



# A Little Study on Parenting Styles with Personality and Academic Motivation among Adolescents

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## Introduction

Parental obligations begin the moment the child is born. These obligations imply that a child's socialisation process is reciprocal in nature. The conclusion is that parents teach their kids socialisation lessons, but kids' acceptance, receptivity, and internalisation of these lessons varies. One of the challenging duties that every parent aspires to master is parenting. The family unit and parenting practises have a significant impact on all aspects of social and educational development.

**Parenting styles:** Baumrind's (1971) definition of authoritarian, permissive, and authoritative parenting styles, which included a **WILKY TYPE DATA** including maturity, communication techniques, nurturance, warmth, and **The Free Encyclopedia**, had a significant impact on the notion of parenting style. Parenting styles, as defined by Berk (2006), are a collection of parenting behaviours that manifest in a variety of contexts and provide a stable environment for raising children. The three fundamental parenting philosophies outlined by Baumrind (1971) are authoritarian, authoritative, and permissive parenting. A fourth parenting type known as uninvolved or neglectful parenting style was discovered via further study by Maccoby and Martin (1983). According to the authoritarian parenting style, parents should be harsh, authoritative, and emotionally distant while expecting their children to submit to their authority. As the name suggests, a permissive parenting style indicates less parental limitations or constraints on the child. This implies that parents should let kids manage their own activities. Similar to authoritarian parenting, authoritative parenting included giving kids clear, hard instructions. However, the distinction between the two seemingly identical parenting philosophies resides in the authoritative parenting that results from the various parenting philosophies' authoritative moderation of punishment with warmth, reason, and flexibility.

While it has been shown that parenting practises have an impact on children's wellbeing, research into how parenting practises affect children's personality characteristics suggests that parents rearing practises have the most impact on a child's personality development and personality traits. Five factor models proved to be one of the most widely used and reliable constructs in defining people's personalities, as shown by several cross-cultural validation studies. The Costa and McCrae model's personality dimensions are Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Desire for curiosity, creativity, aesthetics, knowledge, enlightenment, and humanism are all aspects of being open to experience. The need for order, discipline, autonomy, efficiency, dependability, consistency, progressiveness, logic-focus, and introspection is known as **CONSCIENTIOUSNESS**. The desire for amnesty, compassion, generosity, assurance, empathy, obedience, and sacrifice is referred to as being agreeable. The desire to feel anxious, stressed, self-absorbed, hostile, impetuous, shy, illogical thinking, depressed, and low on one's own worth is known as neuroticism.

Students' drive and self-efficacy may also play a role in academic achievement, in addition to the impacts of authoritative parenting on academic performance. The key component that is thought to be crucial in determining pupils' success is motivation. According to the self-determination theory, pursuing intrinsic goals rather than extrinsic ones is better for learning and welfare (such as psychological health). The SDT distinguishes three types of motivation: (a) intrinsic motivation, which refers to engaging in an activity for its own sake and the pleasure and satisfaction derived from doing so; (b) extrinsic motivation, which refers to engaging in an

activity to meet an objective, an external demand, or a reward contingency; and (c) a motivation, which refers to not engaging in an activity for either intrinsic or extrinsic reasons. In light of the paucity of literature that establishes a significant connection between personality characteristics, parenting style, and academic motivation in the Indian population, the present study represents an explicit investigation of the relationships between parenting styles, personality, and academic motivation of the students. To find meaningful relationships between the variables, the current research was designed. In this research, there are three different kinds of variables: parenting methods, personality types, and academic motivation. It is crucial for two reasons: first, it will help parents better understand the significance of parenting practises as they relate to their children's personalities, academic motivation, and academic success; second, it will allow researchers to conduct related research on parenting practises and their effects on children's personalities, academic motivation, and academic success.

When compared to authoritarian, indulgent, and uninvolved parenting, developmental research shows that authoritative parenting ~~produces numerous favourable outcomes for children and adolescents. Authoritative parenting is associated with~~ <sup>is associated with</sup> higher psychological well-being and lower levels of depressive symptoms and drug use. It is characterised by moderate to high levels of control and high levels of support. The relationship between early remembered parenting behaviour and adjustment in middle and late adulthood is worthy of investigation, especially in light of current efforts to improve adult well-being in later life and lifespan development theories that emphasise the influence of early childhood experiences well beyond adolescence. However, little is known regarding the relationship between parenting practises used as children and adult psychological and behavioural results. The four established parenting styles from the child development literature are used in the present study, which builds on earlier research by (a) assessing the association between remembered parenting styles and various indicators of mid- to later-life adjustment; (b) examining a large community sample of adults; (c) looking at sex, race, and childhood characteristics; and (d) identifying sex, race, and childhood characteristics.

