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## Parental Raising Style, Personality and self-regard among School Adolescents.

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### ABSTRACT

100 adolescents (50 boy and 50 girls) Subjects were collected from various school in Bharatpur metropolitan city employed with Gerlsma Pecaived Parental Rearing Style (PPRSQ), Kellner Sympton Questionnaire (S.Q.) and Rosenberg Self-Esteem Scale. The results disclase that boys have notably more non acceptance from father ad compared to girls and girls and girls have shown outstandingly better emotional warmth in comparison to boys from father. The boy and girls did not differ significantly on the factors over protection and favoring subjects of PPRSQ for father. No dependable difference was discovered between boys and girls on all the factors of PPRSQ for mother. The differentiation of boys and girls on anxiety, depression, somatic problems, anger hostility and self-esteem pointed out significantly higher anxiety. More somatic problem and increased hostility among boys, and high self-regard in girls. The study highs of the received parental raising style and its effect on personality of adolescents and has educational implications for parents.

**Keywords-** Communication, Overlook, parental exception, Anxiety.

### Introduction:

Parent Participation is Prime to the educational accomplishment of a young adolescent and yet usually decrease when a child enters the middle grades (Epstein, 2005; Jackson & Andrews 2004; & Davis, 2000; NMSA 2003;). Parent participation is defined as having an Consciousness of and involvement in schooling, and a commitment to persistent communication with educators about student progress. The term “Parents” refers to biological parents, \_adoptive and stepparents, and primary caregivers (grandmother, aunt, brother). The research on parent association in the education of young adolescents point out parent’s activities in favor of learning at home, in school, and in the community. Joyce Epstein, a leading researcher in the field of parent participation, identified and studied multiple measures of parent taking part in the middle grades (Epstein, 1995; Epstein, Sanders, Simon, Salinas, Janson, & Van Voorhies 2002). As a result of this research, Epstein and her colleagues, using the methodology of meta-analysis (analyzing various research, studies) the researchers identified three constructs of parent involvement: i) Communication, ii) Super intend, and iii) Parental expectations and parenting style.

Parenting style has a vast impact on the growth of the child and there has been a increasing awareness of the importance. Unreasonable parental expectations, especially when tag along with faculty parental behavior motif adversely affect the child’s psychological wellbeing. According to Thergaonkar and Wadkar (2007), inculcating a democratic style of parenting and greater acceptance of parents among children may avert anxiety. Parenting style is acknowledge as the most successful style for developing skilled and confident children. Lung et al (2004) famed that a parental bonding directly affects personality characteristics. Emme Kamp (2006) suggested that a noteworthy amount of variance of Type A behavior can be reckon up for by perceived parental characteristics, mainly rejection and lack of emotional affection and negative evaluation of children by their parents may lead to an personalized maladaptive cognitive set in the children. Furnham and Cheng (2000) inspect the parental and maternal raising styles and found that a logical discipline exercised by mothers toward their children was particularly favourable in increasing the off-springs self-regard. A close inspection of the review of studies reveals that parenting raising style has greatest influence on the development of child personality and personality traits. Therefore, the present study was taken on to survey the parental raising style, personality and selfregard among adolescents.

Parental raising is not only explained as a predictor for self-regard (Liu, 2003; Restifo, Akse, Guzman, Benjamins, & Dick, 2009; Muris, Meesters, & van den Berg, 2003) but also as an affective factor for the

vulnerability to psychopathology (Baker & Hoerger 2012; Liu, 2003; Restifo et al., 2009).

Depressive symptoms are correlated with parental raising mediated by self-regard (Cheng & Furnham, 2003; Liu 2003; Restifo et al. 2009; Milevsky, Schlechter, Netter, & Keehn, 2007). The strongest mediating effect of self-regard was shown for the relationship of family factors (parental care and conflict with parents) and depressive symptoms (Restifo et al., 2009). On the one hand, self-regard mediates the relationship between maternal acceptance, psychopathological control, and depressive symptoms (Cheng & Furnham, 2003). On the other hand, the mediating effect of self-regard on parental psychopathological control and depressive symptoms was not copied by other investigations (Restifo et al., 2009). These varying results might be described by small and non-representative samples. In addition, a limitation in all of these studies might be that they solely evaluated depressive symptoms. However, there is a high comorbidity and intersecting symptomatology between anxiety and depression (Onken & Ströhle, 2005). In addition, Oliver and Paull proposed already in 1995 that these results may not be particular to depression but may also apply to anxiety since parenting behavior also has an impact on the development of anxiety disorders (Greco & Morris, 2002; Hudson & Rapee, 2001). It is already known that less emotional affection and greater control in parenting behavior is related with various types of anxiety disorders. (Bögels, Bamelis, & van der Bruggen, 2008; Greco & Morris, 2002). A higher degree of received parental control foretell a larger degree of impostor fears (Sonnak & Towell, 2001). Additionall, overprotection is also associated to anxiety disorders (Turgeon, O'Connor, Marchand, & Freeston, 2002). Although, it is still unknown how self-regard connect the relationship between parental raising and anxiety disorders. As a result, in the present study, depressive as well as anxiety symptoms are taken in for the first time in the calculations concerning the effects of parental raising styles mediated by self-regard. This way, the parallel examination of anxiety disorders and depression Alomes the analysis of the mediating function of self-regard specific to a certain disorder.

