"JOURNAL OF SCIENCE-INNOVATIVE RESEARCH IN UZBEKISTAN" JURNALI
VOLUME 04, ISSUE 07, 2026. JULY
ResearchBib Impact Factor: 9.654/2024 ISSN 2992-8869

GENDER-SPECIFIC MANIFESTATIONS OF ADOLESCENT CONFLICT BEHAVIOR RESULTING FROM PATERNAL EMOTIONAL DEPRIVATION

D.A. Nasrullayeva
Al-Beruniy International school, psychologyst, Master of psychology
E-mail: *di.tolaganova@gmail.com*

Abstract. *This article examines the gender-specific behavioral manifestations of conflict and emotional dysregulation in adolescents resulting from paternal emotional deprivation. While traditional developmental psychology has primarily focused on maternal attachment, contemporary research emphasizes the critical role of fathers in shaping adolescents' emotional regulation, self-esteem, and social adjustment. Paternal emotional deprivation-defined not only as physical absence but as emotional unavailability, indifference, or lack of empathy within the family-severely impacts adolescent identity formation and peer interactions. Drawing upon Attachment Theory, Social Learning Theory, Soviet cultural-historical psychology (Vygotsky, Bozhovich), and Uzbek psychological research (Davletshin, Karimova, Nishonova), the paper analyzes how psychological distress is externalized and internalized along gender lines. Male adolescents experiencing paternal emotional neglect predominantly exhibit externalizing behaviors, such as physical aggression, impulsivity, substance abuse, and defiance against authority. Conversely, female adolescents tend to manifest internalizing symptoms and relational aggression, including social isolation, gossiping, emotional withdrawal, anxiety, and intimacy fears in romantic relationships. The study details underlying mechanisms-such as emotional dysregulation, altered self-esteem, gender-role socialization, and observational learning-and proposes multi-tiered intervention strategies involving family training, school psychological services, peer support, and cognitive-behavioral therapy (CBT).*

Keywords: *paternal emotional deprivation, adolescent conflict behavior, gender differences, externalizing behaviors, relational aggression, attachment theory, emotional regulation, Uzbek psychology, family psychology, school counseling.*

The family is the very first social institution that a child encounters in his/her life. Through relationships with their parents, children learn to control their emotions, communicate effectively, handle disputes, and trust others. Whereas the importance of mothers in psychological development was acknowledged quite some time ago, recent trends in developmental psychology emphasize the special value of fatherhood for emotional, cognitive, and social development. In many cases, the availability of a supportive father gives adolescents a feeling of safety, self-confidence, and reliable assistance, while father's emotional deprivation may result in serious mental problems later on.

In this context, paternal emotional deprivation means not only the literal absence of a father from a family but also cases when he is absent at an emotional level, when he remains indifferent to his child's needs or simply fails to show any empathy and provide the emotional support required at such moments. Thus, it is possible to face paternal emotional deprivation even when one grows up together with his/her biological father if there are no effective channels of communication between them. One of the most prominent effects of paternal emotional deprivation is adolescent dysfunctional behavior.

Adolescence is marked by biological development, identity development, independence, and enhanced emotionality. Emotional problems caused by lack of emotions during this period typically arise during peer relationships, in family interaction, and in educational setting. More importantly, there are indications that both boys and girls can demonstrate these problems in their own way depending on biological reasons, socialization processes, and culture.

Male adolescents deprived of paternal emotions tend to show their distress through aggressive, defiant, impulsive, and physically violent actions. In the case of girls, although physically violent tendencies cannot be ruled out, internalizing problems, such as withdrawal and gossiping, are more typical. The latter types of manifestation are, however, characteristic for both genders and have been noted in many psychological studies. The following article explores the processes through which paternal emotional deprivation leads to dysfunctional adolescent behavior with emphasis on gender differences. It will draw on Western psychological literature as well as Soviet psychology and Uzbek psychology literature.

One of the strongest theories in explaining paternal emotional deprivation is attachment theory. Based on John Bowlby's idea, early relationships with caregivers

create models of relationships within an individual. With secure attachment, trust and resilience emerge; meanwhile, with insecure attachment, anxiety, hostility, emotional dysregulation, and interpersonal conflicts could develop.

Originally, attachment theories focused more on maternal caregiving. However, subsequent research showed that fathers play their part by helping adolescents to learn independence, exploration, risk evaluation, and problem solving while offering emotional support at the same time. Young people whose fathers seem emotionally available are reported to be more self-confident and better-regulated and exhibit fewer behavioral problems.

