



A BRIEF ANALYSIS BETWEEN PERCEIVED PARENTAL STYLE AND PERSONALITY FACTORS

Dr. Parul Malik, Assistant Professor

Swami Darshnanada Institute of Management & Technology, Haridwar

ABSTRACT

Today many parents complain about the personality and the behavior of their children without realizing that their Parental Style is the main reason behind the child's undesired behaviour. Contrary to common beliefs 'genes has nothing to do with behavior' but it's the way parents raise children that affect their personality. Parenting is a complex task that includes many specific behaviours that work individually and together to influence child's behaviour. The present study is aimed to assess the relation between Perceived Parental Style and Personality Factors among students. Random sampling technique was used to collect the data and the sample of the study includes 185 students. Mean, Standard Deviation, Pearson Correlation, and t-tests were used to analyze the data and found partial relationship between Perceived Parental Style and Personality factors.

Keywords: Parental Styles, Personality factor, technique

INTRODUCTION

A way of reflection between parent and child relationships is parenting and it is a complex activity that include many specific attitudes and behaviour every single action that the parent does impact the child's personality in a way or another. Parenting can be explained in terms of two components such as parental responsiveness and demandingness (Fletcher, et al., 2008).

Parental demandingness is the extent to which parents set guidelines for their children, and how their discipline is based. Parental responsiveness is the emotional characteristic of parenting. Responsiveness passes on to the degree to which parents support their children and attend their children's needs. Both parenting responsive and demanding has been linked to secure attachment in children (Karavasilis, Doyle & Markiewicz, 2003). Baumrind (1967) identified three styles: authoritative, authoritarian, and permissive with these concepts of responsiveness and demandingness in mind.

REVIEW OF LITERATURE

Parental personality characteristics are assumed to play a major role in parenting styles/ behaviors, there was a study conducted to observe the relation between parental personality and parenting style among 688 Dutch parents of teenagers in the SMILE research study. The study measured the personality characteristics using the Big Five questionnaire and resulting parenting styles (authoritative, authoritarian, uninvolved and indulgent) from scores on the underlying dimensions of supportive and strict parenting. It was seen that the two aspects of personality showing interpersonal interactions (agreeableness and extraversion) were related to supportive parenting. Emotional stability was linked with lower strict control. The study also showed that extraverted, agreeable, and less emotionally stable individuals were most likely to be authoritative parents. Conscientiousness and openness did not speak about to general parenting, but might be connected with more content-specific acts of parenting (M.E.Huvera, Otten, Vriese, & C.M.E.Engelsb, 2010).

A research was conducted to explore the relationships between educational practices of parents and their estimated impact on the makeup of the child's personality and his/her moral outlook. The research method used was questionnaire. The research sample were students aged 12 to 17. The results show that an adolescent evaluates him/herself intensely and evaluates him/herself from a number of perspectives, has a highly critical attitude towards the educational approach of their parents and its impact on themselves. The respondents' outlooks of solving problems have brought information about and proof of the fact that adolescents express themselves quite independently and freely, regardless of the cost (Loudová & Lašek, 2015).

The two primary objectives of another study were to firstly investigate the mothers' and fathers' reports of their own as well as their partner's parenting styles, and secondly assess how mothers' and fathers' parenting styles uniquely and jointly affected toddlers' externalizing, internalizing, and adaptive behaviors. 59 fathers and mothers separately completed the Parenting Styles and Dimension Questionnaire given by Robinson et al (2001) and the Behavior Assessment Scale by Reynolds & Kamphaus (2004). The parents' self-reports showed that their parenting styles were positively correlated with each other for all three parenting styles (authoritative, authoritarian, and permissive). Comparisons between parents' information of their partner's styles with that of the partner's self-reports were positively correlated for all three parenting styles. Findings discovered mothers' and fathers' self-reported parenting styles explained 44% of the discrepancy in youngsters' externalizing behaviors. It was observed that particularly permissive parenting by mothers and authoritarian parenting by fathers exclusively and considerably predicted toddlers' externalizing behaviors, while authoritative paternal parenting was predictive of adaptive behaviors (Rinaldia & Howeb, 2012).

