



# **"Effect of Parent-Child Relationship on the Personality, Achievement Motivation, and School Achievements of Adolescents" (age:12 to 16 years )**

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## **ABSTRACTS:**

The purpose of this study is to look into how parent-child connections affect the personalities, motivation for accomplishment, and academic success of teenagers between the ages of 12 and 16. Data will be gathered from a sample of 100 adolescents from different schools using questionnaires as part of the research's quantitative methodology. The study will look at how teenage personality traits, achievement motivation, and academic success are related to several facets of parent-child relationships, such as communication, parental support, and parental supervision. The results of this study should help parents, educators, and mental health professionals improve the general wellbeing of teenagers by shedding light on the relevance of parent-child connections and their influence on adolescent development.

Additionally, the purpose of this study is to determine whether socioeconomic status, gender, and age have any moderating effects on the associations between parent-child relationships and the three outcome variables. Multiple regression analysis will be used to analyze the data from this study, and it is hypothesized that good parent-child connections will be linked to higher levels of teenagers' positive personality traits, drive for accomplishment, and academic success.

Understanding how parent-child connections affect adolescents' development is important because of this study. Life's most formative years are adolescence, thus it's crucial to understand the elements that support healthy growth at this time. This study intends to contribute to the body

of work on parent-child relationships, which has been demonstrated to be important to adolescent development. The results of this study can be used to create programs and interventions that improve parent-child connections and encourage healthy teenage development.

## **INTRODUCTION:**

Parents have a significant influence on how their children develop as people. When it comes to organizing children's behavior patterns of dependence, independence, ascendance, submission, cooperation, competition, and conservation liberalism, home influence likely outweighs the effects of all other environmental factors put together.

Recognizing the value of childhood experiences received from home. To ascertain the causes of these variations in the teenagers' personalities, need for achievement, and academic success, the researcher administered the Parent-Child Relationship Inventory.

According to Mussen and Conger (1969), "A child's first social learning occur at home and his earliest experiences with his family, particularly with his mother, are critical in determining his attitude towards and his expectations of other individuals."

The initial interactions between a mother and her infant create the foundation for the child's eventual sense of trust or mistrust in the outside world, according to Erickson (1951). The newborn gains trust in his mother through pleasurable interactions with her, and through extrapolation, gains trust in other people. Contrarily, a mother who is unreliable or does not adequately care for the child's needs fosters mistrust of her and, more broadly, of the outside world.

The most significant component of a child's social network is their family. Since the family is a child's first environment and represents the most influential group of individuals during the early years of development.

Children develop patterns of adjustment and learn to think of themselves as family members through their interactions with family members.

Because of the foundations established while their environment was primarily limited to their home, they are able to adapt to life.

It is logical to believe that these early foundations, formed in the family, may be changed and modified, though they are never totally destroyed, as social horizons grow and kids interact with peers and adults outside the home.

## **REVIEW:**

According to a study by Jeynes (2018), parental involvement in adolescent education, including regular communication with instructors and school administrators, was linked to greater attendance and higher academic performance

Positive parent-child connections were linked to decreased levels of anxiety and depressive symptoms in teenagers, according to research by Kerpelman et al. (2018).

In a 2012 study, Sabol and Pianta discovered a correlation between parental warmth and support and teenagers' levels of social competence and behavioral issues.

Positive parent-child connections were linked to greater levels of adolescent self-esteem and life happiness, according to research by Wang et al. (2019).

According to a study by Juang and Silbereisen (2018), adolescent academic accomplishment and improved problem-solving abilities are connected with parent-child interactions that are warm, supportive, and communicative.

Positive parent-child connections were linked to greater levels of emotional intelligence and resilience among Chinese adolescents, according to a study by Chen and Li (2020).

Positive parent-child connections were linked to decreased rates of substance use and delinquent behaviour among teenagers, even after accounting for other risk variables, according to research by Van Ryzin et al. (2015).

Positive parent-child connections were linked to greater levels of adolescent self-esteem and lower levels of depression, according to a study by Galambos et al. (2018).

Positive parent-child connections were linked to higher levels of academic motivation and reduced levels of school burnout among teenagers, according to a 2017 study by Sánchez et al.

Positive parent-child connections were linked to decreased rates of substance use and delinquency among teenagers, according to a 2017 study by Barber and Olsen.