### **Evidence of Parenting Styles' Importance for Children and Adolescents**

In line with theoretical predictions, empirical research shows that authoritative parenting, as compared to nonauthoritative parenting approaches, is often connected with the best child and adolescent results. When compared to nonauthoritative parents, children and adolescents raised by authoritative parents exhibit better developmental outcomes, including higher levels of self-esteem, self-control, moral development, social maturity, and academic performance, as well as higher levels of psychological well-being and lower levels of depression and substance abuse.

Regarding variances in parenting practises and how they relate to subgroup differences, researchers have posed two significant questions: First, are various parenting methods employed with men vs females and do preferred parenting techniques vary among racial/ethnic and socioeconomic class groups? Do the results of different parenting philosophies vary among these categories, secondly? Our research investigates sex, race, and childhood SES disparities in the association between recalled parenting style and psychological well-being, depressive symptoms, and drug misuse in mid- and later-life people in order to address these problems as they pertain to adult development. According to studies of children and teenagers, parents' preferred parenting philosophies may vary somewhat depending on their race/ethnicity and socioeconomic status. Parenting that is more authoritarian in nature is more typical among Blacks and Hispanics, whereas authoritative parenting is more prevalent among Whites. It's interesting to note that Asian Americans are reported to be more tolerant with young children but become more authoritarian when they approach "the age of awareness." SES disparities might be confused with some of the results linked to racial/ethnic identity. Low-income samples are often used in studies of Black parents because they tend to be more authoritarian

than high-income ones. Additionally, many research that point to a prevalent pattern of authoritarian parenting among Whites employ middle-class samples, raising concerns about their relevance to samples from more varied populations. Particularly, high-versus low-SES parents are more likely to concentrate on their children's interior qualities and employ warmth, excitement, explanations, and praise with them (e.g., autonomy). However, low-SES parents tend to place greater importance on their kids' outward actions (e.g., obedience).

Numerous studies have looked at the circumstances in which authoritative parenting may be more desired than, or even preferred above, authoritarian parenting when it comes to racial/ethnic differences in parenting style results. It is often argued that low-income, minority parents' authoritarian parenting methods may actually boost academic success and increase children's safety and development in high-risk circumstances. In addition, Black teenage girls with high control moms reported lower depressive symptoms than Latina and White girls, according to Finkelstein, Donenberg, and Martinovich (2001). Therefore, for certain communities, authoritative parenting may not be as effective in promoting positive child and adolescent outcomes as authoritarian parenting. Results on how parenting style affects sex differences in child and adolescent outcomes are mixed; some research indicate interactions, while others emphasise that parenting styles have comparable impacts for both sexes. Patterns are consistent with the behaviour issues characteristic of each sex when differences are observed. Girls often show more internal issues (such as shyness or soreness), while guys typically show exterior actions directed at other people or their surroundings. Therefore, poor parenting seems to make issues in the behavioural areas that each sex is already at risk worse.

## Literature Review

**Al-jubouri, Salah & Hussein, Iman (2022)** As part of this study, the psychological adjustment of teenage students will be evaluated. The purpose of this research is to establish a connection between the kind of parenting and the level of psychological adjustment shown by adolescent students. Our investigation relied on a descriptive correlational technique, and we selected the students who would take part in the study by selecting 381 individuals at random from the whole population of students who were eligible for participation. According to the findings of this study, students in secondary and preparatory schools who were raised by parents who employed a punitive or love-withdrawal parenting style were more likely to have a lower level of psychological well-being. This was the case regardless of whether their parents used a permissive or authoritarian parenting style. In addition, we found that more than half of the sample, or 52%, had a moderate level of psychological adjustment, 45% had an exceptional level of psychological adjustment, and 3% of the sample had a low level of psychological adjustment.

