

The Relationship Between Parenting Styles and Peer Attachment in Adolescents at X Senior High School

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Abstract.

Adolescence is a critical developmental period where individuals begin to build more complex social relationships outside the family. Parenting styles are believed to play a crucial role in shaping adolescents' ability to form attachments with peers, which in turn affects their emotional and social well-being. This research aims to determine the relationship between parenting styles and peer attachment among adolescents at High School X. This study uses a quantitative approach with a correlational design and survey method. The research subjects were high school students at High School X who were selected according to the research criteria, with instruments in the form of a parenting style scale and a peer attachment scale. Data analysis was conducted using a Kolmogorov-Smirnov normality test and Pearson and Spearman correlation tests. The results showed a positive and significant relationship between parenting styles and peer attachment ($r = 0.202$; $p = 0.011$), although the strength of the relationship was relatively low. These findings indicate that parenting styles play a role in shaping adolescents' attachment to their peers, but they are not the only factor that influences the quality of adolescents' social relationships.

Keywords: Parenting Styles; Peer Attachment; Adolescents; Social Relationship; Senior High School

INTRODUCTION

Data from the Surabaya City Statistics Agency (2025) shows that the number of adolescents in Surabaya City has reached 241,575. In the national context, the phenomenon of parents' lack of understanding of the importance of proper parenting for child and adolescent development is still widely found. Several factors influence this, such as cultural factors, education, and family dynamics such as divorce or single parenthood, which often lead to inconsistent parenting patterns, thereby limiting adolescents' ability to build healthy social relationships (Asprilia & Abidin, 2021). This condition shows that parenting not only affects the relationship between parents and children but also influences the quality of peer attachment in adolescents. This phenomenon has become an important topic for study, considering that adolescence is a stage of development related to social needs, support, acceptance, and emotional attachment outside the family environment (Chemnad et al., 2023; Delgado et al., 2022; Gomez-Lopez et al., 2022; Kurock et al., 2022).

During adolescence, each individual will experience various significant changes, both physically, cognitively, and socio-emotionally. One important aspect of adolescent social development is attachment, not only with parents but also with peers, or peer attachment. Peer attachment plays a major role in shaping emotional well-being, self-esteem, and an adolescent's ability to form healthy social relationships. Mustaghfiroh et al. (2023) state that adolescents who have secure attachments with their peers tend to be more socially adaptable, express their emotions appropriately, and develop a healthy sense of identity.

Theoretically, the relationship between parenting styles and peer attachment can be explained through the attachment theory proposed by Bowlby and developed by Ainsworth.

This theory emphasizes that early attachment experiences with parents shape mental representations of how individuals perceive and respond to interpersonal relationships. This model forms the basis for individuals in building social relationships in adolescence and adulthood.

Bowlby proposed this theory to explain that the quality of attachment is greatly influenced by the parenting style applied by parents. A person's parenting style is formed from two main dimensions, namely demandingness and responsiveness (Baumrind, 1991; Kholifah & Sodikin, 2020). Parenting styles are classified into three main styles, namely authoritarian, permissive, and authoritative (Baumrind, 1991; Kholifah & Sodikin, 2020). Authoritative parenting, which emphasizes a balance between warmth and control, has been shown to support healthy social-emotional development in children and adolescents, while authoritarian and permissive parenting styles are often associated with adjustment problems and insecure attachment.

Warm, consistent, and responsive authoritative parenting supports the formation of secure attachment, whereas authoritarian or permissive parenting tends to result in insecure attachment (Solikhah et al., 2023; Mayangsari et al., 2024). Secure attachment enables adolescents to be more confident, open, and able to form positive relationships with peers, while insecure attachment increases the risk of social and emotional difficulties (Farhan et al., 2024).

Previous studies have found that parenting styles are closely related to the social-emotional development of children and adolescents. Inriani (2019) states that appropriate parenting styles can improve the quality of early adolescent attachment. Another opinion expressed by Lestari and Lestari (2025) shows that parental closeness from an early age can influence children's social-emotional development, which continues into adolescence. Kecaj et al. (2021) also emphasized that attachment to peers is related to adolescent self-esteem. These findings confirm the importance of parenting in the process of forming adolescent attachment, both with parents and peers.

However, most previous studies have focused more on attachment in early childhood, parent-child relationships, or romantic attachment in young adults (Prastiwi et al., 2025; Puspitasari & Syafiq, 2022). Studies on how parenting styles influence peer attachment in adolescents, particularly in the context of Indonesia's collectivist culture, are still very limited. Indonesian culture emphasizes family togetherness and respect for parents, which can shape unique parenting dynamics and have implications for attachment patterns with peers. Parenting styles that overly emphasize obedience and conformity can affect adolescents' social independence and ability to establish equal relationships with peers. Therefore, studies on the relationship between parenting styles and peer attachment in adolescents in the context of Indonesian culture are relevant and important to understand scientifically.

