

## THE RELATIONSHIP BETWEEN PARENTING STYLES AND ADOLESCENTS' PERSONALITY TRAITS

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### Abstract:

Parenting styles refer to relationship and the characteristic of this relation parents make with their kids. Parenting styles has vital role in the learning and personality development process of their kids. **The aim of this study** was to identify the relationship between parenting styles and adolescents' personality traits. **Subjects and Methods: Research design:** A descriptive correlational research design was utilized in the present study. **Setting:** this study was conducted at three secondary schools in Abo-Hamad city. **Subjects:** purposive sample composed of 400 students from the previous mentioned setting were recruited. **Tools of data collection:** three tools were used for data collection; they are Socio-demographic data sheet, Big Five Inventory (BFI) and Parental Authority Questionnaire (PAQ). **Results:** The results of the present study indicated that there was significant positive correlation between permissive parenting style and openness personality traits. Authoritarian parenting style was positively correlated with neuroticism and negatively correlated with agreeableness, conscientiousness and openness. Furthermore, authoritative parenting style has significant positive correlation with agreeableness, conscientiousness and openness personality traits. **Conclusion:** it was concluded that there was statistically significant relationship between parenting styles (authoritative, authoritarian, and permissive), and personality traits (conscientiousness, Openness, agreeableness, and neuroticism) among studied sample. **Recommendations:** counselling program for parents on the impact of different parenting styles on adolescents' personality traits should be available. This will help parents to understand the influence of implementing the parenting style that would enhance the development of their kid's.

**Key words:** parenting style, personality traits, adolescents.

### Introduction:

Family is a socio-cultural and economic organization which has an important influence on the growth and development of kids' behaviour and personality. Any defect in the parents' responsibilities results in failure on children's growth and may result in behavioural complications(1). In the same line, Nishikawa, Sundbom, and Ha "gglo (2) indicated that, parent-child relationships undergo repeated changes during adolescence. The method parents utilize in raising their children and adolescents affects their personality development and susceptibility to mental health problems in adulthood.

Parenting styles are defined as wide range of child raising practices, standards, and behaviours. It is the manner in which parents take care of their children that

influence the development of their children's personality and the manners of relating to public and intimate relationships (3). Although researchers have identified and employed many kinds of parenting styles in literature, authoritative, authoritarian and permissive styles were the most comprehensive (4).

Parents who utilize authoritative parenting style are commanding and direct their kids but they are reactive and tolerating as well. They give instructions and explain its reasons. Those parents are more responsive to the need of their children and let them sharing family's decision making. parent-child communication is characterized by reciprocal nature and both parent restriction and support are stabilized. Authoritative parenting style is

accompanied by acceptance and warm relations, adaptive control methods and suitable self-reliance (5).

Authoritarian parents strictly control their teenagers' practices, anticipate rigorous, automatic compliance to parental authority, refuse individuality of their kids, deal with disobedience by vigorous and punitive discipline, relatively ignore needs of their kid's, and have firmly directive commands and little communication with their kid. As a result, those youths often experience negative views and fear experimenting new ideas. Authoritarian parenting style is characterized by high level of compulsory control and low level of permission, intimate relations and raising autonomy (6).

Permissive parents have few instructions and requirements, encourage children to express their feelings and drives, and let them to behave freely without any restrain (7). Parents who utilize permissive parenting style often convey sympathy and warmth, scarcely impose instructions and authority, act as a friend rather than parents. Adolescent of such parents are allowed to make any decisions even when they are not competent, to decide whatever they like and are rarely punished by their parents (8). Most of Adolescents raised by permissive parents are hostile, purposeless, frequently impulsive, has little self-control, and low level of accomplishment and individuality (9).

Authoritative parenting style enhance adolescents psychosocial maturation, improve their academic proficiency, decrease delinquent behaviour and somatic complains (10). Similarly, Tanhaye-Rashvanlou and Hejazi, (11) found that adolescent of authoritative parents is encouraged to behave without being frightened of the outcomes and spontaneously act in societal circumstances without social worry. On the contrary, adolescent of authoritarian

parent has limited creativity as a result of too much inhibition by their parents.