A study investigated the relationship between parenting style and social support on psychological well-being. The sample consist of 398 female students in standard two from a public high school in Tehran. The participants completed measures of Baumrind's parenting style questionnaire (1991), Vaux's social support inventory (1988) and Ryff's psychological well-being scale (1998). The findings revealed that authoritarian and permissive parenting style showed significantly negative relationship with psychological wellbeing and social support showed significantly positive relationship with psychological well-being, however, although authoritative parenting style don't predict psychological well-being (Lavasani, Borhazadeh, Afzali, & Hejazi, 2011).

PARENTAL STYLES

Parental Styles are beneficial in understanding complex behaviors and attitudes associated with child outcomes (Rodriguez, Donovan, and Crowley, 2009). Parenting is parental behaviors which encompass pleasures, privileges, and profits as well as frustrations, fears, and failures. Thus, parents can find an interest and derive considerable and continuing pleasure in their relationships and activities with their children (Dawkins, 2006). There are nine Parental Styles that were suggested by Baumrind (2009). These are; authoritative, demanding, traditional, authoritarian, undifferentiated, democratic, permissive, nondirective, and rejecting-neglecting. However current researchers have found out that Parental Styles are often adapted by previous Two major variables identified by Baumrind (2009) centered on Parental Styles and child outcomes. One of them was the responsiveness of parents to their child's needs in a reasonable, nurturing and supportive way. It is generally agreed that Parental Style influences self-efficacy, self-esteem, and identity development, which are associated with personality traits (Brown & Iyengar, 2008). In addition, the progress in children's achievement is influenced by the decision that is made by both parents and their children to cooperate or confront each other.

PERSONALITY FACTORS

Characteristics of Personality:

- The Personality is something unique and specific. Every one of us has an unique pattern in ourselves. No two individuals not even identical twins, behave in precisely the same way over any period of time E very one of us has specific characteristics for making adjustments.
- Personality exhibits self-consciousness as one of its main characteristics. Man is described as. a person or to have a personality when the idea of self enters in to his consciousness.
- Personality includes everything about a person. It is all that a person has about him. It includes all the behavior patters. i.e., conative, cognitive and affective and covers not only the conscious activities but goes deeper to semi conscious unconscious also.
- It is not just a collection of so many traits or characteristics which is known as personality. It is organization of some psycho-physical systems or some behavior characteristics and functions as a unified whole.
- Personality is not static. It is dynamic and ever in process of change and modification. The process of making adjustment to environment is continuous. One has to struggle against the environmental as well as the inner

forces throughout the span of his life.

- Every personality is the product of heredity and environment.

The institutions of learning specially the schools are principal means of socialization to develop children in to useful citizen so that they fit into adult roles and also different occupational roles. It is only students who are high in their scholastic achievement are the ones who can be moulded to occupy strategic position in society. Hence scholastic achievement occupies a very important place in education as well as in the learning process. High achievement in school creates self esteem and self confidence in the child. Grade placement whether in a slow or fast section promotion and marks are the criteria by which children assess their academic achievement. Success is ego inflating, failure is ego deflating. Failure not only damages the self concept, but it encourages the development of patterns of behavior that are harmful to personal and social adjustments. By contrast and favourable social evaluations. These contribute heavily to good future adjustments. Society and parent's emphasize effective education because it forms the main basis for admission to professional courses and for career development. Thus the academic achievement that has the highest prestige in the eyes of the members of the group with which the child is identified has the greatest influence on the personality development. Clark and Person (1983) found that Black natural science majors were from a higher social class and more practical and tough-minded than the Black social and non-science e majors. The White natural science majors were more masculine sex-role oriented and more sober than were the white social and non-science majors. In comparison with non-science majors, natural science majors were more often first born and from higher social class families with fewer siblings. This study explored the differences in academic choice and the personality factors of the participating sample.

Parental Responsiveness:

Parental responsiveness (also referred to as parental warmth or supportiveness or acceptance) refers to “the extent to which parents intentionally foster individuality, self-regulation and self-assertion by being attuned, supportive and acquiescent to children special needs and demands”(Baumrind, 1971). In other words responsive is about how much or how little parents meet and respond to their children’s needs!