**Vrolijk, Paula & Van Lissa (2021)** Because there are more difficulties with adjustment that are related with parental differential treatment than there are with the therapy itself, it is essential to figure out when and how differential parenting happens. This study used a within-family design to investigate differences in parent-child personality similarity across siblings as a potential indicator of support for parental autonomy. The participants included one of the target adolescents' brothers ( $N = 416$ , Mage at T1 = 14.92), one of the target teenagers' fathers ( $N = 446$ , Mage at T1 = 46.74), and one of the target teenagers' mothers ( $N = 495$ , Mage at T1 = 44.41). The degree of parent-child compatibility was estimated via the use of correlations derived from the Big Five personality evaluation. A positive and significant relationship between mother-child likeness differences between siblings and support for maternal autonomy was found using structural equation modelling at the inter-family level; however, this relationship did not exist at the within-family level between these two variables. This shows that the kid who was most similar to their mother received more support for establishing their own sense of independence in households where one child was more similar to her. There were

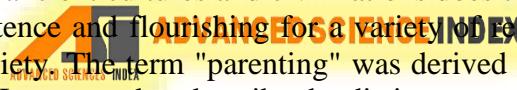
no substantial findings found regarding the differential autonomy support provided by dads. The findings of this study highlight how important it is to investigate the differences in levels of support for parental autonomy among siblings while keeping in mind the parallels in personality that exist between parents and their offspring.

**Noreen, Hafsa & Parveen, Abida & Malik, Mushtaq (2022)** The fundamental purpose of the research was to determine whether or not there was a connection between parenting styles and academic self-concept, and the key hypothesis of the study was that there was no such connection. All of the eighth-grade students and their parents from all of the government schools in the province of Punjab are included in populations I and II. Sargodha, Khushab, Rawalpindi, and Jhang are the four areas of Punjab that were picked after being subjected to a random selection process. The Multistage Sampling technique was used to successfully enlist 960 children and their parents as participants in the research. The parents were reached via the medium of their children. Researchers evaluated the independent and dependent factors of this study by using the Parenting Style Dimension Questionnaire (PSDQ-32) and the Academic Self-Concept Questionnaire (ASCQ). Following the pilot testing, the reliability coefficients for the PSDQ and ASCQ were calculated to be 0.71 and 0.67 respectively using Cronbach's Alpha. The information that was required for the research was gathered via the utilisation of self-visits. A one-way analysis of variance (ANOVA) and correlation coefficients calculated based on mean scores were used to analyse the data. In addition to the finding that the majority of parents had an authoritative parenting style, the researchers discovered that a sizeable percentage of parents had maintained a warm and supportive connection with their children while also refusing to regulate or indulge them. This was found to be the case despite the fact that the majority of parents had an authoritative parenting style. In addition to this, they discovered that parents did not allow their children any kind of autonomy while at the same time physically frightening and intimidating their children. To equip parents with knowledge and skills, higher authorities should, among other things, organise Parents Teaching Meetings (PTMs), generate extended family resources, and run media campaigns. These suggestions are based on the findings and conclusions of the study.

## Work Sources

### PARENTING STYLE

The Sanskrit couplet, which was taken from subhastani, provides all of the information that we need on the proper way to bring up a child from birth to adulthood. There is a strong emphasis placed on the role that a child's family plays in their childhood in India. It's common known that a child's actions and characteristics may tell you a lot about his or her parents and other family members. One may get insight into the nature of a family and the manner in which its members aim to bring up its children in a number of different ways. Not just in India but also in a great number of other ancient cultures and civilizations does this hold true. Parenthood is necessary for human existence and flourishing for a variety of reasons, including those that pertain to biology and society. The term "parenting" was derived from the Latin word pario, which means "life-giver." It was used to describe the distinct connection that exists between a young child and his or her parents or guardians in the form of an emotional investment or attachment. The word "parenting" comes from the Latin word pario. Even non-family members such as grandparents and other people who have an emotional contact with the child may be considered parents of the child, regardless of whether they are the child's biological parents or adoptive parents, are single or have been divorced. The example of parenting set by Yasodha, Lord Krishna's mother, is considered to be among the most admirable in all of Indian history (though not his biological mother). It refers to a set of behaviours that work individually or together to influence child outcomes, beginning with the assumption of responsibility, wherein the primary object of attention and action is the child. Assuming responsibility for a child's



physical, psychological, emotional, moral, and intellectual development, it refers to a set of behaviours that work individually or together to influence child outcomes. It takes into account the direct effects that a child's experiences have on their parents' thoughts and behaviours, as well as the indirect effects that the parents' ties with one another and the members of the community have on their children. In light of this, parenting encompasses not only the beliefs, attitudes, values, expectations, aims, practises, and behaviours of parents toward their children, but also all of these aspects taken individually. In spite of the fact that the concept of parenting has been present in western literature since 1663, our historical sources do not include any data that has been systematically gathered and meticulously documented on parenting and childrearing.

