

Research Paper

Relationship of Parenting Styles with Personality and Academic Motivation among Adolescents

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ABSTRACT

The study was conducted to find out the relationship of parenting styles with adolescents' personality and their academic motivation. The sample population chosen for this study was, 60 adolescents (30 males and 30 females) aged 13-19 years. The tools used were Parental Authority Questionnaire (PAQ) (Buri, 1991), the Big Five Inventory (John and Shrivastava; S, 1999) and The Academic Motivation Scale-College Version (AMS-C; Vallerand and colleagues 2002). The statistical tool used for the study was the Pearson Product Moment Correlation Coefficient. The results obtained were; there was a positive correlation found between Parental Authority adopted by the Parent in child rearing and the Personality of the child. ($r=0.44$, $n=60$, $p=\leq 0.001$). There was a positive correlation found between intrinsic type of Motivation and Openness to Experience trait. ($r=0.26$, $n=60$, $p=\leq 0.001$). There was a positive correlation found between Authoritative Type of Parenting Style and Intrinsic type of motivation. ($r=0.38$, $n=60$, $p=\leq 0.001$). There was a positive correlation found between Conscientiousness and Authoritative Type of Personality. ($r=0.45$, $n=60$, $p=\leq 0.001$).

Keywords: Parenting styles, Personality, Academic motivation.

Parental responsibilities start as soon as the child is born. These responsibilities suggest that the socialization process of a child is bidirectional in nature. The implication is that parents convey socialization messages to their children, while children vary in their level of acceptance, receptivity and internalization of these messages (Grusec et al., 2000). Parenting is one of the complex tasks every parent hopes to succeed in. For all social and educational development, the family and parenting style plays an important role.

Parenting styles: The construct parenting style has been largely influenced by Baumrind's (1971) conceptualization of authoritarian, permissive and authoritative parenting styles which encompassed various characteristics such as maturity, communication styles, nurturance, warmth and involvement (Darling & Steinberg, 1993). Berk (2006) defines parenting styles

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as a combination of parenting behaviours that occur over a wide range of situations, creating an enduring child-rearing climate. Baumrind (1971) identified three basic parenting styles: authoritarian, authoritative and permissive parenting styles. Further research by Maccoby and Martin (1983) identified a fourth parenting style called uninvolved or neglectful parenting style. Authoritarian parenting style suggested that children are expected to be submissive to their parent's demands, while parents were expected to be strict, directive, and emotionally detached. Permissive parenting style like the name implies, connotes less parental restrictions or limits on the child. The implication of this is that children are expected to regulate their own activities. Authoritative parenting style similar to authoritarian parenting entailed clear and firm direction to children. However, the difference between the two similar parenting styles lies in moderating discipline with warmth, reason, and flexibility as ensued by authoritative parenting from the different types of parenting style. (Kawamura, Frost, & Marmatz, 2002; Pong Hao, & Gardner, 2005).

While parenting styles have been demonstrated to be related to the well-being of their offspring, some studies have investigated the effect of the parenting styles have on the personality traits of their children reveals that parenting rearing style has greatest influence on the development of child personality and personality traits. (Baldwin, McIntyre, & Hardaway, 2007; Heaven & Ciarrochi, 2008). As proven by numerous cross cultural validation studies, five factor models appeared to be the one of the most extensively used and dependable constructs in describing personality of individuals (McCrae & Allik, 2002; Bardi & Ryff, 2007). Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism are the personality domains that were stipulated in Costa and McCrae's model. Openness to experience is the desire for curiosity, imagination, aesthetics, wisdom, enlightenment and humanism (John, 1989; McCrae & John, 1992; McCrae & Costa, 1992). Conscientiousness is the desire for organization, discipline, autonomy, efficiency, reliability, continence, progressiveness, logic-focus and reflection (John, 1989; McCrae & John, 1992; Watson & Clark, 1997). Agreeableness refers the desire for amnesty, kindness, benevolence, confidence, empathy, obedience and sacrifice (John, 1989; McCrae & John, 1992). Neuroticism is the desire to experience anxiety, stress, self-consuming, hostility, impulsiveness, shyness, irrational thinking, depression and low self-esteem (John, 1989; McCrae & John, 1992; McCrae & Costa, 1992).

In conjunction with the effects of authoritative parenting on academic performance, students' motivation and self-efficacy may also contribute to academic success. Motivation is seen as a main factor that plays a very important role in determining students' achievement. Self-determination theory (SDT; Deci & Ryan, 1985) posits that intrinsic versus extrinsic goal pursuits have positive effects on wellbeing (e.g., psychological health) and learning. SDT delineates three types of motivation: (a) intrinsic motivation—doing an activity for itself and the pleasure and satisfaction derived from participating; (b) extrinsic motivation—performing an activity as a means to an end, to satisfy an external demand, or reward contingency; and (c) a motivation—being neither intrinsically nor extrinsically motivated to perform an activity.