Overall, these research indicate that having good parent-child connections is essential for teenagers' healthy development. By offering emotional support, establishing clear expectations and boundaries, speaking clearly, and being actively involved in their children's lives, parents can foster strong relationships with their kids. Parents can aid their children in becoming successful, well-adjusted adults by doing this.

## **EXPLAINING VARIABLES:**

Personality as described by Allport "The dynamic organization of a person's psychophysical systems that determines how well he adapts to his environment is known as Personality."

As a result, the term "dynamic" meant that a person's behavior may fluctuate in quality.

The workplace organization emphasizes that all of the personality qualities are connected rather than just summed together, and that this interrelationship shifts as the child and his environment evolve, causing certain traits to become more prominent and others to become considerably less so.

The child's psychophysical systems are their psychologically based but physically based beliefs, values, attitudes, ideals, emotional states, emotions, feelings, and motives. means that while their foundations are inherited and developed via learning experiences, they are not the result of genetic traits.

Additionally, because every child has had different experiences, his type of adjustment will also be different or special.

The following list of 14 primary source personality traits of Cattell has been examined in this study:

Sizothymia (A<sub>-</sub>) vs. Affectothymia (A<sub>+</sub>) is factor A.

Low intelligence (B<sub>-</sub>) against high intelligence (B<sub>+</sub>) is factor B

Emotional Instability (C<sub>-</sub>) vs. Greater Ego Strength (C<sub>+</sub>) is Factor C.

Phlegmatic Temperament (D<sub>-</sub>) vs. Excitability (D<sub>+</sub>) is Factor D.

Factor E: Dominance (E<sub>+</sub>) vs. Submissiveness (E<sub>-</sub>)

Desurgency versus Surgency (Factor F)

Low Superego Strength (G<sub>-</sub>) Factor Compared to Greater Superego Strength (G<sub>+</sub>)

Factor H: Threctia (H<sub>-</sub>) against Parmia (H<sub>+</sub>)

Factor I (Premsia (I<sub>+</sub>) vs. Harris (I<sub>-</sub>))

Zeppia (J<sub>-</sub>) vs. Coasthenia (J<sub>+</sub>) Factor J

Factor O: "Uncomplicated Adequacy (O<sub>-</sub>) vs. Guilt Proneness (O<sub>+</sub>)"

Factor Q2: Self-sufficiency (Q2<sub>+</sub>) vs. Group Dependence (Q2<sub>-</sub>)

Low self-sentiment integration (Q3\_) versus high self-sentiment integration (Q3+) is factor Q3 in the analysis.

Low versus high erythrocyte tension (Q4-/Q4+) is factor Q4.

**Achievement** In situations where a person's performance must be evaluated favourably or unfavourably, **Motivation** is the propensity to plan and strive for the successful accomplishment of some standards of excellence.

In this study, "**School Achievement**" refers to the average amount of points students received in their most recent academic records. Family Relationship: According to the study, there are three different sorts of parental attitudes: acceptance, concentration, and avoidance.

Acceptance denotes that the parents view the child as an integral part of the family who need some degree of freedom and is capable of taking on responsibility. Parents who have an accepting attitude towards their kids don't focus all of their attention on them or ignore them. They exhort them to realize their potential to the fullest extent possible.

Parents who concentrate on managing and controlling their children with an excessive amount of time and effort are said to have this mindset. They overprotect them by limiting their attempts to explore their surroundings. They put a lot of pressure on them to perform much above their capabilities and to accomplish challenging objectives.

The behavior of parents who either reject or neglect their child is avoidance. When the child reaches out to them for love and affection, they turn away. They interact with the child as little as possible. They either blatantly abuse the youngster or neglect to meet their physical necessities. In other words, they show no genuine enthusiasm for the child or his hobbies.

Thus, the goal of this study was to instill a sense of responsibility and awareness in parents towards their children in order to improve the quality of their relationships, which in turn would

benefit the kids' personalities, needs for achievement, and academic success , to put it another way, would aid in their growth as whole, healthy people.

### **OBJECTIVES OF THE STUDY:**

1. To understand how family relationships affect the personality development of teenagers between the ages of 12 and 16 years.
2. To understand how family relationships affect the growth of achievement motivation in teenagers between the ages of 12 and 16 years.
3. To determine how family relationships affect the academic success of teenagers in the 12–16 year age range.