Both historians and academics of the mediaeval and early modern eras have conducted study and analysis on the literature of parents. In his book Patterns of Child Rearing, published in 2003, Neil McKerrow made the observation that historically, child care has been poorer than it is now. As a result, more children have been traumatised, beaten severely, or even killed. According to him, up until the fourth century, parenting consisted mostly of killing young children. From the fourth century forward, parents started abandoning their children rather than killing them. This practise continued until the twentieth century. Others were placed in the care of foster families, religious institutions, or the residences of nobility, where they served as servants or hostages, or they were just emotionally abandoned at home. Some children were sold as slaves, while others were sent to the care of foster families, religious institutions, or the residences of nobility. The upbringing of children was cruel, harsh, and emotionally isolating since parents were unable to empathise with the emotional needs of their children. The fourteenth and seventeenth centuries witnessed the beginnings of positive emotional responses toward the child when it came to physical contact between parents and children. This contact included hugging and kissing. The role of the parents was to shoulder the whole of responsibility for their children and to actively shape them into the adults they would eventually become. After the seventeenth century, parents were more involved in the upbringing of their children in an effort to exert mental authority over their offspring in addition to the physical authority they had traditionally exercised. The approaches to child rearing that were prevalent in this region were more intrusive. Since the seventeenth century, the most common method of socialisation has been via the interaction of parents and their offspring. The goal of parenting nowadays is less to subdue a child and more to shape a child into a well-adjusted member of society. This shift in emphasis occurred at the turn of the 20th century. Even more recently, in the middle of the 20th century, the idea of a "helping mode" started to take shape. According to this point of view, the child has a better understanding of the needs that he has at each stage of his own growth than the parent has. It is recommended that parents and children work together with empathy and cooperation in order to fulfil these objectives. Because they engage in play with their children, tolerate their children's regressions, analyse their children's emotional conflicts, and provide them with items that correspond with their children's changing interests, parents in the role of servant to their kid do not need to enforce discipline. This is because parents engage in play with their children. The amount of time, effort, and patience a parent has during this process will be put to the test. He contends that the progress of western civilization may be attributed to the psychological development of parents over the course of the centuries, which has made it simpler for parents to comprehend the requirements of raising children in the modern world. He feels that people of today's generation are in the beginning phases of the aiding mode because they are aware that children often know what is best for themselves and that parents regularly follow the lead of their kids when it comes to childcare.

1. A parent's readiness to face a kid who disobeys, along with other measures, is a kind of demandingness when it comes to ensuring that their children are fully integrated into the family. Demandingness may also be described as controlling. The degree to which

parents exert control over their children based on their expectations of adult behaviour is represented by the demandingness continuum (high vs low). As a result, parents may find themselves engaged in open confrontation with their children at areas of disagreement when they are asked to oversee and manage their children's activities directly. In the context of parental control, demandingness is employed as a synonym:

- **Direct confrontations** – A) supportive; (b) non-punitive; (c) honest — meaning that parents don't try to conceal thoughtless and insulting statements to children as pleasant chat; and (d) sensitive are some of the qualities that make parents effective in promoting prosocial behaviour.
- **Coercive** – parental authority is used to reprimand a kid's mistakes and elicit a defiant response from a youngster.
- **Monitoring** – Imposes restrictions, orderly consistent regimen,
- **Consistent, contingent discipline** – It is a purpose of the parents to direct their kid toward a certain goal. Wikipedia's display of immature, dependent and angry behaviour; and The Free Page the child to adhere to their parents' rules. The most important aspect of reinforcing behaviour is the employment of a positive or negative consequence. This results in a rebellious youngster whose temper outbursts and physical assaults coerce the caregiver into severe punishments and the rest of the family into submission to their authority. To illustrate how parents balance the demands of their children for nurturance with the need to establish boundaries, Baumrind (1967, 1971, and 1981) employed responsiveness and demandingness.