Personality is the continuous patterns which explains how an individual feels, thinks and behaves. therefore, personality is responsible for regulating individual's behaviour especially students in secondary school(12). There are five personality traits commonly labelled extraversion, conscientiousness, agreeableness, openness and neuroticism (13). Extraverted person is characterized by positive emotionality, activity, friendliness, and assertiveness (14). Extraversion can be revealed during parent-child social interactions. It is demonstrated in the quantity and quality of personal relationships. While satisfaction and optimistic in social connections between extraverted persons can arouse their parents' positive reactions, extraverted persons' social domination and openness possibly lead to quarrels between parents and their children and intensify their parents control. Consequently, extraversion among adolescent can predict both parental over-reactive and parental warmth discipline (15).

Conscientiousness describes individuals who are competent, achievement striving, self-discipline, prefer preciseness, organization, and arrangement and have tendency to be governed by rules and to adhere to principles (16). Many adolescent researches have proven relationship between conscientiousness and positive quality of parent-child relations, indicating that more conscientious adolescents not only reduce parental restrain but also enhance parental sympathetic and kindness (17).

Agreeableness refer to an person's social direction in emotion, performance and thought. Thoughtful, sympathy, reactive, helpful, and approachable behaviour of agreeable individuals usually stimulates positive social interactions,

therefore promote kind, thoughtful, deferential, and congruent interactions with their parents (18). Indeed, agreeableness has positive relation with greater parental warmth and lower control (19)

Openness to Experience is a personality dimension which accompanied by creativity, imagination, sensitivity, and curiosity. Individuals with high levels of this trait are tending to be nonconforming, independent, and imaginative and able to succeed in professions in which change is constant and novelty is critical. In addition, these people display a preference for diversity, appreciate following novel ideas, and welcome an intrinsic interest in novelty (20). These behavioural tendencies may play a part in conflicts between adolescents' and their parents raising parental control (17).

Neuroticism describes individuals who are liable to experience undesirable affect such as sadness, despair, guilt and it is associated with low self-esteem, irrational perfectionistic beliefs, and distrustful manners (21).

Development of the youth can be enhanced by empathic and friendly relation between adolescent and their parents as this affords a healthy condition for their maturation(1). Moreover, Adolescents living with accepting and loving families experience fine developmental qualities, happiness, and optimistic feelings (22). On the contrary, Schofield et al., (23) revealed that, parenting behaviours such as compulsion and unkindness are accompanied by children's oppositional and violent behaviours, inability to control unacceptable behaviours, and likelihood for developing psychotic disease. Consequently, adolescent personality development may be positively and negatively related to parental kindness and harshness respectively.

#### **Significance of the study:**

It is important to focus on adolescence, because this is the period of time that antisocial and health-compromising behaviours develop. Parenting plays a vital role on adolescent personality development particularly at the secondary level because they are vulnerable to all types of life style both positive and negative. Moreover, adolescents' future and psychological development such as physical and psychological well-being, educational accomplishment, risk-taking behaviour and self-esteem are markedly influenced by their parenting style. As well, parenting behaviour can limit or support optimal individuation between adolescents. Parents might restrict the development of suitable levels of individuality and independence if they didn't allow their children to freely follow relationships, or make decision. Therefore, it is deemed necessary to study the impact of parenting style on personality trait of adolescents.

#### **Aim of this study**

This study aimed to identify the relationship between parenting styles and adolescents' personality traits.

#### **Research hypothesis:**

- 1- There is significant positive relationship between Authoritative parenting styles and extroversion, conscientiousness, openness and agreeableness personality traits of adolescents.
- 2- There is significant negative relationship between Permissive parenting styles and personality trait of adolescents.
- 3- There is significant positive relationship between Authoritarian parenting styles and neuroticism personality trait of adolescents.

#### **Subject and methods:**

##### **Research Design**

A descriptive correlational research design was utilized in this study.

