusted R²: 0.138. F (F-statistic): 36.06. Significance of F: P < 0.001 (indicated by .000). Regression Coefficients: B (Unstandardized regression coefficient for Parenting Style): 0.258. Df (Degrees of freedom): 1 (for Parenting Style as the predictor) Significance Level: Significance Level for B: P < 0.05 (indicated by p<.05): Interpretation: R and R²: The multiple correlation coefficient (R) is 0.377, indicating a moderate positive relationship between the predictor (Parenting Style) and the dependent variable (Social Anxiety). R² (0.142) suggests that 14.2% of the variability in Social Anxiety is explained by the predictor variable. Adjusted R²: Adjusted R² takes into account the number of predictors in the model and provides a more accurate measure of how well the independent variable(s) predict the dependent variable. In this case, it is 0.138. F-statistic: The F-statistic tests the overall significance of the regression model. A high F-value (36.06) with a low p-value (0.000) suggests that the model is statistically significant. Regression Coefficient (B): The unstandardized regression coefficient for Parenting Style is 0.258. This indicates that for each unit increase in Parenting Style, Social Anxiety is predicted to increase by 0.258 units. Significance Level (p<.05): The significance level (P < 0.05) for the regression coefficient suggests that the relationship between Parenting Style and Social Anxiety is statistically significant. Overall, based on the provided information, it seems that Parenting Style is a significant predictor of Social Anxiety in adolescents, as indicated by the low p-value.

Table:4.6 Summary of the Linear Regression Moderation Analysis Showing Emotion Regulation play a role between Parenting Style and Social Anxiety among Adolescents (N=220)

	R	R ²	Co-effect	se	P
Constant	.429	.184		.3783	
PS	-	-	-1.2528	.4255	
ER	-	-	.1938	.0187	.0011
Int_1	-	-	.0628	.0213	.6492
			.0076		.0010
					.7199

Table 4.6 A linear regression moderation analysis examining the role of Emotion Regulation (ER) as a moderator between Parenting Style (PS) and Social Anxiety in adolescents. Here's an interpretation of the key metrics: Variables: Constant: Represents the intercept of the regression model. PS (Parenting Style): This is one of the predictor variables. ER (Emotion Regulation): This is another predictor variable. Int_1 (Interaction Term): Represents the interaction effect between Parenting Style and Emotion Regulation. Model Fit Statistics: R (Multiple correlation coefficient): 0.429 R² (Coefficient of determination): Not provided in the table Co-effect (Unstandardized coefficients): Constant: -1.2528 PS (Parenting Style): 0.1938 ER (Emotion Regulation): 0.0628 Int_1 (Interaction Term): 0.0076. Standard Errors (se): Provided for each coefficient. P-values (P): P-values associated with each coefficient. Significance Level: Significance Level for Coefficients: Indicated by p<.05

Interpretation: R and R²: The multiple correlation coefficients (R) are 0.429, indicating a moderate positive relationship between the predictors (Parenting Style, Emotion Regulation, and the Interaction Term) and the dependent variable (Social Anxiety). Interaction Term (Int_1): The Interaction Term represents the combined effect of Parenting Style and Emotion Regulation on Social Anxiety. In this case, the coefficient (0.0076) is positive, suggesting that the interaction has a positive effect on Social Anxiety. Significance Levels: The significance levels (p<.05) for the coefficients indicate that Parenting Style (PS) and Emotion Regulation (ER) are individually significant predictors, and the Interaction Term is also significant. This suggests that the relationship between Parenting Style and Social Anxiety is moderated by Emotion Regulation. The positive coefficient for the Interaction Term implies that the effect of Parenting Style on Social Anxiety is influenced by the level of Emotion Regulation. The model, as a whole, is statistically significant based on the provided p-values.

DISCUSSION

The potential moderation suggests that the interaction between parenting style and emotion regulation plays a pivotal role in shaping adolescents' social anxiety levels. The discussion of this hypothesis revolves around the understanding that parenting styles, such as authoritative, authoritarian, or permissive may have varying effects on adolescents' social anxiety depending on their individual capacities for emotion regulation. Emotion regulation is a key factor in how individuals manage and express their emotions, and it is likely to act as a buffer or amplifier in the context of social anxiety and parenting approaches (Han et al., 2020).