Parental Demandingness/Control:

Parental demandingness (also referred to as behavioural control) refers to “the claims parents make on children to become integrated to the family as whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys” (Baumrind, 1971).Categorizing parents based on high or low on parental demandingness and responsiveness creates a quadrant of Parental Styles: indulgent, authoritarian, authoritative and uninvolved (Maccoby & Martin, 1983). Each of these Parental Styles are different in naturally occurring patterns of parental values, practices and behaviours (Baumrind, 1971) and a distinct balance of responsiveness and demandingness.

Parental behaviors characterizing the four Parental Styles are described in Table:

	High Control	Low Control
High Responsiveness	Authoritative	Permissive
Low Responsiveness	Authoritarian	Negligent

Parental Style has impact on how children develop into adults, and there are certain important implications for their future success. Here are the four main Parental Styles:

Authoritarian parenting:

The authoritarian Parental Style is demanding and unresponsive. They engage in little mutual interaction with the children and expect them to accept adult’s demands without any questions.

Failure to follow such demands usually results in punishment. It is characterized by adherence to rules, which is a dominating style and has great deal of control on the children. Authoritarian parents fail to explain the reasoning behind these rules. If asked to explain, the parent might simply reply, "Because I said so." These parents have high demands, but are not responsive to their children. Children raised by authoritarian parents tend to become

authoritarian themselves, both in their interpersonal relationships and as parents. Power-assertive techniques of socialization (threats, commands, physical force, love withdrawal) used by authoritarian parents and restrain children's self-expression and independence (Zupancic et al., 2004). Authoritarian parents are inclined to set high standards and guidelines and obedience is required (Berg, 2011).

Neglectful parenting:

An uninvolved Parental Style is characterized by few demands, low responsiveness and little communication. While these parents fulfill the child's basic needs, they are generally detached from their child's life. In extreme cases, these parents may even reject or neglect the needs of their children. Here, parents simply don't engage much in the parenting role. They spend little time with their children and are happy to let the TV and video games do the babysitting. Children of neglectful parents often have trouble following rules, because there have been few rules and little adherence to rules in their upbringing. Children of neglectful parents can have behaviour problems due to lack of self-control which might affect the communication skills.

Permissive parenting:

Permissive parents, sometimes referred to as indulgent parents, have very few demands to make of their children. They are characterized by attentive parents, who provide a great deal of warmth and interaction. These parents rarely discipline their children because they have relatively low expectations of maturity and self-control. This Parental Style often leads to higher levels on creativity in children, but there is little self-control, few boundaries, and a sense of entitlement. They give children a high level of freedom and do not restrain their behaviours unless physical harm is involved (Rossman & Rea, 2005).

Permissive parents expose an overly tolerant approach for socialization with responsive and undemanding parenting behaviour. These parents are nurturing and accepting, but at the same time they avoid imposing demands and controls over child's behaviour (Zupancic et al., 2004). They have little or no expectations for their children and often view their children as friends and have few limits imposed (Berg, 2011). According to Baumrind (1967), permissive parents "are more responsive than they are demanding. They are non-traditional and lenient, do not require mature behaviour, allow considerable self-regulation, and avoid confrontation".

Authoritative parenting:

Authoritative parenting is the gold standard for parenting, and is a combination of demandingness and responsiveness. They make logical demands, set limits and insist on children's compliance, whereas at the same time, they are warm, accept the children's point of view, and encourage children's participation in decision making and often seek their children's views in family considerations and decisions (Berg, 2011; Weiss & Schwarz, 1996; Zupancic, Podlesek, & Kavcic, 2004). This type of parent monitors and disciplines their children fairly, while being very supportive at the same time (Baumrind, 1971). Authoritative parents encourage their children to be independent, but also set limits and boundaries. Discipline is applied, but in a supportive, non-punitive way.

Objectives of the Study:

- To study the Perceived Parental Styles
- To understand the Personality Factors
- To analyze the differences between male and female with regards to Personality Factors
- To understand the dominant Personality Factor of the sample.