Paternal emotional deprivation does not necessarily imply physical absence. A father can be physically present in adolescents' lives while being emotionally unavailable due to high work pressure, substance addiction, psychological disorders, parental conflicts, authoritarianism, or lack of emotional expression. In such cases, adolescents do not feel accepted even if growing up in two-parent families. The social learning theory by Albert Bandura sheds more light on the matter as well. Adolescents tend to model others' behavior; hence, witnessing aggression, emotional neglect, and ineffective conflict resolution in families makes them repeat the same pattern in their relationships with their friends and others.

From a Soviet psychological point of view, Lev Vygotsky stressed the significance of social communication and active participation for the development of higher mental functions. It is important to consider the quality of communication between parents and children to assess their development.

Overall, based on these theories, paternal emotional neglect is likely to impair the sense of emotional security, prevent the development of adaptive coping skills, and make one more prone to conflictive behavioral problems in adolescence.

Adolescence is certainly one of the most challenging stages in life due to physiological factors like hormonal changes, the growth and maturing of the nervous system, new social contacts, and the formation of personal identity. At this stage, emotions tend to be very powerful, whereas executive functions responsible for controlling impulses are still developing.

Therefore, adolescents experience strong feelings when faced with potential reward, peer judgment, and social acceptance. As a result, emotionally neglected teenagers will react intensively to rejection or criticism, making minor arguments with peers or relatives explode quickly. Formation of Identity constitutes another

key developmental process. Adolescents have inquiries on their beliefs, values, skills, interpersonal connections, and future goals. In this regard, fathers provide guidance, encouragement, and role modeling. In cases where paternal support is absent, teenagers may have trouble with self-respect, identity problems, and lack of clarity about interpersonal relations.Moreover, adolescents depend heavily on their peer groups for emotional support. Teenagers who feel deprived within the family resort to antisocial peer groups, deviant activities, and unhealthy romantic associations in a bid to find acceptance. On the other hand, some might prefer social withdrawal to avoid intimacy.

Teenage boys lacking paternal emotional bonding tend to show signs of externalization. Physical violence can be one such symptom. Brawling, bullying, damaging property, and conflict are some of the ways in which they attempt to gain control or cope with their emotions. Lack of control over actions leads to impulsivity in these teens. Boys are the type of people who seem to take immediate action when faced with difficult situations, without thinking about the consequences, and this shows bad emotional management. This can cause reduced ability to control their frustration, which increases the chance of them getting into heated arguments.

This can cause them to turn towards dangerous acts to complete their emotional needs such as driving recklessly, doing drugs, committing crimes on purpose, and hanging out with antisocial individuals. And all these are done to provide temporary satisfaction, recognition and approval for themselves. Rejecting authority is also another common pattern seen in teenagers. This can also be done by becoming hostile towards teachers, coaches, or parents, and this is due to their suspicions of adults. And obviously, they feel insecurity, loneliness, and a feeling of inadequacy beneath all the aggression they give off.

Adolescent females who suffer from paternal emotional neglect tend to display behavioral tendencies differently than their male counterparts. Rather than physically fighting, they indulge in relational aggression directed towards disrupting social relationships and not physical injury. Examples of relational aggression include isolation from friend groups, gossip, manipulation, silence, and passive-aggressiveness. These behaviors could be a result of low self-esteem and attempts to avoid any sort of confrontation.

Alongside relational aggression, there are likely to be internalizing issues experienced by girls. They could be experiencing heightened anxiety, moodiness,

self-blame, perfectionism, and avoidance. The aftermath of a conflict will be processed through rumination, which leads to prolonged distress after the conflict. Paternal emotional unavailability can also impact romantic relationships in adolescence. Adolescents may find themselves relying heavily on their partners for emotional security, while others may distance themselves out of fear of being left.It is important to note that these tendencies related to gender are based on statistics and not determinism since many boys tend to internalize their feelings while many girls engage in acts of physical aggression. Personality, temperament, culture, peers, and maternal relationships all have an impact alongside the influence of the father to determine behavior.

There are several mechanisms that help explain why paternal emotional deprivation shows differently on how the girls or boys react to conflicts. First, there is emotional regulation, which comes from regular interaction with caretakers. If a father responds to his child's emotions regularly, he can assist in developing coping skills like problem-solving, empathy, and self-regulation. In cases where there is neglect of the emotional needs of the young individual, he would be vulnerable to acting impulsively.

