

Neglectful Parenting and Achievement Motivation: A Study of Narratives of Achievement Among Professionally Successful People in Delhi NCR

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ABSTRACT

Achievement motivation refers to the behaviour of an individual who strives to accomplish something and excel over others in a performance. Parents through their parenting styles play an important role in cultivating this achievement drive in their children at different levels of education. A very famous developmental psychologist, Diana Baumrind (1966), coined the concept of parenting style. But her conclusion that only the authoritative style works best and permissive and neglectful parenting styles result in highly inefficient and ineffective people, does not stand correct in all the situations. So, it is educationally meaningful to investigate the extent to which successful people in India have been able to attain higher achievement outcomes despite neglectful parental style due to other mediating environmental variables and motivational factors.

Keywords: *Achievement Motivation, Parenting Styles, Responsiveness, Demandingness, Environmental Variables, Motivational Factors*

The need for achievement or the need to attain increasingly higher level of performance is basic and natural in human beings as the other biological or socio-psychological needs. However, in a competitive society or set up, the desire to excel over others or to achieve a higher level than one's peers is more difficult. This may call for a strong motive to achieve something or everything that is essential to beat others in the race and consequently experience a sense of pride and pleasure in the achievements. Even in the corporate world, it has been found that people who have a strong desire to excel and achieve greater heights have reached up to the top of their management hierarchies.

According to Bigge and Hunt (1980), “*people high in achievement motivation tend to exert more efforts and perform better than the low achievers. They have a drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result*”. They are task oriented and prefer to work on tasks that are challenging and on which their performance can be

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evaluated in some way. Atkinson and Feather (1980) suggested that, “*achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure*”.

Achievement motivation, defined simply, refers to the behaviour of an individual who strives to accomplish something, to do his best, and to excel over others in a performance. It essentially is a type of motivation that is personal in nature. The motivation to achieve comes into picture when an individual knows that his performance will be evaluated and that the consequences of his actions will be either a success or failure. Achievement motivation can be seen as mastering all the difficult and challenging situations.

It can be said that the concept of achievement motivation varies across cultures, religion, race and nationality. Factors motivating people to excel in life in Western countries are generally different than people in Asian countries. These differences are to be accounted for while conducting any such study. But keeping these differences apart, people with strong achievement motive prefer working hard rather than believing on luck for determining their outcome. They seek personal responsibility to have a future time perspective in estimating their chances for success. In cultivating this achievement drive in an individual, family, which is the fundamental and important structure of the society has an important role to play. Although society and peers hold a great influence, children are more influenced by the family. The influence of the family on the achievement motivation of the child is very important. Kimble (2014) conducted a study that stated that “interaction between children and parents as well as how parents communicate with their children are considered to be the most important factor for children’s academic achievements”.

Concept of Parenting Styles

Parenting styles play a crucial role in their children’s lives during their growing up years. They help shape children’s skills, behavior, attitudes and value systems that are necessary for successful adjustment in an ever-changing society. A very famous developmental psychologist, Diana Baumrind (1966), coined the concept of parenting style. According to Baumrind, “an ideal balance of both “responsiveness” and “demandingness” determines the term good parenting”. Three parenting styles were identified: authoritarian, authoritative and permissive parenting. Maccoby and Martin (1983) expanded this parenting style model “using a two-dimensional framework and divided Baumrind’s permissive parenting into two different types: indulgent (permissive) parenting and neglectful (uninvolved) parenting”.

Baumrind has practically concluded that, “only authoritative parenting style contributes towards the positive academic growth of children and young adults”. But there are studies that have challenged the notion that “authoritative parenting promotes higher academic achievement, noting that contextual variables such as race, ethnicity and culture should be considered and controlled for in examining this relationship” (Weiss & Schwartz, 1996). Moreover, this has also been observed that perceived motivation of individuals also plays a significant role in their achievements besides constant guidance and support of their parents. There have been various examples of people, who have excelled in life and achieved great success despite having neglectful parents, mainly due to intrinsic or extrinsic motivational variables.