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The present study represents explicit investigation of the relationships between Parenting styles, personality and academic motivation of the students and with the scarcity of literature that draws considerable link among personality traits, parenting style and academic motivation in Indian population. The present study was formulated as an effort to identify significant correlations between the variables.

There are three types of variables in this study: - Parenting styles, personality types and academic motivation. It is extremely important for two reasons: a) To benefit parents in helping to understand the importance of parenting styles as these factors relate to the personality and academic motivation and academic success of their wards, and b) Opens the door for researchers to conduct related studies in the field of parenting styles and its impact on the personality and academic motivation which in turn leads to the academic success of their wards.

REVIEW OF LITERATURE

Dr. Odiase Edobor, Dr. Rosemary Ekechukwu (2015) conducted a study to investigate the influences of parenting styles on the personality traits of senior secondary school students. The results show that extroversion personality trait does depend on parenting styles among senior secondary school students.

Arenliu A., Hoxha L., Berxulli D., Gashi L.J. (2014) conducted a study to investigate the relation of specific parenting (maternal) styles with the motivation orientation of 610 high school students. The findings of the study illustrate positive correlation between variables. Findings show that there is a positive correlation between authoritative parenting style and three intrinsic motivation subscales.

Jesus Alfonzo D. Datu (2012) conducted a study to indicate a relationship between big five personality factors and paternal parenting style. The assessment tools used were the Big Five Inventory (BFI), Parental Authority Questionnaire (PAQ) and a demographic survey. The results revealed that among the big five factors of personality, neuroticism and authoritarian parenting style had significant correlation.

Mohammad Ebrahim Maddahi, Nasirudin Javidi, Mona Samadzadeh and Maryam Amini (2012) conducted a study to explore the relation between parenting styles and the five factors of personality. The assessment tools used were Parenting Styles Questionnaire (Naghashian, 1979) and Five-Factor Personality Factors Questionnaire (Costa and McCrae). The findings depict that among all the components of personality, there is a direct and significant relationship only between openness personality trait and authoritative parenting style; that is to say, authoritative parenting style is correlated with developing openness trait components. Jillyan Ashley Farbstein (2011) conducted a study to examine relationships among perceived parenting styles, personality, and locus of control in a sample of at-risk university students. The results revealed that Students who perceived their parents as having an authoritative parenting style and were open to experience demonstrated an internal locus of control.

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R.N. Ravi, R.C Pandey, Kishore Kumar (2009) conducted a study to find out the effect of perceived parenting style on the personality of Khasi adolescents. The results reveal that boys have significantly more rejection from father as compared to girls and girls have shown significantly better emotional warmth in comparison to boys from father. The comparison of boys and girls on anxiety, depression, somatic problems, anger hostility and self-esteem indicated significantly higher anxiety, more somatic problems and higher anger hostility among boys, and high self-esteem in girls.

Erlanger A. Turner, Chandler M., Heffer R. (2009) conducted a study to examine the relations among authoritative parenting style, academic performance, self-efficacy, and academic motivation using a sample of 264 college students. Results indicated that authoritative parenting continues to influence the academic performance of college students, and both intrinsic motivation and self-efficacy predicted academic performance. Additionally, the study tested the interaction between self-efficacy and authoritative parenting, but the interaction was not significant.

It was proposed that:

- The type of parenting style practiced by parents is correlated to the type of personality the adolescents develop.
- There is a correlative relationship between intrinsic motivation and openness to experience.
- Authoritative parenting style is correlated positively with intrinsic type of motivation.
- Conscientiousness and authoritative parenting style is positively correlated with each other.

METHOD

Participants:

The sample of 60 adolescents, (30 males and 30 females) within the age group of 13 to 19 years of age from Mumbai city was selected for the study.

Sample Inclusion Criteria:

Participants with at least 5 years of formal education in an English Medium School were selected. Participants who are not on any form of medication were selected for the study.

Sample Exclusion Criteria:

Participants with any co-morbidity of learning disability, mental retardation or any other mental disorder was excluded.

Measures

The Parental Authority Questionnaire (PAQ) was used to measure adolescents' perceptions of the parenting styles used by both their parents. The PAQ consists of 30 items per parent, and yields measures of authoritarian, authoritative, and permissive parenting styles. Each item is associated with 1 of the 3 styles of parenting, and is rated on a 5-point scale by

participants, where 1 equals “strongly disagree” and 5 equals “strongly agree.” According to the developer of the PAQ (Buri, 1991), the test-retest reliability for the 3 different parenting style prototypes for both mothers and fathers ranges from .77 to .92. The Cronbach alphas for internal consistency for each of the 6 scales range from .74 to .87 (Buri, 1991). The scales were also demonstrated to have good discriminant-related validity, criterion-related validity.