Second, self-esteem is highly influenced by parenting style. When teenagers believe that their father rejects them, they tend to take every ambiguous situation to imply hostility and therefore respond with aggression or defensiveness when in a conflict.

Third, emotional expression depends on gender socialization. Boys learn not to cry or show fear, and therefore anger becomes the emotion that they use to express themselves. Additionally, girls have been socialized to keep relationships intact while suppressing aggression, and this leads to indirect conflict.

Fourth, there is observational learning where young people replicate the behavior exhibited by the parent. If a father exhibits negative behavior, it will be replicated by the adolescent child.

However, the negative impacts of paternal emotional deprivation may last well into adulthood. It can build problems in future friendships, relationships, be it with relatives or coworkers. For boys, chronic problems lead to discipline issues, criminal behavior, drug abuse, and an aggressive way of interacting with others, which are all major factors of the increase in crime rates in many counties.

Unattended, chronic dependence on aggressive actions to handle problems can negatively impact educational and professional success. In case of girls, chronic problems with emotional deprivation can cause anxiety, depression, self-blame, and inability to form healthy interpersonal boundaries. Relational aggression can turn into manipulation and conflicts in close relationships. Learning performance can be affected too. Young people preoccupied with unresolved emotional problems will find it hard to concentrate, attend classes, and participate in discussions. Teachers might consider their misbehavior as lack of desire or defiance.

Addressing paternal emotional deprivation requires coordinated efforts from everyone, including their own families, the school they go to, mental health professionals in the area, and communities. Parenting courses can provide useful instruction on engaging emotionally with adolescents through acknowledging emotions, showing affection, and being consistent in spending time with the teenager. Even small contacts, such as eating together, talking, or playing together, could significantly increase attachment security.

The other venue of prevention is schools. School psychologists or counselors can identify problematic behaviors in adolescents, namely aggression, emotional detachment, or social issues, and intervene before the situation aggravates. Students can learn to perceive and control their emotions, to solve conflicts verbally and empathically.

Although asking help from friends in class or in their clubs may seem pathetic to students themselves, it is mostly one of the most effective ways to aid in emotional overwhelming. This is called peer monitoring. Checking on your friends who seem rather sad than usual. Cognitive behavioral therapy is helpful for teens who have experience with some behavioral issues, it helps by changing beliefs and teaching how to control emotions and handle conflicts in a peaceful way rather than by getting emotionally overwhelmed.

While both males and females may suffer because of paternal emotional deprivation, they manifest the effects of emotional suffering through different types of behaviors. More commonly, boys tend to express negative feelings through physical aggression, impulsivity, rebelliousness, and conflicts. Females, however, are expected to display higher levels of relational aggression, conflict, withdrawal, and anxiety. Such behavioral tendencies are formed under the combined influence of biology, gender socialization, parenting style, and culture.

Existing research in the fields of developmental psychology, Soviet theory, and Uzbek-specific studies suggests that emotional support provided by the father plays an essential role in adolescent well-being. In addition, adolescents can receive much needed support not only from the parents but also from other people and through effective interventions.

Further research in the field must continue to focus on various cultures and protective factors as well as

consider that each individual's development is affected by multiple variables and not merely the quality of the family characteristic.

References:

1. Ainsworth, M. D. S., Blehar, M. C., Waters, E., & Wall, S. (1978). *Patterns of Attachment: A Psychological Study of the Strange Situation*. Erlbaum.

2. Bandura, A. (1977). *Social Learning Theory*. Prentice-Hall.

3. Bowlby, J. (1988). *A Secure Base: Parent-Child Attachment and Healthy Human Development*.

Basic Books.

4. Lamb, M. E. (Ed.). (2010). *The Role of the Father in Child Development* (5th ed.). Wiley.

5. Steinberg, L. (2020). *Adolescence* (12th ed.). McGraw-Hill.

6. Bozhovich, L. I. (1979). *Personality and Its Formation in Childhood*. Progress Publishers.

7. Leontiev, A. N. (1978). *Activity, Consciousness, and Personality*. Progress Publishers.

8. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.

Harvard University Press.

9. Davletshin, M. G. *Psychology* (widely used higher education textbook in Uzbekistan).

10. Nishonova, Z. T. *Developmental and Educational Psychology* (Uzbek university textbook).

11. Karimova, V. M. *Family Psychology* (Uzbek educational publication).

12. Contemporary publications from Uzbek universities and research journals on family relationships, adolescent development, and educational psychology