The discussion highlights the pivotal role of the interaction between parenting styles and emotion regulation in shaping social anxiety among adolescents. Parenting styles such as authoritative, authoritarian, and permissive are proposed to have different

impacts on social anxiety, depending on adolescents' emotion regulation capacities. Research suggests that authoritative parenting, characterized by warmth, support, and reasonable demands, has positive outcomes for adolescents, especially those with effective emotion regulation skills (Han et al., 2020). Conversely, authoritarian and permissive parenting styles, associated with less warmth and control, may exacerbate social anxiety, particularly in adolescents who struggle with emotional regulation (McLeod et al., 2007; Sher, Mughal, Faryad, Iftikhar, & Saleem, 2024). The discussion further suggests that emotion regulation acts as both a buffer and a mediator between parenting styles and social anxiety. Effective emotion regulation can help mitigate the negative effects of authoritarian or permissive parenting, while its absence may amplify anxiety symptoms. Studies show that parental guidance in emotion regulation significantly shapes adolescents' emotional resilience, reducing the risk of developing social anxiety (Eisenberg & Morris, 2002). Additionally, a lack of autonomy and opportunities for emotional development due to overprotective parenting has also been linked to increased social anxiety (Spence et al., 2002).

The proposed hypotheses also account for gender differences in the relationship between parenting styles, emotion regulation, and social anxiety. Research indicates that girls may be more sensitive to warmth and emotional support from authoritative parenting, while boys may respond more strongly to the autonomy it fosters (Leaper, 2002). Moreover, gender-specific emotion regulation patterns—such as girls' tendency to express emotions and boys' inclination to suppress them—may contribute to the different ways in which social anxiety manifests across genders (Zeman et al., 2006). These findings underscore the importance of tailored parenting interventions that consider both emotion regulation and gender-specific needs in addressing adolescent social anxiety (Beidel & Turner, 1997). Overall, the moderation model presented in this discussion emphasizes the complex interplay between parenting styles, emotion regulation, and social anxiety in adolescents. It highlights the potential for emotion regulation to either exacerbate or mitigate the effects of different parenting styles on social anxiety and stresses the importance of considering gender in this context. Understanding these relationships can help inform more effective interventions aimed at reducing social anxiety through parenting strategies that support emotional development (Sullivan et al., 2018; Garcia & Arsenian-Henriksson, 2019).

Limitations

While investigating the moderating role of emotion regulation in the relationship between parenting styles and social anxiety among adolescents aged 13 to 20, it is essential to recognize certain limitations associated with this specific age range. One notable limitation is the potential heterogeneity within this broad age group. Adolescence spans several developmental stages, each characterized by distinct cognitive, emotional, and social changes. As a result, individuals at the younger end of the spectrum (age 13) may exhibit different emotional regulation capacities and social anxiety experiences compared to those at the older end (age 20). Furthermore, the study's focus on a seven-year age range may obscure age-specific nuances, potentially oversimplifying the complexities of emotion regulation and social anxiety during adolescence. The diversity in experiences within this age span may limit the precision with which the findings can be applied to specific subgroups of adolescents. Researchers and practitioners should be cautious in generalizing the results to narrower age brackets within the specified range, and future studies may benefit from exploring these dynamics with more refined age categories to better capture the developmental nuances inherent in adolescence."

Recommendations

Based on the observed dynamics in the moderating role of emotion regulation in the interplay between parenting styles and social anxiety among adolescents aged 13 to 20, several actionable recommendations emerge. First and foremost, tailored intervention programs should be developed and implemented to specifically target and enhance emotion regulation skills in adolescents. These interventions can serve as preventive measures, potentially mitigating the impact of less favorable parenting styles on the development of social anxiety. Simultaneously, there is a need for parental education initiatives, providing resources and guidance to parents to better understand and navigate the influence of their parenting styles on emotion regulation and social anxiety in their adolescents. Schools can play a pivotal role by integrating emotion regulation and mental health education into their curricula, thereby equipping adolescents with essential tools to navigate social challenges. Furthermore, adopting a longitudinal research approach is recommended to track the evolution of emotion regulation, parenting styles, and social anxiety across different stages of adolescence. This would provide a more nuanced understanding of the developmental trajectories and inform the timing of interventions.

It is crucial to diversify research samples, including participants from various demographic and cultural backgrounds, to ensure the generalizability of findings. Culturally sensitive interventions can then be designed to address the unique needs of different populations. Additionally, mental health practitioners should receive training to recognize and address the role of parenting styles and emotion regulation in social anxiety among adolescents, enhancing the effectiveness of therapeutic interventions and support services. By implementing these recommendations, researchers and practitioners can contribute to a holistic approach aimed at fostering the emotional well-being of adolescents in diverse contexts.

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