### **METHODOLOGY:**

A positive hypothesis is developed.

1. There is discernible link between an adolescent's personality and their parental relationships.
2. There is discernible link between adolescent ambition for accomplishment and familial relationships.
3. There is a connection between adolescent students' academic success and their household dynamics.

### **SAMPLE:**

100 high school Adolescents between the ages of 12 and 16 make up the sample. 50 girls and 50 boys are separated from this, accordingly.

The selection criteria for high school students considers the fact that a child's core personality pattern is developed when they start high school classes, therefore testing them at

this age yields more accurate and dependable findings than testing them when they are younger. It is a stratified sampling that combines random and purposeful sampling methods.

The investigator's group was chosen from among various classes at various schools. Therefore, the number of subjects in each class and their ages are listed below:

<b>Class order</b>	<b>Age Groups</b>	<b>Number of adolescents</b>	
		<b>Boys</b>	<b>Girls</b>
<b>VII</b>	<b>12 yrs.</b>	<b>10</b>	<b>10</b>
<b>VIII</b>	<b>13 yrs.</b>	<b>10</b>	<b>10</b>
<b>IX</b>	<b>14 yrs.</b>	<b>10</b>	<b>10</b>
<b>X</b>	<b>15 yrs.</b>	<b>10</b>	<b>10</b>
<b>XI</b>	<b>16 yrs.</b>	<b>10</b>	<b>10</b>
<b>Total</b>		<b>50</b>	<b>50</b>

Table showing the class, age group and number of adolescents.

The table shows the distribution of no. of the subjects of particular age group in each class. Thus the sample selection was stratified sampling. But the schools were chosen according to the convenience of the investigator, which was purposive selection. The whole sample was taken from the various schools, which are as follows:

Tagore Public School, Jaipur.

Tagore BalNiketan, Jaipur.

Maharani School, Jaipur.

M K B School, Jaipur.

## **TOOLS AND TECHNIQUES:**

**For Personality** – Hindi Version of R B Cattel's 14PF HSPQ Jr. Sr. High School, personality Questionnaire by S D Kapoor, S SSrivastava was used.

-The reliability of the test is given below:

#### PERSONALITY FACTORS

	A	B	C	D	E	F	G	H	I	J	O	Q2	Q3	Q4
Reliability	76	74	70	79	71	68	70	82	78	70	68	71	72	

The validity of the test is:

	A	B	C	D	E	F	G	H	I	J	O	Q2	Q3	Q4
Validity	78	89	94	88	86	81	83	87	90	89	76	85	84	81

For **Achievement Motivation** AAVI (Achievement Values and Anxiety Inventory) by Prayag Mehta was applied.

For Knowing the relation of the adolescents with their parents, FRI (Family Relationship Inventory) by G P Sherry and Dr. J.C. Sinha was applied.

For **School Achievements**, The average number of marks obtained by the students in their final examination were taken into consideration. For the statistical analysis correlation statistical technique was applied.

The tables below reflect the data obtained:

**Table -1**

Combined inter correlation matrix of all the variables of the adolescents – boys.

N=50

			1	2	3	4	5	6
1.	Total Personality		1.0000	0.1839	0.1764	0.0311	-0.0503	0.1503

2.	Parental Acceptance		1.000	0.1170	0.4435	-0.1029	0.1070
3.	Parental Concentration			1.0000	0.0085	**0.5701	0.5108
4.	Parental Avoidance				1.0000	0.3020	0.0168
5.	Achievement Motivation					1.0000	0.4261
6.	School Achievement						1.0000

\* Significant at 5% level.

\*\* Significant at 1% level.

**Table –II**

Combined inter correlation matrix of all the variables of the adolescents – boys.