### **Research Setting**

This study was conducted at three secondary schools in Abo-Hamad city. The first school was Abo-Hamad Secondary School for Boys, the second was Abo-Hamad Secondary School for girls and the third one was Elsowa Secondary School for boys and girls.

### **Study Subjects:**

A Purposive sample consisted of 400 students from 1<sup>st</sup> and 2<sup>nd</sup> secondary grade from the previous listed secondary schools. In the academic year 2016-2017 according to the following inclusion criteria:

- Male and females
- Age 15-18
- Live with both parents
- Agree to participate in the study

### **Tools of data collection:**

Three tools were utilized to collect the data of this study. They were the Socio-demographic data sheet, Big Five Inventory(BFI) and Parental Authority Questionnaire (PAQ).

#### **1- students' and parent personal data sheet:**

This sheet was designed by the researcher to assess personal characteristics of the student and their parents.

- **personal characteristics of the student** included personal data e.g. age, gender, school grade, residence, birth order and number of brothers/ sisters.
- **personal characteristics of the parents** included personal data e.g. age, educational level and occupation.

**Big Five Inventory (BFI):** this tool was developed by John, Donahue, & Kentle (24) to assess personality traits. It consists of 44 items divided into five subscales: extraversion (8 items), agreeableness (9 items),

conscientiousness (9 items), neuroticism (8 items), and openness (10 items).

**Scoring system:** Each item is rated on a five-point likert scale (1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, and 5 = strongly agree). Adolescents were asked to rate the degree to which they agree or disagree with items assessing different personality traits by asking "I see myself as someone who is...". This scale has reversed items No (2, 6, 8, 9, 12, 18, 21, 23, 24, 27, 31, 34, 35, 37, 41, 43). Higher scores indicate higher levels of that particular personality trait.

**Parental Authority Questionnaire (PAQ):** this tool was developed by Buri (25) to assess parenting styles as perceived by students. It is a thirty (30) item questionnaire, with ten (10) items for each parenting style that are permissive (P: items 1, 6, 10, 13, 14, 17, 19, 21, 24 and 28), authoritarian (A: items 2, 3, 7, 9, 12, 16, 18, 25, 26 and 29), and authoritative/flexible (F: items 4, 5, 8, 11, 15, 20, 22, 23, 27, and 30). It basically asks questions about how student's parents behave towards them and the nature of the relationship between them.

**Scoring system:** Each item is rated on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The PAQ is scored by summing the individual items to comprise the subscale scores. Scores on each subscale range from 10 to 50. Cronbach's alpha was reported by other study as follow permissive parenting (0.69), authoritarian (0.73) for parenting, and authoritative parenting (0.77) (6).

### **Content validity & reliability:**

Content validity was established for the tools by five jury from academic staff at faculty of nursing - Zagazig University (psychiatric nursing departments) who revised the tools for applicability, clarity, understanding and ease for implementation. Tools were translated

into Arabic language using the translation-back translation technique to ensure their original validity. Reliability of the tools was assisted through test and retest. It was measured by administered the questionnaire twice at different point in time. Scores from repeated testing were compared. This kind of reliability is used to assess the consistency of test across time.

#### **Field work**

After obtaining permission for starting the study, the researcher met the directors of the selected three schools to explain the aim and the importance of the study as well as data collection forms and asked for their cooperation to facilitate data collection. The researcher entered the classrooms, introduced herself to the students, and explained the nature of the study and the data collection forms to them. Clear instructions on how to complete the questionnaire were given. The researcher stayed in the classroom while students were filling in the questionnaire sheets to answer any question. The questionnaire sheet took about 30-40 minutes from the student to answer it. Data collection continued from October 2016 to the end of February 2017.

#### **B-Pilot study:**

A pilot study was conducted on 10% of the studied sample from the two secondary grade. It was done to test clarity and the feasibility of the tools, as well as to estimate the needed time for completing the tools. The scales did not need any modification. The students who shared in the pilot study were excluded from the main study sample.

