

The Relationship between the Dimensions of Warmth and Control in Perceived Parenting Style and Peer Pressure on Externalizing Behavior in Middle School Adolescents

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ABSTRACT

This study analyzes the relationship between the dimensions of warmth and control in perceived parenting style, as well as peer pressure, on externalizing behavior in middle school adolescents. A quantitative correlational design was used, involving a sample of 100 middle school students in Surabaya selected through purposive sampling. The research instruments consisted of an externalizing behavior scale, a perceived parenting style scale, and a peer pressure scale. The results show that the warmth and control dimensions of perceived parenting style have a significant relationship with adolescent externalizing behavior. Additionally, peer pressure was also found to significantly contribute to the emergence of externalizing behavior. These findings affirm the importance of a warm parenting style and proportional parental control, as well as managing peer influence, in preventing externalizing behavior. In conclusion, a combination of positive parenting and healthy social support can be an important predictor for reducing externalizing behavior in adolescents. This research is expected to be a reference for parents, educators, and psychology practitioners in developing appropriate interventions to support the healthy behavioral development of adolescents.

Keywords: *Perceived Parenting Style, Peer Pressure, Externalizing behavior, Adolescents.*

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INTRODUCTION

As to Hurlock (1980), adolescence begins between the ages of eleven and eighteen and is characterized by substantial changes in one's physical appearance, emotional state, and social interactions. Hormonal shifts, embryonic growth of reproductive organs, and altered emotional expression are all hallmarks of adolescence. Problems in controlling one's emotions might manifest in outward displays of hostility, disobedience, or even physical violence (Achenbach, 1991; Liu, 2004). Data from KPAI and FSGI note an increase in aggressive adolescent behaviors, such as bullying, brawls, and online violence. Research by Tani et al. (2020) and Memmot-Elison et al. (2020) indicates that externalizing behavior is linked to sensation-seeking tendencies and a lack of prosocial behavior.

Externalizing behavior is considered destructive and can develop into more serious disorders (Shaw & Winslow, 1997; White et al., 2011). Environmental support and the role of parents are crucial factors in preventing these issues. Peer influence is also significant. According to Santrock (2003), peer pressure encourages adolescents to behave in accordance with group norms. Research by Intannia et al. (2020) and Sullivan (2006) confirms that this pressure contributes to deviant adolescent behavior.

Parental parenting style also plays an important role. An authoritative parenting style, which is warm and controlled, tends to reduce externalizing behavior. Conversely, a parenting style characterized by rejection or authoritarianism increases the risk of problematic behavior (Carrasco et al., 2020; Ansu, 2020). Adolescents' perceptions of the parenting they receive affect their psychological health, anxiety, and feelings of loneliness, especially in adolescents with disabilities (Hamurcu et al., 2019).

Several nations' worth of research has examined the effects of parenting methods and peer pressure on outwardly destructive behaviors. Nevertheless, there is a lack of research in Indonesia that examines the impact of both peer pressure and perceived parenting style (aspects such as warmth and control) on outwardly aggressive conduct. Given the significant cultural, familial, and peer dynamics of disparities in Indonesia, it is crucial to investigate this further.

In light of the above, the purpose of this research is to identify the ways in which middle school students' perceptions of their parents' parenting styles and the influence of their peers produce externalizing behavior. Theoretically, this study should advance clinical psychology, and practically, it will help readers and academics better understand what drives troublesome conduct in teenagers. Contrasting this study with others that have looked at the effects of familial and environmental variables on teenagers' externalizing behavior, such as Buschgens et al. (2010) and Fry et al. (2021), demonstrating the uniqueness of the present investigation

METHOD

Population and Sample

The population in this study was all middle school students in Surabaya, totaling 34,190 students aged 12–15 (grades 7–9). Due to the large population size, the study used purposive sampling to select 100 students as the sample. The inclusion criteria were: being 12–15 years old and actively enrolled in grades 7–9 at either a public or private middle school. The sample distribution showed that 54% were 14–15 years old, and 46% were 12–13 years old; 51% were in grade 9, 26% were in grade 8, and 23% were in grade 7. Based on gender, 53% were female and 47% were male

Research Variables and Measurement

Perceived parenting style and peer pressure were the independent factors in this quantitative correlational research that aimed to explore the association between externalizing behavior and the dependent variable. Positive and negative remarks were asked for on a 4-point Likert scale in order to gather data. For each statement, respondents

may choose from four possible ratings: "Strongly Agree" (4), "Strongly Disagree" (1), and the negative items had their scores inverted.