So, the current study has been conducted to test the generalisability of the relationship between permissive and neglectful parenting style and the achievement motivation of

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successful people in India and investigate the extent to which they have been able to attain higher achievement outcomes despite neglectful parental style due to other mediating environmental variables and motivational factors.

LITERATURE REVIEW

For several decades, researchers have been interested in studying the influence of parenting styles on the development of children. “While the concept of parenting styles, its classification and influence of each style on children’s personality originated in the western world, several researchers in other parts of the world have questioned the concept, its classification and its impact on children as related research”, Weiss and Schwartz (1996). Recent developments in the field of parenting and family studies have led to the renewed interest in the relationship between children’s academic achievements and parenting style. Since the family is considered to be the first window of the child, it can have a great impact on their understanding, attitude and academic achievements.

Parents through their parenting styles have crucial effects on the academic achievement of their children at different levels of education. To be successful in their higher education and life, adolescents and young adults need trusting, supporting, and caring relationships with their families, especially with their parents. This is the reason why some researchers have suggested that, “the family support the adolescents can obtain from their parents is an important safeguard throughout their lives, particularly during their transition to university” (Rice, Cole, & Lapsley, 1990). In fact, other socialisation agents (e.g., communities, peers, and schools) also play a substantial role in influencing the academic achievement of students at different levels of education.

For over 25 years the concept of parenting styles has been studied in different countries. The findings from various studies, (Darling & Steinberg, 1993; Dornbusch, et al., 1987;) have consistently documented that “children and adolescents who are raised in families which practice the authoritative parenting style perform better in school compared to those who are raised in families in which other types of parenting styles (i.e., authoritarian, indulgent, and neglecting parenting styles) are adopted”.

Research has also shown that the relationship between authoritative parenting and adolescents' outcomes to be not consistent across families that differ in ethnic and socioeconomic backgrounds. Some researchers have even proposed a “reconceptualisation of the authoritative parenting style as well as consideration of middle-range categories of parenting style in regard to its impact on academic achievement” (Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. 1994). Specifically, Leung, Lau, and Lam (1998) examined the “influence of parenting styles on children's academic achievement in four countries - United States, Hong Kong, China and Australia. The results showed that the academic achievement in the sample of Hong Kong adolescents was positively related to authoritarianism, whereas authoritative parenting was unrelated to the grades of this sample but positively related to the grades of European American and Australian adolescents”. Chao (1994, 2001) reached similar conclusions, “providing evidence against the generalisability of authoritativeness. She observed that, Asian populations interpret the meaning of authoritarian parenting differently. To be more specific, while authoritarian parents are defined as caring and concerned by Asians, European Americans characterise the same style as controlling and dictatorial”.

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Relevant to the above claims are studies indicating that adolescents reared in permissive families perform equally or better in several youth outcomes. Wolfradt, Hempel, and Miles (2003) concluded that “German adolescents, who perceived their parents as permissive “seemed to show a distinctive better psychosocial adjustment by scoring lowest on depersonalisation and anxiety and showing high levels of active coping” (p. 529). Similarly, Garcia and Gracia (2009) challenged the “idea that authoritative parenting style is always associated with optimum youth outcomes across all cultural and ethnic contexts by providing evidence that in Spain, the most advantageous style of parenting is the indulgent (permissive) one”.

Although Baumrind's work continues to be influential, many recent studies have found that her conclusions regarding the success and failure rate of each of the parenting styles to be inaccurate when applied to a broader population. Many variables were not accounted for, such as, culture, ethnicity, socioeconomic status, family size, religion, and the individual temperaments of both parent and child. Asian cultures chose to use a very strict, controlling, and restrictive approach to parenting. Recently adding fuel to the notion that “Asian’s authoritarian parenting style is harsh, oppressive, and sometimes even cruel”, is the fact mentioned in the controversial book, “Battle Hymn of the Tiger Mom,” by Amy Chua (2011), a Professor of Law at Yale Law School. In her book, she shares her experience of raising her two daughters “the Chinese way.” She stated that what Asian parents recognise as a training environment, Westerners think of it as a controlling one.