The Big Five Inventory (BFI) was used to assess the personality of the adolescents (John, Shrivastava; S, 1999). The 44-item BFI was developed to represent the prototype definitions developed through expert ratings and subsequent factor analytic verification in observer personality ratings. The BFI does not use single adjectives as items because such items are answered less consistently than when they are accompanied by definitions or elaborations (Goldberg & Kilkowski, 1985). The current reliability of the instrument based on the analyses done in the data set is $\alpha=.66$

The Academic Motivation Scale (AMS-C 28) by Vallerand, Pelletier, Blais, Brière, Senécal, & Vallières (1992-1993) was used to measure the academic motivation of the adolescents. This scale has a 7-factor structure: intrinsic motivation to know, intrinsic motivation to accomplish, intrinsic motivation to experience stimulation; identification, interjected regulation, external regulation and a-motivation. The questionnaire was measured with a 7-level Likert scale, from ‘does not correspond at all’ to ‘corresponds exactly.’ (Cronbach alpha Coefficient .76), towards accomplishment (Cronbach alpha coefficient .69), and to experience stimulation (Cronbach alpha coefficient .56). The internal consistency results of the first two subscales were satisfactory and, for the third, generally acceptable.

Procedure

The participants taking part in the study were personally contacted to participate in the study. Rapport was established with them to make them comfortable in the setting. They were given the stated questionnaires to solve. Standard instructions were written on the questionnaires. In case of any difficulty they were encouraged to ask questions. After finishing the solving part of the questions, the participants were asked to return the set of questionnaires. The participants were debriefed about the entire study after their participation was over.

RESULTS AND DISCUSSION

The first hypothesis was, “The type of parenting style practiced by parents is correlated to the type of personality the adolescents develop.” The correlation value obtained was 0.44 ($r=0.44$, $n=60$, $p \leq 0.001$). This shows a moderate positive correlation between the two variables. This implies that the type of Parental authority used by the Parents of the child is associated with the Personality that the child develops during Adolescence.

The second hypothesis was, “There is a correlative relationship between intrinsic motivation and openness to experience”. The correlation value obtained was 0.26 ($r=0.26$, $n=60$, $p \leq 0.001$). This shows a mild positive correlation between the two variables. This implies that people who are high on the trait of ‘Openness to Experience’ show higher amounts of

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Intrinsic Motivation. A study conducted by Dorothea Wahyu Ariani shed light on the topic of personality and learning motivation which revealed that, extraversion, agreeableness, openness to experience and conscientiousness were positively associated with intrinsic motivation.

The third hypothesis was, “Authoritative parenting style is correlated positively with intrinsic type of motivation”. The correlation value obtained was 0.38 ($r = 0.38$, $n = 60$, $p = \leq 0.001$). This shows a moderate positive correlation between the two variables. This implies that those parents who used Authoritative type of parenting styles to raise their children inculcated higher amounts of Intrinsic Motivation within them. A study done by Mohammad Ebrahim Maddahi and colleagues demonstrated that authoritative parenting style is correlated with developing openness trait components (including, having desire for curiosity, imagination, aesthetics, wisdom, enlightenment and humanism).

The fourth hypothesis was, “Conscientiousness and authoritative parenting style is positively correlated with each other”. The correlation value obtained was 0.45 ($r = 0.45$, $n = 60$, $p = \leq 0.001$). This shows a moderate positive correlation between the two variables. This implies that those parents who used Authoritative type of parenting styles to raise their children have had higher amount of conscientiousness in the children.

CONCLUSION

- There was a positive correlation between Parental Authority adopted by the Parent in child rearing and the Personality of the child.
- There was a positive correlation between intrinsic type of Motivation and Openness to Experience trait.
- There was a positive correlation between Authoritative Type of Parenting Style and Intrinsic type of motivation.
- There was a positive correlation between Conscientiousness and Authoritative Type of Personality.

SIGNIFICANCE OF THE STUDY

The present study represents explicit investigation of the relationships between Parenting Styles, Personality and Academic Motivation of the students. The scarcity of literature draws considerable link among personality traits, parenting style and academic motivation in Indian population. The present study was formulated as an effort to identify significant correlations between these variables which may aid us to understand the relationship better. The present study might also lead towards development of better therapeutic techniques and methods in order to aid the students and enhance academic motivation. Also on the quantitative front, a further cause and effect relationship could be established with the variables. This could even be taken one step further to find out the relations between the sub-scales of the big five inventory and it could be found out how significantly can one sub-scale predict the other with the help of multiple regression analyses.

LIMITATIONS

The study conducted lacks enough sample size which might result in the study not being generalized to rather larger population. The sample was taken from the city of Mumbai only which might also serve as a limitation. The data collected and the conclusions drawn cannot be generalized to a large population, however, there is scope for further research.

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