#### **Administrative and Ethical consideration:**

After approval of the ethics committee, the permission for conducting the study was obtained by submitting an official letter issued from the dean of the faculty of nursing at Zagazig University

to the Security Department in the Directorate of Education at Zagazig city, after that to directors of Educational Administration in Abo-Hamad city. The students were given a verbal description of the study's aims. They were informed about their rights to refuse or withdraw from the study, without untoward consequences. The confidentiality of the collected data was confirmed by the researcher and it will be used only for the purpose of scientific research.

#### **Problems and limitations of the study:**

The 1<sup>st</sup> and 2<sup>nd</sup> secondary grade are only included in the study due to the frequent absenteeism of the 3<sup>rd</sup> secondary grade.

#### **Statistical Design**

Data entry and statistical analysis were done using (SPSS) version (20) (Statistical Package for Social Sciences). Scoring of sociodemographic, parenting styles and personality trait were done according to original tools' guidelines. For quantitative data, the range, mean and standard deviation were calculated. Independent t- test and Anova were used for quantitative normally distributed data for detection difference between two different groups. Correlation between variables was evaluated using Pearson's correlation coefficient (r). Significance was adopted at  $p < 0.05$  for interpretation of results of tests of significance. and high statistical significance at  $< 0.01$ .

#### **Results:**

**Table (1)** displayed that, the age of the studied subjects ranged from 15 to 18 years, with mean ( $16.14 \pm 0.64$ ). More than half of them were females (54.3%), living in rural area (60%), were in the first grade (67.8) have higher birth order (63.2%), the number of sibling ranged between 0 and 5, with mean ( $1.8 \pm 0.58$ ). Concerning parents' personal characteristics, this table revealed also that, mothers' age ranged from 29 to 57

years, with mean ( $41.3 \pm 5.8$ ). More than half of the mothers and fathers had basic or intermediate education (56%, and 53.5%) respectively. As for their job, majority of the fathers (72.2%) were manual workers, while more than half of the adolescent mothers' were housewives (61%). In relation to fathers' age, it ranged from 35 to 72 years, with mean ( $48.6 \pm 6.5$ ).

**Table (2)** revealed that, the highest mean score was for openness personality trait ( $37.5 \pm 4.7$ ) followed by conscientiousness and agreeableness ( $33.8 \pm 0.9$  and  $33.7 \pm 1.1$ ) respectively.

**Table (3)** illustrated that, the highest mean score was for authoritative parenting style ( $37.7 \pm 6.7$ ) followed by authoritarian and permissive parenting style ( $27.9 \pm 6.3$  and  $27.6 \pm 6.1$ ) respectively.

**Table (4)** showed that there were various significant positive and negative correlations between domains of personality traits and parenting style. there was significant positive correlation between permissive parenting style and openness personality traits ( $r = .129$ ). Authoritarian was positively correlated with neuroticism ( $r = .118$ ), and negatively correlated with agreeableness, conscientiousness and openness ( $r = -.099$ ,  $-.117$  and  $-.119$  respectively). Furthermore, authoritative has significant positive correlations with agreeableness, conscientiousness and openness ( $r = .316$ ,  $.165$  and  $.125$  respectively).

**Table (5)** displayed Best fitting multiple linear regression model for the scores of personality trait domain and parenting style. It demonstrated that, authoritative parenting style was positive predictor for agreeableness and conscientiousness personality. Authoritarian was positive predictor for neuroticism personality, meanwhile it was negative predictor for openness

personality. Permissive was positive predictor for openness personality.

#### **Discussion:**

Parenting styles utilized by parents are important not only in identifying mental health of kids but also in determining the development of their personality and the methods of interacting with intimate and social relationships (3). Moreover, parenting styles had a significant influence on children's attitude, educational accomplishment and the selection of occupation (4).

The result of the present study indicated that, openness personality trait had the highest mean score of personality traits among the studied adolescents this might be due to that, most of the respondents experienced wide interests in exploring new experiences, being imaginative, mental curiosity, and complexity of their intellectual and experimental life. Conversely, they got the lowest score in neuroticism which talks about the respondents' susceptibility to experience negative emotions such as anxiety, low self-esteem, impulsiveness, shyness, stress, hostility, irrational thinking, and depression. These results were supported by the findings of a study done in Philippines by Datu (26) who found that, the respondents had manifested an elevated score in openness to experience and the lowest score in neuroticism.