In one of the interesting studies conducted by Thomas Kulanjiyil (2012), he tried to find answer to two basic questions: “What are some of the salient features of traditional Indian parenting? What does traditional Indian parenting have to offer to the Indian American immigrant parent? They found out that the traditional Indian parenting is shaped by the cultural and religious values of the land, generational wisdom, and life experiences. The goal of parenting is comprehensive development of children and it integrates the cognitive, emotional, and spiritual components of an individual’s growth. Another characteristic of Indian parenting is that children are brought up in an atmosphere of emphatic richness. The supportive environment of the extended family system provides support and encouragement to parents. The parent-child bond is established by such child rearing practices as breast-feeding that provides not only nourishment to the baby, but also allows increasing physical contact between the mother and the child. Cuddling adds physical contact between the mother and the child and also provides a sense of security for the child. The traditional Indian parenting is value-based parenting. It is pointed out that the authoritarian type of Indian parenting limits individual autonomy. The stress on community and interdependence is detrimental to developing individual self-identity. Overprotective Indian parenting inhibits personal agency and assertiveness. Corporeal punishment, tolerated in traditional Indian parenting, is said to have long lasting emotional scars on children”.

As Baumrind concluded that permissive and neglectful parenting styles are bad for children, such children are impulsive, aggressive, non-compliant to rules and orders, moody, low in self-esteem, and remain unsuccessful in life, her conclusions cannot be generalised. We have various examples of people who have excelled in life, made a mark in their related fields and are known for their achievements all over the world despite having permissive or neglectful parents. One such example is that of Steve Jobs, founder of Apple Computers. With his vision, he could set up one of the largest industries of the last decade. Steve jobs had a disturbed childhood when his biological parents abandoned him and put him up for

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adoption. He was adopted by another family, who were very nice and caring people. Despite having neglectful biological parents, he had a strong will power and determination and proved himself as one of the most successful persons in the world.

Another example of a highly successful person is Ratan Tata, who is considered as one of the India's most leading Industrialists, Padma Bhushan and Padma Vibhushan awardee, ex-chairman of the largest Indian Conglomerate, Tata Group of Companies. Brought up by his grandmother from the age of 10, when his parents separated, he became actively involved in the family business. So, despite having no parental guidance and support, this man achieved high success both in terms of academic as well as business growth. He is one of the finest persons, a successful industrialist, investor and philanthropist.

Oprah Winfrey, known as America's first lady of the talk shows, well known for surpassing her competition to become the most watched daytime show host on television, is an example of a badly disturbed childhood due to highly neglectful parents. Her show earned her tremendous success and popularity. She is also an award-winning actress and author of various books. Winfrey's parents separated soon and she had to undergo very disturbing childhood experiences due to her neglectful parents. Raped, molested, pregnant at the age of 14, she had a highly disturbed childhood with no parental attention and care. Despite all that, she attained all such milestones in life and helped other such victims a lot.

Bill Clinton, the forty second President of the United States, known all over the World, also had neglectful parents. His father died in a car accident even before he was born. When he was 4, his mother left him with his grandparents and went on to become a nurse. She married another person known as Roger Clinton, when he was hardly 8 years old. The stepfather was an alcoholic and used to beat him badly in his childhood. But despite having such parenting, this man worked hard for his political career and became a successful President of the World's most powerful nation for two consecutive terms.

These are just some of the examples, which we are quoting here to support the fact that only the authoritative style works best and permissive and neglectful parenting styles result in highly inefficient and ineffective people, does not stand correct in all the situations. We would also like to acknowledge the fact that there can be various other environmental factors and motivational variables, which play an important role in shaping up one's personality and their achievement levels. Parenting style is basically a contextual variable, but within the parenting environment (in which specific parenting behaviors are employed to promote achievement) motivational factors may serve to mediate or strengthen the proposed relationship between parenting style and achievements of people.

Objectives of the Study

In the light of all this discussion, the following objectives have been framed for the study:

- To contradict Baumrind's theory which states that only authoritative parenting leads to high achievement motivation whereas neglectful parenting results in low achievement motivation.
- To find out the effect of mother and father's parenting style on the achievement motivation.
- To identify the factors contributing to the emergence of high achievement motivation despite neglectful parenting.