This study aims to determine the strength and relationship between parenting styles and peer attachment in adolescents. Thus, there is a research gap that needs to be filled, namely the lack of studies on the relationship between parenting styles and peer attachment in adolescents in Indonesia. The results of this study are expected to contribute theoretically to developmental psychology and provide practical implications for parents and educators in supporting the formation of healthy social relationships in adolescents.

METHODS

This study used a quantitative approach with a correlational design to analyze the relationship between parenting styles and peer attachment among adolescents at High School X. This design was chosen because it allows researchers to test the strength of the relationship between variables objectively through numerical data (Jannah, 2018; Waruwu et al., 2025). This approach is in line with the research objective, which focuses on identifying the direction and strength of the relationship between two psychological constructs.

The research population consisted of 199 students aged 17-18 years old who lived with their parents at High School X. The research sample consisted of 156 respondents. Purposive sampling was used with the following criteria: (1) aged 17-18 years, (2) still living with parents (at least one parent), (3) having close peers, (4) willing to be respondents and fill out the questionnaire voluntarily. These criteria were selected so that the participants would represent adolescents who were still in a phase of emotional dependence on their parents while also actively interacting with their peers.

The research instruments used consisted of the Parental Authority Questionnaire (PAQ) and the Inventory of Parent and Peer Attachment (IPPA). The PAQ was used to measure parenting styles covering three main dimensions, namely authoritative, authoritarian, and permissive (Yadav et al., 2021). The implementation of the PAQ was carried out in the study by Kholifah and Sodikin (2020). The study used the PAQ as the main instrument in a quantitative research design with a cross-sectional approach to identify the relationship between parenting styles, peer environment, and the emotional condition of adolescents at SMP N 2 Sokaraja. The PAQ used had a reliability of 0.770, indicating adequate internal consistency for application to the population of secondary school adolescents. This study involved 107 respondents from a total of 588 seventh and eighth grade students selected using the Proportional Stratified Random Sampling technique, so that the sample was representative of the population.

Meanwhile, the IPPA was used to measure adolescents' attachment to peers through three dimensions, namely trust, communication, and alienation. This instrument has been tested for construct validity and reliability in Indonesian studies (Munir et al., 2020; Kecaj et al., 2021). The Inventory of Parent and Peer Attachment (IPPA) scale, adopted from the research by Rahman et al. (2022, in Syavira et al., 2025) consists of 25 items for the variable of peer attachment with a reliability score of $\alpha = 0.914$, for example, the item "my friends accept me for who I am". This IPPA scale contains 5 answer choices. 1 for strongly disagree, and 5 for strongly agree.

The research began with the licensing process with the principal and providing informed consent to the participants. Next, the questionnaire was distributed to students who met the criteria. The completion was done independently under the supervision of the researcher. The collected data was checked for completeness before being analyzed.

The data obtained was analyzed using the JASP statistical program version 0.95.4 through several stages of analysis carried out systematically. The first stage was a normality test to determine whether the distribution of research data met the assumption of normality as the basis for selecting the appropriate statistical analysis technique. The normality test was performed using the Kolmogorov-Smirnov technique to assess the suitability of the empirical

data distribution with the theoretical normal distribution. Next, a correlation test was conducted to examine the relationship between parenting patterns and peer attachment in adolescents. All stages of analysis were conducted at a predetermined significance level so that the analysis results could be interpreted objectively and in accordance with the principles of correlational quantitative research.

RESULTS AND DISCUSSION

To determine the results of data collection and processing conducted at High School X regarding the relationship between parenting styles and peer attachment in adolescents, a normality assumption test was conducted as the initial stage of data analysis. The normality assumption test is an important stage in quantitative data analysis that aims to ensure that the data meets the prerequisites for the use of parametric statistical techniques. This test was conducted to assess whether the distribution of research data followed a normal distribution, so that the statistical analysis results obtained could be interpreted accurately and validly.

In this study, the normality test was performed using the Kolmogorov-Smirnov technique. The Kolmogorov-Smirnov test was chosen because the number of research samples exceeded 50 respondents ($N > 50$), making this test appropriate for use. Statistically, data is normally distributed if the significance value is less than or equal to 0.05 ($p \leq 0.05$); otherwise, the data is non-normally distributed.