The findings of this study revealed that, authoritative parenting style appeared to be the most utilized style by which respondents' parents were connecting with them. This could be related to that, most of the respondents saw their parents demonstrating features of authoritative. Such parents attempted to direct their children's behaviors. They encouraged discussion, explanations for rules and reasoning with their children. This would allow their children to freely discuss their social,

personal, and educational worries with their parents for suitable solutions as well as sharing their plans with them for appropriate instructions. This was consistent with the finding of a study done in Ghana which revealed that, the most utilized parenting style as recognized by the students in their study was authoritative style. Those parents exhibited behaviors like supporting their kids to discuss their problems, directing them by reasoning, giving praise when their kids behave well(4). In contrary, Khairollah (27) found that secondary school students identified that authoritarian parenting style was the most utilized parenting styles by their parents. In the same line, Ijeoma , Omolara and Oluyemi (28) reported that, authoritarian parenting style (high levels of control and low levels of warmth) was the most common parenting practice as documented by minority American adolescents, as well as adolescents from Arab and Asian countries.

This study also indicated that, there was significant positive correlation between permissive parenting style and openness personality trait. This is might be due to that, permissive parents rarely put rules to regulate their kids' behavior and utilize a sympathetic and accepting attitude in dealing with their children. Those parents allowed their kids to decide whatever they like regardless their age. These children felt free to pass through any new experience without fear of consequences. This was in agreement with other study which mentioned that openness personality traits had a positive relationship with permissive parenting style(29). These results were in disagreement with a study done in Iran (30) which indicated that, intellectual development and creativity of the children negatively influenced by permissive parenting style. Those children tended to be disobedient and immature, had low

self-confidence, showed less stability in doing their homework, made immediate decisions, and dependent on adults.

According to the present study, there was significant positive correlation between Authoritarian parenting style and neuroticism. this result might be due to adolescents are raised by authoritarian parent and repeatedly threatened and living in constant fear. Those children are likely to be depressed, socially isolated, had low self-esteem, experience much stress, low curiosity and aggression to others. This goes on line with a study done in Netherlands by Huver et al., (10) who found that, neuroticism was related to less parental warmth and strict control over adolescent behavior. In the same line Sigelman and Rider (7), and Pearson, (9) indicated that, children raised by authoritarian parents were apparently hopeless, nervous, irritable, insecure and nearly purposeless.

In another study, authoritarian parenting style was accompanied by marked psychological symptoms like depressive and anxiety symptoms, impaired communication skills, and failure to initiate activity (31). Similarly, Puff (32) revealed that, negative parenting behaviors had a harmful effect on children's emotional and behavioral functioning as well as on their development of cognitions as they proceeded through adolescence. On the contrary de Haan et al., (15) found that, parental warmth was positively related to adolescent's neuroticism, proposing that feelings of insecurity and anxiety in psychologically unstable teenagers probably indicate sympathy and positive emotions in their parents.

In the present study, there was a negative correlation between authoritarian parenting style and openness. This could be due to that, parents utilizing authoritarian parenting style strictly control their kids' behavior, expecting

firm, automatic acceptance of their parental authority, and frequently punish their children when they don't obey their orders. Those children always develop fear in dealing with new experience. This goes on line with Tanhaye-Rashvanlou & Hejazi, (11) who indicated that, authoritarian parents could limit their children's creativity and imagination as a result of too much inhibition. Similarly, Maddahi, et al., (33) found that, authoritarian parenting style was negatively related to openness personality trait.