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Review of Existing Theories

Since so many years, many theories have been developed to test the relationships that exist between the role parent's play and their impact on the development of their children. Some of the important theories referred in the study are explained as under:

Bronfenbrenner's Ecological Systems Theory

The Ecological Systems theory by Bronfenbrenner gives an in-depth explanation and understanding of the parent's role in their children's growth and development. Bronfenbrenner's theory provides “insights into the biological make-up of an individual, in addition to the various elements within the environment, such as the family, school, religion, community, society, culture and global influences which affects child development” (Bronfenbrenner, 1977). It means that often the behaviour that exists between children and their parents within a confined setting is not enough to understand human development, but instead, we should examine other environmental factors, such as, their social and financial support, cultural background, level of stress in their life etc. It is important to study the relationship between the different environmental factors affecting the parenting styles.

Baumrind's Theory

Parenting styles, as defined by Baumrind, are "the consistent patterns of parental behaviours and attitudes with which parents interact and deal with their children and adolescents along two parental dimensions, that is, demandingness and responsiveness" (Baumrind, 1966, p. 889). According to Baumrind, "demandingness refers to parental behaviours and attitudes to integrate children into the family by demanding maturity in their children, supervising and disciplining their children, and showing willingness to control the behavioural problems of their children; and responsiveness refers to the degree to which parents instill independence, self-regulation, and self-assertion in their children by agreeing to be cognizant and supportive of their children's interest, needs, and demands."

Baumrind (1971) stated that, “authoritarian parents often try to shape and control their children’s behavior. They have high demands and expectations from their children and cannot tolerate children’s inappropriate behavior. They do not let their children take any decisions and they even discourage opinion of their children and believe that children should just follow their commands. They are found to be very strict and often resort to punishment when their children misbehave”. Baumrind (1971) suggested that, “permissive parents are less controlling and are warmer. They do not resort to the use of punishment on their children until required. They do not control their children behavior and allow them to take control of their actions. Permissive parents are often less concerned for their children and their children were found to be less cognitively competent. Permissive parents are further categorised as, “either indulgent or neglectful. Indulgent parents are characterised by a high degree of responsiveness and warmth but exhibit no control or demandingness in setting rules or limits. Neglectful parents do not exhibit any degree of either responsiveness or warmth, nor do they exercise any degree of control or demandingness”.

Baumrind (1971) suggested that “authoritative parenting style can be considered to fall between the two extremes- authoritarian and permissive parenting style. Authoritative parents recognise the rights of their child. They always attempt to give a good explanation for their children's activities and encourage their children to take responsibility and make mature decisions by verbal give-and-take and support. They encourage their children to be independent and expect their children to respect their norms”. They control their children's

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behaviour and try to interact frequently and effectively with children. They are seen to be very supportive, loving, committed and create a very supportive and a challenging environment. And their children seem to be significantly more competent and achievement oriented. Baumrind (1971) concluded that, “authoritative parents have children who appear most competent or highly socialised in the school rather than children belonging to authoritarian and permissive parents, who were less competent in the school”. Baumrind (1971) even stated that, “both authoritative and authoritarian parenting styles are high in controlling children’s behaviours, but only authoritative parenting provide a good reason for their demands and provide support for their child autonomy”.

RESEARCH METHODOLOGY

The present study aimed to identify the Influence of neglectful parental style on the achievement motivation in individuals in Indian context. The theoretical frameworks of Baumrind’s typology and Bronfenbrenner’s ecological systems theory are used to provide a working model for understanding the relationship between the predictor variable (e.g., permissive and neglectful parenting style) and the criterion variable (e.g., achievements of successful people) and the impact of mediating variables (environmental and motivational factors) upon this relationship. The purpose of the study was three-fold: (1) First, an emphasis was placed on studying the implications of permissive and neglectful parenting on the achievements of successful people in India; and (2) Second, to determine the mediating effects of environmental variables, motivational factors and individuation on their success and achievements in life: and (3) Third, focus was levied on studying the impact of mother’s and father’s parenting style on the achievement motivation of individuals.

