

The study of relationship between parenting styles and personality dimensions in sample of college students

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Abstract

The present study aims to explore the relationship between parenting styles (including authoritative, authoritarian, permissiveness and neglectful) and personality dimensions (including five factors as extroversion, agreeableness, conscientiousness, neuroticism and openness to experiences). For this purpose, 272 students from national university, Islamic Azad University and Payam Nour University of Yazd pre-province were selected at random and responded to Parenting Styles Questionnaire (Naghashian, 1979) and Five-Factor Personality Factors Questionnaire (Costa and McCrae). The findings show 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 (including, having desire for curiosity, imagination, aesthetics, wisdom, enlightenment and humanism).

Keywords: Parenting style, Personality traits, Student

Introduction

Family is the main pillar and the first of child's personality development. The quality of the relationship between parents and children is considered as the determining factor of adjustment and their interaction to each other as well as psychological and emotional atmospheres dominant on the family form the behavioral and personality characteristics of children (Sarmast, 2006). The issue of socialization has been practiced on human beings by various sources and each one makes up the cultural and social personality of the socialized one. Family played the main role in most societies, including Iran amongst this and it has the most influence in the process of human's socialization and acculturation. Various studies have been performed indicating that one of the most effective factors on the development and formation of adolescent's personality is their parent's parenting practices (Belsky & Barrendz, 2002; Prinzieh *et al.*, 2004). Parenting styles are patterns for children's training that is formed by the normative interaction of parents and how they response to children's behavior (Kaplan *et al.*, 2002; cited in Desjardins, 2009). In addition, various studies showed the relationship between five personality traits including learning styles (Komarajou *et al.*, 2011), academic achievement (Atashrouz *et al.*, 2008) and mental health (Outani *et al.*, 2009) which indicate the importance of addressing this area.

Psychologists are different from each other in terms of the meaning of personality. Most of them agree that the term personality is a relatively stable trait, tendencies or features that perpetuate individual's behavior to some extent; or more specialized, personality is made up of traits and tendencies which led to individual differences in behavior, behavior stability over time and behavior continuity in various situations (Feist & Feist, 2002).

McCrae and Costa (1992) and McCrae and John (1992) described personality along five dimensions or five main factors, including openness to experience, conscientiousness, extroversion, agreeableness and neuroticism. 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-focused and reflection (John, 1989; McCrae & John, 1992, Watson & Clarck, 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).

Different patterns are presented by researchers in the study of parenting styles. McCobay and Martin's parenting style (1983, Seligman & Rouznahan, 2003), which is the evolved form of parenting styles of Bamarynd, is one of the most commonly used patterns in the field of parenting practices. Bamarynd (1971) explained two independent dimensions in education which is able to predict children's behavior. The first dimension, i.e. responsiveness, is the amount of nutrition, warmth, emotional expression and positive reinforcement associated with children's opinions. The second dimension, i.e. demandingness, refers to control application method, level of demand and expectations. Based on these two dimensions, there are four types of parenting styles: authoritative (high on both dimensions), authoritarian (high on demandingness and low on

responsiveness), permissive (low on demandingness and high at responsiveness) and neglectful (both in low).

There are different combinations of two dimensions of parenting styles, i.e. affection and control in each dimension. Parents who apply authoritarian educational pattern are cold and unkind towards their children and at the same time have a high control on their children along with punishments and lots of restrictions. Not only are authoritative parents warm, kind and receptive, they are also restrictive, but they explain the cause of these restrictions with logic to their children. Parents express lots of kindness to their children in permissive parenting style, but they have low control on their behaviors, and there are both low kindness and control in the relationship between parents and children in neglectful parenting style. Each of these styles has different effects on children; children with authoritative parenting style have better social-emotional development and academic performance (Biougental & Grousis, 2006; Desjardines, *et al.*, 2009) and show higher organized and rational orientation (Hill, 1995), and adolescents with authoritative parents consume less smoke and marijuana and drink less alcohol (Jackson *et al.*, 1998; Krimirz *et al.*, 2003) and have better psychological development and more scientific competence as well as less neglectful behavior and physical symptoms (Stinburgh *et al.*, 1994). While permissive parents have no control on their children and these children show the least amount of self-confidence, curiosity and self-control in each group and have difficulty in controlling impulses, recognizing values and anti-values (Bamarind, 1971; Burn Stein, 2002). Authoritarian parents often humiliate their children and no explanation they give about the punishment exerted, for performing strong discipline causes impairment children's processing messages and parent talk and they are living in constant fear (Hartoup & Lawrence, 1993; Barber, 2000). Therefore, the present study examines the relationship between parenting styles and personality dimensions.