The findings of this study also indicated that, there were significant negative correlations between authoritarian parenting style, agreeableness and conscientiousness personality traits. This was consistent with Edobor & Ekechuk (12) who found that, the authoritarian parents who expecting orders to be obeyed without explanation, power assertive and statue oriented tended to become a model for the adolescent's to imitate in future. Hence, parents' show of aggressiveness both in words and actions would affect the students' level of agreeableness. Other study indicated that, repeatedly threatened children are more likely to be isolated, depressed, experiencing much stress, low self-esteem, , and aggressive behavior (30). Moreover, authoritarian parents limit their children's development of creativity and cognition. As well, Xie et al, (34) found that, authoritarian parenting style was negatively correlated with their children's emotional stability and personal relations. On the other hand, Maddahi and Samadzadeh (29) contradicted with the study finding; they found that, personality traits of agreeableness, extroversion and openness had positive relationship with authoritarian parenting style and has negative relationship with authoritative parenting style and conscientiousness

personality trait had positive relationship with authoritative and authoritarian parenting styles.

The findings of this study also revealed that, authoritative parenting style had significant positive correlations with agreeableness, conscientiousness and openness. This might be due to that authoritative parents accepted individuality of their children and encourage them to act freely in new situation without fear. Those children were likely to be intellectually curious and open-minded. This finding was in agreement with a study done in Slovenia which revealed that, curiosity, creativity, and flexibility among adolescents revealed warm parenting style, probably because they are able to accommodate to new developmental tasks, mainly self-exploration ability(15). Also, Zupancic and Kavcic (14) found that, agreeableness were positively related to good relationship between adolescents and their parents, i.e. high level of parental sympathy and lower level of restriction. Similarly, Desjardines, et al., (35) reported that, adolescents raised by authoritative parenting style had better educational accomplishment, and social-emotional development. Moreover, they showed higher organized and rational orientation, had better psychological development, more scientific competence as well as less neglectful behavior and physical symptoms (33). In addition, Puff (32) revealed that, children with authoritative parents (i.e., those who provide both support and discipline) experience more positive emotional and behavioral functioning. These children were confident about their abilities, more competent in areas of achievement, better adjusted, and less likely to have behavioral difficulties when compared to children with authoritarian and permissive parenting styles. Also, Schofield, et al., (23), found that, high levels of parental



warmth and low levels of hostility were positively predicted conscientiousness, agreeableness, and low neuroticism (i.e., emotional stability).

Consistent with this perspective, authoritative parents' children were optimistic, socially competent, independent, cooperative and the best adjusted children(1). In the same line, Hong ,Long and Abdull Rahman (36) found that, children of authoritative parents are more likely to be sympathy, socially proficient and cheerful, self-reliant and accountable. They were also liked to discover novel objects around them. The nature of discovering novel objects enhance social ability among adolescents.

#### **Conclusion**

Based on the study findings, it was concluded that, that there was statistically significant positive correlation between permissive parenting style and openness personality trait. Authoritarian parenting style was positively correlated with neuroticism and negatively correlated

with agreeableness, conscientiousness and openness. Furthermore, authoritative parenting style had significant positive correlations with agreeableness, conscientiousness and openness.

#### **Recommendations**

Based on the results of this study, it was recommended that,

- Educational programs for parents and teachers helping them to know and understand types of parenting style and their influences on the relationship between adolescent and their parents and to get red of problems of this period.
- Further researches to identify the predictors factors of adolescents' personality traits and how they affect their physical and psychological health.

Teachers should identify different parenting styles and their effect on adolescents' personality traits. This will assist them to appropriately deal with problems as they arise in the teaching and learning situation among students.