Externalizing Behavior (Dependent Variable)

Operational Definition:

Externalizing behavior is negative actions directed outwardly, such as aggression, delinquency, and hyperactivity (Liu, 2004). This scale was developed based on three aspects: a) Aggression: physical and verbal violence; b) Delinquency: lying, stealing, rule-breaking; c) Hyperactivity: difficulty focusing and impulsivity.

Validity and Reliability:

Out of 47 items, after three discrimination tests, 13 items were dropped due to an item-total correlation value of less than 0.3. The remaining 34 items were considered valid, and the Cronbach's Alpha reliability value reached 0.976, indicating high reliability.

Perceived Parenting Style (Independent Variable X1)

Operational Definition:

Perceived parenting style is a child's perception of their parents' parenting style, which may differ from objective reality. This perception influences the child's behavior, emotions, and achievements. Based on Maccoby & Martin (1983), this scale includes two dimensions: a) Warmth: attention, support, and sensitivity toward the child; b) Control: expectations, supervision, and discipline.

Validity and Reliability:

Out of 50 initial items, 14 items were dropped in the first round of discrimination testing. The remaining 36 items were considered valid, and the reliability value reached 0.979, indicating high consistency.

Peer Pressure (Independent Variable X2)

Operational Definition:

When people in a group feel pressured to act in a certain way, they are said to be suffering from peer pressure (Bandura, 1977). Three factors—participation with peers, involvement with school and family, conformity to peers, and misconduct—form the basis of this assessment.

Validity and Reliability:

Out of 68 initial items, 4 items were dropped in the first round of discrimination testing. In the second round, no items were dropped. The remaining 64 items were considered valid, and the reliability value reached 0.989, indicating high consistency.

Data Analysis Technique

Three phases of analysis were used to examine the collected data: univariate, bivariate, and multiple regression.

FINDING AND DISCUSSION

RESEARCH RESULT

Descriptive Analysis of Perceived Parenting Style Variable

The **perceived parenting style** variable consisted of 36 questions. The responses to the two dimensions of the variable can be seen in the following tables:

Table 1. Respondent Responses to the Warmth Dimension

Interval	Category	Frequency	Percentage (%)
50-54	Very low	3	0.04%
55-59	Low	6	0.09%
60-64	Fairly Low	21	0.31%
65-69	Medium	31	0.46%
70-74	Fairly High	29	0.43%
75-79	High	8	0.12%
>80	Very High	2	0.03%

Table 2. Respondent Responses to the Control Dimension

Interval	Category	Frequent	Percentage (%)
15-16	Very low	3	0.13%
17-18	Low	7	0.31%
19-20	Fairly Low	19	0.84%
21-22	Medium	16	0.70%
23-24	Fairly High	21	0.92%
25-26	High	17	0.75%
>27	Very High	17	0.75%

Descriptive Analysis of Peer Pressure Variable

The peer pressure variable consisted of 64 questions. The responses to the variable can be seen in the following table:

Table 3. Respondent Responses to the Peer Pressure Variable

Interval	Category	Frequency	Percentage (%)
132-138	Very low	3	0.02%
139-145	Low	6	0.04%
146-152	Fairly Low	9	0.06%
153-159	Medium	28	0.17%
160-166	Fairly High	26	0.16%
167-173	High	16	0.10%
>174	Very High	12	0.07%

Descriptive Analysis of Externalizing Behavior Variable

The externalizing behavior variable consisted of 34 questions. The responses can be seen in the following table:

Table 4. Respondent Responses to the Externalizing Behavior Variable

Interval	Kategori	Frequency	Percentage (%)
73-76	Very low	6	0.07%
77-80	Low	8	0.09%
81-84	Fairly Low	29	0.33%
85-88	Medium	28	0.32%
89-92	Fairly High	17	0.19%
93-96	High	9	0.10%
>97	Very High	3	0.03%

Hypothesis Testing Results

Multiple linear regression analysis was used to test the hypotheses:

1. First Hypothesis Test

The first hypothesis was that there is a relationship between perceived parenting style, specifically the warmth and control dimensions, and externalizing behavior. The analysis showed that the t-value for warmth was 7.594 with a significance of 0.000 ($7.594 > 1.984$; $0.000 < 0.050$), indicating a significant effect on externalizing behavior. The t-value for control was 2.903 with a significance of 0.005 ($2.903 > 1.984$; $0.005 < 0.050$), also indicating a significant effect on externalizing behavior.