Hypotheses:

- There would be significant relationship between Perceived Parental Style and Personality factors
- There would be significant difference between male and female in their personality factors
- There would be significant difference in Perceived Parental Style of Father and Mother

Sample:

The sample of the study include 185 students of CCS University, Meerut, India. The data was collected from 216 sample but was considered only 185 (91 male and 94 female) for the purpose of analysis. Thirty one

questionnaires were not included for the analysis as they were incomplete. Simple Random sampling technique was used to collect the data.

Table-1
Shows the sample distribution

Gender	N	Mean age
Male	91	23
Female	94	23

Data collection:

For the purpose of the study, the data was collected through questionnaire method by using the Parental Style Questionnaire and Big Five Personality Factor.

Assessment tools:

Parental Style

Gafoor & Kurukkan's (2014) Parental Style questionnaire consists of 38 statements, measuring Perceived Parental Style of the subjects' parents i.e., mother and father. Each statement describes how the sample perceives their mother and father while dealing with the children. The subject has to read each statement and has to respond on 5-point scale 'Very right' (5), 'Mostly right' (4), 'Sometimes right, Sometimes wrong' (3), 'Mostly wrong' (2), 'Very wrong' (1) for the mother and the father that best describes his/her mother and father in dealing with them.

The items in the scale are prepared on the basis of studies of Diana Baumrind. This has construct validity. Criterion related validity was found by correlating the scores of Scale of Parental Style with Scale of Parental Style developed by Usha & Manjusha (2006). The validity coefficient was found to be 0.80 for responsiveness for and 0.76 control subscale. The reliability of the scale was established by test-retest method after an interval of one week. The test-retest coefficient of reliability of responsiveness. Sub scale was 0.81 and for control it was 0.83.

Statistical Tests:

For the purpose of the present study Mean, Standard Deviation, Pearson Correlation, and t-test were used and the data were analyzed using SPSS.

RESULT AND DISCUSSION

In this paper the result of the study are presented, analyzed and discussed.

Table-2
Correlation between Perceived Parental Style and Personality Factors

	MC	MR	FC	FR	PR	PC
Extraversion	0.091	0.115	0.071	0.022	0.072	0.091 ^{NS}
Agreeableness	0.098	0.121	0.089	0.022	0.075	0.104 ^{NS}
Conscientiousness	0.066	0.060	0.048	0.051	0.060	0.067 ^{NS}
Neuroticism	0.218**	0.231**	0.091	0.175*	0.218**	0.155*
Openness	0.248**	0.211**	0.156*	0.174*	0.208**	0.209**

MC-Mother Control; MR-Mother Responsive; FC-Father Control; FR-Father Responsive; PC-Parent Control; PR-Parent Responsive

* Significant at 0.05; ** significant at 0.01 level; ^{NS} Not Significant

Table 1 shows the r-scores of Perceived Parental Style and Personality Factors among PG students. From the table, it can be observed that all the dimensions (except for father control and neuroticism) of perceived Parental Styles viz. Mother Control and Responsiveness, Father Control and Responsiveness and Parental Control and Responsiveness are positively correlated with neuroticism and openness dimensions of personality factors.

Hence, the H_1 is partially accepted.

However, Maddahi and Samadzadeh (2010) showed that three personality traits, namely agreeableness, extraversion and openness has a positive relationship with authoritarian and permissive Parental Style and has a

negative relationship with authoritative Parental Style and conscientiousness personality trait has a positive relationship with authoritative and authoritarian Parental Styles and a negative relationship with permissiveness Parental Style. Therefore, it can be generally concluded that parent's Parental Styles and the way they interact with their children can be effective on evolving children's personality traits and the parents who support authoritative Parental Styles contribute to evolving positive characteristics such as agreeableness, extraversion and openness in their children.