### Characteristics of a well-adjusted person

Well-adjusted is a synonym for mental health in Whittaker (1965). He defines a mentally healthy individual as "well-adjusted," while a mentally sick person is described as "maladjusted." There is no such thing as an easy transition. In order to ensure a healthy transition and avoid the emergence of emotional or mental disorders, some guidelines should be followed. As stated by Mangal (2006), the traits of a well-adjusted individual include the following:

- (i) Awareness of his own strengths and limitations.
- (ii) Respecting himself and others.
- (iii) An adequate level of aspiration.
- (iv) Satisfaction of basic needs.
- (v) Absence of a critical or fault-finding attitude.
- (vi) Flexibility in behaviour.
- (vii) The capacity to deal with adverse circumstances.
- (viii) A realistic perception of the world.
- (ix) A feeling of ease with his surroundings.
- (x) A balanced philosophy of life.

### RESEARCH METHODOLOGY

In this chapter, we'll go through the study's goals, hypotheses, sample sizes, sampling procedures, methods of data collection, and statistical analysis.

### SAMPLE

All urban regions were studied. Random selection was used to pick the parents of teenage participants. The participants in this study ranged in age from 35 to 50 years old. All of the samples are for a nuclear family. Between two and four children were in the household. The family's financial situation falls towards the middle class. Due to the fact that the family's earnings were recorded on the exam, they were deemed to be of middle class. This study used a final sample of 400 parents (i.e. 200 women and 200 dads) from an initial sample of 800. All

of the parents in this final sample were college graduates. The sample was urban, and at least one member of the household worked in a service or commercial capacity.

(i) Parenting style and boys' value orientation are shown to be correlated in the table below.

**Table 5.39 Correlation between Parenting Style of Mother and Value Orientation of Boys**

S.No.	Parenting Style of Mother	Value Orientation and its Dimensions						
		LC	FS	Nv-V	AD	TP	NE-E	VO
1.	Authoritarian	-.029	.100	-.031	.108	.029	-.067	.042
2.	Authoritative	.106	-.218*	-.053	-.157	.0126	-.061	-.074
3.	Permissive	.028	-.087	-.061	.014	.019	.157	.089

**Authoritarian:** According to the table, there were no significant correlations between any of the aspects of value orientation and authoritarian parenting. In addition, the data shows that boys' general value orientation was not substantially connected with authoritarian parenting.

**Authoritative:** The FS (-.218\*) dimension of value orientation was shown to have a substantial negative correlation with the authoritative parenting component. No significant correlation was found between boys' general value orientation and their parents' authoritative parenting style. Additionally, the results show that students' overall value orientation was not substantially connected with parents' authoritative parenting.

**Permissive:** No correlations between value orientation and permissive parenting can be found in this table. In addition, the data shows that parental permissiveness was not connected with overall values.

There is thus no evidence to support the idea that dads' parenting style has no effect on their sons' value orientation.

(i) The following table shows the correlation coefficient between the mother's parenting style and the student's value orientation.

**Table 5.40 Correlation between Parenting Style of Mother and Value Orientation of Students**

S.No.	Parenting Style of Mother	Value Orientation and its Dimensions						
		LC	FS	Nv-V	AD	TP	NE-E	VO
1.	Authoritarian	.031	.038	.044	.022	-.049	-.030	-.021
2.	Authoritative	.031	-.171**	-.115	-.116	.043	-.021	-.092
3.	Permissive	.006	-.028	.034	-.033	-.026	.108	.016

### Conclusion:

When it comes to the growth of children, we cannot overlook the role of their parents. Everyone's future rests on the shoulders of the kid. Seeing the future in its best light is something we all want. The parents bear the most burden in this regard. Parents' responsibilities have grown significantly as a result of the nuclear family model. Parents' personality and adjustment were examined in relation to their parenting style and marital adjustment in this research. As a consequence, we may deduce that a parent's personality has a significant impact

on their parenting style. Parental social and familial adjustment is beneficial. We now know from this research that a person's ability to parent well is influenced by their family's adjustment. If parents want to be successful parents, they need to focus on their personal adjustment first, which includes both familial and societal adjustments. When a couple is pregnant, this study will be quite beneficial. Parents with a lot of grievances against their children might also benefit from the findings of this study. Adaptability and personality traits have been shown in studies to help parents be better parents. This will have a favourable effect on the connection between the parents and their children.

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