Research method

This research is the type of non-experimental and correlation study (Sharifi & Sharifi, 2004). Correlation studies are applied for two purposes: the first one is correlation study of multi-variables and the other is to predict a variable by another variable or other variables. The general scheme of this study is descriptive-sectional. There are two types of variables in this study: independent variables (predictive) parenting styles and dependent variable (criterion) personality types. Research methodology used in this study is based on the assumptions of correlation studies. In this study, the relationship between parenting styles variables and related factors (4 factors) as predictive variables (independent) with personality types variable as dependent variable (criterion) are assessed and regression and causal relationships between them are regulated.

Research samples

In this study, the number of subjects under study is obtained from the Koukran formulae $n = \frac{\sigma^2 \cdot z^2}{d^2}$. Due to the fact that the community approximate mean (\bar{x}) in NEO questionnaire is 34 and the difference between actual mean of community and equivalent average of one standard deviation is supposed 4.02 (Ahadi, 2007), thus, the required minimum sample size is calculated 275 ones. The stages of calculation are as follows:

$$n = \frac{34^2 \cdot 1/96^2}{4/02^2} = 274/8 \cong 275$$

Based on the experiences and performed studies, it is predicted that this required minimum sample is not met; therefore, sample size was increased to 300 people. These people were selected from the student community of National Universities, Islamic Azad University, Payam Nour University of Yazd pre-province in simple random method and finally 272 subjects returned completed questionnaires on which statistical analysis was performed on these data.

Research tools

Parenting style questionnaire: To assess parent's parenting style, a questionnaire composed of 77 questions being developed by two dimensions affection (coldness, warmth) and control (control-freedom) by Naghashian was used. Naghashian reported the reliability coefficient of this test 0.87 with division method, Yaghoubi (1993) reported the reliability coefficient 0.92 and 0.82 with division and Cronbach's alpha methods, respectively, and Tahmotan (1998) reported the control-freedom dimension 0.74 through Cronbach's alpha and 0.89 for coldness-warmth dimension relationships and 0.85 for the whole scale. In his initial studies, Naghashian obtained the test validity through content validity. Yaghoubkhani Ghiasvandi (1993) applied principal components analysis using varimax rotation to study the effects of factorial validity of questions and in overall showed that factor analysis confirmed the factorial validity of questions and corroborated the opinion of the constructor of the questionnaire indicating that the mentioned tool assesses two given dimensions. It is worth mentioning that evidences related to validity and reliability of this scale have been reported favorable through various researchers, including Tahmotan (1998), Razavieh and Khoshbakht (2005).

NEO-FFI-60 Five Personality Factor Questionnaire: This is a self-report questionnaire composed of 60 questions based on Likert scale ranged from 1=totally agree to 5=totally disagree in which each 12 questions measure big five personality factors (extraversion, agreeableness, conscientiousness, neuroticism and openness). Regarding NEO-FFI authenticity, the results indicate that NEO-FFI subscales have good inner acceptance. For