**Table 1:** Personal characteristics of the adolescents and their parents in the study sample (n=400)

characteristics	Frequency	Percent %
<b>Age (years):</b>		
Range	15 - 18	
Mean±SD	16.14 ± 0.64	
<b>Gender:</b>		
Female	217	54.3
Male	183	45.7
<b>Residence:</b>		
Rural	240	60.0
Urban	160	40.0
<b>Grade:</b>		
1 <sup>st</sup> year	271	67.7
2 <sup>nd</sup> year	129	32.3
<b>Birth order:</b>		
< 3	147	36.8
≥3	253	63.2
Mean±SD	2.83 ± 0.83	
<b>No of brothers/ sisters</b>		
< 3	374	93.5
≥3	26	
range	0-5	
Mean±SD	1.8 ± 0.58	
<b>Mother age</b>		
< 41	219	54.8
≥ 41	181	45.2
range	29-57	
Mean±SD	41.3 ± 5.8	
<b>Mother education</b>		
Illiterate/ read and write	63	15.7
Basic/ intermediate	224	56.0
University	113	28.3
<b>Mother job:</b>		
Housewife	244	61.0
Working	156	39.0
<b>father Age (years):</b>		
<55	323	80.8
≥55	77	19.2
Range	35-72	
Mean±SD	48.6 ± 6.5	
<b>father Education:</b>		
Illiterate/ read and write	48	12
Basic/ intermediate	214	53.5
university	138	34.5
<b>Father job:</b>		
clerical	289	72.8
manual work	111	27.2

**Table(2)** : mean Scores of personality trait domains (n=400)

Item	median	Mean±SD	Range
Extroversion	26	20.7 ± 3.7	10-39
Agreeableness	34	33.6 ± 4.1	17-45
Conscientiousness	34	33.8 ± 0.9	16- 45
Neuroticism	24	24.7 ± 0.8	8- 40
Openness	37	37.5 ± 4.7	21- 64

**Table(3):** mean Scores of parenting style domains (n=400)

Item	median	Mean±SD	Range
Permissive	28	27.6 ± 6.1	12 - 57
Authoritarian	28	27.9 ± 6.3	10- 46
Authoritative	39	37.7 ± 6.7	10- 50

**Table 4:** correlation between variables of personality traits and parenting style (n=400)

Item	Spearman's rank correlation coefficient				
	extroversion	Agreeableness	Conscientiousness	neuroticism	Openness
	r	r	R	r	r
permissive	.049	.001	-.014	-.031	.129**
Authoritarian	.001	-.099*	-.117*	.118*	-.119*
authoritative	.012	.316**	.165**	-.056	.125*

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Table 5:** Best fitting multiple linear regression model for QOL scores (n=400)

Item	Unstandardized Coefficients		Standardized Coefficients	t-test	p-value	95.0% Confidence Interval for B	
	B	Std.Error	Beta			Lower	Upper
Extraversion personality score							
(Constant)	24.736	1.595	.	15.508	.000	21.601	27.872
Permissive	.029	.031	.048	.939	.348	-.032	.089
Authoritarian	.002	.030	.004	.072	.942	-.056	.060
Authoritative	.002	.028	.004	.085	.932	-.053	.058
r-square = 0.002, Model ANOVA: F=0.315							
Agreeableness personality score							
(Constant)	28.345	1.642		17.260	.000	25.117	31.574
Permissive	-.038	.032	-.058	-1.197	.232	-.100	.024
Authoritarian	-.033	.030	-.051	-1.070	.285	-.092	.027
Authoritative	.190	.029	.318	6.509	.000	.133	.248
r-square = 0.105, Model ANOVA: F=15.56							
Conscientiousness personality score							
(Constant)	32.262	2.501		12.900	.000	27.345	37.178
Permissive	-.044	.048	-.046	-.918	.359	-.139	.051
Authoritarian	-.087	.046	-.094	-1.878	.061	-.178	.004
Authoritative	.139	.044	.158	3.124	.002	.052	.226
r-square = 0.038, Model ANOVA: F=5.170							
neuroticism personality score							
(Constant)	23.565	2.510		9.389	.000	18.630	28.499
Permissive	-.020	.048	-.021	-.410	.682	-.115	.075
Authoritarian	.103	.047	.112	2.212	.028	.011	.194
Authoritative	-.031	.045	-.035	-.685	.494	-.118	.057
r-square = 0.016, Model ANOVA: F=2.115							
Openness personality score							
(Constant)	34.827	2.013		17.301	.000	30.870	38.784
Permissive	.085	.039	.109	2.184	.030	.008	.161
Authoritarian	-.075	.037	-.101	-2.019	.044	-.149	-.002
Authoritative	.064	.036	.090	1.774	.077	-.007	.134
r-square = 0.037, Model ANOVA: F=5.125							

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