Table-2
Difference in personality factors based on the gender

Personality Factors	Male (N=91)		Female (N=94)		“t” value
	M	SD	M	SD	
Extraversion	14.89	3.24	14.46	2.90	0.93 ^{NS}
Agreeableness	15.48	3.04	15.19	3.35	0.61 ^{NS}
Conscientiousness	15.75	3.07	14.96	2.81	1.82 ^{NS}
Neuroticism	16.89	3.03	16.98	2.96	0.22 ^{NS}
Openness	16.48	3.00	16.48	3.11	0.01 ^{NS}

^{NS} Not Significant

From the table 2, it is found that ‘t’ values are not significant for all the big five personality factors. Hence the hypothesis is not accepted. According to Bronfenbrenner (1994), macrosystem - that is, a cultural, or sub cultural, or a social class context in which micro systems, mesosystems, and exosystems are embedded. The macro system is really a broad, overarching ideology that dictates how children should be treated, what they should be taught, and the goals for which they should strive. There is a structural break in the socio, economic and cultural aspects of India after globalization. Everyone is influenced by similar type of information through mass media and monoculture at the macro level. Concept of gender equality is promoted across globe. Since students are in the mesosystem, there are influenced by the exosystem and macrosystem. Therefore, gender-related difference in personality may narrow down among the students. It is concluded that male and female students not differ in their personality factors. Reasons might be they are belonging to the same locality, socio-economic status and parental education.

However, the mean score of male students is high on the dimensions such as Extraversion, Agreeableness and Conscientiousness while the mean score of the female students are higher than the male counterpart in the dimension of Neuroticism and the present results are in line with the findings of Krampen, et al., (1990).

Table-3
Difference in Perceived Parental Style based on gender

Parental Style	Male (N=91)		Female (N=94)		“t” value
	M	SD	M	SD	
MC	68.95	11.93	73.36	10.68	2.65*
MR	71.37	12.85	76.35	10.09	2.93*
FR	66.15	12.74	73.00	11.85	3.79*
FC	65.47	11.65	70.02	12.00	2.61*
PC	127.17	20.69	135.78	20.35	2.85*
PR	137.52	23.85	149.35	19.78	3.68*

* Significant at 0.05 and ** significant at 0.01 level

Table 3 shows the results of differences between male and female on perceived Parental Style. It is found that ‘t’ values are significant for all the dimensions of Parental Style.

Hence **H₃** is accepted.

The above results are similar to the findings of Mestre, et al., (2001). Larson and Richards (1994) suggested that

fathers and mothers have unique and different relationships with children depending on the gender of their offspring. Ecological theory would contend that the variations in parental behavior toward children are based largely on cultural norms and expectations regarding paternal and maternal roles. Generally speaking, females are expected to attend to the emotional and housekeeping duties of family life while males are taught to enact instrumental roles and to teach them to their children (Uba, 1994). Some researchers suggest that because of different societal expectations of gender roles, mothers typically spend more time with adolescents, are involved in a wider range of activities with them, and are more likely than fathers to provide care-giving (Holmbeck et al., 1995). Conversely, fathers tend to spend more time engaged in leisure and instrumental activities with adolescents (Holmbeck et al., 1995). These interactions generally result in more mutuality, closeness, and support within the mother-child as opposed to the father-child relationship during the adolescent period (Collins & Russell, 1991). Laible and Carlo (2004) argue that because of the different relationships that mothers and fathers have with their children, warmth/support and control from mothers and fathers may have different effects on perception of adolescent functioning. Hence, it can be inferred that the females will have higher score on the perception of Parental Style than their male counterpart.

CONCLUSION:

Personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences their environment, cognitions, emotions, motivations and behavioral science in various situations. It refers to the pattern of thoughts, feelings, social adjustments, and behaviors consistently exhibited over time that strongly influences one's expectations, self-perceptions, values and attitudes. It also predicts human reactions to other people, problems and stress. Studies revealed relationship between some Parental Styles and psychological, behavioral problem, self-esteem and academic performance among children and adolescents. There appears to be solid evidence illustrating the influence parenting behaviors and Parental Styles on their children and in the present study an attempt was made to examine the relationship between Perceived Parental Styles and Personality factors, and found partial relationship between Perceived Parental Style and Personality factors; no significant difference between male and female in their personality factors; and significant difference in Perceived Parental Style of Father and Mother.

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