example, in the study conducted by Costa and McCrae (1992), Cronbach's alpha coefficient was reported between 0.68 for agreeableness and 0.86 to neuroticism. Helden (1999) also reported the Cronbach's alpha of these five factors in the range of 0.76 for openness to 0.87 for neuroticism. The results of the study performed by Moradian and Nazlak (1995) indicate that Cronbach's alpha for neuroticism, extroversion, openness, agreeableness and conscientiousness are 0.84, 0.75, 0.74, 0.75 and 0.83, respectively. NEO-FFI questionnaire was standardized by GarousiFarshi (1998) in Iran. The validity of this questionnaire using retest method for 208 students over three months is obtained 0.83, 0.75, 0.80, 0.79 and 0.79, respectively for N,E,O,A and C factors. Also, in the study conducted by Mollazadeh (2002, cited in FathiAshtiani and Dastani, 2009), the retest coefficient over 37 days for 76 people of Shahed children was reported as 0.83, 0.78, 0.73, 0.79 and 0.85, for neuroticism, extroversion, openness, agreeableness and conscientiousness, respectively. Also, Cronbach's alpha was obtained for neuroticism, 0.86; extroversion, 0.83; openness, 0.74; agreeableness, 0.76; conscientiousness, 0.87 and the total alpha, 0.83. Regarding the concurrent validity of this questionnaire and Physical Symptom Questionnaire of Mayers-Bricks, California Revised Questionnaire, Glifourd and Zuckerman Temperament Study, list of traits and interpersonal trait scale, a high relationship have been reported (Mollazadeh, 2002; FathiAshtiani & Dastani, 2009).

Finding

In Tables 1 and 2, descriptive indicators of participant's frequency distribution in terms of age distinction and descriptive indicators of participant's scores in parenting style and personality factors have

been shown. In Table 3, the results of multiple regression analysis to predict the openness component based on parenting styles have been shown. As can be seen, $R^2(0.035)$ means that 3.5% of openness variance of personality dimensions variable are indicated by parenting styles variables. In other words, 3.5% of observed distribution in openness of personality dimensions is justified by these four variables. Also, the amount of observed $R^2(0.187)$ indicate that regression model can be poorly used for prediction. Nonetheless, the ration of calculated $F(2.426)$ has an acceptable level ($0.048 < 0.05$). Therefore, it can be concluded that there is a significant correlation between 4 variables of participant's parenting styles with openness factor.

Information mentioned in the table show that coefficient (beta column) related to authoritative, authoritarian and neglectful parenting styles variables is negative, but the beta coefficient related to permissive parenting style variable is positive, though by referring to the t statistic and significance level, it can be judged that among the above-mentioned variables, only authoritative parenting style ($\beta = -2.568, P < 0.05$) has a significant correlation with openness which can be a predictor for openness.

According to the correlation direction of this variable, it can be concluded that by increasing one unit of this variable, openness out of personality dimension component will be increased 0.0109 units. Also, there is negative significant relationship between authoritative parenting style and openness component.

The Table 4 shows that there is an inverse and significant relationship between authoritative parenting style and neuroticism parenting style. Also, it is shown that there is a direct and significant relationship between authoritarian parenting style and neuroticism parenting style.

Table 1. Descriptive indicators of participant's frequency distribution in terms of age distinction

Indicators Variables	Number	mean	median	index	Standard deviation	minimum	maximum	range
Age	272	23.10	22	22	3.448	17	35	18

Table 2. Descriptive indicators of participant's scores in parenting style and personality factors (N-214)

Indicators Variables	Mean	Mean standard error	Median	Standard deviation	minimum	maximum	Range	Strain	Deviation
Authoritative parenting style	21.49	0.263	21	4.341	14	34	20	0.951	0.440
Authoritarian parenting style	18.63	0.239	19	5.432	6	38	32	0.079	0.332
Permissive parenting style	17.50	0.364	17	6.000	8	34	26	0.382	-0.405
Neglectful parenting style	17.61	0.346	18	5.701	6	45	39	-0.107	-0.027
Neuroticism (N)	27.92	0.474	26.50	7.818	6	45	39	-0.107	-0.027
Extroversion (E)	28.76	0.578	28.50	7.879	5	46	41	-0.178	-0.227
Openness (O)	29.44	0.471	26	7.760	7	45	38	-0.066	-0.048
Agreeableness (A)	29.63	0.476	26	7.852	7	45	38	-0.146	-0.038
Conscientiousness(C)	29.72	0.574	26	7.828	4	46	42	-0.153	-0.038