Table 1. Results of Parental Style Normality Test

Fit Assessment		
Fit Statistics		
Test	Statistics	P
Kolmogorov-Smirnov	0.055	.740

Source: Processed primary data

Based on the results of the normality test for the parenting style variable (Table 1. Results of the Normality Test for Parental Parenting Styles), a Kolmogorov-Smirnov statistical value of 0.055 was obtained with a significance value of $p = 0.740$ ($p > 0.05$). These results indicate that there is no significant difference between the empirical data distribution and the theoretical normal distribution, so that the parenting style variable data is declared to be normally distributed. These findings are supported by the visualization of a symmetrical distribution curve and the proximity of the mean (180) and median (179) values, which indicate no significant distribution deviation. Thus, the assumption of normality for the parenting style variable in this study has been fulfilled.

Table 2. Results of Peer Attachment Normality Test

Fit Assessment		
Fit Statistics		
Test	Statistics	P
Kolmogorov-Smirnov	0.084	.225

Source: Processed primary data

Furthermore, the results of the normality test for the peer attachment variable (Table 2. Peer Attachment Normality Test Results) show a Kolmogorov-Smirnov statistic value of 0.084

with a significance value of $p = 0.225$ ($p > 0.05$). These results indicate that the distribution of peer attachment data does not differ significantly from the theoretical normal distribution. This is reinforced by the relatively symmetrical distribution curve and the similarity of the mean (75) and median (75) values, which indicate no significant distribution deviation. Therefore, the peer attachment variable data is also declared to be normally distributed and meets the normality assumption.

The normal distribution of data on both variables indicates that the respondents' scores are distributed proportionally without any extreme deviations or significant outliers. Thus, it can be concluded that the data on parenting patterns and peer attachment variables in this study are suitable for use in statistical analysis in accordance with the research objectives.

Furthermore, a correlation test was conducted to determine the existence and strength of the relationship between the parental parenting style variable and peer attachment in adolescents. The correlation analysis was performed using Pearson and Spearman correlations after the data normality assumption was met, with the technique selected according to the characteristics of the data distribution. This test aimed to determine the direction and strength of the relationship between the two variables as a basis for drawing research conclusions.

Based on the results of the correlation test conducted using JASP version 0.95.4 software to determine the relationship between parenting styles and peer attachment in adolescents at High School X, it was found that there was a relationship between the two variables. These results indicate that variations in the parenting styles received by children/adolescents are related to differences in their levels of peer attachment. These findings show that parenting experiences in the family environment contribute to the formation of adolescents' attachment to their peers, which is an important aspect of social and emotional development during adolescence.

Table 3. Correlation Test Results

Correlation Table	Pearson		Spearman	
	r	p	rho	p
PARENTING STYLE – PEER ATTACHMENT	0.202	.011	0.177	.027

Source: Processed primary data

Table 3 shows the results of the correlation test, which indicates that the relationship between parenting styles and peer attachment can be read and interpreted through two correlation tests, namely Pearson and Spearman. In the Pearson correlation test, a correlation coefficient of $r = 0.202$ was obtained with a significance value of $p = 0.011$. A positive r value indicates that the direction of the relationship between parenting styles and peer attachment is unidirectional, meaning that the more positive the parenting style received by the child, the higher the level of attachment. However, the magnitude of the correlation coefficient value indicates that the strength of the relationship between the two variables is in the weak category.

In line with these results, Spearman's correlation test also showed a significant relationship between parenting styles and peer attachment, with a correlation coefficient of $\rho = 0.177$ and a significance value of $p = 0.027$ ($p < 0.05$). These findings also indicate a positive and significant relationship between parenting styles and peer attachment, although the

coefficient value also shows that the strength of the relationship between the two variables is in the weak category. The consistency of these two test results validates that a positive relationship between the two variables does exist in the population studied, even though the magnitude of the influence is not dominant. This stable relationship indicates that in both parametric and non-parametric assumptions, parenting remains a predictor of the quality of children's social relationships outside the family environment.

Overall, the results of the correlation analysis using both the Pearson and Spearman tests consistently show that parenting styles are significantly related to peer attachment, although the strength of the relationship found is relatively weak. This indicates that parenting styles are one of the factors that play a role in the formation of attachment to peers, but there are other factors outside of parenting styles that may also contribute to the quality of an individual's peer attachment.

The results of this analysis show that there is a significant relationship between parenting styles and peer attachment among adolescents at High School X, although the strength of the relationship is in the weak category. These findings indicate that parenting styles play a role in shaping adolescents' attachment to their peers, but are not the only factor that determines the quality of these relationships. These results are in line with the view of social development that places the family as an increasingly dominant relational context during adolescence (Delgado et al., 2022).