Research Method

Participants

Leedy and Omrod (2001:150) defined sampling, "*as the process of selecting a smaller sample from the larger population, in order to estimate or predict the prevalence of an unknown piece of information or situation within the larger group*". According to Babbie (2005:163), "*the sampling process is purposive, with the aim of generating “insight and depth understanding in relation to the population of interest”*". Since the focus of the study is to retrieve information from people who have achieved some milestones and have done remarkably well in their life, this study is primarily qualitative in orientation following the IPA. By employing snowball sampling technique, 8 people from various age groups and both the sexes have been selected as the primary respondents of the study. Snowballing sampling, also known as chain referral sampling is considered as a type of purposive sampling. In this method, the participants that we select use their social networks to refer the researcher to other people that can be of some help to the study. It is often used when we need to find and recruit “hidden populations,” that is, groups not easily accessible to us through other sampling strategies.

In our study, the respondents selected are of Indian origin from various socio-economic backgrounds. We conducted the study in Delhi and NCR area as we have representative population from all over India residing in Delhi. Since the study intended to capture the role of environmental and motivational factors on achievement motivation of successful people, an attempt was made to reach out and interview individuals from various social backgrounds. Participants were informed that participation is voluntary; and refusal to participation will be accepted if at any moment respondent don’t feel comfortable in sharing the information with the researcher.

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Profile of Participants

Use of semi-structured interview schedule was made and major research questions were drafted to capture the life histories of the respondents and some basic information was collected to draw their general profile. The basic profile of participants has been explained in the Table 1.1 and listed below:

Table 1.1: Representing the Demographic Profile of the Interview Participants

| S.No. | Name | Gender | Age | Education | Religion | Family-Type | Socio-Economic Status |
|-------|---------------|--------|-----|---------------------------|--------------|-------------|-----------------------|
| 1 | Chandan | Male | 30 | M.com, Pursuing Ph.d. | Hindu | Nuclear | Middle class |
| 2 | Heeraj | Male | 33 | M.B.A | Hindu | Nuclear | Middle Class |
| 3 | Pankaj | Male | 29 | Ph.d. | Hindu | Nuclear | Urban Middle Class |
| 4 | Jade | Male | 28 | Ph..d | Christianity | Nuclear | Urban Middle Class |
| 5 | Ummul Kher | Female | 26 | Ph.d. + Civil services | Islam | Nuclear | Middle class |
| 6 | Sonia | Female | 27 | M.D | Hindu | Joint | Urban Middle class |
| 7 | Zoya | Female | 30 | Law + Ph.d. | Islam | Nuclear | Middle class |
| 8 | Shobha | Female | 29 | UPSC | Hindu | Joint | Urban Middle class |

Research Tools

The present study aimed to identify the influence of parenting style on the achievement motivation. Moreover, since the environmental conditions and difference in mother and father parenting style cannot be studied through quantitative method, we have adopted qualitative method and used interpretive phenomenology to study this unexplored area of parenting style. This has helped us in interacting with the participants in real-life settings, where they could express their views and perceptions. “The qualitative research method is first concerned with understanding social phenomena from participants’ perspective, by analysing many contexts of participants and by narrating participants’ understanding of their situations and events” (Schumacher, 2001: 166).

We chose Interpretative Phenomenological Analysis (IPA), which is increasingly popular in the European and American psychology. (Smith, Flowers, Larkin 2009). The primary goal of IPA research is to investigate, how individuals make sense of their experiences. It is assumed that people are ‘self-interpreting beings’ which means that, “they are actively engaged in interpreting the events, objects, and people in their lives. It refers to an in-depth analysis of single cases and examining individual perspectives of study participants, in their unique contexts”. The researcher can make specific statements about study participants because the analysis is based upon a detailed case exploration.

Research Procedure

The Participants were contacted individually. After explaining the purpose of the study and ensuring confidentiality, the process began. For collecting data from the respondents, we conducted semi-structured interviews. Initially, we conducted pilot interviews with three respondents. We asked them a set of tentative questions and their feedback was sought. Pilot study was done to understand that whether we have drafted right set of questions or should

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we change some of the questions, or the order of the questions or the way they are worded. The information obtained from these pilot interviews helped us in finalising the set of questions to be asked to other respondents for collecting relevant information.