Deviation standard error=0.148; Strain standard error=0.294

"Parenting style"
http://www.indjst.org

Table 3. Multiple regression analysis to predict the openness component based on parenting styles

Predictors	Openness			
	Non-standardized coefficient	Standardized coefficient (beta)	t	Significance level
Authoritative parenting style	-0.280	-0.109	2.568	0.011
Authoritarian parenting style	-0.034	-0.024	-1.398	0.691
Permissive parenting style	0.154	0.119	0.857	0.951
Neglectful parenting style	-0.022	-0.016	-0.267	0.789

R=0.187, R²=-0.035, Adjusted R²=0.021, F=2.426

Table 4. Multiple regression analysis to predict the neuroticism component based on parenting styles

Predictors	Neuroticism			
	Non-standardized coefficient	Standardized coefficient (beta)	t	Significance level
Authoritative parenting style	-0.280	-0.109	-1.23	0.091
Authoritarian parenting style	-0.034	-0.024	2.08	0.801
Permissive parenting style	0.154	0.119	0.260	0.490
Neglectful parenting style	-0.022	-0.016	-0.330	0.427

R=0.128, R²=-0.052, Adjusted R²=0.022, F=2.316

Results and discussion

Regarding the research hypothesis, the results of statistical analysis showed that there is an inverse relationship between authoritarian parenting style and openness parenting style and there is a direct relationship between authoritative parenting style and openness parenting style. Also, there is an inverse and significant relationship between authoritative parenting style and neuroticism parenting style and it has been shown that there is a direct and significant relationship between authoritarian parenting style and neuroticism. In fact, the results of this study showed that parent's educational manners and styles are effective on the formation of children's personality traits. This finding is compatible with the other studies (Bamerind, 1971; Costa & McCrae, 1992; Belsky & Barndez, 2002; Burn Stein, 2002; Pernizieh *et al.*, 2004; Biogetnal & Grousis, 2006; Desjardins, 2009).

The methods parents apply on their children's training have major roles in providing their mental health. It is in a healthy relationship that children's needs can be identified and then tries to supply and satisfy them. As indicated, each of these methods has some effects on children's behavior, which the negative and destructive effects of permissive and authoritarian methods are more than others. Coopersmith (1976), (Sepehri, 2009) showed that in comparison to authoritarian parents, the parents who have permissive parenting style are more prone to train children who have a high amount of self-respect and authoritative parents give positive effects in their adolescent's lifestyle which cause them to consume less smoke and marijuana as well as drink less alcohol

(Jackson *et al.*, 1998). Also, they have less physical symptoms (Stingurgh *et al.*, 1994).

Children with authoritative education style have higher social-emotional development and better academic performance. The studies performed by Costa and McCrae (1992) showed that the communicative dimension (warmth and support) is in a high level in authoritative parenting style and the children who are trained under this pattern show more humanism. On the other hand, a set of social support, mutual relationships, receptivity, responsiveness and satisfaction towards children can be seen in authoritative parenting style which causes the development of these components within children (Bamarind, 1971). Also, Maddahi and Samadzadeh (2010) showed that three personality traits, namely agreeableness, extroversion and openness has a positive relationship with authoritarian and permissive parenting style and has a negative relationship with authoritative parenting style and conscientiousness personality trait has a positive relationship with authoritative and authoritarian parenting styles and a negative relationship with permissiveness parenting style. Therefore, it can be generally concluded that parent's parenting styles and the way they interact with their children can be effective on evolving children's personality traits and the parents who support authoritative parenting styles contribute to evolving positive characteristics such as agreeableness, extroversion and openness in their children. Therefore, it is recommended that training points be presented to parents according to the results obtained.

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