Based on the literature (Paulson et al., 1991) it can be hypothesized (1) that the effect of recalled parental raising measured by rejection/punishment, emotional affection, and control/extra protection on anxiety as well as on depressive symptoms is mediated by self-regard. More accurately, an authoritative parenting style providing emotional affection will lead to greater self-regard.

A greater rejecting and controlling parenting style will be correlated with lower self-regard. Relating the Contrasting effect of a mother's and a father's parental raising style, based on the literature it can be hypothesized that (2) the mother's parental raising style might be more greatly associated with the self-regard and the psychopathology of the respondents than the raising style of the father. Consequently, the effect of recalled parental raising on self-regard decreases with increasing age. It can be hypothesized for adults that (4) the effect of recalled parental raising on self-regard is bottom must for the higher age groups.

### **Sample:**

100 adolescents (50 boys and 50 girls) were choose from various schools in Bharatpur metropolitan city the age ranged from 14 to 17 years. Analysis of extraneous variables show that the extraneous variables we're almost homogeneously distributes across the samples (boys and girls).

### **Tools:**

Perceived Parental Raising Style Questionnaire (PPRSQ): It was developed by Gerstman, Arrindell, Van Dirven and Emme Kamp, (1971) and consists of 54 items with four different responses for 4

Primary Factor – Rejection (19 items), Emotional affection (19 items), Extra Protection (11 items), and Favoring Subjects Domain. It is self report measure intended to assess adolescents recollection of their parental raising behaviors. Self-pride Scale (Rosenberg,1965): This scale of great score indicates low self-regard while a low score indicates high self-regard.

### **Procedure:**

The subject were approached personally in their schools for data collection. The subjects were provided with basic information for each test to make them understand how to perform.

## Results:

Analysis of the extraneous variables should that the variance are almost relatively homogeneously dispensed across the sample, and hence insuring the representativeness of the samples for the conduct of the study.

An examination of the table reveals remarkable difference between boys and girls students on the factors Rejection and Emotional affection of PPRSQ for father. The comparisons of boys and girls students on the factors Over Protection and Favoring Subject of PPRSQ did not exhibit noteworthy difference for father. No notable difference was found between boys and girls students of the factors of PPRSQ for mother. The greater of boys and girls students on the personality factors reveal remarkable greater anxiety, higher anger hostility, and more somatic concern in boys' students. The results also showed notable high level of self-regard in girl's student.

**Table 1: Mean, SD. and T-values on the factors of PPRSQ for father and mother and on the personality and self-regard factors for boys and girls:**

		Factors	Boys		Girls		T-Value
			Mean	SD	Mean	SD	
PPRSQ	Father	Non-acceptance	36.86	4.67	34.22	6.21	3.64**
		affection	53.56	9.57	55.00	3.53	2.17**
		Extra Protection	27.80	4.55	28.80	3.88	1.28
		Favoring	9.00	2.51	9.96	3.25	1.65
	Mother	Non Acceptance	33.67	6.78	32.88	5.56	0.25
		Emotional	51.92	10.72	53.42	7.77	0.52
		Extra Protection	29.24	4.94	29.84	4.89	0.75
		Favoring	9.00	2.54	9.44	3.21	0.77
Personality Factor		Anxiety	10.64	3.60	9.00	3.63	3.35**
		Depression	7.68	4.48	7.05	4.07	0.71
		Somatic Concern	9.90	3.75	6.90	3.70	3.67**
		Anger Hostility	10.80	3.72	7.61	4.10	4.32**
		Self-regard	24.54	1.77	20.90	2.90	6.70**

Results of the study make it apparent to conclude the trends of received Parental Raising Style and it's notable effect on the personality development in boys and girls students. The boys' students showed remarkable more rejection as compared to the girls' students while girls' students received better emotional affection in comparison to boys students from father. The results showed no reliable difference between boys and girls students on the factors of PPRSQ for mother. The finding is not persistent with that of an either investigation carried in Mizoram by Rai (2000) who reported great rejection in Mizo girls. The rejection in boys students and emotional affection in girls students.

## Conclusion:

In Short, the present results give indication for a positive correlation between the recalled authoritative parental style and self-regard which, in turn, foretells symptoms of anxiety and depression negatively. On the contrary, authoritarian parenting, which is defined by a more dictatorial contact to the child, a high degree of control as well as by less emotional warmth are associated with negative self-regard and more symptoms. More over, there were no differences to be found in these relationships in reference to the age and gender of the respondents, which typify the universality of the present results concerning these sociodemographic variables.

In future research, the major role of parental styles play in the occurrence of personality symptoms in every part of life need to be taken into account in prevalence studies as well as in studies examining therapeutic changes of these symptoms over time.

Here with, studies should include parental styles as covariates to therapy efficacy studies. Perhaps, existing models may be described better by including parental styles, hence reaching better effect sizes. Additionally, long-term developmental studies to tag along with children growing up with divergent parenting styles would also be of interest to counteract the problem of recall bias.

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