N=50                    df = 18

		1	2	3	4	5	6
1.	Total Personality	1.0000	0.2605	0.0958	0.0631	0.0546	0.0430
2.	Parental Acceptance		1.000	0.3016	0.0695	0.0019	0.4300
3.	Parental Concentration			1.0000	0.1248	*0.4451	**0.56
4.	Parental Avoidance				1.0000	0.3418	0.10
5.	Achievement Motivation					1.0000	0.4018

6.	School Achievement						1.0000
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\* Significant at 5% level. \*\* Significant at 1% level

**Table -III**

14 X 3 Individual correlation matrix of all the variables of personality with the rest of the tree variables of adolescents boys:

S.N	Variables of Personality	Parental Acceptance	Parental Concentration	Parental Avoidance
1.	Sizothymia V/s Affectothymia (A)	*0.4970	0.1818	0.1478
2.	Low Intelligence V/s High Intelligence (B)	0.0148	0.0501	-0.0437
3.	Lower Ego Strength V/s Higher Ego Strength (C)	-0.0830	0.2071	-0.1291
4.	Phlegmatic Temperament V/s Excitability (D)	-0.1013	0.0630	0.1514
5.	Submissiveness V/s Dominance (E)	0.2256	-0.1183	-0.1233
6.	Desurgency V/s Surgency (F)	0.0936	0.0456	-0.0590
7.	Weaker Superego V/s Stronger Superego (G)	-0.0898	-0.2431	-0.2325
8.	Threctia V/s Parmia (H)	-0.0326	-0.0582	0.0960
9.	Harria V/s Premsia (I)	0.1578	-0.2192	-0.2236

10	Zeppia V/s Coasthenia (J)	0.1033	0.0000	-0.1658
11	Untroubled adequacy V/s Guilt Proneness (O)	0.1227	0.1461	0.0982
12	Group Dependency V/s Self Sufficiency (Q2)	**0.5708	0.1407	0.0135
13	Low Self Sentiment Integration V/s High Strength of Self Sentiment (Q3)	*0.4820	0.1577	0.0912
14	Low Ergic Tension V/s High Ergic Tension (Q4)	-0.1451	-0.0344	0.1369

\* Significant at 5% level.

\*\* Significant at 1% level

**Table –IV**

14 X 3 Individual correlation matrix of all the variables of personality with the rest of the tree variables of adolescents girls:

S.No	Variables of personality	Parental Acceptance	Parental Concentration	Parental Avoidance
1.	Sizothymia V/s Affectothymia (A)	**0.6010	0.2018	0.1407

2.	Low Intelligence V/s High Intelligence (B)	0.2875	0.0160	0.0537
3.	Lower Ego Strength V/s Higher Ego Strength (C)	0.0836	0.0614	0.2557
4.	Phlegmatic Temperament V/s Excitability (D)	0.2140	0.1839	0.1785
5.	Submissiveness V/s Dominance (E)	0.0384	*-0.4600	0.0449
6.	Desurgency V/s Surgency (F)	0.0891	0.0698	0.0920
7.	Weaker Superego V/s Stronger Superego (G)	*0.5016	0.3460	0.0928
8.	Threctia V/s Parmia (H)	-0.1599	0.2557	0.0734
9.	Harria V/s Premsia (I)	0.1691	0.0952	0.0218
10	Zeppia V/s Coasthenia (J)	0.1591	0.0165	0.0410
11	Untroubled adequacy V/s Guilt Proneness (O)	-0.0500	0.2104	0.0363
12	Group Dependency V/s Self Sufficiency (Q2)	-0.829	0.2009	-0.2171

13	Low Self Sentiment Integration V/s High Strength of Self Sentiment (Q3)	*0.4832	0.1428	-0.1904
14	Low Ergic Tension V/s High Ergic Tension (Q4)	0.3960	0.1578	0.0968

\* Significant at 5% level.

\*\* Significant at 1% level

## **RESULT AND DISCUSSION:**

The total personality of both the adolescents boys and girls was correlated with the parental acceptance, parental concentration and parental avoidance respectively in the Tables I and II. The findings showed no significant relationships among the above variables.

In order to get more authentic results all the three variables; parental acceptance, parental concentration and parental avoidance was correlated with all the personality variables individually which are mentioned in Table No. III and IV.

The correlation values of the boys in Table III of parental acceptance with regard to the personality factors B, C, D, E, F, G, H, I, J, O and Q4 were found insignificant.

The correlation values of the girls in Table IV of parental acceptance with regard to the personality factors B,C, D, E, F, G, H, I, J, O, Q2 and Q4 were found insignificant.

Whereas the values of correlation of the parental acceptance with the factor A (Sizothymia V/s Affectothymia) of the boys was 0.4970 which is significant at 5% level and that of girls was 0.6010 which is significant at both the levels.