The demographic profile of the respondents interviewed is given in Table 1.1. The name of each of the participants has been changed to ensure the confidentiality of these participants. A set of 23 questions were asked to the respondents to collect information about their basic background, parental involvement, academic achievement, demandingness, responsiveness and finally coping with the situations. Eight respondents from different socio-economic backgrounds and gender were selected. A semi-structured interview schedule was administered on all of them having permissive and neglectful parenting styles.

Each interview lasted for around an hour and a half. The respondents were asked the questions and were encouraged to give detailed, in-depth answers. All the eight interviews were recorded and were later transcribed verbatim. After getting familiarised with what the subject is trying to say, we used the left margin to write down the understanding, impression, summary or the gist of whatever the participants were saying in the interview. Once these impressions have been written on the left side, they were read again so that they can be made more precise and concrete. These concrete and precise terms were written down on the right side of the interview transcriptions. After obtaining these concrete terms, we listed them down on a sheet of paper. Based on these, broader themes were made and the various sub-themes were identified that could be clubbed within these broader themes. These broader and sub themes were then compared with all the other interviews to identify which themes appear to be common and which themes comes out to be unique.

Analysis and Discussion

The Qualitative part of the study attempted to explore permissive and neglectful parenting style and its effect on adolescent's achievement motivation. The interviews were analysed according to the guidelines of IPA as given by Smith, Flowers and Larkins (2009). The various themes and sub-themes, which emerged in the analysis are given as under: some of these sub themes were common for all the eight interviews while some were only common to few and some were totally unique for each interview. The various observations gathered for themes and sub themes are explained as follows:

Parental Involvement

Parental involvement was found to be one of the major themes that appeared in all the eight interviews. It can be defined as the amount of participation a parent has when it comes to schooling and his/her child's life. It can have a great influence in the academic achievement of the child. Now a day's there is tremendous competition all around in which everyone has the tendency to outperform others, so here motivation, involvement and support of parents make the child more confident and optimistic. The lot of parental interest, encouragement is obviously a crucial factor in a child's progress. It has been stated that parents who work a lot or are away from home often have children who misbehave or perform poorly at school. However, all our eight respondents performed very well in life despite admitting the fact that there was lack of parental involvement in their lives.

Aim/Purpose in life

It is important to have a goal in life. Without a proper aim in life, we don't get the desired motivation to achieve it. Once we have our goal in front of us, we start forming several ways

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by which the target can be reached. While fulfilling our goals, we might find the journey a bit difficult, thereby losing our focus, self-confidence, concentration and most importantly our hope. But then this is the time we should not give up, and keep doing our job properly. During these interviews, we found out that our respondents had a clearly focused aim in life. All of them wanted to achieve something in life, and to fulfill their dream, wasn't easy. They had to make a lot of sacrifices as their parents' wishes were quite different from theirs. Their parents never supported their decisions, yet they managed to succeed due to strong commitment and determination.

Difficult life Journey

We all believe to get the best of parenting in our lives, where our parents will support us, encourage us and be there for us all the time. They will support our dreams, help us during our difficult times, and love us unconditionally. But, here with our interviewees it wasn't the case. They weren't that lucky. The thing that lacked in their life was their parental love and support. They never got that love or attention from their parents. They had to manage everything on their own, had to undergo a lot of hurdles in their life. Slowly, they started drifting apart from their parents, and a sense of individuation arose in their lives.

External Factors

We all need unconditional love and support from our parents. No matter how difficult the situation might be, if we have our parents love by our side, we can overcome any difficult situation in our life. In our study, all the respondents lacked parental love and support. As they were living alone, financially supporting themselves, they grew independent at a very young age. As human beings, we do need someone to support us. If parents are not there to support us, we tend to look out for other social factors, such as our friends, relatives or teachers etc. Even our respondents told us how their parents were not by their side, and ultimately, they had to depend on other external factors.

Parent-Child Relationship

The parent-child relationship is often considered to be the most enduring and significant relationship in one's life. The term parent-child relationship refers to bond that is so unique and caring between a caregiver and his or her child. Many psychologists believe that the relationships between parents and children are very important in determining who we become and how we relate to others and the world. The parent-child relationship consists of a combination of feelings and expectations that are unique to a particular parent and child. There are a lot of things that can hamper this relationship, such as the parent's age, experience, and self-confidence; the stability of the parents' marriage; and the personality traits of the child compared with those of the parent. As we all know that good parenting is a must, but despite lack of parental love, care and support, our interviewees, still managed to achieve something in life. They didn't let this hurdle destroy them or stop them from achieving their dreams.