Table 5. Results of t-test for Warmth and Control Dimensions

Variable	t-value	Sig.	Information
Warmth	7,594	0,000	Significant
Control	2,903	0,005	Significant

2. Second Hypothesis Test

The second theory proposed that externalizing conduct is related to peer pressure. According to the results, the t-value was 5.835 and the significance level was 0.000 ($5.835 > 1.984$; $0.000 < 0.050$). As a result, it's clear that externalizing conduct is greatly impacted by peer pressure.

Table 6. Results of t-test for Peer Pressure Variable

Variable	t-value	Sig.	Information
Peer pressure	5,835	0,000	Significant

3. Bivariat Analysis

The following table shows the differences between the groups based on the warmth scores:

Table 7. Results of Tukey HSD Test for Warmth Dimension

Externalizing Behavior				
Warmth	N	Subset		
		1	2	3
50-54	3	1.00		
55-59	6	2.33	2.33	
60-64	21		3.29	3.29
65-69	31		4.06	4.06
70-74	29		4.10	4.10
75-79	8			5.00
>80	2			5.00
Sig.		.370	.096	.117

The table above shows that the very low warmth category (50-54) had the lowest externalizing behavior score with a mean of 1.00. The low warmth group (55-59) had a mean externalizing score of 2.33, which was different from the next group but was in the same subset (did not show a significant difference). The fairly low (60-64) to fairly high (70-74) groups had higher scores, with mean values from 3.29 to 4.10, indicating a steady increase in externalizing behavior. The high (75-79) and very high (>80) warmth groups had the highest externalizing behavior scores, with a mean of 5.00.

The Sig. column shows the significance level for each subset. The p-values were 0.370 for subset 1, 0.096 for subset 2, and 0.117 for subset 3. Since all p-values were > 0.05, the differences between the subsets were not statistically significant.

The following table shows the differences between the groups based on the control scores:

Table 8. Results of Tukey HSD Test for Control Dimension

Externalizing Behavior			
Control	N	Subset	
		1	
15-16	3	3.00	
17-18	7	3.29	
19-20	19	3.63	
25-26	17	3.76	
23-24	21	3.95	
21-22	16	4.00	
>27	17	4.06	
Sig.		.350	

The group with the lowest level of control (15-16) had a mean externalizing behavior score of 3.00, while the group with the highest level of control (>27) had a mean externalizing behavior score of 4.06.

In general, the externalizing behavior scores increased with increasing control scores, but this result was not statistically significant (Sig. = 0.350, $p > 0.05$). This means the average difference between the groups was not large enough to be considered truly different.

Regression Equation Analysis

Multiple linear regression analysis was performed to determine the influence of perceived parenting style (X1) and peer pressure (X2) on externalizing behavior (Y). The multiple linear regression equation is as follows:

:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \epsilon$$

Notes:

Y = Externalizing Behavior

α = Constant

β = Regression Coefficient

X1.1 = Warmth Dimension

X1.2 = Control Dimension

X2 = Peer Pressure

E = Error

Based on the analysis, the regression equation is:

$$Y = \alpha + \beta_1 X_{1.1} + \beta_2 X_{2.2} + \beta_3 X_3 + \epsilon$$

$$Y = 23,240 + 0,452X_1 + 0,252X_2 + 0,164X_3 + \epsilon$$

The following is an interpretation of the multiple linear regression equation based on the equation given above:

- 1) Constant value (α) of 23,240 means that if the warmth dimension (X1.1) of perceived parenting style (X1), the control dimension (X1.2), and peer pressure (X2) are held constant, externalizing behavior is 23.240.
- 2) The regression coefficient (β) X1.1 is 0,452 indication that a 1% increase in the warmth dimension leads to a 0.452 increase in externalizing behavior.
- 3) The regression coefficient (β) X1.2 is 0,252 indication that a 1% increase in the control dimension leads to a 0.252 increase in externalizing behavior.
- 4) The regression coefficient (β) X2 is 0,164 indicating that a 1% increase in peer pressure also leads to a 0.164 increase in externalizing behavior.

Coefficient of Determination

Table 9. Coefficient of Determination

Model	R Square
Perceived Parenting Style and Peer Pressure on Externalizing Behavior	0.459

Research reveals an R2 value of 0.459, which indicates that the perceived parenting style and peer pressure characteristics of warmth and control account for 45.9% of the variance in disruptive conduct. An additional 55.5% is affected by factors that are not included of the study model.