According to Baumrind's parenting style theory, parenting styles, especially democratic parenting characterized by warmth, open communication, and balanced control, support the development of children's social and emotional competence. In the context of this study, the positive relationship between parenting and peer attachment indicates that adolescents who receive more supportive caregivers tend to have better emotional bonding skills with their peers. This finding is consistent with a systematic review stating that the quality of parental care is related to the quality of adolescents' social relationships, including attachment to peers (Rachman et al., 2023).

However, the relatively weak correlation coefficient indicates that the influence of parenting styles on peer attachment is not dominant. This is understandable because during adolescence, the role of peers becomes increasingly important as a source of emotional support and social identity. Delgado et al. (2022) in their systematic review explain that attachment to parents and attachment to peers have complementary functions, but each is influenced by developmental factors, social context, and school environment.

The findings of this study can also be explained through Bowlby's attachment theory, which emphasizes that early attachment experiences with caregivers form internal working models that influence how individuals form relationships later in life. Adolescents who have responsive and consistent caregiving experiences tend to develop secure internal models, making it easier for them to build emotional attachment with peers. This is supported by the findings of Tan et al. (2023), which show that parent-child attachment has a significant relationship with adolescents' mental health and social relationship quality.

The relationship between parenting styles and peer attachment in this study is also consistent with the findings of Ji et al. (2022), which show that parental involvement and parent-child attachment act as mediators in the formation of adolescent peer attachment. This indicates that the influence of parenting styles on peer relationships does not occur directly but rather

through the quality of the emotional relationship built between parents and children. Thus, even though the correlation found is weak, parenting still plays an important role as an initial relational foundation.

The results of this study are also consistent with the research by Maulina et al. (2025), which found a significant relationship between parenting and peer attachment in 15-16-year-old Islamic boarding school students. The study showed that adolescents who received more positive parenting tended to have better peer attachment, which in turn contributed to their emotional regulation abilities. These findings reinforce the results of the study at SMA X that parenting remains relevant in shaping the quality of adolescents' social relationships, even though the educational context and social environment are different.

The weak correlation value in this study can also be explained by the increasing complexity of factors that influence peer attachment in adolescence. In addition to parenting patterns, factors such as social support, school environment quality, coping strategies, and individual characteristics also contribute to the quality of peer relationships. Oktaviani et al. (2023) emphasize that peer relationships in adolescents are influenced by the interaction between parenting styles, social support, and individual coping skills.

In addition, research by Muzi et al. (2022) shows that peer attachment plays an important mediating role in the relationship between parental attachment and adolescent social withdrawal. These findings indicate that although parental parenting is influential, peer relationships play an independent role in adolescents' psychosocial well-being. This may explain why the correlation between parenting styles and peer attachment in this study did not show a high strength.

In the context of high school, peer attachment becomes the main source of emotional support, social validation, and identity formation. Therefore, although parenting patterns play a role as the basis for relational development, adolescents' daily experiences in the school environment also shape the quality of their relationships with peers. Delgado et al. (2022) state that during adolescence, the function of attachment gradually shifts from parents to peers without completely replacing the role of parents.

This finding is also in line with the results of research by Hadi & Alfiasari (2023), which shows that attachment to parents and peers influences adolescent optimism. This indicates that the influence of parenting styles on adolescent psychosocial development remains significant, but works simultaneously with the quality of peer relationships.

Overall, the results of this study confirm that parenting styles are significantly related to peer attachment in high school students at School X, albeit with a weak relationship strength. These findings support Baumrind's theory, which emphasizes the importance of parenting quality in children's social development, as well as Bowlby's theory, which places early attachment as the basis for the formation of interpersonal relationships later in life.

Thus, the results of this study indicate that parenting styles are an important factor in the formation of peer attachment, but need to be understood in a broader framework that considers environmental, school, and individual characteristics. The implications of these findings emphasize the important role of parents and schools in creating an environment that supports the development of healthy social relationships in adolescents.

CONCLUSIONS

This study reveals a significant yet relatively weak relationship between parenting styles and peer attachment among adolescents at High School X, supporting Baumrind's theory on the importance of parenting quality and Bowlby's attachment theory, which posits that early parental attachments shape later interpersonal bonds. The findings affirm parenting's role in fostering peer attachments but highlight that adolescent social relationships are influenced by multifaceted external factors beyond the family, necessitating a comprehensive approach involving parents, schools, and the broader social environment. For future research, longitudinal studies could explore mediating variables like school climate or cultural norms in Indonesia to strengthen causal insights and predictive models.

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