Personality Traits

Personality traits can be defined as people's characteristic patterns of thoughts, feelings, and behaviors. They are the person's behavior and attitudes that make up that person's personality. Everyone has a mix of good and bad character traits. An individual's behavior towards other's, attitude, characteristics, mindset makes his personality. It can seem to affect one's thinking, feelings and behavior, in any situation at any time. Different people have

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different characteristic traits in life. Despite all the obstacles faced by our interviewees, it was their strong personality traits that helped them achieve success.

CONCLUSION

Achievement motivation can be defined as an urge to succeed in life or achieve targets. People striving for high achievement orientation accept challenges in life, work hard against all odds and realise their dreams. They simply do not believe on luck, rather take personal responsibility to ensure their success. In cultivating this achievement drive in an individual, family, which is a fundamental social structure, plays an important role. The constant guidance, love, care, protection and support received from parents contribute towards the achievement drive of individuals. They shape up individual's skills, attitudes, behaviour and value-system. For several decades, researchers (Darling & Steinberg, 1993; Dornbusch, et al., 1987) have been interested in studying the influence of parenting styles on the development of children.

Baumrind, one of the renowned researchers in her study of parenting styles, concluded that only authoritative parenting style leads to high achievement motivation and permissive and neglectful parenting styles are bad for children. Such children grow out to be impulsive, aggressive, non-compliant to rules and orders, moody, low in self-esteem and remain unsuccessful in life. But her conclusions cannot be generalised as we have various examples of people who have excelled in life, made a mark in their related fields and are known for their achievements all over the world despite having permissive or neglectful parents. So, the purpose of the study was to find out, whether neglectful parenting leads to high achievement motivation and to identify the factors contributing to the emergence of high achievement motivation despite neglectful parenting. Since the study intended to capture the role of environmental and motivational factors on achievement motivation of successful people, an attempt was made to reach out and interview individuals from various social backgrounds.

From the responses received from eight respondents on seven basic themes and various sub-themes, we could arrive at a conclusion that despite the fact that authoritative parenting style contributes to the achievement motivation of individuals, there are people who have achieved their goals in life and made a mark for themselves despite having neglectful parents. As out of the various participants interviewed, some of them are in Indian Administrative services, some are doctors, assistant professors, lawyers and in judicial services.

Almost all of them admitted the fact that there was no parental involvement and support in their life. Their parents did not have much time to guide them and were not very supportive and encouraging. But these people were highly passionate about their dreams and goals. Despite parents protest and non-supportive attitude, they tried their level best to realise those goals. So, our results were in conformity with what Hunt (1980) defined "achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result". As all our respondents told us that their journey towards success was very hard, but still, they could attain their goals with dedication, hard work and focused approach. They were highly optimistic and proud of their accomplishments. They had to struggle a lot to perform against people's negative thinking and comments. Their life was full of hurdles and difficulties. They had to live independently and sustain themselves. At

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times, they had no place to live or no food to eat. Their parents did not support them emotionally or financially.

In accordance with the Ecological Systems theory by Bronfenbrenner (1977), which says “that family, friends, school, religion, community, society, culture and global influences affects child development”, it was observed in our study that most of the respondents received support from their friends. They were a big help. They supported their vision, guided them, motivated them and helped them financially. So many of them were found quoting their friends as their influencers and motivators. Another external source of motivation was their teachers, who guided them constantly on their path to success. They provided them with information and knowledge regarding the various options which were available to them and their scope. They helped them choose the right path and constantly move in that direction. The unconditional love and support received from siblings was also another factor contributing to some of the individual’s success. They were there to support them morally and be with them at the time of difficulty.