Path Analysis

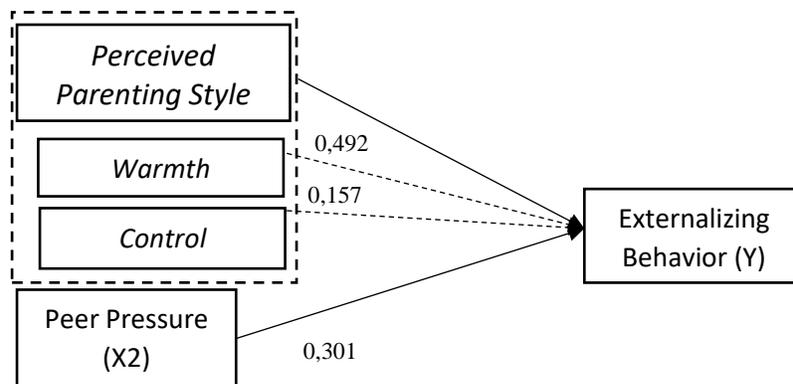


Figure 1. Path Analysis Results

The analysis results show that the path values of the variables were taken from the standardized coefficient beta in the t-test. The path value of the warmth dimension on externalizing behavior (Y) is 0.492, indicating that a 1-unit increase in the warmth dimension will lead to a 0.492 increase in externalizing behavior. The path value of the **control** dimension on externalizing behavior (Y) is 0.157, indicating that a 1-unit increase in the control dimension will lead to a 0.157 increase in externalizing behavior. The path value of peer pressure (X2) on externalizing behavior (Y) is 0.301, indicating that a 1-unit increase in peer pressure will lead to a 0.301 increase in externalizing behavior.

DISCUSSION

Based on the analysis, it was found that perceived parenting style and peer pressure significantly influence externalizing behavior in middle school adolescents, with the greatest contribution coming from perceived parenting style. Specifically, the warmth dimension of parenting demonstrated a positive relationship with externalizing behavior. This means that the higher the warmth perceived by adolescents from their parents, the greater their tendency to exhibit aggressive or defiant behavior. Although warmth is generally considered positive, in a context without adequate boundaries, it can turn into

permissiveness. Adolescents who grow up in such an environment tend to feel free to express themselves without consequences, including through negative behavior.

This is consistent with the parenting theories of Maccoby and Martin (1983) and the views of Darling and Steinberg (1993), who emphasize that warmth without control creates a permissive parenting style. This finding is also supported by Bandura's (1977) social learning theory, which posits that externalizing behavior can be reinforced through observation and a lack of consequences. If negative behavior is not consistently addressed, children will tend to repeat it. Conversely, the control dimension of parenting has a smaller but still significant influence. Its effect depends on how control is applied, being too strict can trigger rebellion, while consistent and communicative control can support the development of healthy self-regulation.

Peer pressure also plays a role in increasing externalizing behavior, although its influence is not as great as that of parental parenting. Adolescents who want to be accepted by their group may be pushed to engage in risky or rule-breaking behaviors. However, compared to peer influence, the parenting style perceived by adolescents remains a stronger factor in shaping their behavior. This underscores the importance of the family's role in the formation of adolescents' social behavior.

Overall, this study confirms that the balance between warmth and control in parenting is crucial for suppressing externalizing behavior. A parenting style that is too permissive, with high warmth but low control, tends to increase the risk of problematic behavior in adolescents. These findings provide an important foundation for parents and educators to create parenting strategies that support the development of adaptive behavior and healthy self-regulation.

SUMMARY

This study shows that perceived parenting style, especially the dimensions of warmth and control, has a greater influence on adolescent externalizing behavior compared to peer pressure. This is supported by the higher regression coefficients and t-test values for these two dimensions. A total of 45.9% of the variation in externalizing behavior can be explained by a combination of the perceived parenting style and peer pressure. This finding emphasizes that when parental warmth is not accompanied by adequate control, adolescents tend to interpret that parenting style as permissive, which can ultimately trigger negative behaviors such as aggressiveness.

SUGGESTIONS

Parents should be engaged in their children's extracurricular activities, establish and stick to firm limits, and strike a balance between being a loving and controlling parent. Educators are expected to develop education on social skills and emotional management, and to collaborate with parents to create a consistent parenting approach in both the home and school environments. For future researchers, it is suggested to use a longitudinal design so that the long-term impact of parenting and peer pressure can be seen more clearly. Additionally, future studies could consider moderator factors or add other variables such as

mental health and the influence of social media to enrich the understanding of the causes of externalizing behavior.

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