The correlation values of the parental acceptance of the girls with the personality factor 'G' (Weaker Superego V/s Stronger Superego) was 0.5016 which is significant at 5% level.

The result findings is well supported by the study of whiting in 1956 – “ It may be just the mother’s self esteem and self confidence that makes her a better model for the child to identify with.”

The parents are the nurturers and on their way of disciplining the child will depend the development of Superego in the child. Paul M Mussen (1969), “ The development of a strong conscience, another consequence of identification, also appears to be based on satisfactory parent child relationship.”

The relation between the parental acceptance and the personality Q2 (Group Dependency V/s Self Sufficiency) when correlated, the result findings of the adolescents boys was 0.5708 which is higher significant at both the levels.

It is well understood here that the type of rearing these boys are getting in democratic which as a result cater to the characteristic of self sufficiency in them. A study by Klaseen and Klaseen (2018) found that positive parent child relationship were associated with higher levels of academic self effective and academic achievement among adolescents.

The correlation results with regard to the parental acceptance and the personality trait Q3 (Low Self Sentiment Integration V/s High self Sentiment Integration) of the boys was 0.4820 and of girls was 0.4832. Both the values are positively significant at 5% level. A study by León-Moreno et al. (2020) found that positive parent-child relationships were associated with higher levels of emotional regulation and fewer behavioral problems amongadolescents.

Overall, these studies highlight the important role that positive parent-child relationships play in the development of adolescents across a range of outcomes, including academic achievement, mental health, and social-emotional well-being. Parents can promote positive relationships with their children by being supportive, involved, and communicative, and by fostering an atmosphere of trust and mutual respect. By doing so, parents can help their children navigate the challenges of adolescence and develop the skills and resilience needed for a successful and fulfilling life.

The correlation values of the boys, of the two variables viz. parental concentration and avoidance with all the personality factors A, B, C, D, E, F, G, H, I, J, O, Q2, A3 and Q4 were insignificant at both the levels.

While the correlation values of the girls with regard to the parental concentration and the personality factor E (Submissiveness V/s Dominance) was -0.4600 which is negatively significant at 5% level.

Sears, Maccoby and Levin (1957) found that boys were more permissively reared than girls with respect to aggression. More severe demands were made on girls than on boys for conformity to adult standards of behavior which as a result develop more dependency, aggressiveness and submissiveness in their personality.

Thus the analysis reveals that more importance is given to the sons than daughters which gives them relatively more freedom of exploration than girls. The entire social structure is also in favour of giving more freedom to male children.

The correlation values of the girls in Table IV of the parental concentration with regard to the personality factors A, B, C, D, E, G, H, I, J, O, Q2, Q3 and Q4, showed insignificant relationship at both the levels.

The correlation values of the girls in Tale IV of the parental avoidance will all the personality factors A, B, C, D, E, F, G, H, I, J, O, Q2, Q3 and Q4 also have insignificant relationship.

While the significant relationship was found between the parental concentration and school achievements of both the boys and girls. The values were 0.05701 (significant at both the levels), and 0.4451 (significant at %% level), respectively.

The finding are well supported by the following studies – William R Marrot and Robert C Wilson (1961):

The results indicated that the parents of bright high achievers reportedly engaged in more sharing of activities, ideas and confidence were more approving, trusting, affectionate and

encouraging with respect to achievement, were less restrictive and severe, and enjoyed more acceptance of parental standards by their youngsters.

The fathers of underachievers showed more over protectiveness, more high pressure for achievement, more parental disharmony; more irregularity of home routine, difference in goals for their youngsters.

The analysis of the results suggests that these children are getting proper attention and motivation from their parents in order to achieve a certain goal.

When the parental concentration variable was correlated with their school achievements, the result of the boys was – 0.5108 (significant at %% level) and the girls was 0.5613 (significant at both the levels).

From the results, it can be analysed that as in our society boys have more freedom than girls. The findings clearly suggests that their need for achievement is not only channelled out in their academic achievement but also in other areas of sports, political issues etc.

While generally the girls are expected to do household chores. They are comparatively more dependent on their parents and have lesser fields for the outlet of their achievement need. Thus it is fulfilled through their academic achievements.

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