But besides these motivators, the factor which played the most important role is their self-determination and inner motivation. Our findings are in agreement with what Deci and Ryan (2000) proposed in their self-determination theory. According to them, “individuals perform due to their intrinsic motivation, the inner drive for pleasure and satisfaction, or their extrinsic motivation, i.e., their desire for tangible rewards”. Both these attributes were clearly visible in almost all of our respondents as they clearly and confidently admitted the fact whatever they are today and whatever they have achieved is mainly due to their inner drive and motivation. Otherwise, there were so many hurdles, such as, non-supportive or indifferent parents attitude, lack of guidance and support of family and other financial resources, which could have dragged them down and they would have been one amongst masses and nobody would have ever known them. It was only their instinct and inner drive which kept motivating them and gave them sufficient support and encouragement to perform to the best of their capacities and excel in life. They could reach to a certain position and achieve their goals.

When we talk of parenting, it includes the parenting style of both: the father and the mother. We even tried to look at the differences in the parenting styles of both the parents. With regards the parenting styles of mothers and fathers, our findings were in partial conformity to what Baumrind and other researchers discovered. According to them, “mothers and fathers may demonstrate differences in their styles of parenting when rearing their children and young adults. In general, mothers tend to provide more warmth and support and generally have closer relationships with their children than fathers do” (Desjardins, J., Zelenski, J. M., & Coplan, R. J. 2008). In our study as well some of the respondents admitted the fact that they did receive some emotional support from their mothers. The findings were in accordance with the psychoanalytic theory, “where mothers have been emphasised as their children’s most important attachment figure, and fathers have been ignored completely or discussed with regard to their distance from and remoteness to their children” (Simons, L. G. & Conger, R. D. 2007). Our respondent's mothers were slightly more loving and caring, did listen to their problems at times and were concerned about their whereabouts. Practically all the respondents reported that they did not receive much of an emotional support from their fathers. They did receive some of the love, care and affection of their fathers when they were kids, but no such support and encouragement was extended when they grew up. Rather their fathers were either against them, had thought of something

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different for them and were trying to impose their decisions on them or they were totally indifferent and had no time for them. They did not receive any guidance, support or encouragement from their fathers. Even their mothers were not much concerned, supportive and encouraging about their career, aspirations and academic achievements. Overall, it was found that the behaviour of both the parents was just the same and they were equally indifferent or unconcerned about their children. Their role was negative in their children's growth and achievement motivation.

To conclude, we would like to state that the first objective stands achieved in our study, as we are able to contradict what Baumrind (1971,1991) said with the help of our findings. The fact that only authoritative parenting leads to high achievement motivation and neglectful parenting results in low achievement motivation stands incorrect. Baumrind's further submissions that such children turn out to be impulsive, aggressive, non-compliant to rules, moody, low in self-esteem, alcoholic, sexually active and criminal minded is found to be false. The very fact that they turn out to be bitter in life; feel unloved and as a result find it difficult to love others; are usually hostile towards others; are easily angered and irritated; are less compassionate and affectionate towards others does not stand correct in all the situations. We could see examples of people who have succeeded in life despite having neglectful parents and are very loving and caring individuals.

The findings of the study supported the fact that there were not many differences in the mother and fathers parenting style and they did not affect the achievement motivation of the individuals. They performed well and realised their goals and aspirations despite having neglectful parenting from both their parents.

Moreover, with regards the realisation of our third objective, we could identify several factors contributing to the emergence of high achievement motivation despite neglectful parenting. Such people succeeded in life due to their inner drive and strong desire to excel. The support, encouragement and help received from friends, teachers and siblings also played an important role in their growth. They grew more confident, mature, focused and determined individuals. They realised their goals and made a mark for themselves. So, the various environmental factors and motivational variables played an important role in their achievement motivation.

Limitations of Study

- The results of our study cannot be generalised because of small sample size.
- Due to lack of time and resources, study was confined to Delhi NCR region only. So, the data collected might not give a true representation of the wider population.
- The analysis and interpretation of the data was time consuming because of setting up of an interview, transcribing, analysing, and reporting each and every line of submission made by the respondents.
- An element of subjectivity might have come in sorting out the data and pulling out the key-points.
- The respondents might have given socially desirable responses affecting the authenticity of the data.

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Conflict of Interest

The author(s) declared no conflict of interest.

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